

# Be a research detective. Literaturrecherche in der Lehrforschung

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Medizinische Hochschule  
Hannover

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235665

902.000.000

vollständig



begrenzt

machbar



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# Schritt 1: Was suche ich?

**Der Effekt eines ARS für den „Lernerfolg“ von Studierenden in einer Vorlesung.**

**What is the effect of an audio response system for learning success of students in a lecture (reading).**

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# Schritt 2:

## Von der Fragestellung zur Suchstrategie?

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**P** opulation /  
participants

**I** ntervention

**C** omparison / control

**O** utcomes

---

P

I

C

O

What is the effect of an **audio response system** for **learning success** of **students** in a lecture (reading).

P

I

C

O

What is the effect of an **audio response system** for **learning success** of **students** in a **lecture** (reading).

	Population	Intervention	Comparison	Outcomes
<b>Keyword</b>	Students	ARS	Conventional lecture	Learning success
<b>Synonym</b>	Medical students	Audio response system	reading	test
			lecture	exam



P

I

C

O

What is the effect of an **audio response system** for **learning success** of **students** in a **lecture** (reading).

1. Student\$ AND ars OR audio response AND lecture\$ OR reading\$ AND learning\$ OR test\$
2. Student\$ AND ars OR audio response AND lecture\$ OR reading\$ AND learning\$ OR exam\$

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### Search MEDLINE/PubMed via PICO

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Patient/Problem:

Intervention:

Compare to (leave blank if none):

Outcome (optional):

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Age Group:

Not specified

Gender:

Not specified

Select Publication type:

Publication type

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[\[PICO STUDY Home\]](#)

<http://pubmedhh.nlm.nih.gov.nlm/picostudy/pico3.html>

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## Schritt 3:

Wo werde ich wahrscheinlich  
die gesuchten Informationen  
finden?



Wolters Kluwer  
Health

OvidSP

[Freitextsuche](#) | [Referenz suchen](#) | [Suchwerkzeuge](#) | [Feldsuche](#) | [Expertensuche](#) | [Mehrfeldsuche](#)

▼ **Ausgewählte Ressourcen**

- Ovid-Ressourcen:
- ① EBM Reviews - Cochrane Central Register of Controlled Trials 2nd Quarter 2010,
  - ① EBM Reviews - Cochrane Methodology Register 2nd Quarter 2010,
  - ① EBM Reviews - Database of Abstracts of Reviews of Effects 2nd Quarter 2010

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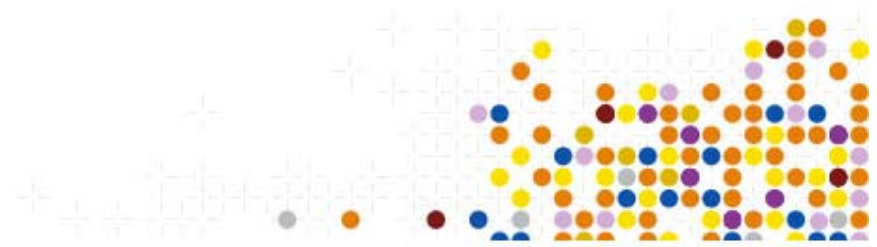
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PubMed comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

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## [Educational games for mental health professionals](#)

Paranthaman Sethupathi Bhoopathi, Rajeev Sheoran

January 2010

**Review**



## [Teaching critical appraisal skills in healthcare settings](#)

Tanya Horsley, Chris Hyde, Nancy Santesso, Julie Parkes, Ruairidh Milne, Ruth Stewart

November 2011

**Review**



## [Comparisons of approaches to pelvic floor muscle training for urinary incontinence in women](#)

E. Jean C Hay-Smith, Roselien Herderschee, Chantale Dumoulin, G Peter Herbison

December 2011

**Review**



## [Antenatal education for self-diagnosis of the onset of active labour at term](#)

Leeanne Lauzon, Ellen D Hodnett

January 2009

**Review**



## [Centralisation of services for gynaecological cancer](#)

Yin Ling Woo, Maria Kyrgiou, Andrew Bryant, Thomas Everett, Heather O Dickinson

March 2012

**Review**

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## Schritt 4:

Wo werde ich wahrscheinlich  
**weitere** Informationen finden?





## GMS Zeitschrift für Medizinische Ausbildung

Gesellschaft für Medizinische Ausbildung (GMA [↗](#))

ISSN 1860-3572

### Die aktuelle Ausgabe 05/2012

Aus dem Inhalt:

[Mesh-Augmentation bei ausgeprägter alveolarer und vertikaler Atrophie](#)

M. Korsch, A. Bräuning, W. Walther

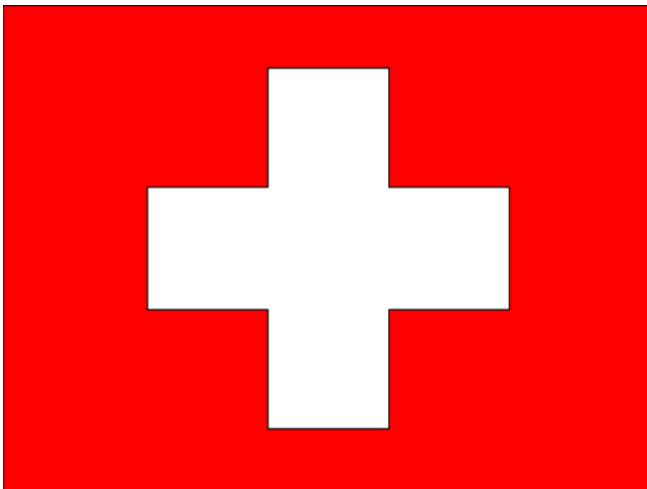
[Augen-, Haar-, Hautfarbe und Geschlecht als Prädiktoren für die Zahnabnutzung im 6. Lebensjahrzehnt](#)

A.J. Hassel, M. Kersch, M. Kersch, M. Kersch, P. Rammelsberg, J.C. Hassel

[Heidelberger APW- Kolloquium 2012: Problemlösungen in der Restaurativen Zahnerhaltung](#)

[Die DGI ist für den zahnmedizinischen Nachwuchs attraktiv](#)





# Abstraktbände



**Lehren – Lernen – Prüfen**  
Von der Dissonanz zum Dreiklang?

Jahrestagung der Gesellschaft für  
Medizinische Ausbildung  
06. – 08. Oktober 2011  
Medizinische Fakultät der LMU München

**ABSTRACTS**

Veranstaltungsort:  
HightechCampus Großhadern  
Butenandstraße 5  
81377 München

[www.gma2011.de](http://www.gma2011.de)

GMA  
Gesellschaft für  
medizinische  
Ausbildung  
 LMU  
LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN





Web-Suche  Seiten auf Deutsch



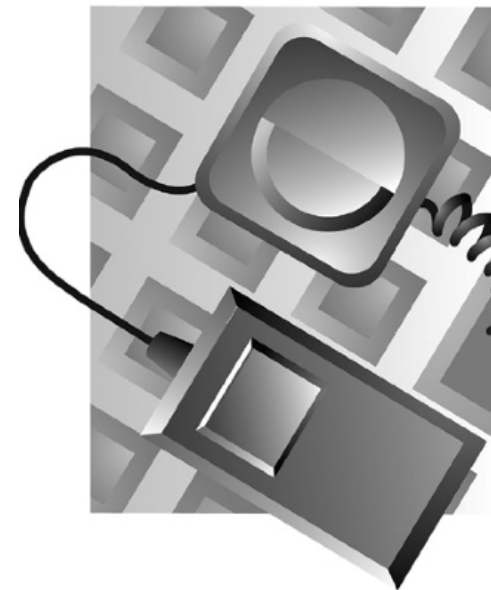
## Classroom Response Systems: A Review of the Literature

Carmen Fies und Jill Marshall

### Clickers in the Classroom: An Active Learning Approach

*Further research will determine whether clickers complement or surpass other active learning approaches in improving learning outcomes*

By Margie Martyn



Current research describes the benefits of active learning approaches. Clickers, or student response systems, are a technology used to promote active learning. Most research on the benefits of using clickers in the classroom has shown that students become engaged and enjoy using them. However, research on learning outcomes has only compared the use of clickers to traditional lecture methods. Although learning outcomes are higher when using clickers, the question is whether the clickers or the active learning pedagogies are the cause. For this reason, I conducted a study that compared learning outcomes resulting from the use of clickers versus another active learning method—class discussion. Even though both techniques employ active learning, would using clickers increase learning outcomes more than another active learning approach? Two key features distinguish clicker use:

- Clickers provide a mechanism for students to participate anonymously.
- Clickers integrate a "game approach" that may engage students more than traditional class discussion.

The study also investigated students' perceptions of their learning using clickers versus classroom discussion.

#### Active Learning

The benefits of active learning are widely acclaimed in higher education. According to Guthrie and Carlin,<sup>1</sup> modern students are primarily active learners, and lecture courses may be

# Zusammenfassung

Schritt 1: Was suche ich?

Schritt 2: Suchstrategie

- **PICO**

Schritt 3: Wo werde ich wahrscheinlich die gesuchten Informationen finden?

- **PubMed, Cochrane**

Schritt 4: Wo werde ich wahrscheinlich weitere Informationen finden?

- **Handsuche**

- **Abstraktbände**





	Population	Intervention	Comparison	Outcomes
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2. Student\$ AND ars OR audio response AND lecture\$ OR reading\$ AND learning\$ OR exam\$



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Deutschland

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Sensitive Suche (Richtig-positiv-Rate korrekt positiv):  
gibt den Anteil der korrekt als positiv klassifizierten Objekte an der  
Gesamtheit der tatsächlich positiven Objekte an

Alle möglichen Stichwörter

Jeder mögliche Artikel

Spezifische (Richtig-negativ-Rate) Suche:  
Anteil der korrekt als negativ klassifizierten Objekte an der Gesamtheit der  
in Wirklichkeit negativen

Nur 1 bis max. 2 Suchbegriffe

Limits: Sprache, Alter des Artikels, Alter der Population

Wenige passende Artikel