

Opportunities or Traps

How can online learning activities enhance learning in the clinical environment?



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**CHANGE
YOUR
WORLD.**

**CHARLES
DARWIN
UNIVERSITY**

~~Wake~~

Warm up activity 1



- **Clinical environment**
- **One instance that impacted you**
- **List words that describe this experience**
- **Why was it effective?**
- **Discuss this with person nearby**

Effective clinical learning environment



- **participation:**
observation → acting → performance
- **supportive environment**
- **sense of identity, confidence (affective component)**
- **feedback timely and appropriate**
- **organisation and planning of experience**

~~Wake~~ Warm up activity 2!

- **Example of a lost opportunity**
- **Why did this happen?**
- **What was missing?**
- **Discuss this with person nearby**

Common problems

- **unsystematic, unplanned**
- **time pressures**
- **wrong level**
- **power differentials emotional factors**
- **no feedback**
- **lack of direction**
- **learner lacks self monitoring skills**



Dornan 2005, Wozniak 2007

Outcomes from session:

- **Identify important factors for effective elearning**
- **Avoid the traps**
- **Introduce frameworks that helped me to make informed choices about elearning**
- **Maximise your opportunities**

My Journey

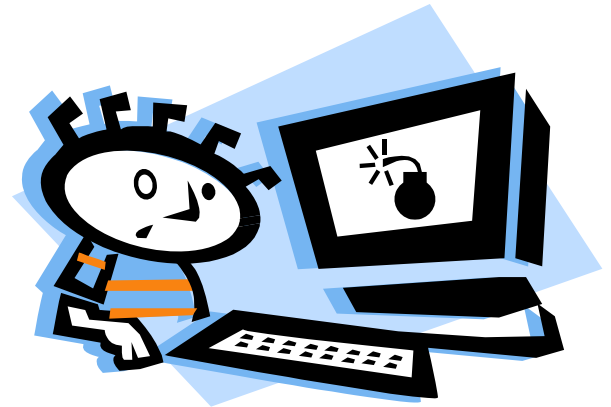


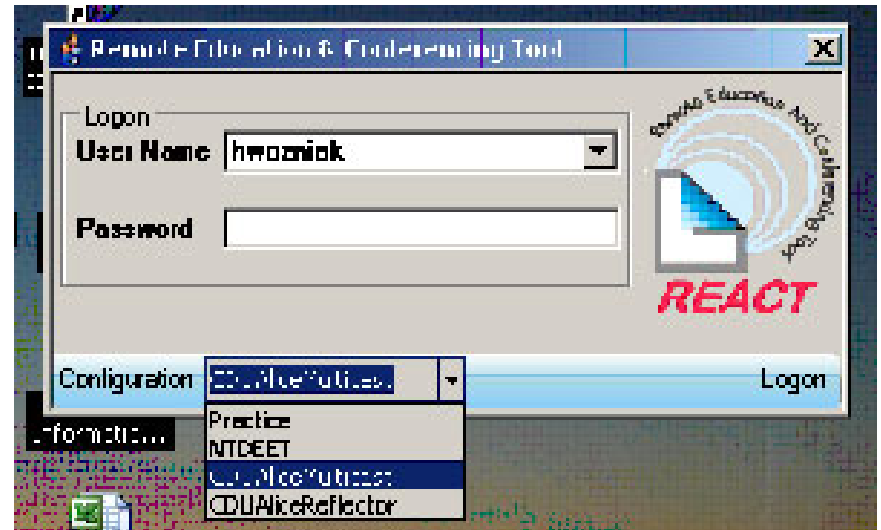
- **1980's Orthoptist**
 - » Rural NSW Ophthalmology practice
 - » Hospital Prof Fred Hollows—student supervisor
- **1990's Orthoptist / Clinical coordinator /
Lecturer in Ophthalmology at Syd Uni**
- **2000 Started to use online learning activities**
- **2004 Project Manager elearning projects for
the 5 health faculties - Uni Syd**
- **2006 Medical faculty- clinical education
across 7 clinical schools Uni Syd**
- **2007 Manager education development - CDU**

~~Wake~~

Warm up activity 3:

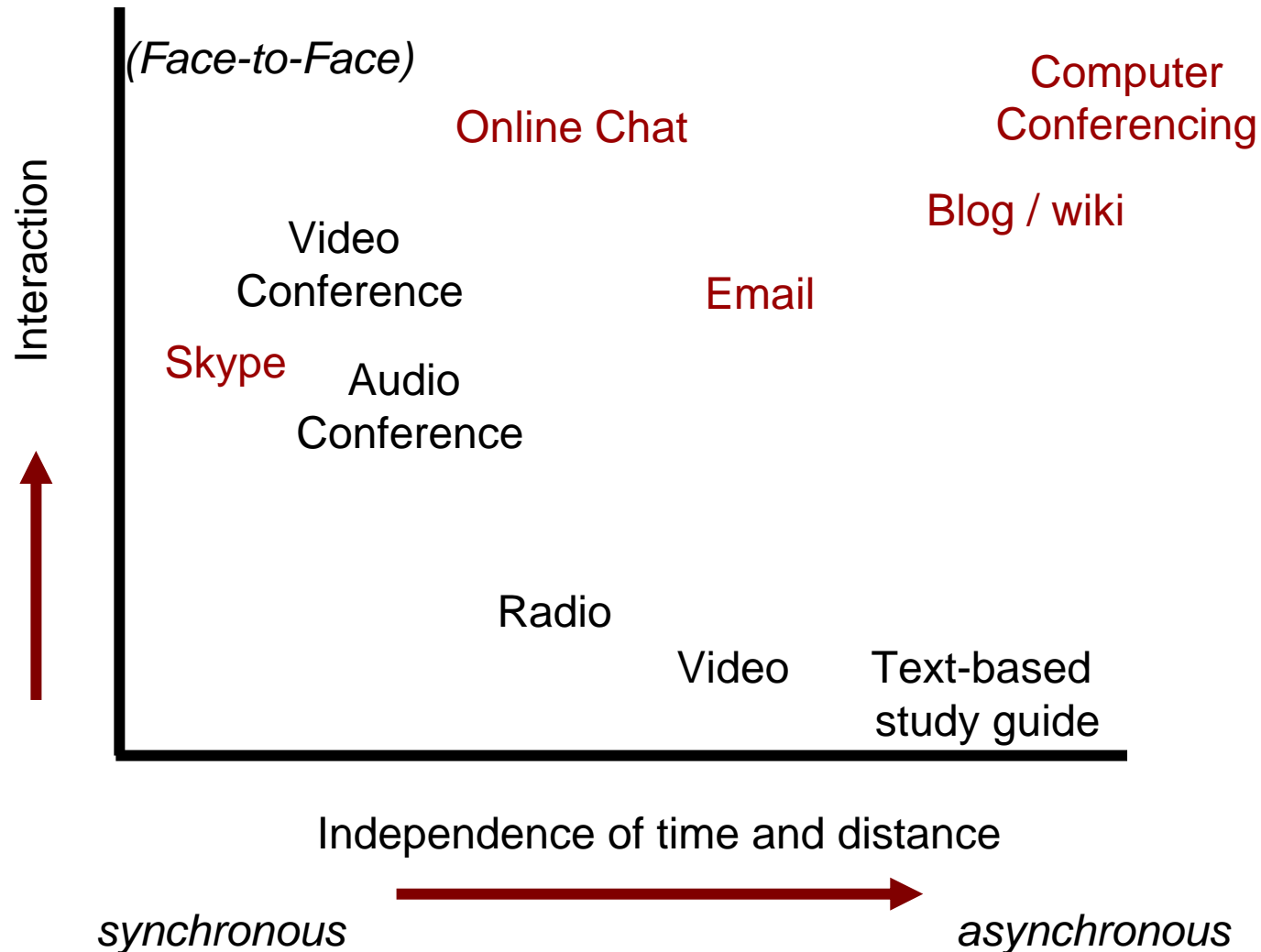
- **Your context**
- **Currently use technology with your trainees?**
- **Involved in designing online activities**





Education media

From Garrison & Anderson, 2003



Trap 1

**Focusing on
technology**

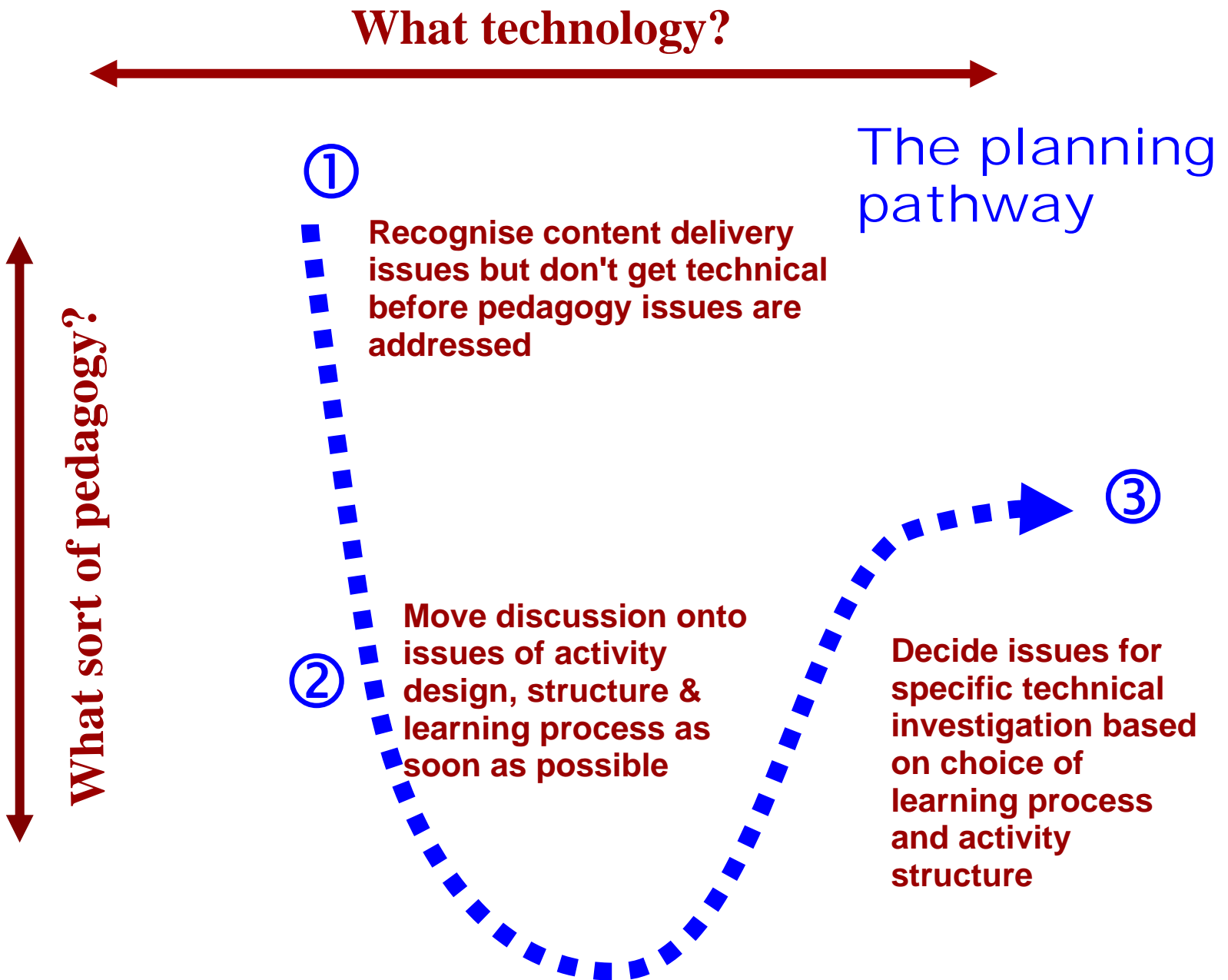
**Not considering the
learning process**



Focus on
content
delivery



Focus on
learning
process



Interaction with content

Instructions

History

Ocular Examination

Diagnosis

Mrs Murphy is a 75 year old who presents to you after visiting her optometrist for a general eye examination. He

Presenting Reason



Help with Scientific Report Writing

She was ocu intr tes for opt

Past Oc

General

Family I

Other in

Patient: Peter Abbott

[Story](#) : [Emergency Dept](#) : [Medical Ward](#) : [Operating Dept](#) : [Medical Ward](#) : [Discharge](#)

Medical / Surgical Ward - Post-Operative Care - Day 2



Now that Peter has fully woken from anesthetic and he has no immediate post operative complications he is ready to go back to the ward. The Operating Room (OR) nurse from recovery will hand him over to the medical ward nurse

Listen to the nursing handover from the OR nurse to the Med/Surg Ward nurse






- What are possible causes of hypertension?

- What nursing intervention can be implemented for a patient experiencing hypotension?

On return to the ward the ward nurse will complete a set of vital signs which she will record in Peter's chart. The ward nurse will continue to monitor Peter's condition closely as per Charles Darwin vHospital

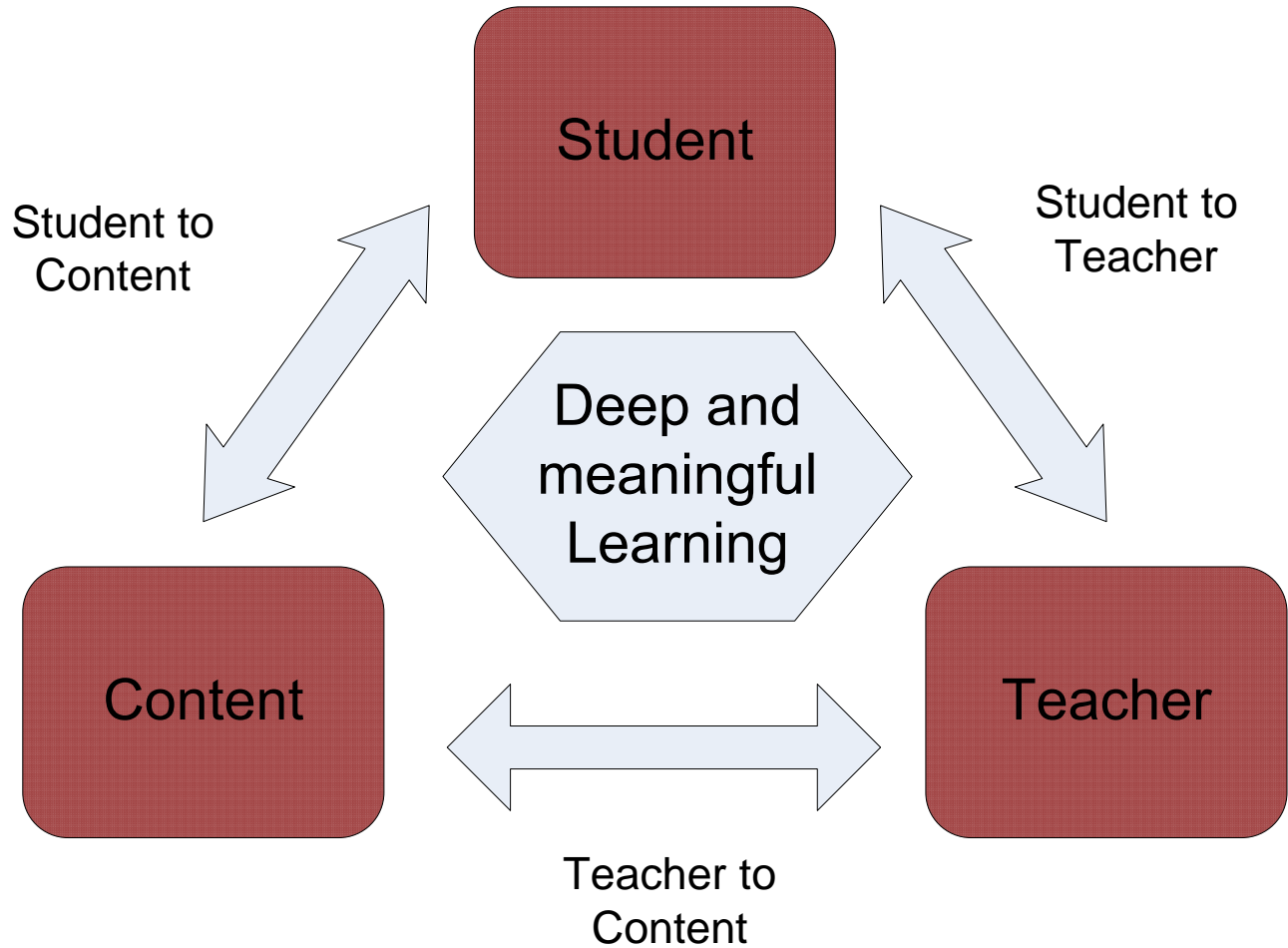


Interaction is the key

Interaction is the defining component of the educational process that occurs when the student transforms the inert information passed onto them from another and constructs it into knowledge with personal application and value.

Garrison & Anderson, 2003 p41 describing Dewey's philosophy of formal education.

Interaction



Anderson, 2003

Trap 2

It doesn't work



Trap 3

It takes too much time

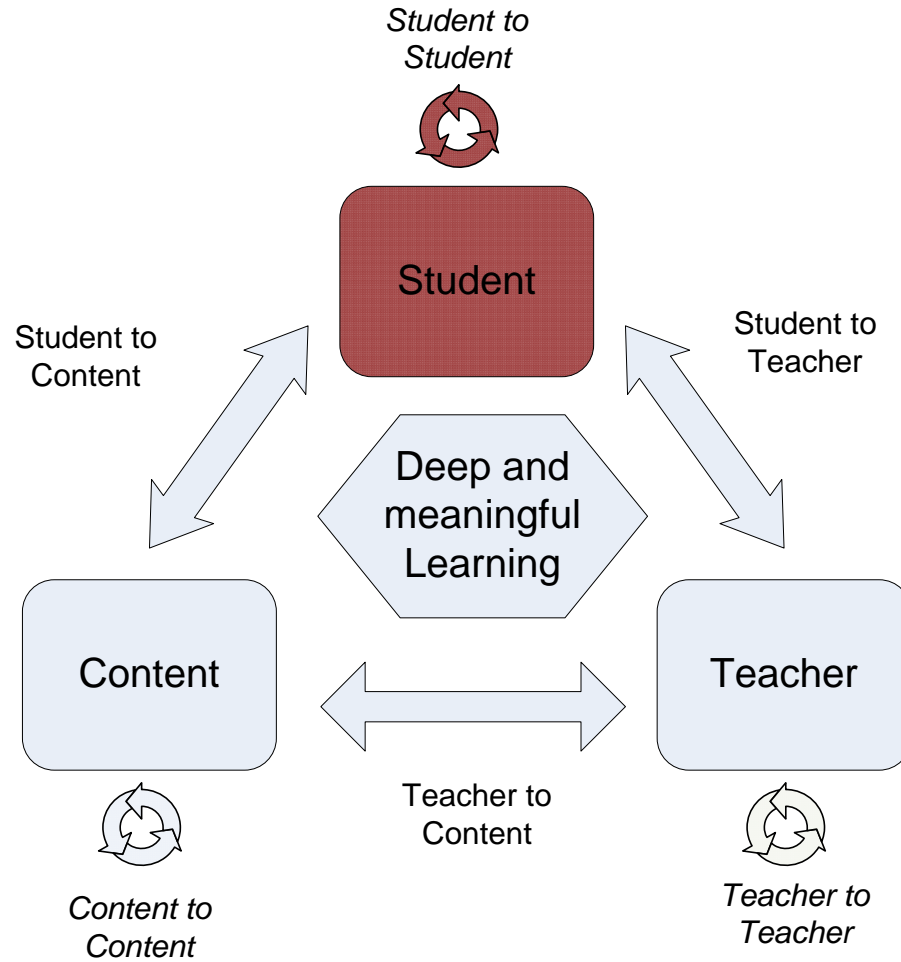
Inadequate preparation of activity

Inadequate preparation of the learner



Learn from the past experience of distance educators and apply this understanding to elearning

A few models can help!



The elearning journey



2000 The beginning

**2001 Refining learning activities,
participation requirements**

2002 Orientation to the task

2003 Analysis of interactions

2004 A model of online learning

2005 Student reflections


Online discussion 2000.....2005



- 4-6 groups of up to 10 students
- Asynchronous communication (greater opportunity for reflection on experience)
- Initially clinical cases provided by E-moderator & group discussion held,
- Group posted a response to each case
- E-moderator feedback to group
- Later students posted their own cases

What were our aims?

- **Keep regular contact with students whilst off campus**
- **Encourage students to review academic material whilst having real world clinical experiences**
- **Encourage transfer of knowledge to the applied clinical situation**
- **Encourage reflective practice, critical thinking and self evaluation**
- **Assist students to learn from each other**
- **Develop the professional skill of case analysis and management**
- **Facilitate professionalism by committing to team work activities**


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Control Panel

ORTH3050_2003_s1 Assessment & Management of Refractive Errors S1 2003

View
 Designer Options


Homepage > Discussions > **Group 1**

Discussion Messages: Group 1

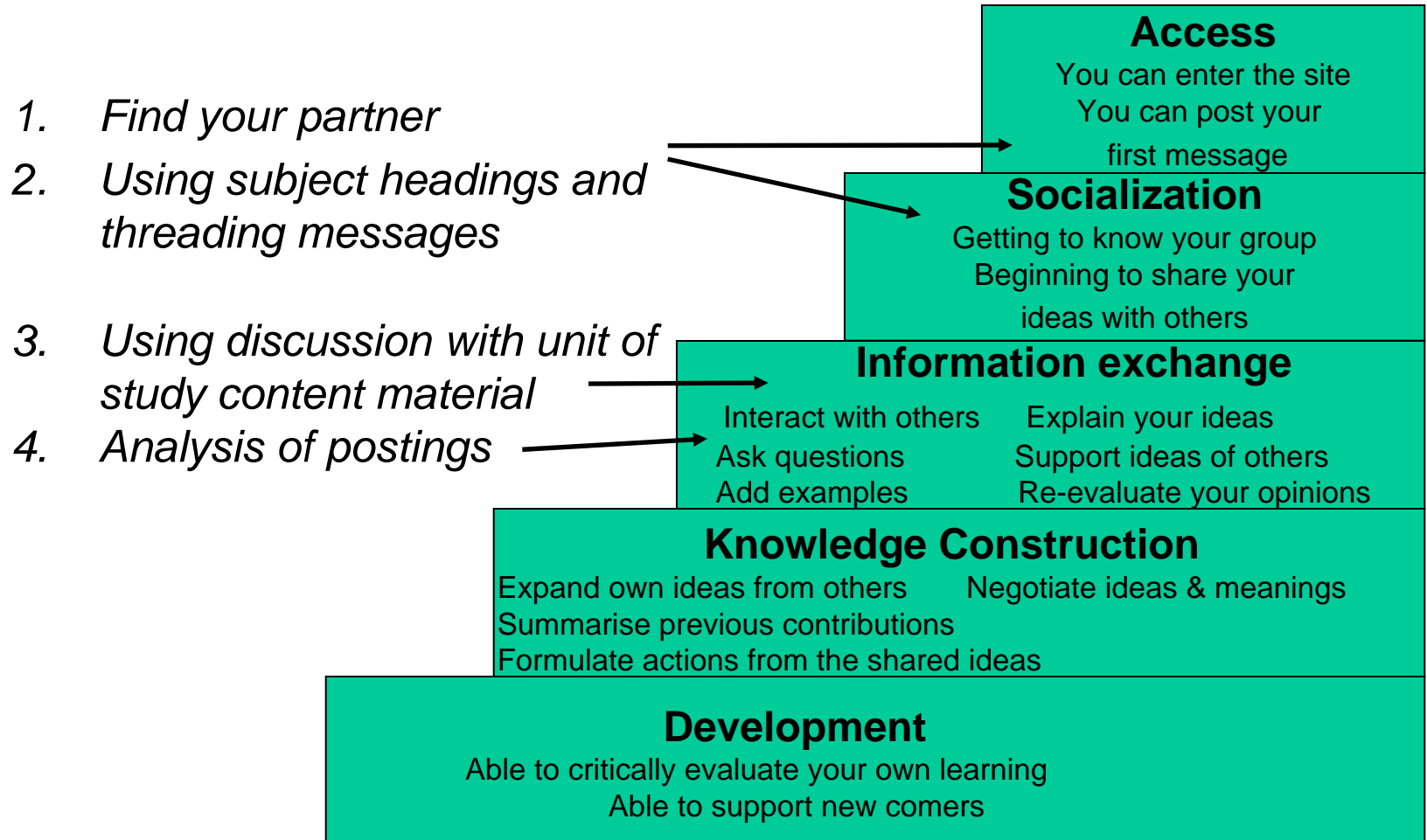
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 Message options

Display:
 ☒ All
 ☒ Unread
 ☒ Threaded
 ☒ Unthreaded
 Select topic:
 Group 1
 [Go](#)

Status	<input type="checkbox"/> Subject	Author	Date
▶ 1/1	<input type="checkbox"/> Aarons answers question ...		
▶ 1/1	<input type="checkbox"/> Aaron - question 1, part ...		
▶ 1/1	<input type="checkbox"/> Aaron question 1 - part b...		
▶ 1/1	<input type="checkbox"/> Aaron question 1 - part c...		
▶ 1/1	<input type="checkbox"/> Aaron question 1 - part d...		
▶ 1/1	<input type="checkbox"/> Aaron question 1 - part e...		
▶ 1/1	<input type="checkbox"/> Aaron question 1 - part f...		
▶ 1/1	<input type="checkbox"/> Aaron 1a		
▶ 1/1	<input type="checkbox"/> Aaron 1b		
▶ 1/1	<input type="checkbox"/> Aaron 1c		
▶ 1/1	<input type="checkbox"/> Aaron 1d		
▶ 1/1	<input type="checkbox"/> Aaron 1e		
▶ 1/1	<input type="checkbox"/> Aaron 1f		
▶ 0/1	<input type="checkbox"/> Case Aaron 1a		


Internet

Orientation activities



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ORTH3050 research copy

Control Panel View Designer Options

▼ Course Menu

- Homepage
- Unit of Study Details
- Important information
- Calendar
- Resources
- Discussions
- Chat Room
- Email
- Assignments
- C Review your results
- C - Conditional

Homepage > Discussions > **Group D**

▼ 0/2	<input type="checkbox"/> JASON: GROUP ANSWERS		
	<input type="checkbox"/> JASON: GROUP ANSWERS	Student 1	March 23, 2004 11:17am
	<input type="checkbox"/> Re: JASON: GROUP ANSWERS	Helen Wozniak (ORTH3050)	March 24, 2004 12:43pm
▼ 13/13	<input type="checkbox"/> Mrs Black: Q1		
	<input type="checkbox"/> Mrs Black: Q1	Student 2	March 26, 2004 10:08pm
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 3	March 27, 2004 9:53am
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 3	March 27, 2004 9:56am
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 4	March 27, 2004 7:42pm
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 5	April 1, 2004 6:15pm
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	<input type="checkbox"/> Re: Mrs Black: Q1	Student 5	April 4, 2004 9:52pm
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	<input type="checkbox"/> Re: Mrs Black: Q1	Student 6	April 4, 2004 7:22pm
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	<input type="checkbox"/> Re: Mrs Black: Q1	Student 2	April 4, 2004 10:04pm
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 5	April 4, 2004 10:27pm
	<input type="checkbox"/> Re: Mrs Black: Q1	Student 7	April 6, 2004 10:13am
▶ 18/18	<input type="checkbox"/> Mrs Black Q2		
▶ 12/12	<input type="checkbox"/> Mrs Black Q3		

Impact on learning

2003 n=756

Individual: 92%

Interactive: 8%

2004 n=949

Individual: 54%

Interactive: 46%



Greater number at individual level correlates with lower mark in clinical exams

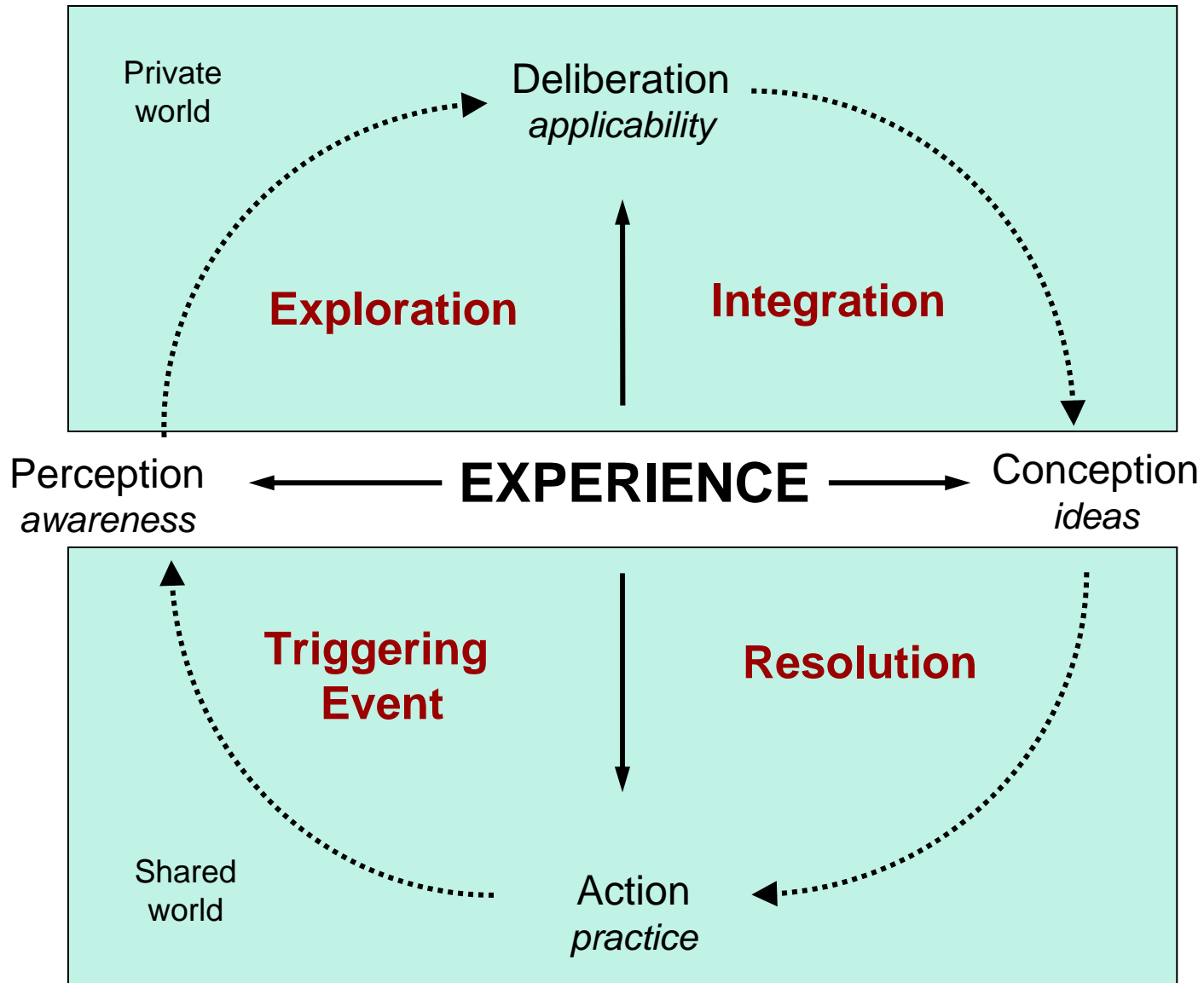
$$r_s = -0.47$$

Greater number at interactive level correlates with higher mark in online cases

$$r_s = 0.76 \text{ \& } r_s = 0.69$$

2005 Correlation of Stage on Salmon's model and online participation assessment results

Small correlation between depth of reflection and online assessment results



Practical Inquiry

Garrison D.R, 2007

Where are you in your journey?



Do you have any opportunities?