

How graduate survey help curriculum research

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Exlima, Bali, 22-23 October 2012

Difficulties in curriculum research

- The period in which curricula are supposed to affect the students is so extended
- The extraneous variables are usually not in the subject of investigation
- Difficult to maintain random assignment needed in true experiment (-> quasi experiment) (Schmidt, et al., 1987).

The extraneous variables

- admission procedures;
- differential attrition of students in the course of program
- unforeseen and undocumented changes in a program that affect its outcomes
- difficulty in composing adequate comparison groups that results in the tendency to use whoever is available
- the use of volunteers
- low response rate
- differential exposure to the instrument used to measure curriculum effects

(Schmidt, et al., 1987).

PBL research

- no clear definition of PBL as a mode of teaching and learning
- studies on the comparison of PBL and non PBL curriculum often fail to identify the non-PBL curriculum
- PBL research is focusing on alumni outcomes as a mechanism to measure institutional excellence.

The graduate survey

Survey name	Graduate survey for medicine graduates - Gradmedic
Purposes	Main objectives are to: <ul style="list-style-type: none">• Evaluate the curriculum• Develop a questionnaire to evaluate PBL implementation• Identify each phase of PBL curriculum and its effect to graduates competencies• Prototype for a national and international survey of medicine graduates
Field phase	March 15th - May 31st, 2012
Time dimension	Cross-sectional survey
Target population	Graduates of Medicine Faculty, Gadjah Mada University, graduated between 2009 and 2011.
Sampling frame	Email and telephone list
Total respondent	225
Response rate	39.1 %
Languages	Bahasa Indonesia and English
Mode of administration	Online questionnaire and paper questionnaire by request
Web link	http://www.gradmedic.com

How graduate survey helps PBL research

1. Operationalization of PBL
2. Identification of extraneous variables
3. Long term impact of PBL
4. Identification of each phase in PBL process and its effects
5. Development of causal model
6. Generalization of result

Terima kasih!