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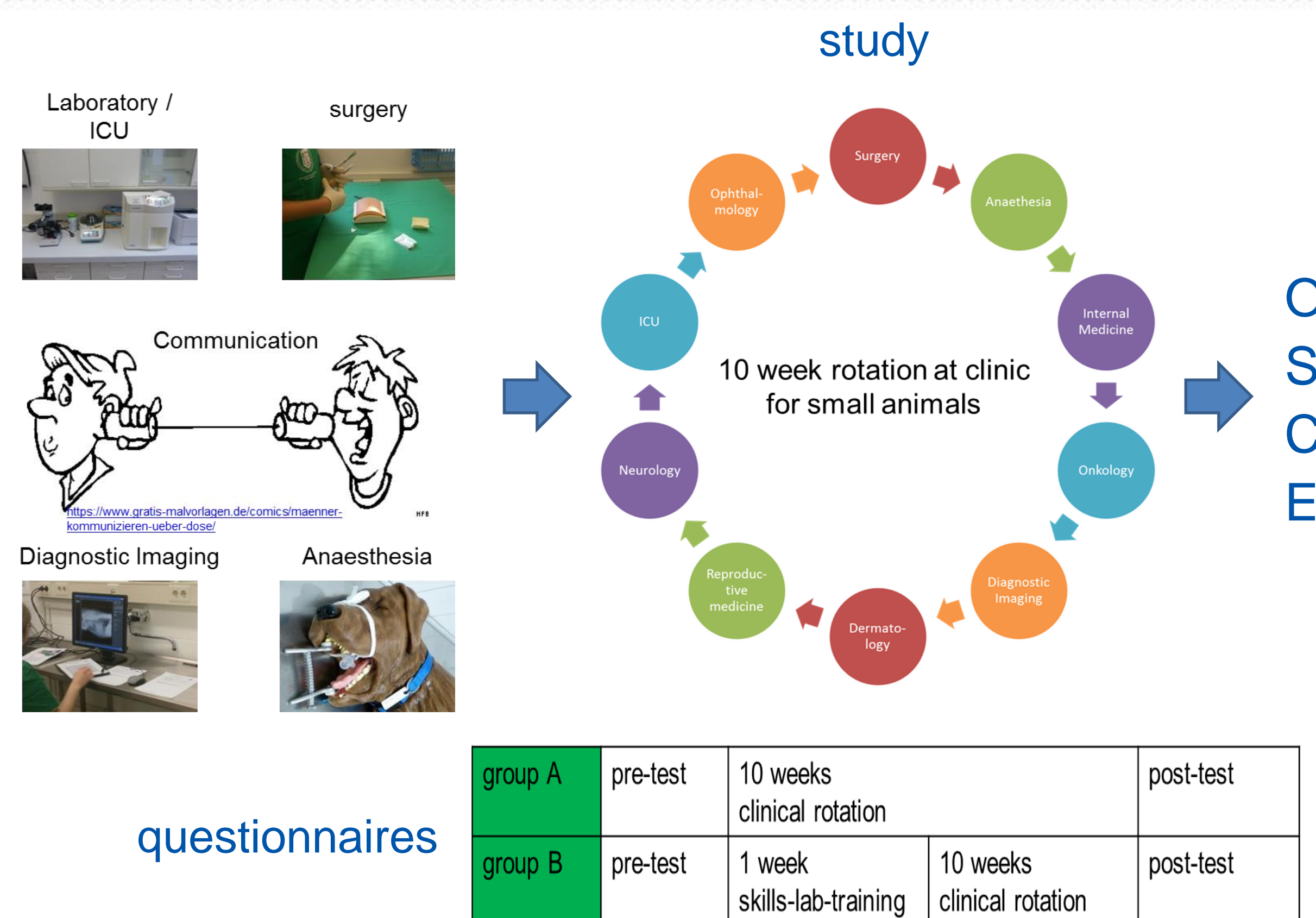
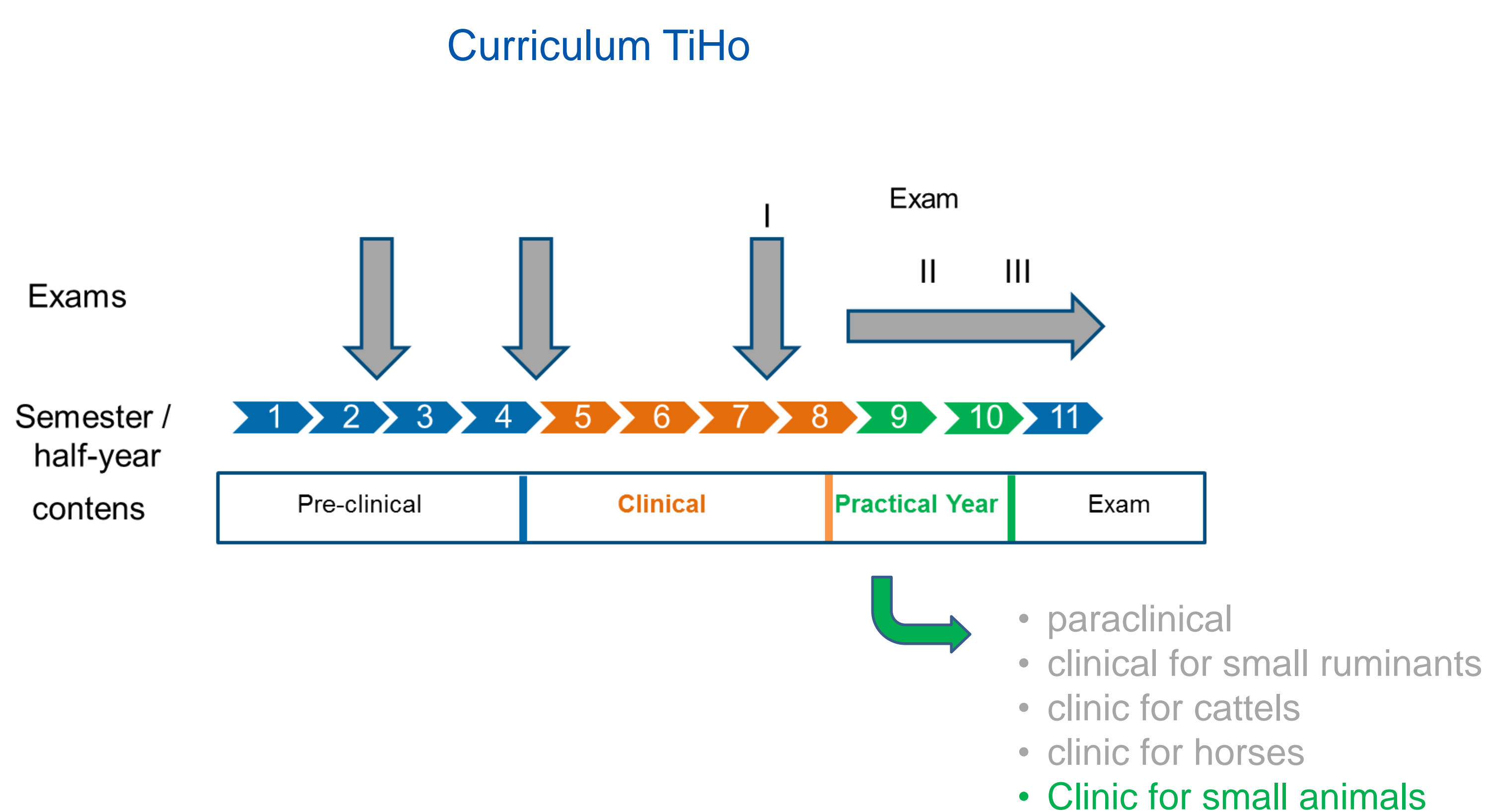
Federal Ministry of Education and Research

Influence of skills laboratory training on students' perceived self-efficacy

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results

Group A (- skills-lab-training)
n=63

	mean	standard deviation
pre-test	2,25	0,76
post-test	2,58*	0,53

resources
→ high scores stands for good resources

Group B (+ skills-lab-training)
n=57

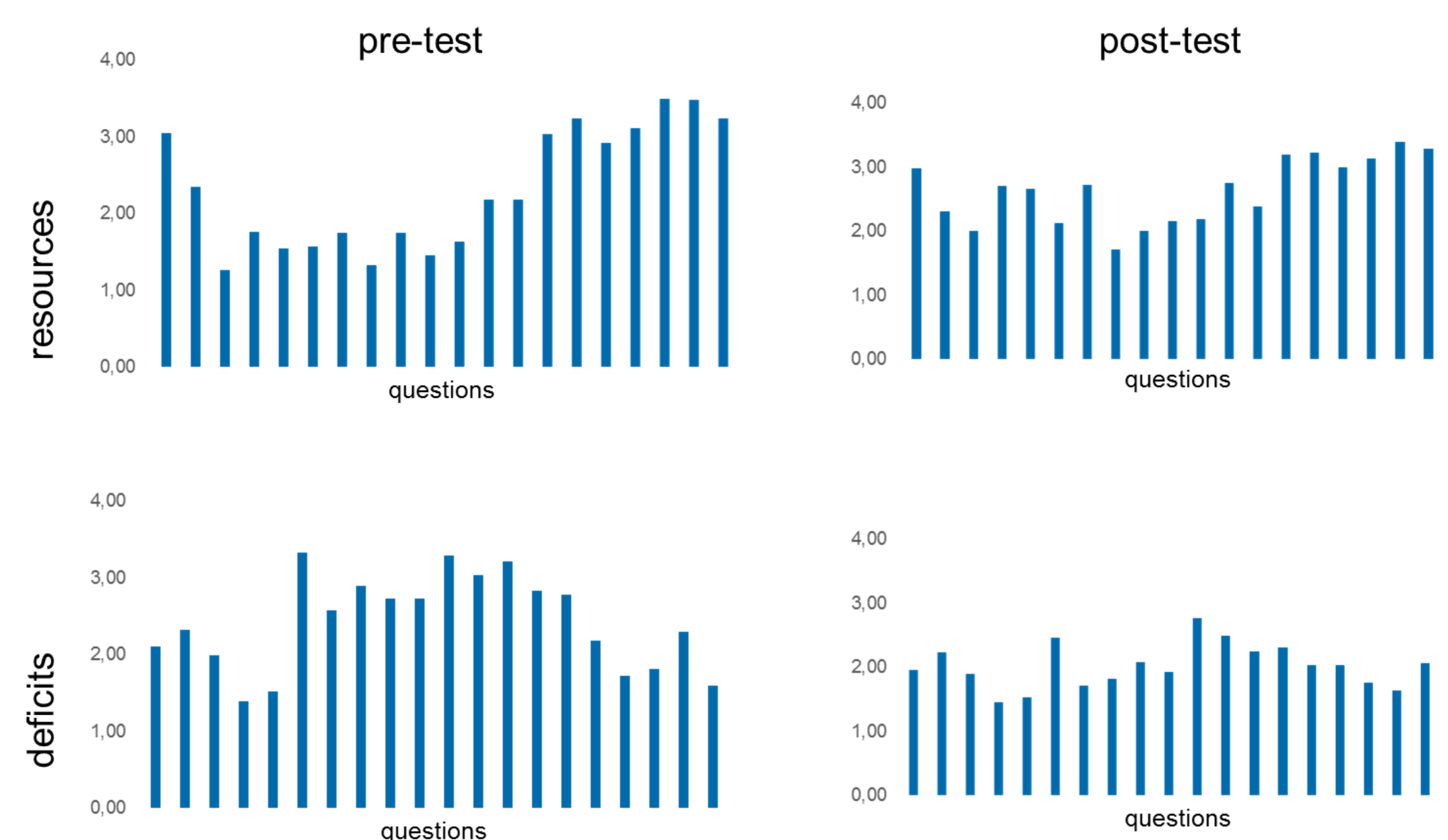
	mean	standard deviation
pre-test	2,38	0,83
post-test	2,74*	0,51

	mean	standard deviation
pre-test	2,42	0,59
post-test	2,09*	0,39

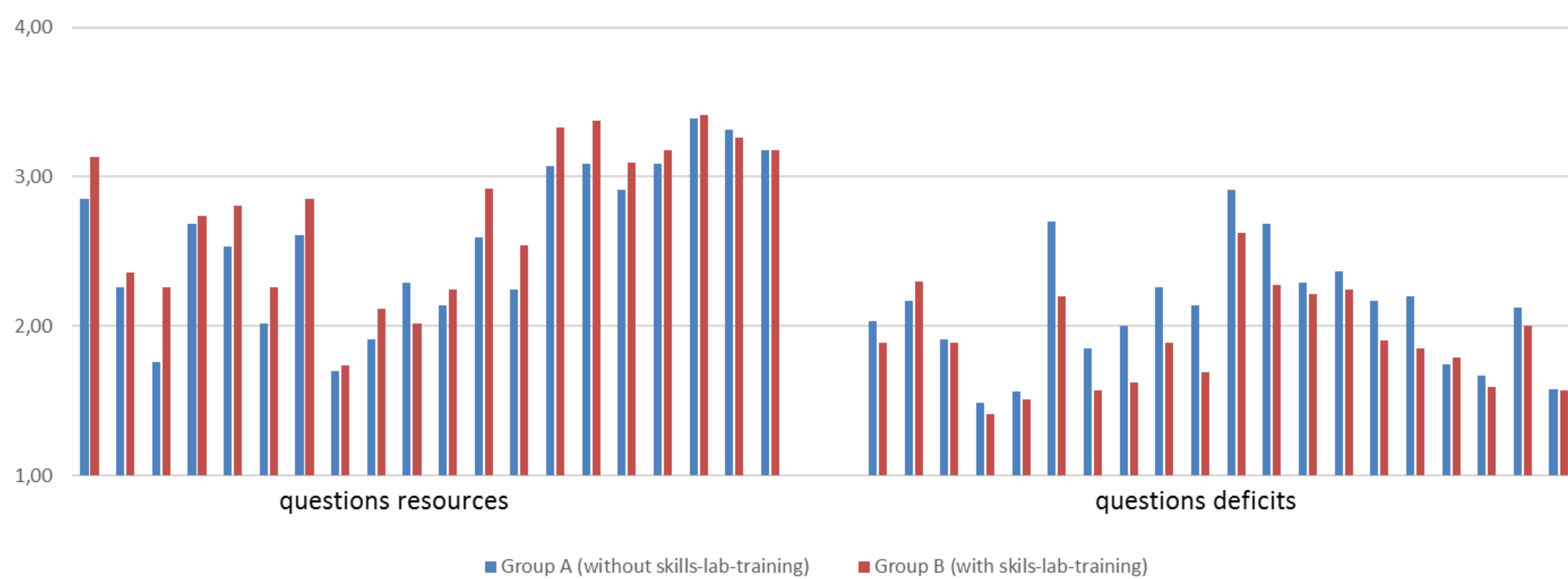
deficits
→ low scores stand for less deficits

	mean	standard deviation
pre-test	2,42	0,63
post-test	1,90*	0,32

*=significant (p<0,001)



comparison results post-test



perceived self efficacy:
own expectation to fulfil tasks
based on own competences



What we found:

- students get higher self-efficacy while practical education
- skills-lab-training can rise students self-efficacy up to a significant level
- students were highly motivated using a skills-centre
- students performed in an OSCE better after skills-lab-training

What we learned:

- to foster practical education
- integrate students into clinical work while studying
- introduce more formative assessments into study

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