

Integrating Blended Learning Modules to Improve Undergraduate Clinical Students' Quantitative Competence, Statistics Anxiety, and Implicit Theories of Quantitative Skills

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Problem: Clinical psychology students report low quantitative competence and high statistics anxiety.

Aim: To examine the effects of a blended learning intervention on quantitative competence, statistics anxiety, and fixed mindsets.

Participants:

- 40 students
- Clinical psychology courses (non-methods)



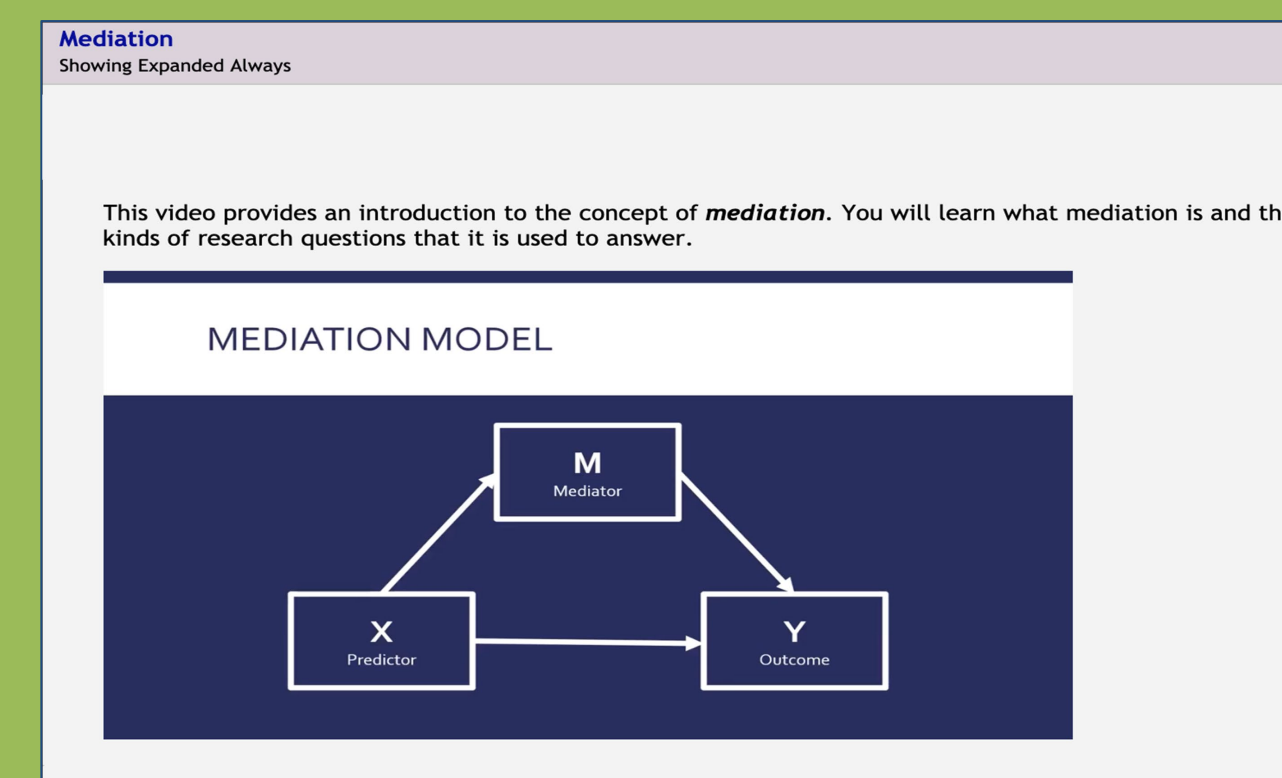
Pre- & Post-Course Assessments:

- Perceived quantitative competence ($\alpha_{PRE} = .74, \alpha_{POST} = .85$)
- Implicit Theories of Quantitative Skills (adapted from Dweck, Chiu, & Hong, 1995) ($\alpha_{PRE} = .88, \alpha_{POST} = .90$)
- Statistics Anxiety Scale (Pretorius & Norman, 1992) ($\alpha_{PRE} = .92, \alpha_{POST} = .93$)
- Content knowledge assessment

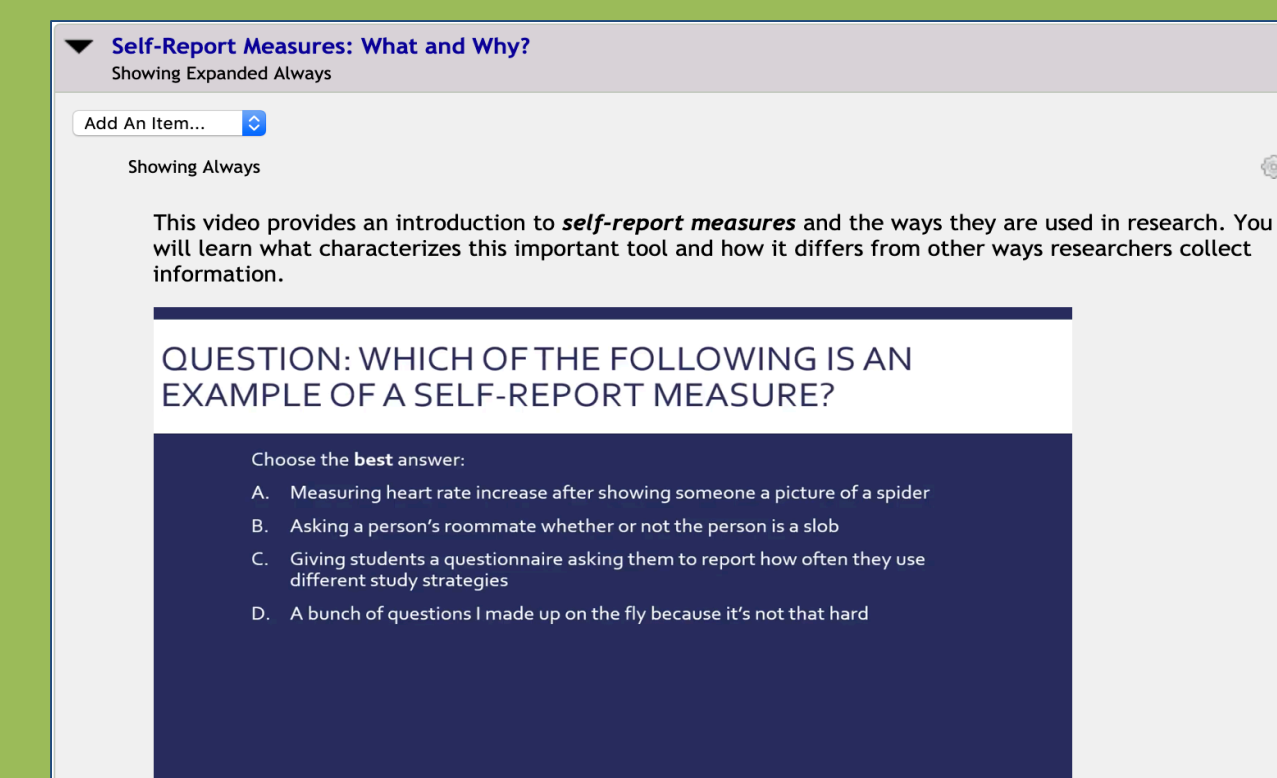
Blended Learning Modules:



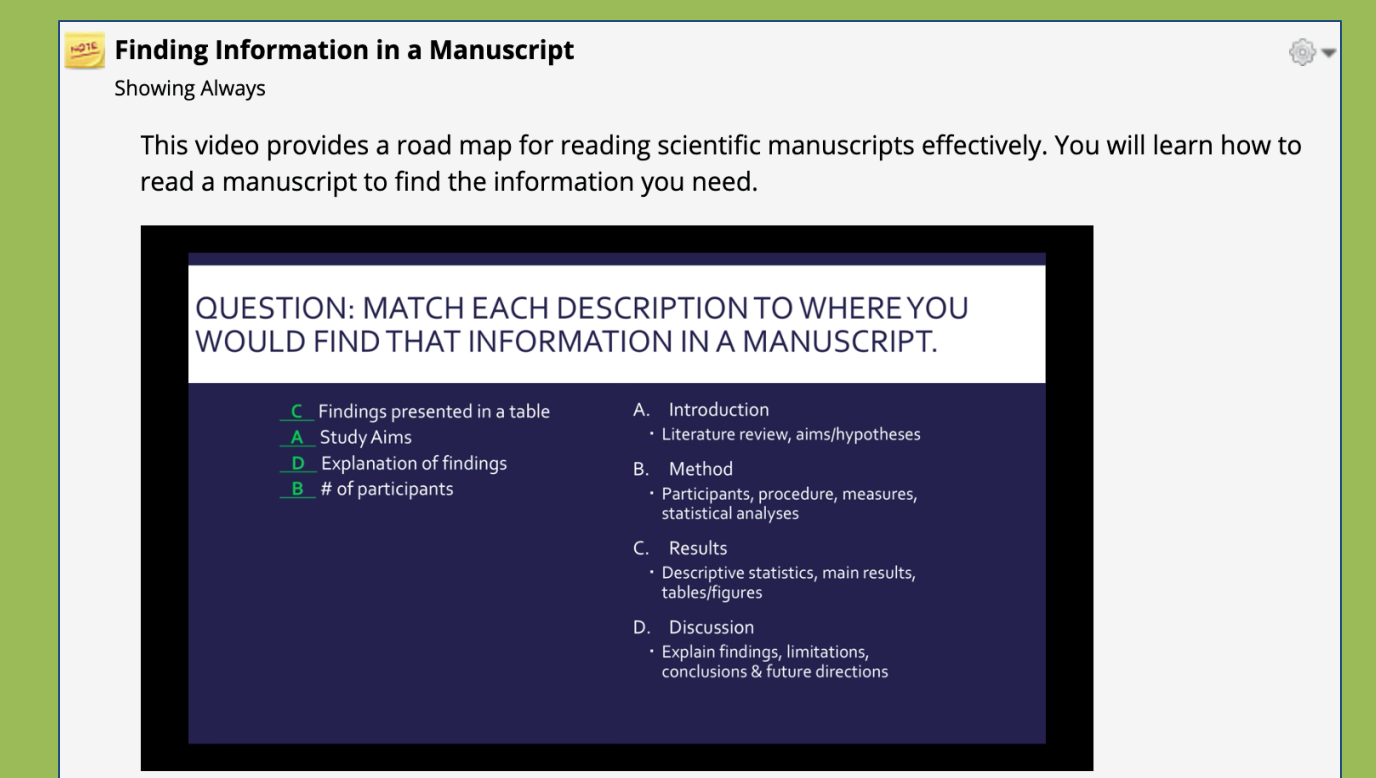
Mediation & Moderation



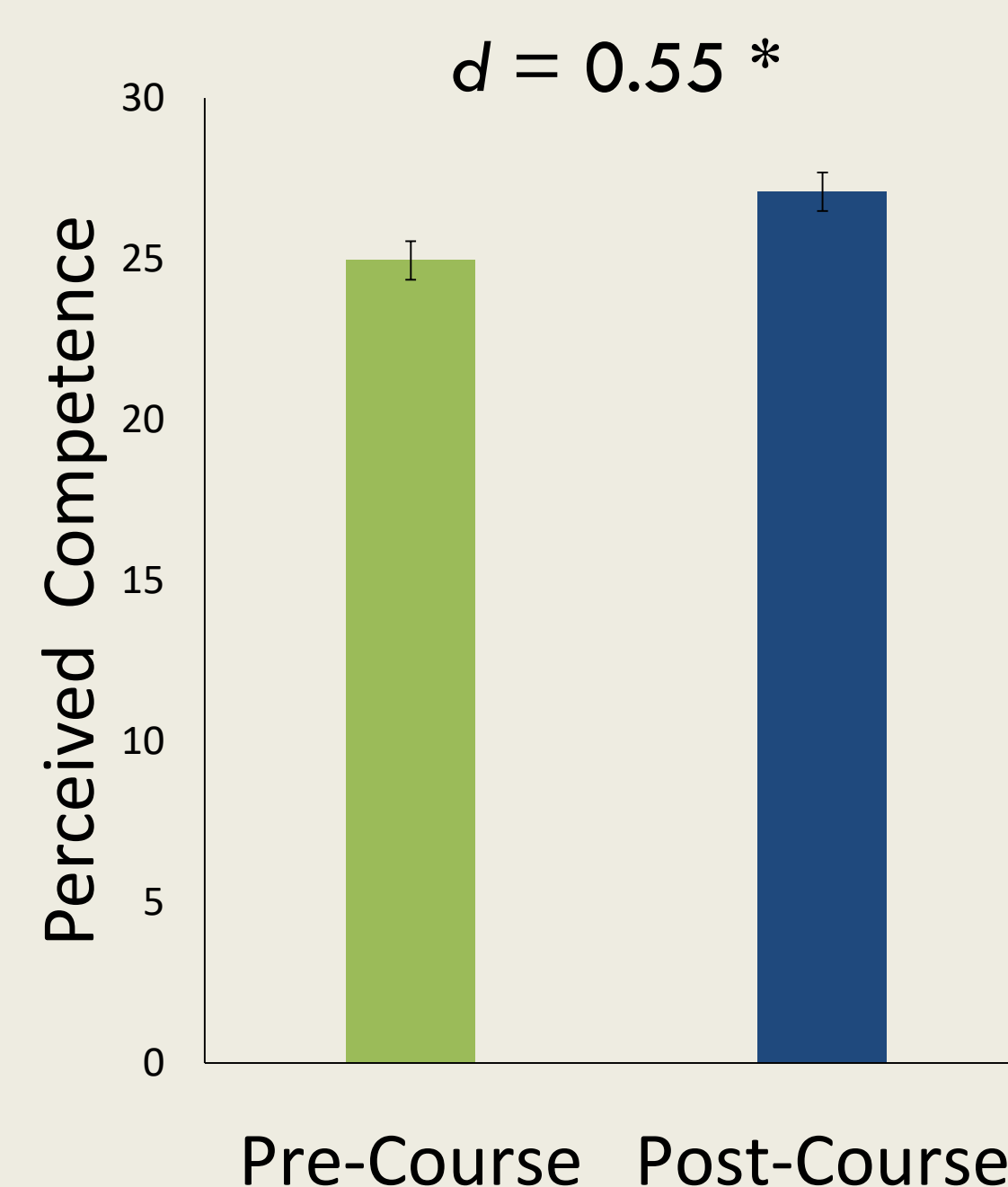
Scale Development



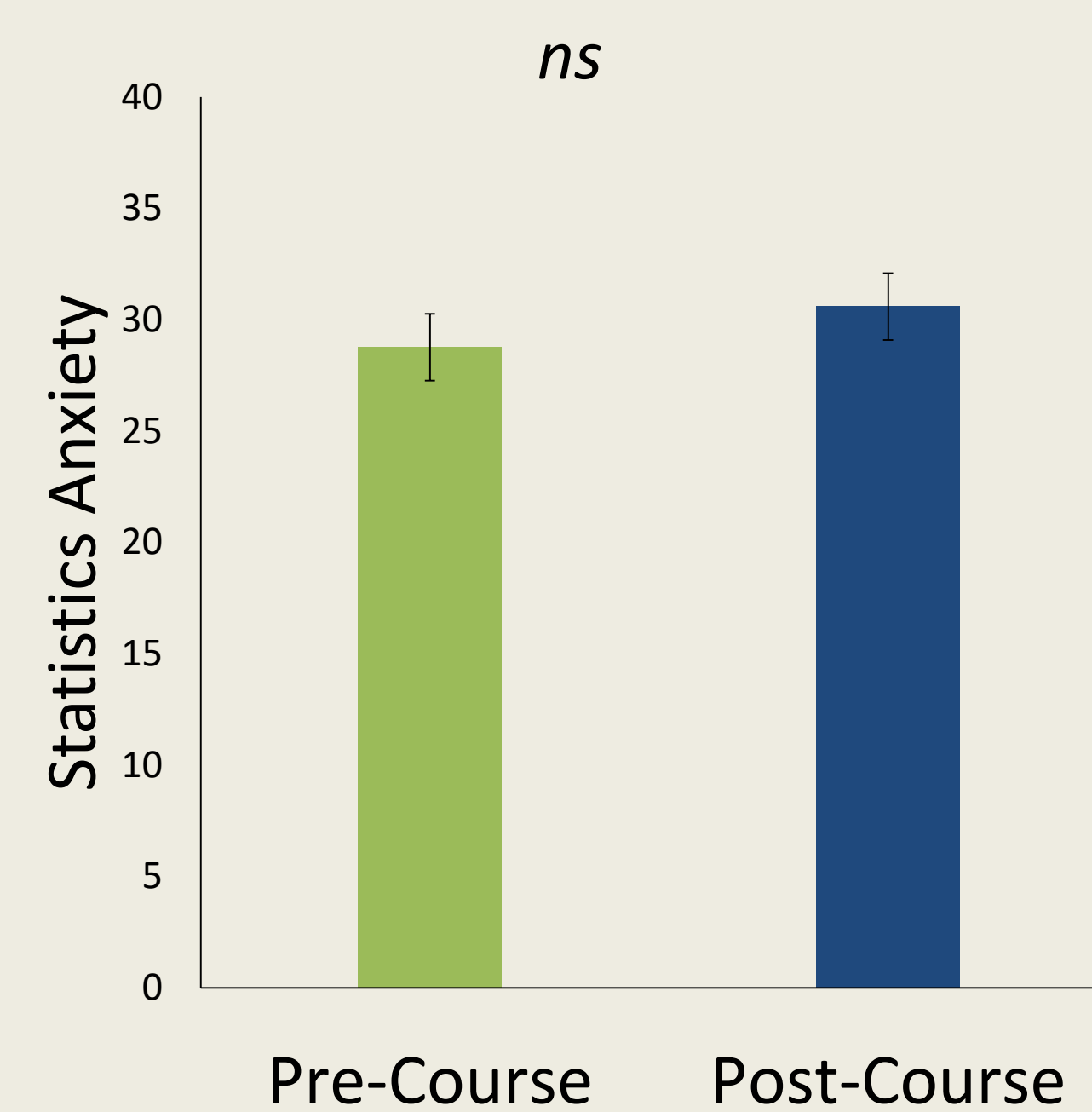
Communicating Research



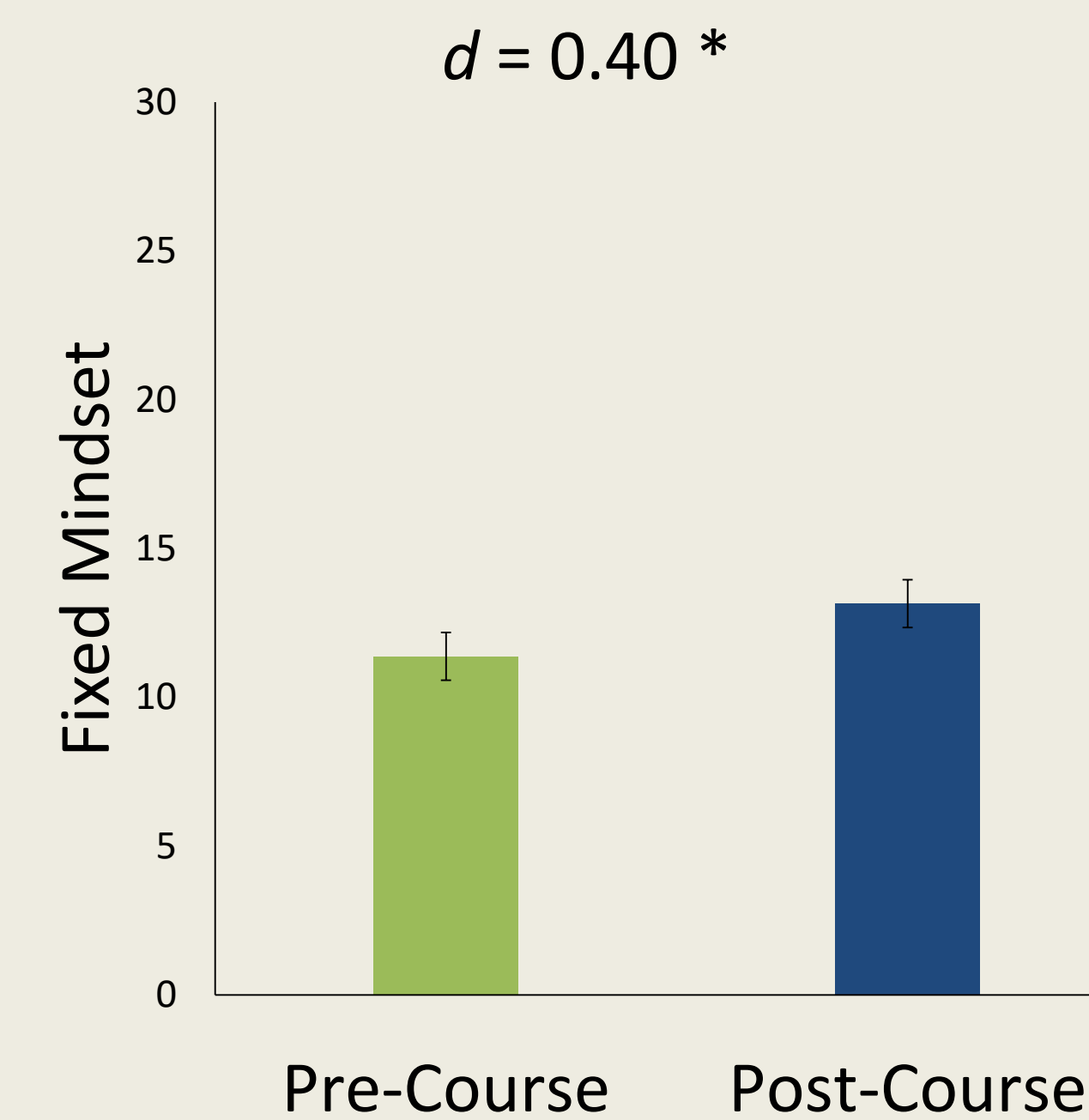
Perceived Competence



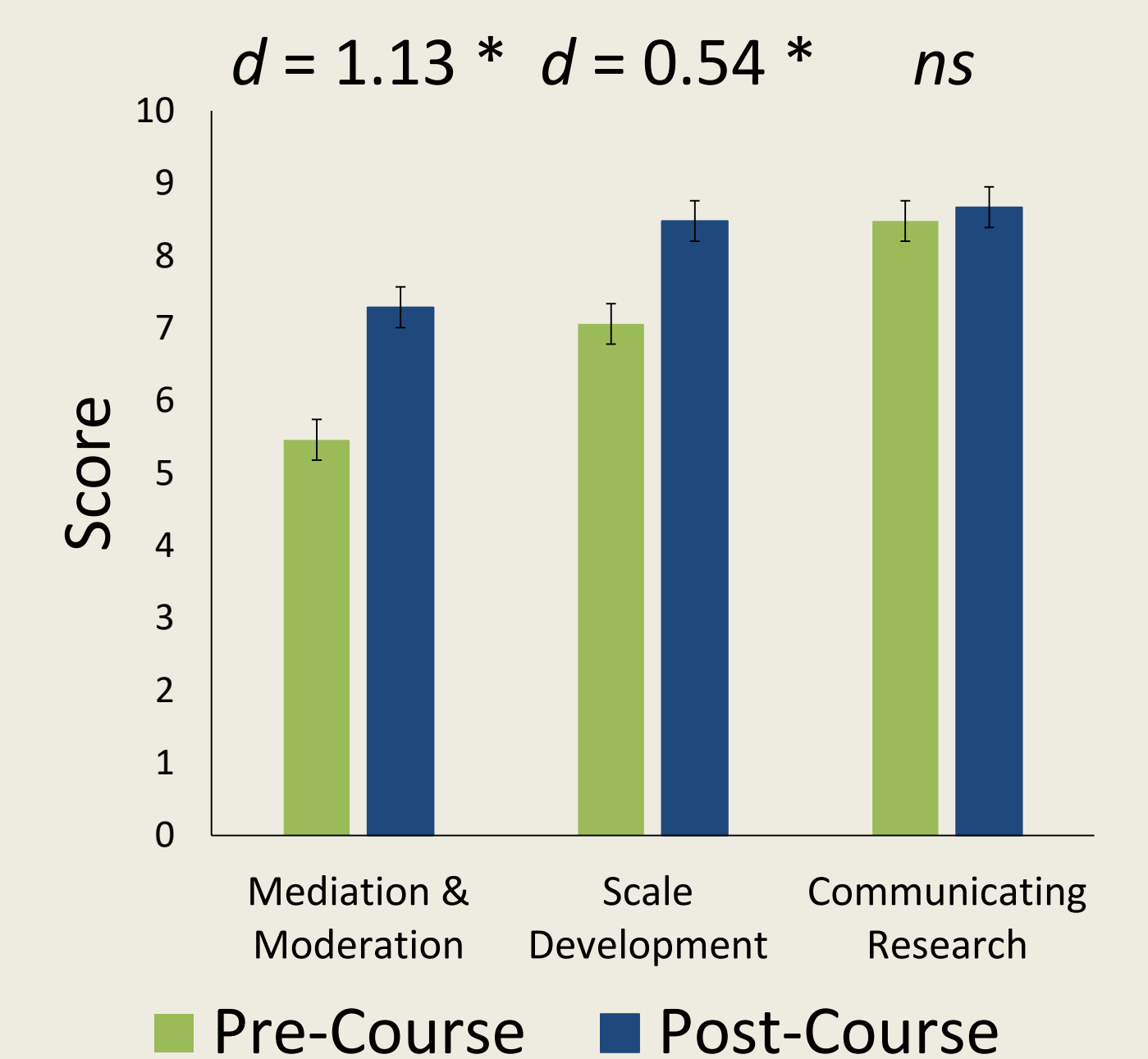
Statistics Anxiety



Fixed Mindset



Content Knowledge



Blended learning modules increased students' perceived quantitative competence and improved their knowledge of specific topics in research design & statistics.

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