

Title: Participant interview schedule based on the components of Situated Cognition Learning Theory

Description: This data set demonstrates an interview schedule developed to ascertain the impact the Situated Cognition Learning Theory had on the student learning experience when adopted as part of a blended learning skills based education programme.

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Description: Would be of interest to researchers engaging in research within the research fields of social science, health care professions, education and skills based education.

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Student Participant interview schedule

1. (Introduction)

We have used a blended learning approach in teaching you the core skills for this module.

- a) Tell me about your experience of this approach:
- b) What worked well? What worked less well?
- c) How were you thinking and feeling during the activities?

2. (To address access to expert performances and modelling of processes)

As part of your learning for this module, you were asked to watch videos of expert nurses demonstrating the clinical skills you are learning.

- a) Can you tell me how the videos helped you?
- b) How useful were the videos in helping you to understand what you needed to

know and to do?

- c) How far did the videos help to prepare you for the face-to-face teaching?

3. (To address Authentic contexts and activities).

The face-to-face practical sessions took place in the clinical skills lab in small groups or pairs and provided you with the opportunity to practice and discuss with your peers and lecturers the various skills.

- a) How useful were these sessions to help you to understand and learn the skill?
- b) How relevant and applicable were these sessions to your everyday practice?

4. (To address multiple roles and perspectives) We asked you to role-play being both a patient and a nurse.

- a) What did you learn from role-playing the patient?
- b) What did you learn from role-playing the nurse?

5. (To address how far the learning depended on the previous experience of the students)

Role-playing can be a challenge.

- a) What were the difficulties you experienced doing the role-play?
- b) How did you think yourself into the role of the nurse/patient?
- c) How far did you draw on your experiences as a nurse/patient?
- d) What did you learn from role playing with peers who all had different levels of experience?

6. **(To address collaborative construction of knowledge)**

As part of the learning activity, we engaged in group discussion and feedback on your performance and the performance of other students.

- a) How useful was this to you?
- b) What did you learn from the group feedback?

7. **(To address authentic assessment)** We assessed you through OSCEs.

- a) Do you think this tested skill you might really use in practice?
- b) What did you learn from doing the OSCE and the feedback you got on your performance?

8. **(To address reflection on and articulation of learning)**

One of the things we are trying to do is to help you reflect on your practice. As you think of the various parts of the learning activity (videos, supervised practice):

- a) Which parts made you reflect most on your practice?
- b) What specifically did you reflect on?

9. **Finally**, within this programme we have endeavoured to provide you with the opportunity to learn experientially whereby you have accessed the various visual online resources and then were facilitated in the face-to-face practical sessions to practice the skills to then apply them in your clinical practice.

- a) What are your overall thoughts on this type of approach to education for registered nurses and midwives?
- b) How could we improve this approach to make it more useful to students in the future?