

## Evaluating educational innovation

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**Publication date**

2024

**Document Version**

Final published version

**Citation (APA)**

Engelbrecht, E., Specht, M. M., Rooij, R. M., & Strobel, J. (2024). *Evaluating educational innovation*. Abstract from EARLI SIG 4 & 17 Conference 2024, Utrecht, Netherlands.

**Important note**

To cite this publication, please use the final published version (if applicable). Please check the document version above.

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Psychological flexibility has been found to promote better mental well-being and study skills. This paper examines how university students participating in an online Acceptance and commitment therapy (ACT)-based intervention course, aiming to enhance psychological flexibility and study skills, benefited from the course concerning their well-being and studying. The study aimed to explore changes in the participants' well-being and study skills during the course and examine how the students attending the course evaluated the usefulness of the course modules based on sub-processes of psychological flexibility. The findings showed that the course promoted participants' organized study skills, psychological flexibility, and emotional and psychological well-being compared to the control group. In addition, we found many aspects how the course promotes one's well-being and learning in different phases of the course.

#### **The effects of online ACT interventions on well-being in working life contexts: A systematic review**

Keywords: adaptive expertise, adaptive learning, digital learning, quantitative methods

**Presenting Author:**Veera Lampinen, University of Helsinki, Finland; Co-Author:Ella Kämper, University of Helsinki, Finland; Co-Author:Henna Asikainen, University of Helsinki, Finland; Co-Author:Viktoria Balla, University of Helsinki, Finland; Co-Author:Nina Katajauuri, University of Helsinki, Finland

The escalating concern over declining employee mental health has led to a surge of interest in Acceptance and Commitment Therapy (ACT)-based interventions. These interventions aim to develop psychological flexibility, associated with reducing burnout, depression, and anxiety, and enhancing overall well-being. While existing literature primarily focuses on face-to-face interventions or specific populations, the shift towards digital solutions has left a gap in the investigation into online ACT-based interventions, particularly in workplace contexts. This systematic review aims to address this gap by investigating the current evidence on the effectiveness of online ACT-based interventions in working life contexts. This review adheres to PRISMA 2020 guidelines, registering its protocol with PROSPERO and employing a comprehensive search strategy across six databases. Preliminary findings suggest moderate reductions in burnout, depression, and anxiety, albeit with significant methodological diversity and variable study quality. Risk of bias analysis using Robvis facilitates insights into internal validity, emphasizing the necessity for standardized protocols.

#### **Systematic review on ACT-based interventions on teacher wellbeing**

Keywords: adaptive expertise, adaptive learning, educational development, teaching innovation or innovative teaching practices

**Presenting Author:**Henna Asikainen, University of Helsinki, Finland; Co-Author:Tiago Carvalho, University of Helsinki, Finland; Co-Author:Nina Katajauuri, University of Helsinki, Finland

Teachers in higher Education like other work classes have showed indications of poor wellbeing. Different kind of interventions have been conducted to address these issues. Among them, the Acceptance-Commitment Therapy (ACT), have shown positive results among students and workers. Yet, there seems to be a lack of literature tackling the effects of ACT-intervention on teachers in educational contexts. The purpose of this paper is to conduct a systematic review on the 3WBT interventions in educational settings, and to compile the positive effects and the traditional limitations of the interventions. The literature search was based on the PRISMA model for systematic review. A total of 33 studies were included in the present study. The preliminary results showed that ACT-based studies can affect teachers' wellbeing and their work engagement positively. Results will be further discussed in the conference.

#### **Poster Session II 2**

26 September 2024 12:15 - 13:15

Room 4.7/ 4.8 La Vie - Meeting Center

Guided Poster Presentation

Assessment and Evaluation, Higher Education, Learning and Social Interaction

#### **Poster Presentation Session 6: Innovative Research Methodologies in Education**

Keywords: adaptive learning, educational development, evidence-based teaching, mixed methods, qualitative methods, research-based teaching, sustainability, teaching innovation or innovative teaching practices, transformative learning

Interest group: SIG 04 - Higher Education, SIG 17 - Methods in Learning Research

Chairperson: Bilge Gencoglu, University of Groningen, Netherlands

#### **Evaluating Educational Innovation**

Keywords: evidence-based teaching, mixed methods, research-based teaching, teaching innovation or innovative teaching practices

**Presenting Author:**Erna Engelbrecht, Delft University of Technology, Netherlands; Co-Author:Marcus Specht, TU Delft, Netherlands; Co-Author:Remon Rooij, Delft University of Technology, Netherlands; Co-Author:Johannes Strobel, University of Texas at El Paso, United States

While courses are periodically updated and improved with the integration of new teaching methods and technologies, we still lack a systematic, research-informed method for evaluating educational innovations. Existing evaluations often lack contextual transparency to enable transferability to other courses and are mostly limited to student surveys. To take on this problem, we developed a framework for evaluating innovation in courses. The accompanying poster will present elements from this framework. The results presented in the accompanying poster are based on two literature reviews and a workshop. The framework prescribes an iterative process: (1) analysis of the innovation and its context of implementation, and (2) development of the evaluation plan. To apply the framework, both a formal (consultancy format) and an informal method (workshop) have been developed. Educators can use the framework to take a more scholarly approach to evaluating educational innovations for better decision-making, and to make teaching achievements more visible.

#### **Design Based Research - a new frontier for accounting education**

Keywords: educational development, mixed methods, research-based teaching, teaching innovation or innovative teaching practices

**Presenting Author:**Ellinor Allen, Monash University, Australia; Co-Author:Colin Jevons, Monash University, Australia

The accounting profession is in crisis due to graduates lacking critical thinking skills, shining the spotlight on outdated content and pedagogies in tertiary accounting education. Critical thinking is broad and complex, ill-defined, difficult to measure and inextricably linked to learning. In such a 'messy' context, a Design-Based Research (DBR) approach offers an opportunity to understand the complexity of the situation and identify factors contributing to the skills shortage problem. Literature around critical thinking, critical thinking skills development, and student learning guided the design of a pedagogical intervention aimed at fostering critical thinking skills' development. The progressive findings of two iterations of the intervention are discussed, along with learnings that prompted changes to the intervention design consistent with DBR principles. The iterative nature of this methodology was unfamiliar in accounting education research, but findings were rich and insightful, directing attention to issues at the introductory accounting level that warrant further investigation.

#### **The interview as a complementary tool for the identification of learning patterns**

Keywords: adaptive learning, educational development, mixed methods, qualitative methods

**Presenting Author:**Jose Reinaldo Martinez-Fernandez, Universitat Autònoma de Barcelona, Spain; Co-Author:Anna Ciraso, Universitat Autònoma de Barcelona, Spain; Co-Author:Júlia Llopart Esbert, Universitat Autònoma de Barcelona, Spain

The identification of students' learning patterns is an increasingly relevant task for the design of training actions in the context of Higher Education. However, the extension of the model to other educational levels, such as Primary and Secondary Education, is becoming increasingly necessary, too. This implies that the Inventory of Learning Patterns of Students (ILS) should be redefined, adapted and even "triangulated" in a mixed methods approach. In this study, a semi-structured interview is presented in three possible versions of application (individual, group or tutor). Exploratory results are presented from two studies, one with primary school students and their tutors, and the other with university students in the context of their professional practice. The potentials and limitations of the semi-structured interview for the identification of learning patterns are discussed.

#### **'The effects forum': a novel qualitative method of evaluating complex learning interventions**

Keywords: educational development, evidence-based teaching, qualitative methods, transformative learning

**Presenting Author:**Maarten van der Ven, Radboud University Nijmegen Medical Centre, Netherlands; Co-Author:van van Asselt, UMC St Radboud, Netherlands; Co-Author:Natasja Looman, Radboudumc, Netherlands; Co-Author:Lia Fluit, Radboud University Medical Center, Netherlands; Co-