University of Huddersfield Repository

Ousey, Karen

On line learning – a panacea for post registration students?

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/16872/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

• The authors, title and full bibliographic details is credited in any copy;
• A hyperlink and/or URL is included for the original metadata page; and
• The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
On line learning – a panacea for post registration students?

Dr Karen Ousey
University of Huddersfield
Where is Huddersfield?
My office!

Inspiriting tomorrow’s professionals
Traditional TV and LU Modules

- Tissue Viability and Wound Management module = 30 M level credits
- Leg Ulcer Management = 30 M level credits
- Nurses and podiatrists
  - Collaborative practice is an essential component of modern wound care however the reality remains that there is often little collaboration between the professions
- Moved forward to include all professional groups and industry representatives
- Shared learning
- Practice element – mentors in clinical practice
- Specialist nurses/podiatrists involved in teaching
- Course management meetings x 3 per year
- Evaluated positively
• Why were the on line modules developed?
Challenges for practitioners

- Changing health care environment
- Funding pressures
- Staff release from clinical areas
- Updating for staff
- Evidence based care
- Research based care
- Sharing best practice
Challenges for Academics

• Time to develop!!
• Amount of information required
• Presentation of information to the user
• Varying levels of knowledge base of users
• IT skills
• Approaching relevant people to assist
• External Agencies
On Line Development

• User Involvement:

• Meetings with:
  – Practitioners
  – Specialist nurses
  – Specialist podiatrists
  – Students
  – Academic staff
  – IT specialists

Inspiring tomorrow’s professionals
• Benefits of online learning
Benefits

• Learn at a time that fits in with personal and professional commitments
• Can review the sessions regularly
• Know the students well
• Students know each other
• Use of forums promotes discussion
• Use of group tutorials promotes discussion
• Mentor in practice is involved in the e portfolio
• Updating is relatively easy for academics
• Disadvantages?
Disadvantages

• Time:
  – Time for development of materials
  – Change of working practices
  – Student support

• IT abilities of staff and students

• Students ‘scared’ of technology
• What do the courses look like?
Welcome

Tissue Viability & Wound Management
Leg Ulcer Management

Leanne Cook
Dr Karen Ousey
Welcome and Introduction Session
Welcome to this area of UniLearn.
This is the page you will always see when first entering this course area – it is designed
Each title on this page is a link, which when clicked will open the item – this can be either
Please click on the title above, in order to access the first session.
In this session you will be introduced to the module, you will be informed about how to study;
We will also explain the many ways that are available for us to keep in contact with you, and vi

Course Materials for ALL Students
This course space in UniLearn is for students on both the Tissue Viability & Wound Management

Course Materials for Tissue Viability & Wound Management students ONLY

Course Materials for Leg Ulcer Management students ONLY
Uniformity and Consistency without stifling Creativity and Uniqueness
Assessment

• E portfolio – assessed by the mentor in practice:
  – Pre designed competency statements
  – Pass/fail

• 2,000 word report
  – Reflect on a change in practice
The Challenge

• What difference has all this education made?

• How do we measure the difference to:
  – Practitioners
  – Patient Outcomes
  – Knowledge
  – Skills

• Academic course evaluation:
  – Pre and post knowledge testing
  – Do you assess knowledge and skills in clinical practice?
Clinical/Practice Teaching

- Learning in practice:
- Share knowledge
- Assess practitioners knowledge and application to clinical practice
- Audience response systems (ARS); electronic voting systems (EVS); Quizdom
- Objective Structured Clinical Assessments
- ‘Real life’ models
- Simulation
- Mentors in practice
- Expert Patients

Inspiring tomorrow’s professionals
Summary

- Students access course content outside class – can learn at their own pace – can ‘replay’ as often as necessary

- Time in tutorials is opened for enquiry, discussion, critical thinking and personalised attention

- Reduces student dependency on the tutor to provide ‘the teaching’

- Promotes independence and autonomy in studying
Remember.....

- Flip Learning

- **Students need their tutors present to answer questions or to provide help if they get stuck; they don’t need their tutor present to listen to a lecture or review content.**