Establishing an eLearning Platform in Clinical Neurosciences at HKU

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BACKGROUND

- Medical students often find it overwhelming with the amount of knowledge that they are expected to learn within a fairly short amount of time.
- Students find it difficult to integrate & crosslink information learnt during their pre-clinical & clinical years, even in a problem-based, system-based medical curriculum such as the HKU MBBS Curriculum.

OBJECTIVES

1. To develop a multimedia-rich eLearning platform to supplement student’s usual learning activities, which integrates materials relating to clinical neurosciences from the pre-clinical & clinical years of the MBBS curriculum.
2. To determine whether such a platform enhances experiential learning.

METHODS

- Teachers from Faculty of Medicine who were interested in participating in this project recruited & invited to contribute materials relating to clinical neurosciences.
- Short captions with salient teaching points included with each photo or video collected.
- Platform developed using WordPress with educational expertise & instructional design support given by The Institute of Medical & Health Sciences Education & eLearning Pedagogical Support Unit of HKU.
- Questionnaires distributed & feedback from ~330 students obtained 6 weeks after launch.

CONCLUSIONS

- “Tags” function of eLearning Platforms help facilitate integrated learning.
- “Awesome” “Impressive” “Comprehensive” “Useful for learning” “Great understanding of neurosciences” “All disciplines of the Medical Faculty should develop similar platforms”
- 99% Students felt the platform helped their understanding in Neurosciences.
- 96% Students found the platform useful to improve their examination skills.
- Mean Student Evaluation of Teaching & Learning Score 84.
- Students access the platform >1-2 times per week.
- Inconveniences in logging in limits accessibility.

1. eLearning platforms have the advantage of incorporating large amounts of multi-media rich materials & can enhance experiential learning within the medical curriculum.
2. Functions such as “tagging” facilitate integrated learning.
3. Students enjoy using such platforms to learn & there is a high demand for platforms in all disciplines within the Medical Faculty.