Maximising the potential of Moodle in medical education: an online self-study module created in partnership with students

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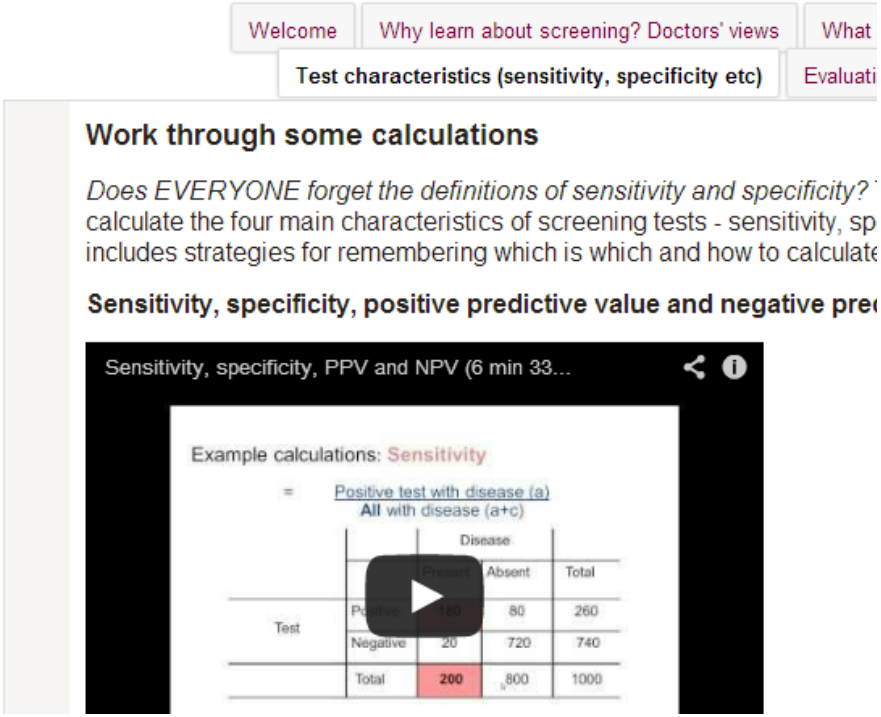
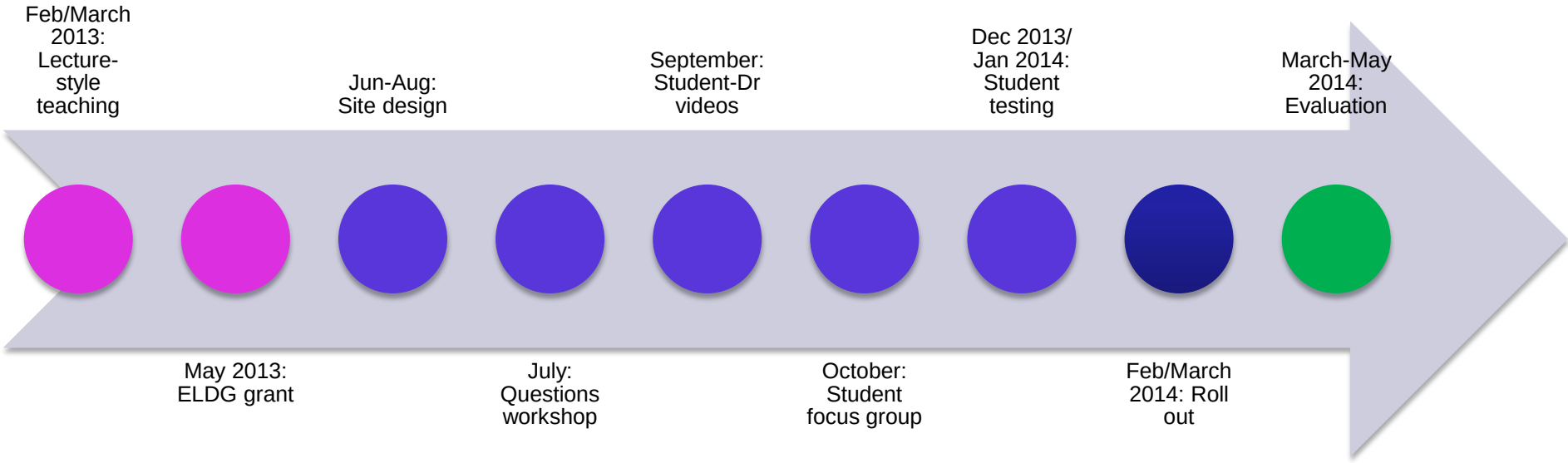
Resource: Internet-based self-study module on Moodle

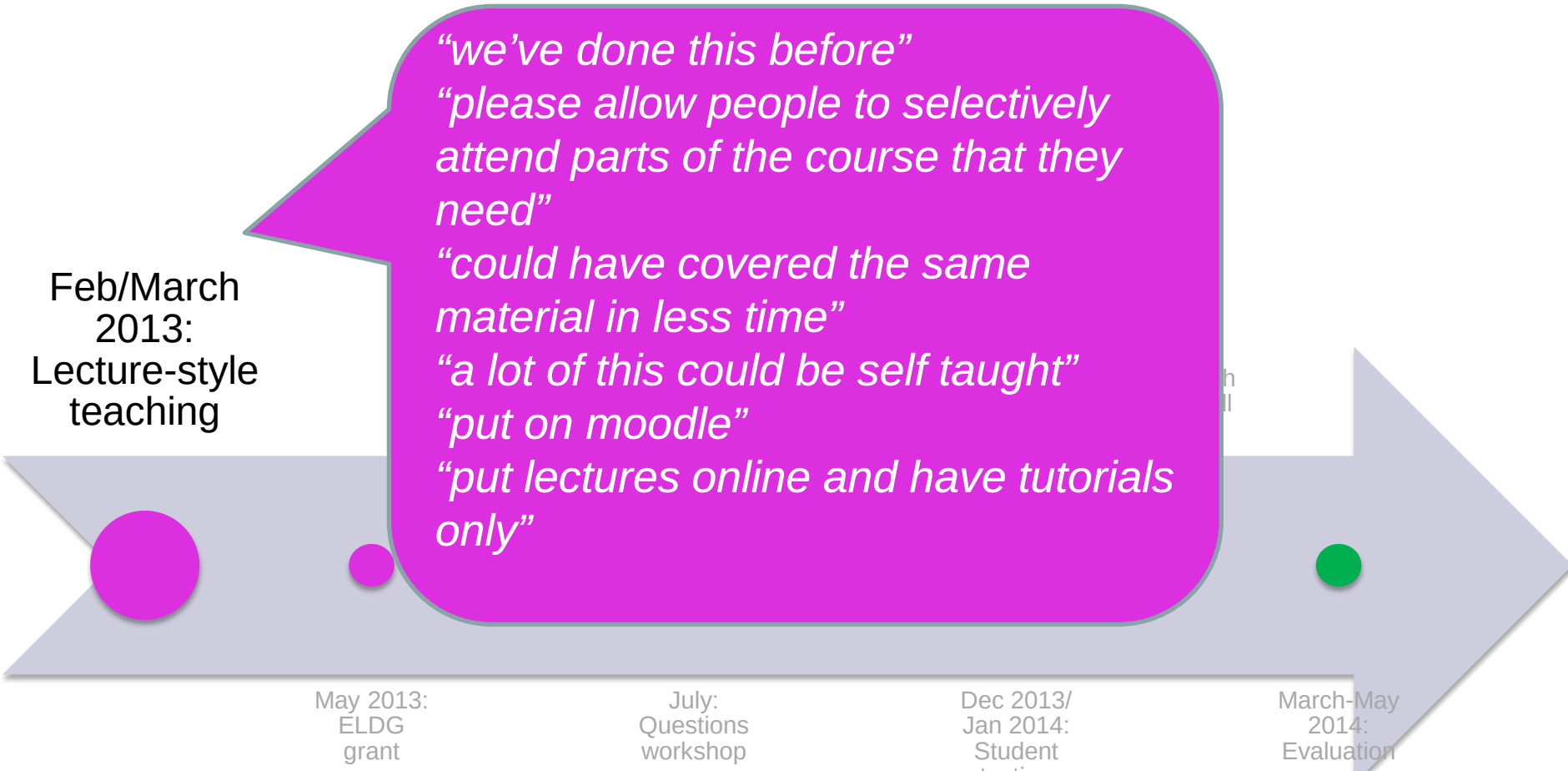


- To prepare students for MBBS teaching session on screening
- Includes
  - **'Diagnostic' quiz** to identify knowledge and skills gaps
  - **Multimedia resources** on key topics: lecture casts, slides, videos
  - **Recommended links** to external resources

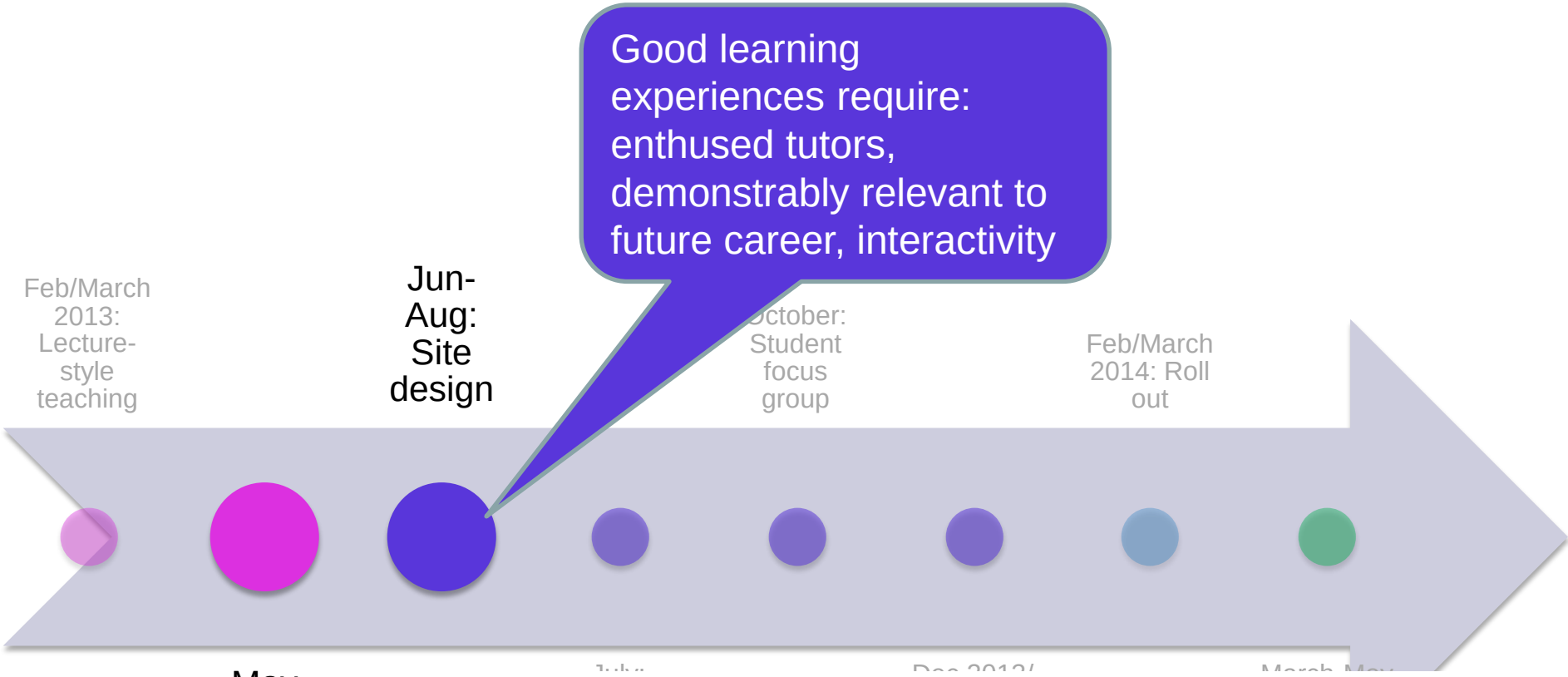
Outline: from idea to evaluation



Student feedback

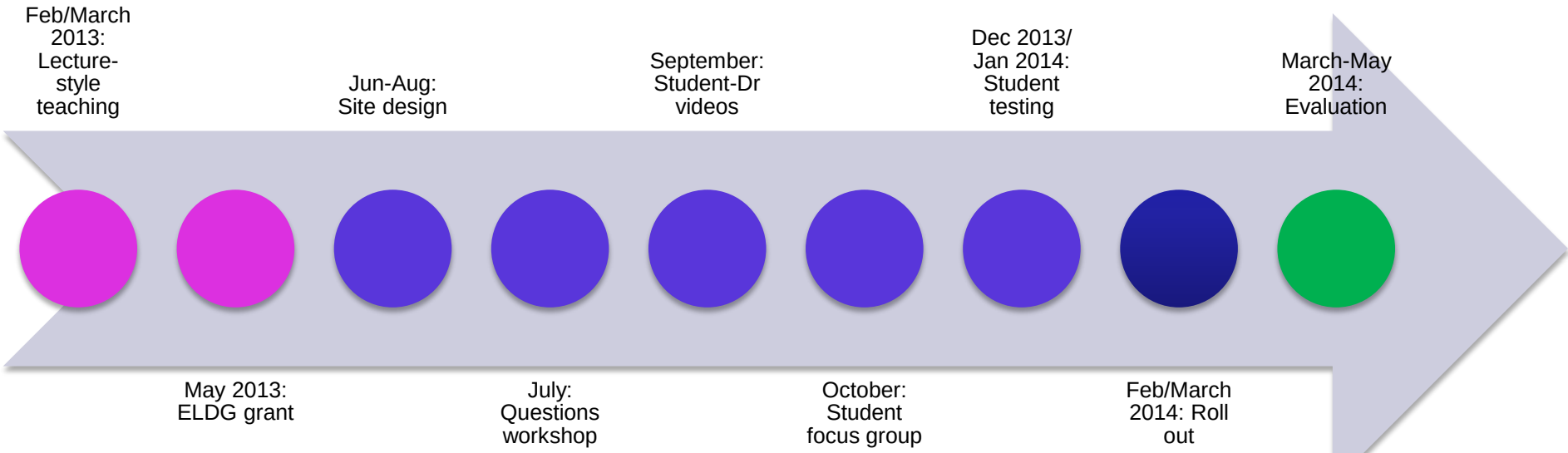


Informal student discussions



Set up ongoing collaboration with Dr Keir Philip: F2, foundation doctor on UCL's academic virology programme

Ongoing trainee involvement

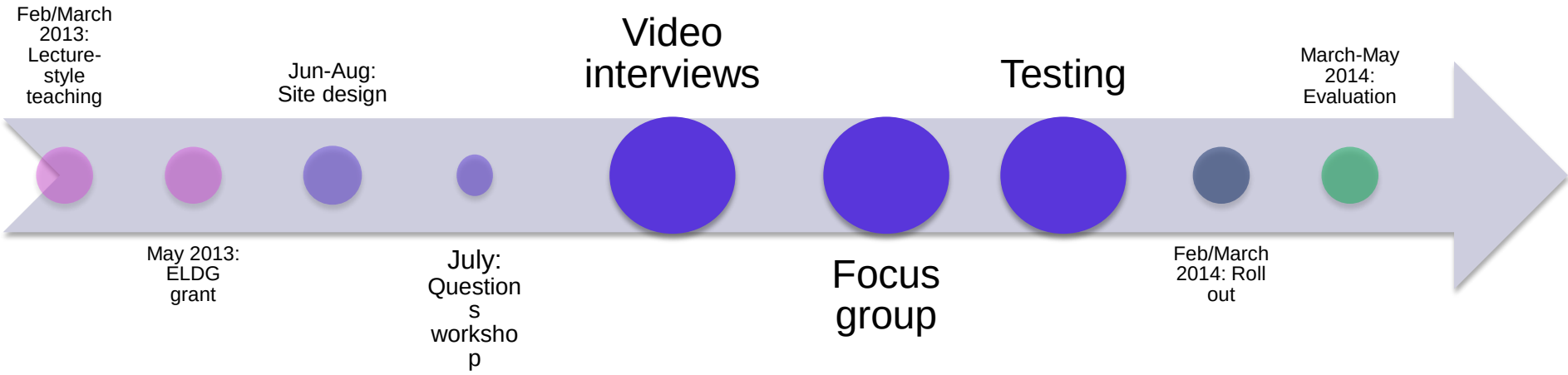


Keir

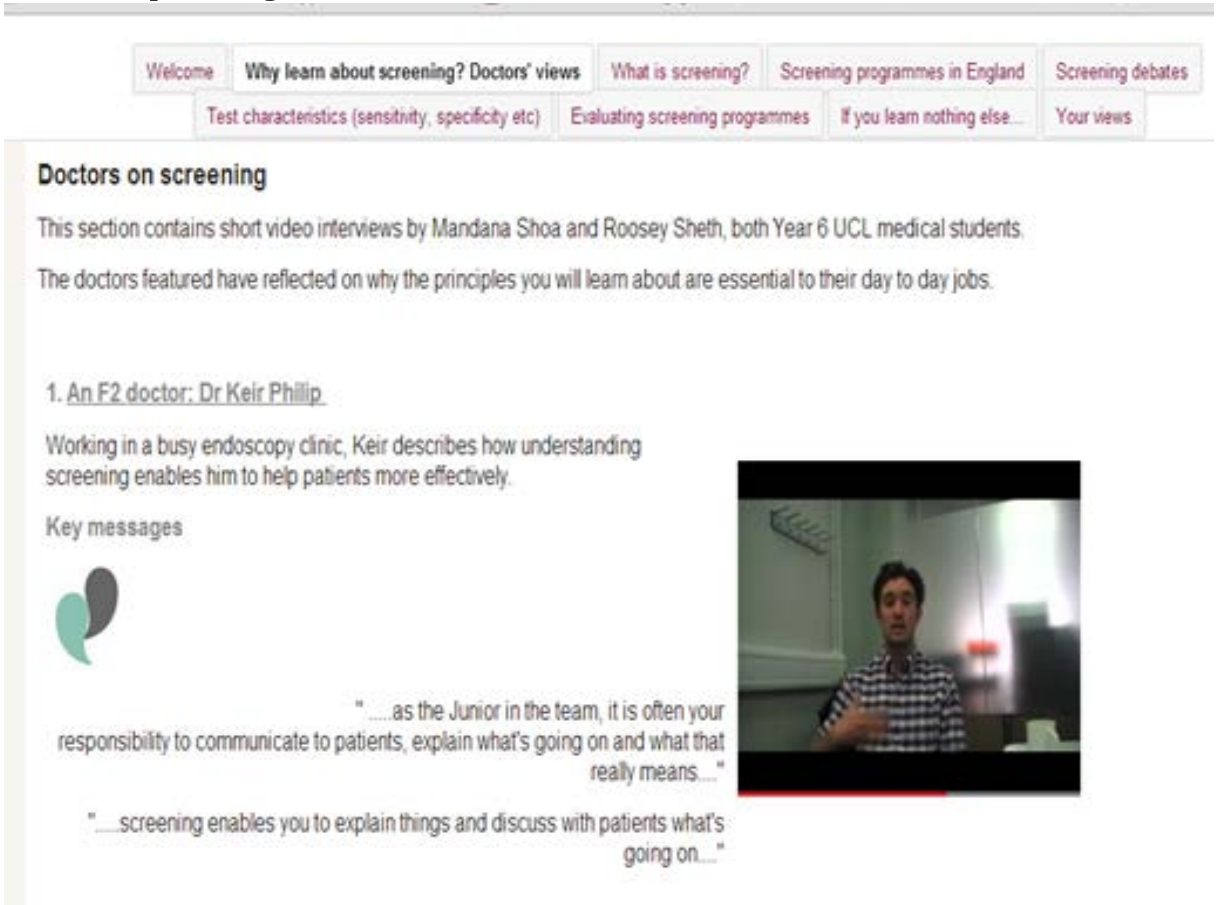
Caroline

Justin

Current UCL student involvement: discrete tasks



Video interviews project*: doctors on screening



*Peer Assisted Learning Skills (Year 6 Student-selected component)

Student focus group: developed our model for blended learning

ONLINE
2-4W before
0-1W before

MODULE: Well structured, interactive, not too much info.
EMAIL: Clear outline of session & how best to prepare. Send reminders

FACE-FACE

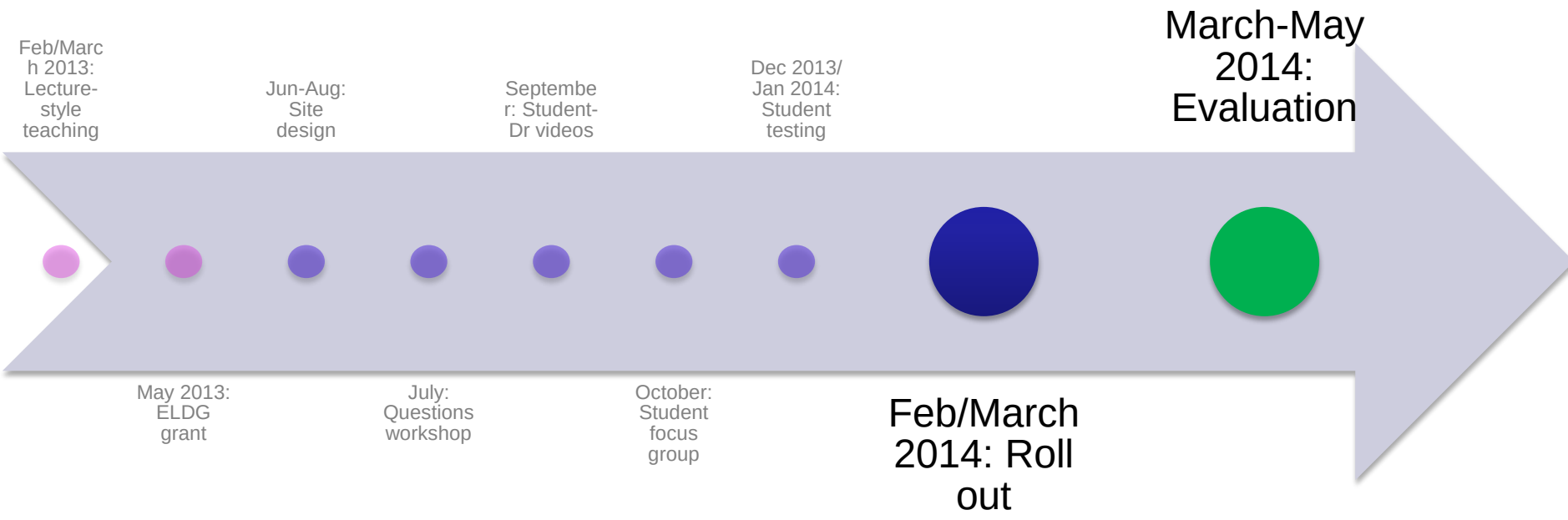
TUTOR SESSION: High value placed on **small groups**:
- expect to be questioned
- fear of 'exposure' if not prepared

Also want: passionate tutor, clinically relevant

ONLINE
4W after

EMAIL CONSOLIDATION: helpful if
- pitched at right/ appropriate level
- relate clearly to teaching received & upcoming exams
- formative tests include feedback on responses to questions

Rollout & evaluation (so far)



Roll out: 4 sessions in Feb/March 2014

ONLINE
2W before

Alert to internet-based module & access key

Moodle metrics:
- date first accessed
- activities completed
- quiz responses

1 day before

GROUP A: Email reminder(s)

GROUP B: No reminders

FACE-FACE

Small group teaching (n~25-30)
- Clinical scenario: Mrs W's query about ovarian screening
- Tutors: recap key principles, facilitate discussion & respond to students' questions

Participant feedback
- perceived usefulness (*student feedback form*)
- Interaction & engagement (*tutor observation*)
- Views and experiences *Student & tutor focus groups*

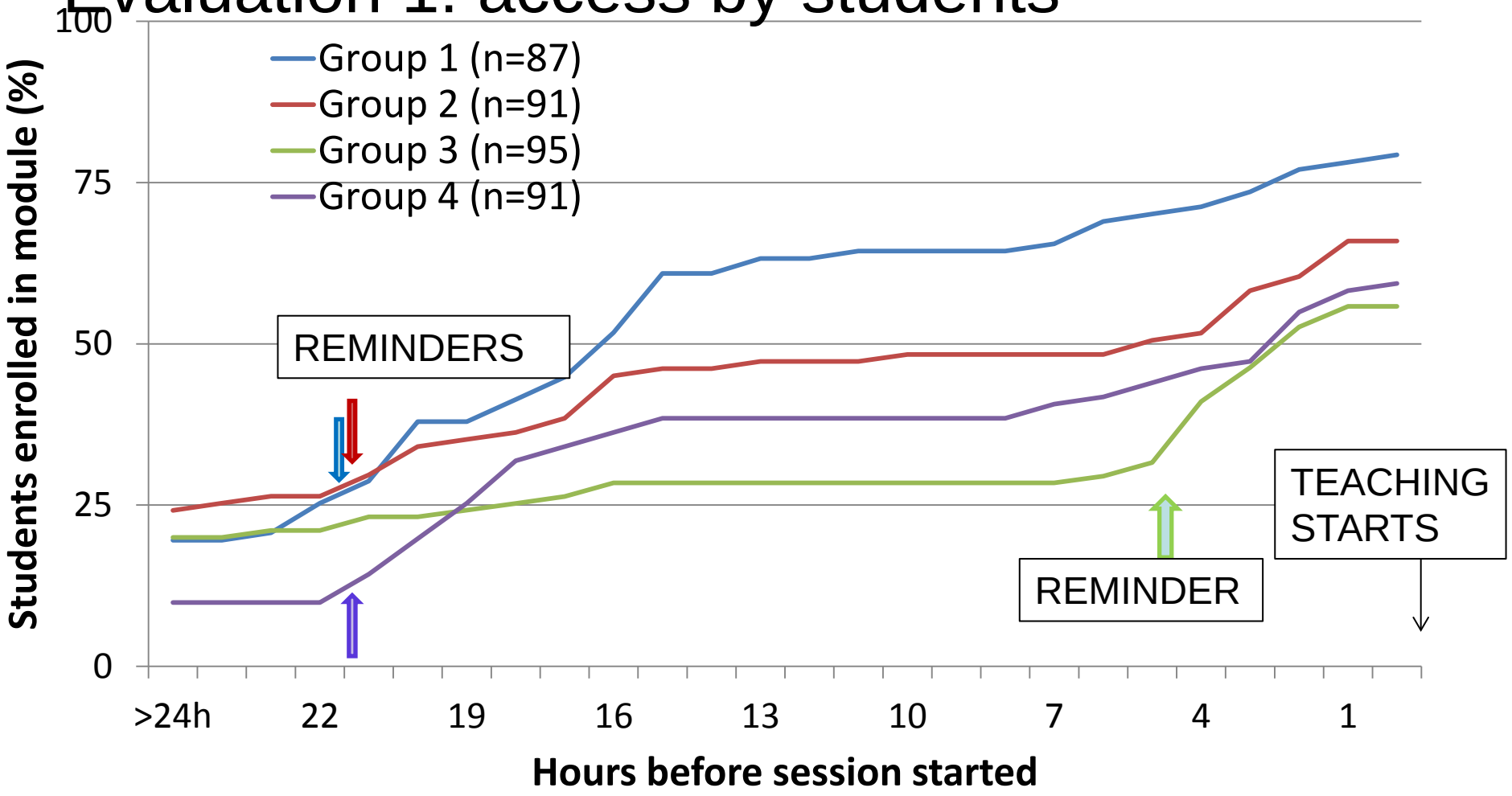
ONLINE
4-6W after

GROUP A: EMAIL with key points, reminder of resources still available (e.g. Quiz questions, Revision page)

GROUP B: No email

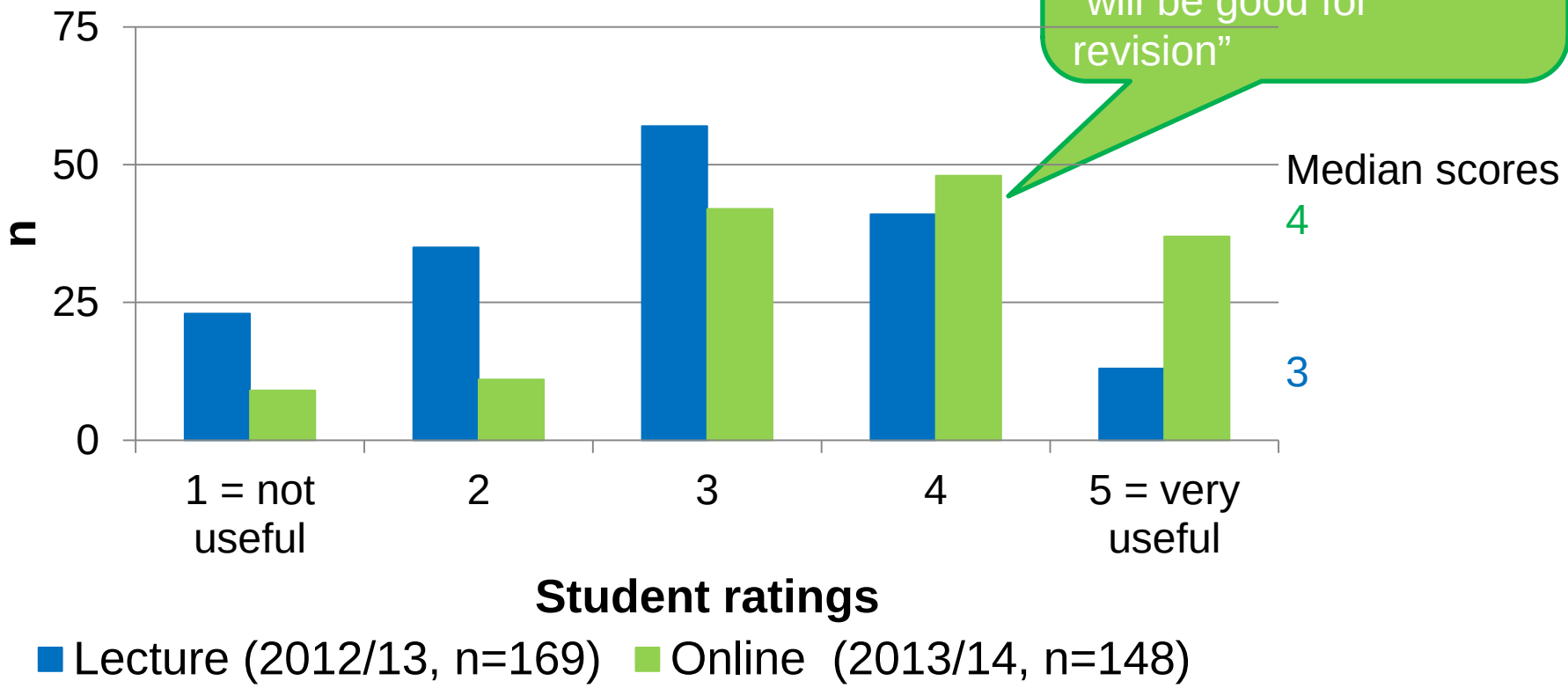
Moodle metrics

Evaluation 1: access by students



Evaluation 2: student feedback

"good preparation with the online module"
"great self study module"
"will be good for revision"



Summary & (early) reflections

What we did

- Moodle module with quiz, info as text, lecture casts & links
- Current/recent students involved at all stages
- Three models
  - trainees (recent students): ongoing involvement
  - UCL students (year 5 and 6): discrete activities
  - UCL students (current year): session feedback

Benefits

- For tutors:
  - better insight into students learning experiences and preferences
  - advanced info from Moodle helps to focus teaching
- For participating students/trainees:
  - opportunity to improve learning for others
  - develop teaching skills and insight
  - £

Questions? Comments?

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