

Evidence Base of Lecture Versus Alternative Learning Strategies

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Purpose: The purpose of this poster is to discuss research studies comparing the effectiveness of lecture with alternative learning strategies. Alternative learning strategies included problem based learning, instructional media programs, audio-visual augmentation, web tutorial, computer assisted instruction, auto-tutorial, guided design and the use of multi-media packages.

Method: A literature search was undertaken to compare lecture versus alternative learning strategies that consisted of multiple electronic searches using MEDLINE and CINAHL. The review included 33 articles from nursing, medicine, dentistry, pharmacy, psychology, education, and physical therapy.

Findings: A majority of the research evidence (90%) demonstrates that when comparing lecture with alternative learning styles, no statistically significant differences exist in test scores of the lecture students versus those students involved in alternative learning strategies. However, small significant differences in favor of alternative learning strategies exist in terms of medicine clerkship scores (Distlehorst et al., 1998; Richards et al., 1996; Whitfield et al., 2002) and when applying knowledge for procedures (Williams, et al., 2001; Erickson et al., 2003; Rouse, 2000; Jeffries, 2001).

Discussion: Lecture continues to be the most utilized teaching method and can be used to effectively teach learners at all types of developmental and cognitive levels (Lowenstein et al., 2004). These findings suggest that lecture plays a significant role in education, and when coupled with alternative learning strategies, learning can be enhanced. A lesson plan combining lecture with alternative learning strategies will be presented.