

EBM-TOT III

Training Evaluation Results

Summary: The third training-of-trainers was highly evaluated by 10 trainees. They learned a new research method (qualitative research and analysis) as well as course planning and various teaching methods. Most agreed that they gained confidence in organizing and teaching a research training course.

Table 1. Presentation of learned topics in the review meeting

Learned topics	N or trainees
Qualitative research and analysis	9
Training course planning/organization	6
Recovery of Fukushima, Japanese culture	6
Step-by-step global outreach	4
Teaching methods of radiation medicine	3
Small group bed-side teaching	2
English Café	2

Trainees reported what they learned during the TOT on the last day of the course. Numbers of trainees who mentioned the listed topics are indicated.

Table 2. Evaluation of the entire training

Items		N of respondents in red					
Whether the training was useful to planning and implementing a research training course.	Poor	1	2	3	4	5	Superior
						10	
Selection and range of training topics	Poor	1	2	3	4	5	Superior
					1	9	
Usefulness and quality of the training materials	Poor	1	2	3	4	5	Superior
						10	
Overall level of the training	Too easy	1	2	3	4	5	Too difficult
			2	1	6	1	
Duration of the training	Too short	1	2	3	4	5	Too long
			1	7	1	1	
Interest in attending a similar TOT in the future	Not at all	1	2	3	4	5	Very much
					2	8	

Table 3. Self-evaluation of the achievement toward the training objectives

Objectives “I gained confidence in...”	N of respondents in red				
	1.Strongly disagree	2.Disagree	2.Neutral	3.Agree	4.Strongly agree
<u>Organizing</u> a research training course.	1	2	3	4	5
				2	8
<u>Teaching</u> a research training course.	1	2	3	4	5
			1	2	7

Table 4. Comments for the next epidemiology training course or the TOT

Critical appraisal of an article using qualitative method.
Collaboration in conducting an epidemiology study in both counties.
I could not expect more. Thank you for a wonderful program!
More sessions of qualitative research overview and basic design. Especially, how to make a good question to address the main point of a qualitative study.
1. Spend more time for sessions of the main courses' topics. 2. Give more related documents of the training courses to participants for reading in advance.