



INTERACTIVE ELEMENTS IN BLENDED-LEARNING EDUCATION OF MICROBIOLOGY AND IMMUNOLOGY FOR NURSES, MIDWIVES AND PARAMEDICS

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D2.4 ICT ADVANCES FOR EDUCATION IN HEALTH CARE SCIENCES

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At Mefanet 2010 conference an electronic support for blended-learning course of nurses and midwives was introduced. It consisted of a textbook, available online, and study materials, derived from, but not identical to, lectures given orally in the contact part of tuition. This support gave a good fundamental, nevertheless, self-assessment was missing. This new report concerns introduction of a self-assessment system in spring 2014.

As already mentioned, since beginning of a course for nurses (and later also midwives) some materials were prepared: an on-line available (and therefore also prepared for updates) textbook, and interactive study materials, that were also available on-line for students and it was easy to update them. Several years after this, the materials had to be adapted to a new field of study “Paramedic” (rescuer), and soon after this, we decided to add a tool for self-assessment, as this was considered quite useful for making students more active during their study; poor results of some students during the final exam showed that a form of continuous activity-checking would be very helpful. Advantage was that system of questionnaires ROPOT = “Revision, Opinion Poll and Testing” system) is already for a long time available at Masaryk University, enabling teachers to set their own questionnaires with no need for assistance by IT staff.

The main questionnaires were prepared to all basic topics common for all three fields of study (Topic 1-10, that is shared for Nursing, Midwifery and Paramedics) and additional topics for nurses (Topic 11-14). Additional smaller questionnaires were also prepared for topics shared by midwives and paramedics (Topic 1A-4A; in fact, these were shortened 11-14 questionnaires), special topics for midwives (5A-8A) and for paramedics (5B-8A), so the questionnaires filled all parts of syllabus (that serves for both e-learning and contact part of tuition). The system was set similarly as that of general medicine students several years ago: 1) students are allowed to do their self-testing from home, using any computer, and as many times as they wish 2) the only condition is that one of attempts must be completely successful, i.e. full number of points 3) filling-in all questionnaires was one of conditions for credits. All students (except individuals leaving the course without finishing it) filled it the questionnaires without problem or with simple technical problems that could be solved using another browser/computer.

Use of self-assessment questionnaires improves the motivation of students to study continuously and not just for the final exam. The passing through the questionnaires can be easily checked by teacher. It can be also used as one of conditions for credit, what matches very well with the trend of finding more than one condition for credits and certainly more than “no absence” condition. In future we are planning to use the same questionnaire system also for combined study and we believe that here its meaning may be even bigger; it can replace checking of presence, that is always problematic here.