

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

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Dr Jessica Sheringham

Dr Helen Barratt, Dr Keir Philip, Dr Caroline Allfrey and
Dr Justin Yem

UCL Department of Applied Health Research

Resource: Internet-based self-study module on Moodle

[My home](#) > [Screening module](#) > [Test characteristics \(sensitivity, specificity etc\)](#)

Welcome

Why learn about screening? Doctors' views

What

Test characteristics (sensitivity, specificity etc)

Evaluati

Work through some calculations

Does *EVERYONE* forget the definitions of sensitivity and specificity? calculate the four main characteristics of screening tests - sensitivity, sp includes strategies for remembering which is which and how to calculate

Sensitivity, specificity, positive predictive value and negative pre

Sensitivity, specificity, PPV and NPV (6 min 33...

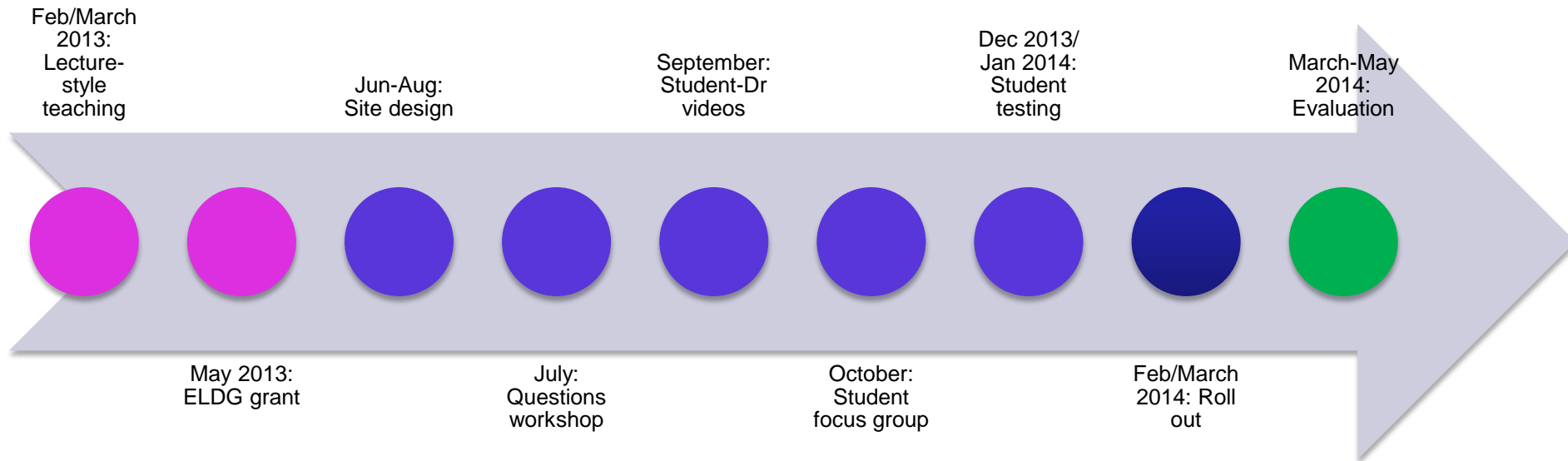
Example calculations: **Sensitivity**

$$= \frac{\text{Positive test with disease (a)}}{\text{All with disease (a+c)}}$$

		Disease		Total
		Present	Absent	
Test	Positive	180	80	260
	Negative	20	720	740
Total		200	800	1000

- 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

Feb/March
2013:
Lecture-style
teaching

“we’ve done this before”
*“please allow people to selectively
attend parts of the course that they
need”*
*“could have covered the same
material in less time”*
“a lot of this could be self taught”
“put on moodle”
*“put lectures online and have tutorials
only”*

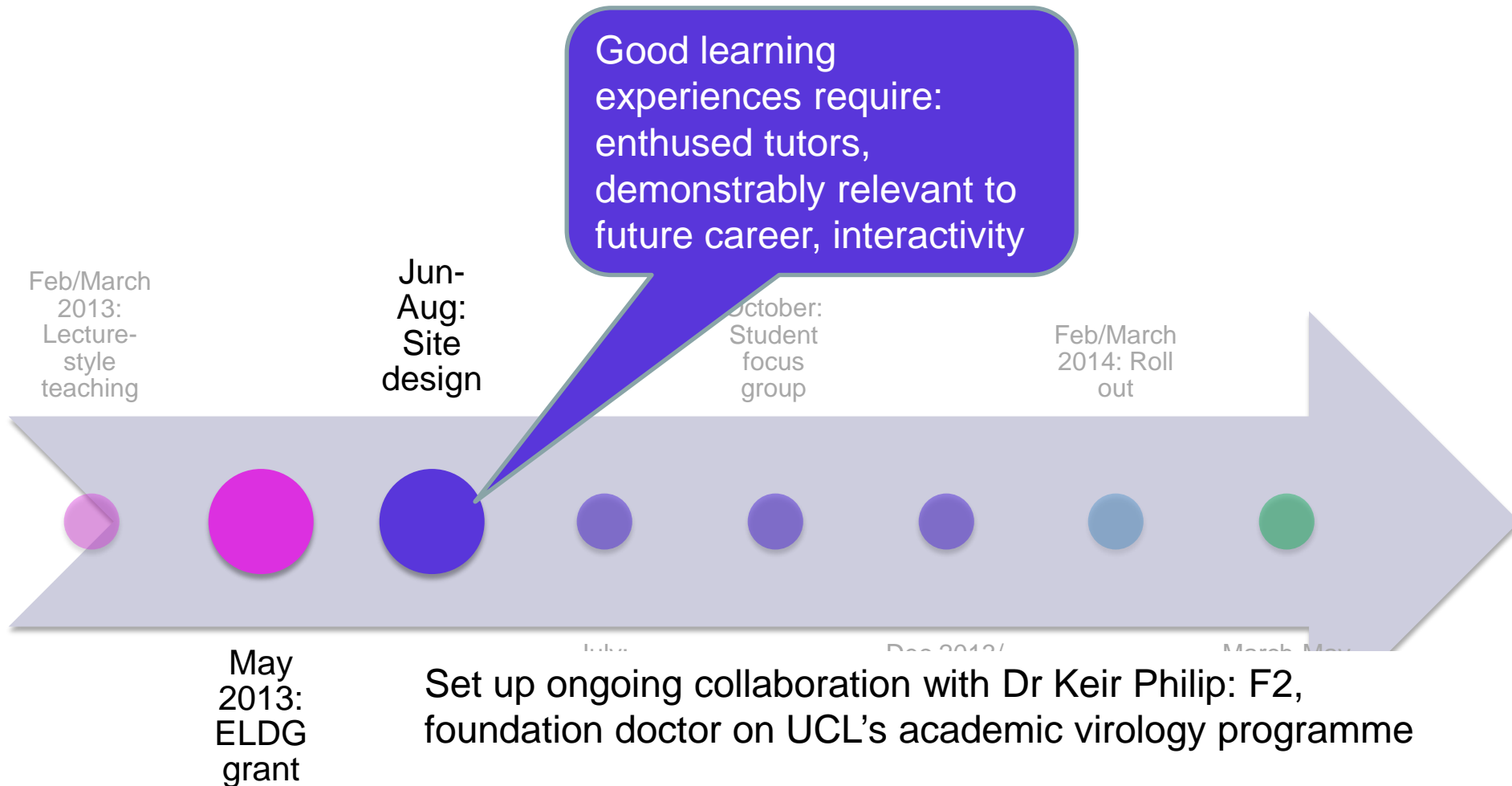
May 2013:
ELDG
grant

July:
Questions
workshop

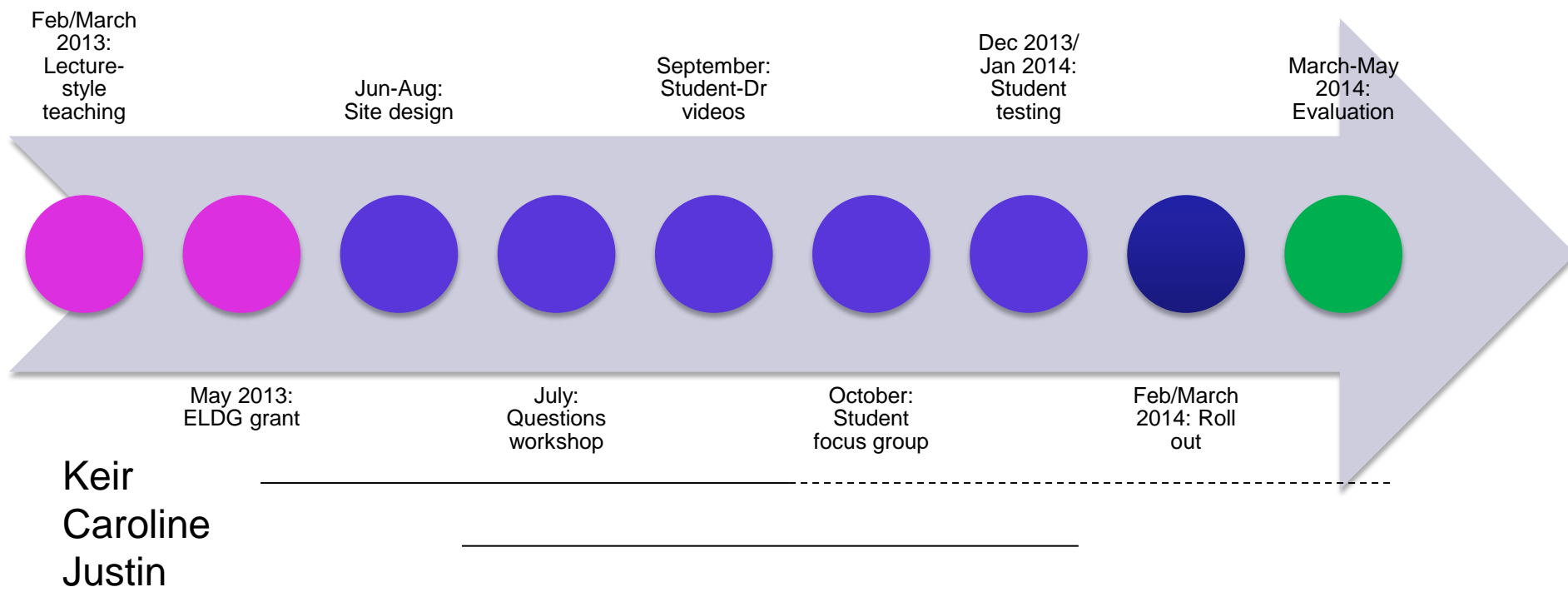
Dec 2013/
Jan 2014:
Student
survey

March-May
2014:
Evaluation

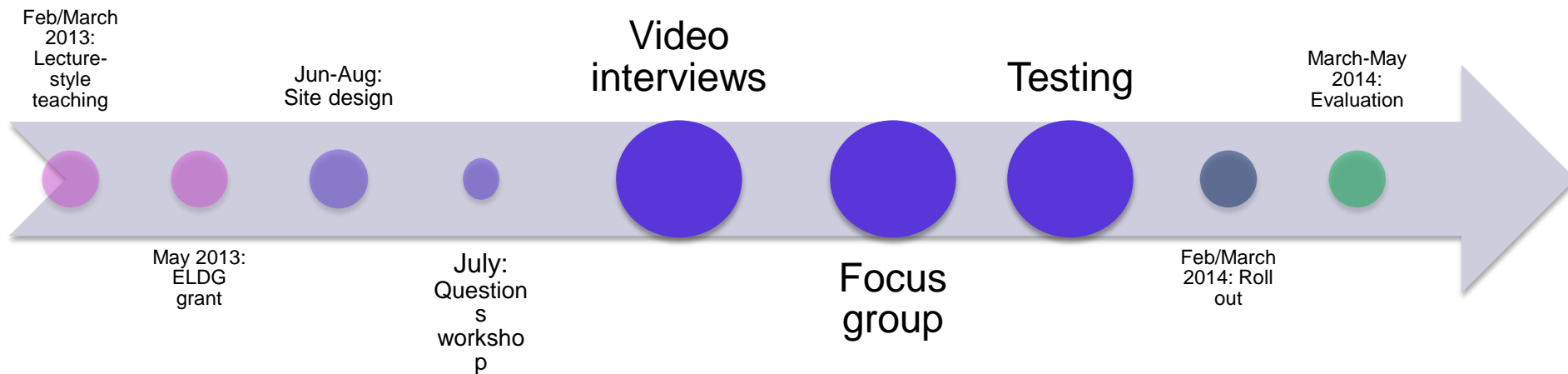
Informal student discussions



Ongoing trainee involvement



Current UCL student involvement: discrete tasks



Video interviews project*: doctors on screening

Welcome Why learn about screening? Doctors' views What is screening? Screening programmes in England Screening debates

Test characteristics (sensitivity, specificity etc) Evaluating screening programmes If you learn nothing else... Your views


Doctors on screening

This section contains short video interviews by Mandana Shoa and Roosey Sheth, both Year 6 UCL medical students. The doctors featured have reflected on why the principles you will learn about are essential to their day to day jobs.

1. An F2 doctor: Dr Keir Phillip


Working in a busy endoscopy clinic, Keir describes how understanding screening enables him to help patients more effectively.

Key messages



".....as the Junior in the team, it is often your responsibility to communicate to patients, explain what's going on and what that really means...."

"...screening enables you to explain things and discuss with patients what's going on...."



*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

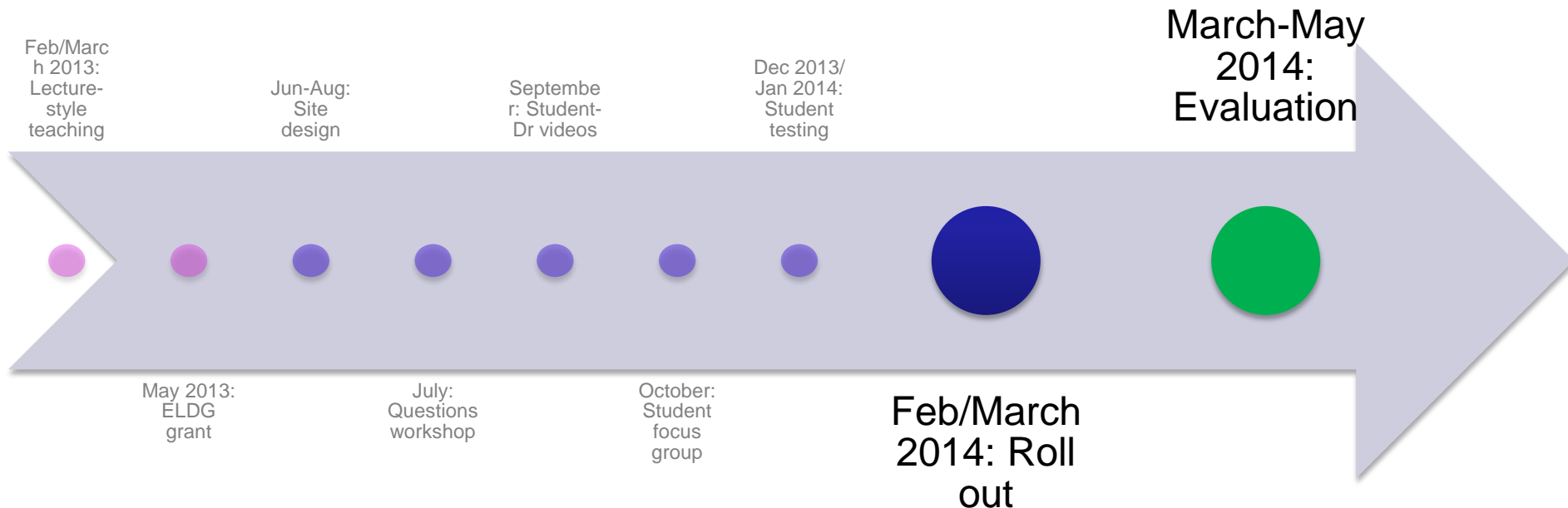
ONLINE

4W after

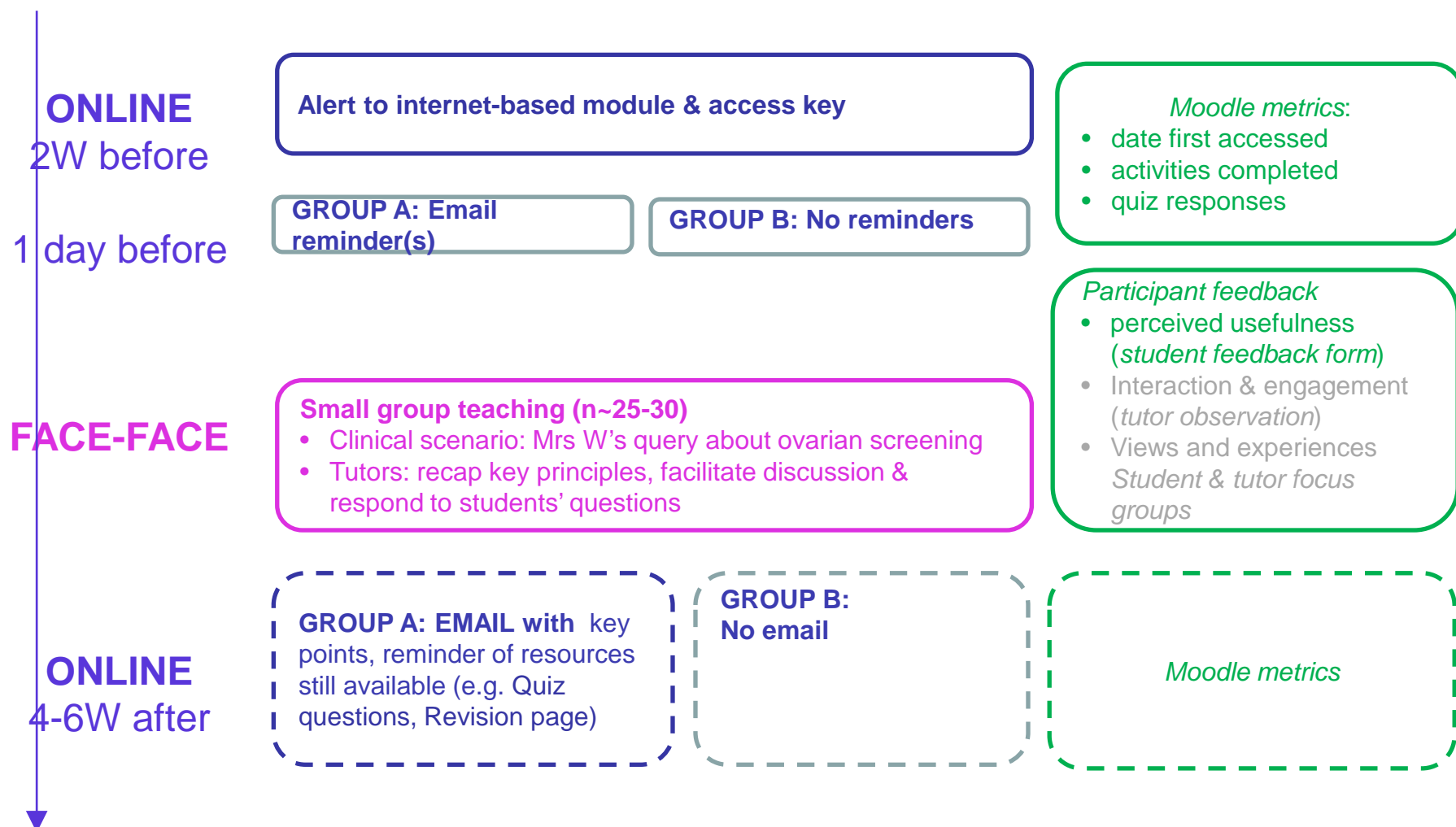
EMAIL CONSOLIDATION: helpful if

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

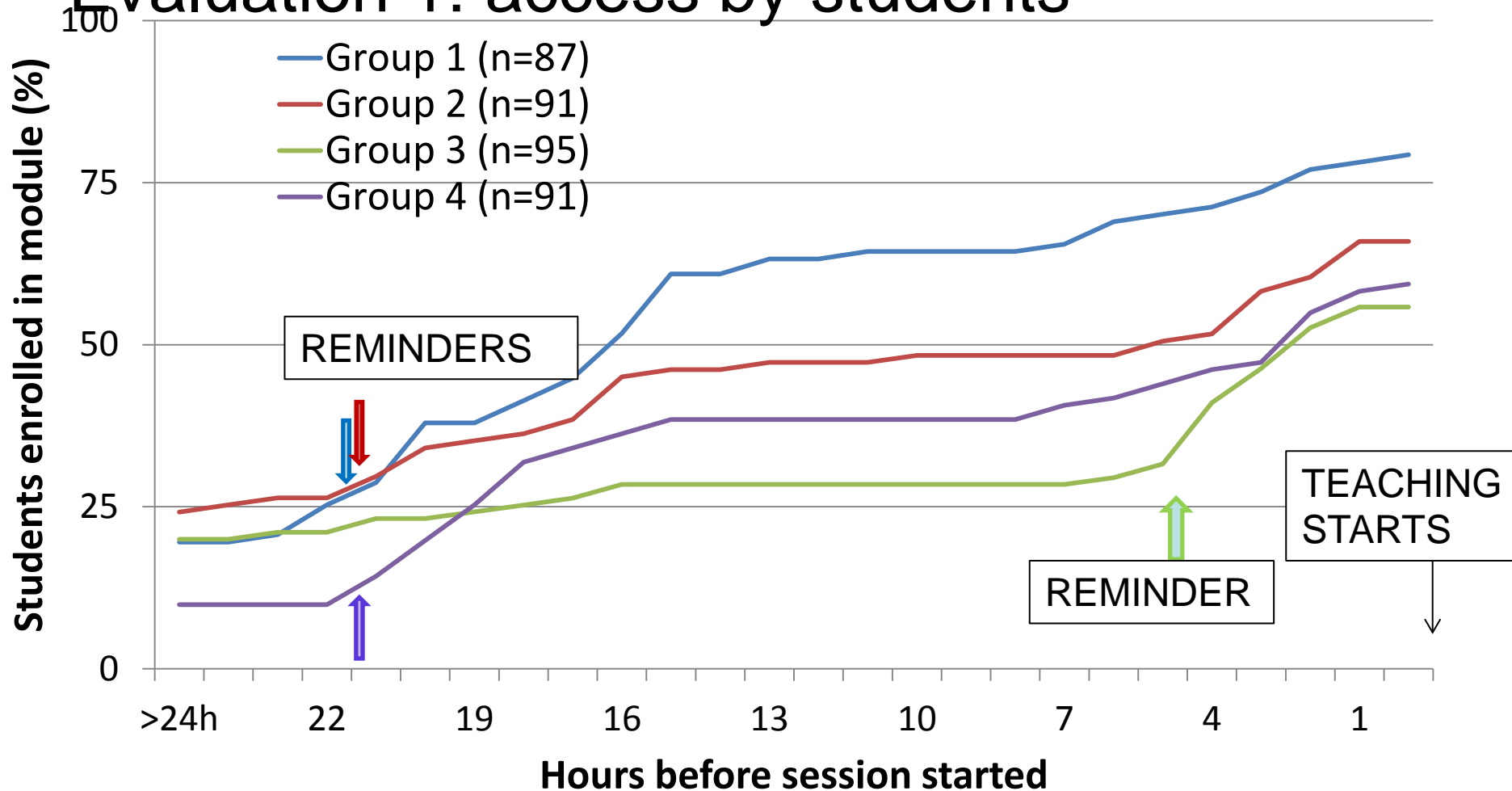
Rollout & evaluation (so far)



Roll out: 4 sessions in Feb/March 2014

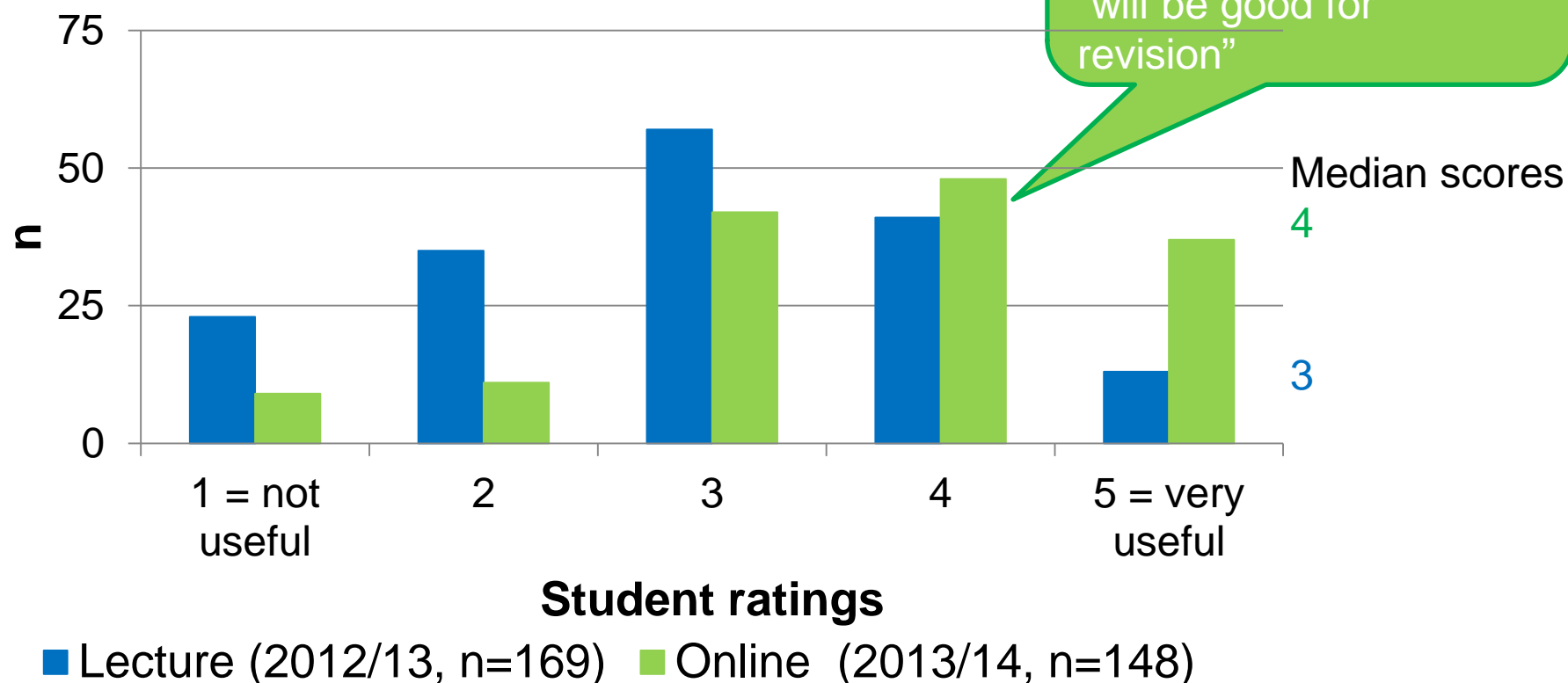


Evaluation 1: access by students



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?

j.sheringham@ucl.ac.uk