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Can cartoons build capacity to interpret research evidence?

An evaluation of the Understanding Research Evidence videos from the NCCMT

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Situation and solution

Rationale

Some key terms common to research evidence are poorly understood by our target audience.

Proposal

Create series of short, *plain language* videos to explain common terms and concepts: “***Understanding Research Evidence***”

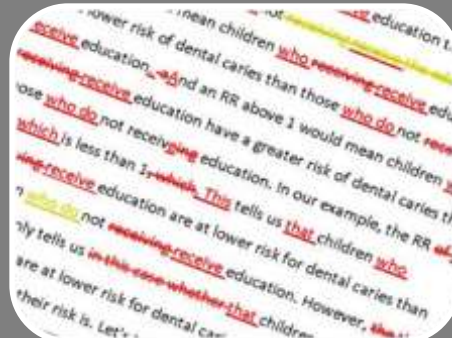


Developing the URE videos



Topic Selection

- Feedback from workshop participants
- Expertise from NCCMT
- Online survey



Script Development

- Initial draft
- Editing, revising
- Translation



Production

- Cartoon development
- Filming
- Editing
- Formatting for Web

Watch a video



<http://www.nccmt.ca/resources/multimedia-eng.html>





Can learning stats be fun?

Evaluation of URE videos

- In-person pre-post-test experiment
 - Is knowledge gained?
- Online survey
 - Who is watching? How much knowledge is gained?
- In-depth phone interviews
 - Impressions of delivery and content?
 - How do the videos apply to practice?



Evaluation Results

In-person pre-post-test experiment

- *Statistically significant* increase in knowledge (odds ratio, confidence interval, clinical significance)

Online survey

- *Statistically significant* increase in knowledge (forest plot, confidence interval)



Success factors

Narration

- *“I liked that someone was actually speaking versus going somewhere to read a bunch of text ...because it made it easier to understand”*

Animation

- *“They helped you understand some of the concepts ... which is not possible sometimes with just having a person talk.”*

Length

- short length of the videos allows them to serve as a quick reference

Examples

- *“Using the examples made the definition of odds ratio more real to me, again versus reading it in a textbook. ...[I]t just brought it more to life.”*



Using the URE videos in practice

NCCMT users

“...excellent introduction to the modules – very helpful for new staff who would otherwise be reluctant to go into a detailed learning module.”

Practitioners in the field

“These are a great, quick way to help people understand challenging statistical concepts. I use them in my journal club meetings before going into more depth with a research article.”

“Although, I am familiar with many of these terms from my university days ... having access to these video series enables me to brush up on my previous learning.”

Educators in post-secondary institutions

“I regularly use the wonderful resources provided on the NCCMT website in my work, and share them with my students in the public health classes I teach.”



How can the URE videos help you?

From evaluation:

- *“[The video] gave me language to explain [the term] to others in my workplace... [I]t’s always helpful to have a different way to ... explain a concept than what you have used in the past.
... I found the videos gave me some of those clear examples and language that I could help explain it to others.”*



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