E-learning in geriatric medicine

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Introduction

• Who are you?
• What is your experience of e-learning?
• What do you want to get out of this session?
Intended learning outcomes

By the end of the session participants should be able to:
• Describe the different methods and uses of e-learning
• List potential sources of geriatric medicine e-learning resources
• Discuss some of the educational theories and evidence underpinning the use of e-learning
• Apply some theory of eLearning development into the context of the wider learning experience
• Discuss the methods of instructional design used to develop e-learning materials
• Increase awareness of the technological aspects of e-learning
Definition

“Use of technology to *enhance* teaching and learning”

What types of e-learning do you know of?
Examples

• MiniGEM by AEME  https://www.youtube.com/watch?v=f0TEYT--MCI
• Subject based  http://www.bgs.org.uk/index.php/elearning
• Case based  https://online.manchester.ac.uk/bbcswbdaav/xid-5744749_1
E-learning – evidence

• At least as effective as other methods

Potential benefits?
Potential problems?
Theories of adult learning

• Adults are independent and self-directing
• Their experience is a rich resource for learning
• They value learning relevant to everyday life/work
• They are interested in problem-centred rather than subject-centred approaches
• They are more motivated by internal drivers to learn
Principles of learning

• The ‘Kolb cycle’
Decide

- **Who** is this for?
- **What** are the intended learning outcomes?
  - Knowledge, skills, attitudes
- **Why** is e-learning the best method?
- **Where** is it going to be used?
  - And who with? Tutored? Blended?
- **When** is it going to be used?
- **How** will you build on existing knowledge?
Develop

Zaharis and Polymenakou (2009) in Cost effectiveness in medical education Walsh K
• Who are they?
• What do they want/need to learn?
• How do you appeal to different learning styles?
  • VARK – Visual, auditory, read/write/ kinaesthetic
Context

- Where does this fit with curriculum?
- How does it fit with clinical experience?
- How is it going to be used?
- Mandatory or elective?
- How does it relate to assessment?
Instructional design (Gagne)

• Get learners attention
• Provide learning outcomes
• Stimulate recall previous experience
• Present content
• Provide learning guidance
• Elicit performance
• Provide feedback
• Enhance retention and transfer to practice
Content

• Storyboard
• Provide clinical context
• Space for testing and reflection
• Engage with selected references
  – Papers
  – Guidelines
  – Websites
Technology

• Virtual learning environments
• Mobile devices
• Software
• Connectivity
• Social software
  – Blogs
  – Wikis
  – Media sharing (YouTube)
  – Social networking (Twitter, Facebook)
  – Social bookmarking (pinterest)
Evaluate

2 most important factors in success

• Usefulness
• Usability
Workshop

• Create an e-learning package for a group of learners
We want you!

Fill in the evaluation survey

Help us to collect a repository of e-learning in geriatric medicine
Resources

• Portal of online geriatric education
  http://www.pogoe.org/

• Association for elderly medicine education
  http://www.aeme.org.uk

• Xerte information and examples
  http://www.nottingham.ac.uk/xerte/documentation.aspx

• Consortium of eLearning
  http://www.geriu.org/uploads/CELGI/
• More packages
http://www.ouhsc.edu/geriatricmedicine/okgec/online-learning.asp
• TIA eLearning
http://www.tiaclinic.co.uk/
• Social care institute for excellence
http://www.scie.org.uk/
• eLearning for healthcare
http://www.e-lfh.org.uk/home/