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REWARDS AND CHALLENGES IN DEVELOPING E-LEARNING PACKAGES FOR UNDERGRADUATE PSYCHIATRY TEACHING – THE NOTTINGHAM EXPERIENCE

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Introduction:

Using information technology to enhance learning is not a new phenomenon. Both medical teachers and students tend to have mixed opinions on its usefulness. However, with the ever-expanding amount of medical knowledge, and the limited amount of time students have, e-learning may help students to receive a consistent and thorough teaching of key knowledge, and allow teachers to spend more time with students in smaller groups to develop their clinical skills.

The Clinical Phase 2 in the Nottingham Undergraduate Medical Course was changed significantly in 2016. The time students spend in psychiatry is reduced. Hence, we decided to alter our teaching delivery from traditional interactive lectures to a combination of facilitated e-learning and small group skill practice. Within six months, our team of 16 professionals (14 psychiatrists, 2 nurse educators and 2 learning technologists) have developed 24 e-learning packages of different topics to cover the whole psychiatry curriculum. Each e-learning package uses the same format, including a quiz before and after the package, as well as interactive activities and videos. This poster summarises our experience of this project and the feedback from students.

Methods:

Data were collected and analysed from the students' feedback over the 2016/17. The feedback includes how useful students find the e-learning packages and the time they spend on the packages. Free-text comments were analysed using Wordle.

Results:

The learning technologists spent about 100 hours to support this project including training the teachers to use the software. We estimate another 300 hours were used for the teachers to develop all the packages.

Overall, 45% and 52% of students who responded to the feedback at the end of the e-learning packages reported these packages "very useful" and "useful" respectively. On average, students spend 23 hours and 10 minutes to go through all 24 packages. From the free-text comments, students enjoy the e-learning because of the quiz, the interactivity and the concise and clear presentation (Fig 1). Students ask for more quizzes and interactivity to improve these packages. Students have mixed views on videos.



(Fig 1)

Conclusions/implications:

Developing e-learning packages is time-consuming and requires a large amount of planning and good leadership to ensure the quality and to meet the required deadline. However, once it is completed, the rewards are great as students enjoy this way of learning.