

Summary of E-Learning Workshops – 7th Feb 2020 HCS Trainees & Supervisors event

James Logie and Andrew Davie

Two workshops were run to explore our dedicated Healthcare science zone on Turas Learn. We demonstrated the key benefits, some of the modules we have developed so far, and what is in progress. Several rounds of discussion were run to find out how the service could be developed for the future. Approximately 30 delegates participated in total.

<p>Round 1</p> <p>What e-learning have people done?</p> <p>What was good about it?</p> <p>What was not so good?</p>	<p>Most had done LearnPro-type courses for mandatory training and encouragingly, several were familiar with Turas Learn. Others had encountered a few other types e.g. modules for MSc (Biochemistry), advanced user training for medical devices (by manufacturers), University of Ulster (IBMS training), Quality Management System training (downloads on QPulse etc.), National Physics Laboratory classes, RCR online, Khan’s Academy, Meteronomic Academy.</p> <p>Flexibility and step-wise learning pathways are key benefits, especially the ability to work at own pace.. Modules are normally user-friendly with easy access and normally take a short time to complete. Remote access is a major benefit especially for those without a permanent desk which is common among trainees. Some modules (especially core) are well established and the consistency of delivery/quality was highlighted. Systems that feature role-specific content, module alerts, summary of completed modules and an audit function for administrators were strongly favoured.</p> <p>When delivery is always the same it is sometimes not engaging and doesn’t take account of different learning styles. Some felt it is difficult to assess achievement of learning outcomes using eLearning. Several platforms are not national and therefore repetition is required when staff move on. Often there are deadlines for completion and staff are not given adequate time as they may be viewed by some as not important. Sometimes content is too generic. Modules can be time consuming. Some mandatory/core training is not always relevant. In some systems, users can’t repeat a module until it’s ‘lapsed’. In some systems, users can take the assessment without completing learning – this is important because updated content may be missed. Frequent IT issues and basic IT skills required may hinder accessibility.</p>
<p>Round 2</p> <p>How do we ensure content offered up is valid and kept current?</p>	<p>Ensure the right people are responsible for creating and periodically reviewing content. Ownership was discussed and it was agreed this should be on a task-group, rather than individual,</p>

<p>Should content have a shelf-life?</p>	<p>basis. Learner feedback functionality (e.g. change requests) was felt important to allow refinement by flagging up error and items requiring updating. Some felt a user rating would help drive improvements in quality. Creating generic modules (i.e. core training) applicable to a wide variety of staff was highlighted. Caution is required for modules that signpost to external resources (e.g. websites, documents) which might expire, change etc.</p> <p>Annual review of content was felt to be adequate in most circumstances however updating as regulations change was viewed as a key requirement. This depends on each specialty/technology and rate of development. A minority felt it was not necessary for content to have a shelf-life and modules ought to be for 'CPD' rather than mandatory.</p>
<p>Round 3 How do we ensure content offered up has relevant permissions</p> <p>Should content be restricted access?</p>	<p>In the interest of time, this was only discussed in one workshop. Key is to check with the original author(s) regarding accessibility of content but perhaps a key stakeholder group or network would be more appropriate. Copyright must be respected, and content referenced, or permission gained, especially where diagrams/images etc. have been lifted directly from source. It was agreed the NHS photo stock should be used wherever possible.</p> <p>This point was only briefly discussed however in general content should not have restricted access wherever possible.</p>
<p>Round 4 How do we ensure content offered up has an assessment component?</p> <p>Should assessment be standardized to one approach?</p>	<p>Generally, assessment of learning is important although in a few circumstance it might not be. A standardised approach was viewed negatively (apart from very basic training) and a mixture of assessment types might help keep learners engaged. Limitations of MCQs were discussed but the difficulty in assessing narrative responses is also a limitation. Short assessments throughout the module were preferable to one lengthy assessment at the end.</p> <p>The idea of an interactive reflective session between learner and trainer was explored with the benefit of gap finding and remedial learning seen a potentially very helpful. An obvious drawback to this is the added resource requirement. Alternatively, some form of automated user feedback might be sufficient.</p>
<p>Round 5 Is this a useful development? Why?</p>	<p>The concept was broadly seen as a positive development. E-Learning was viewed as especially important for new staff/trainees and for learning about areas out-with the usual scope of practice e.g. other disciplines. Cost savings could be identified though reduced transport and venue costs however protected study time for eLearning is necessary to sustain learning. High quality content is also crucial.</p>

<p>What would stop folk from authoring content?</p>	<p>For authoring content, it was agreed a national collaborative approach is best rather than individuals developing modules. A universal concern around e-Learning is the lack of good networking opportunity and sharing/developing new ideas.</p> <p>Time is probably the biggest impediment to people getting involved. Other barriers include gaining agreement of multiple stakeholders, control over content, lack of responsibility, lack of confidence in content requirements and accuracy.</p>
---	---

The next steps are:

- Continue development of ongoing modules in a timely manner and promote their use
- Identify new modules for development from expressions of interest by service and the core team to actively seek content

JL 02-03-20