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Producing multimedia resources for teaching medical students about the social context of medicine: a partnership approach

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Teaching Fellowship Award Scheme

Guidance on writing the final report

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Names of other staff involved: Priska Schoenborn (Educational Development), Sally Holden, Lizzy Seymore, Karen Johnstone

Title of project: Producing multimedia resources for teaching medical students about the social context of medicine: a partnership approach

Type of project: Action Research

Ethics: PCMD considered this project to be curriculum development and evaluation (related to TC's role as lead in social sciences). Ethical approval from Faculty of Education for affiliated PedRIO project was granted (attach copies).

Contacts made: During the process of this project so far we have made a number of links:

- In particular we have been contacted by Bristol University and asked to be part of a bid that is going into the second round of the Leverhulme trust bidding - the project aim was to explore how involvement in multimedia resource production might enhance reflexivity. Although this bid was unsuccessful, we are still discussing possible funding opportunities with our contacts in Bristol.
- We are currently discussing this project with a contact in the dental school. The possibility of implementing (and evaluating) the resource next AY with the new 5 year BDS programme is being considered.
- We are planning to talk to Mel Joyner about possible usefulness to Health programmes. Meeting to be arranged.

Spending: To this day, most of the work has been done by the project team, students and eLearning team. We are hoping to recruit a research assistant starting w/c 15/10/12 for 10 days to help us finalise the project progress to date.

Background to project

The UK General Medical Council (GMC) requires medical school graduates to be able to apply social science principles to medical practice (1993, 2009). At the policy level it is recognised that understanding of the social context of medicine results in drastic improvements to health care, morbidity and mortality (see, for example, Russell, 2009) but many undergraduate students tend to see the social sciences as 'nice to know' rather than 'need to know' (Armstrong 1979, Bolman *et al*, 1995, Benbassett *et al*, 2003, Litvia and Peters, 2008). The emphasis on disciplinary integration (Harden, 2000) and pedagogic transition from didactic to 'problem based' and 'self-directed learning' emphasises the importance of embedding learning in the real world and utilising students' curiosity as the starting point for learning.

Harnessing and exploiting new technologies to enhance teaching and learning is key to Plymouth University's teaching and learning strategy (2009–2012). Students often arrive at university equipped with devices that provide immediate access ('anytime, anywhere') to the internet and with sophisticated knowledge of multimedia that can outweigh that of lecturers (Oblinger and Oblinger, 2005; Wesch 2007; Wheeler, 2011).

Coupled with changes in medical education, TEL represents one way of helping to relate concepts from the social sciences to real medical settings through the use of real life case studies, interviews, wikis and even telematic linking.

Given the 'technological savvyness' of students, the pedagogic value of utilising learners' own experiences and cultural references as a 'way in' to learning and the potential of stimulating students in the motivation of one another to learn, student produced multimedia resources may be a valuable way of progressing the teaching of social aspects of medicine. This project aims to engage learners in this process. The approach of involving students in the creation and sharing of subject content relates to the concept of Pedagogy 2.0 (McLoughlin and Lee, 2008) and can be applied to other disciplines. It can lead to greater engagement and motivation of students and ultimately, change the teaching and learning landscape with increasing focus on the process of learning. More specifically, the **aims of this project** are to

1. explore how medical students might use multimedia resources to assist their learning;
2. use these findings to inform the development of multimedia resources with a group of medical students, focusing on the social context of medicine;
3. evaluate the new resources from the perspective of the students using them;
4. disseminate findings and publish resources (e.g. via VLE and UPmedia).

Methods used

Literature review and analysis of secondary (in-house) data.

A questionnaire has been designed and piloted by a group of student producers. Approximately 122 students completed the questionnaire (Year 1 = 54, Year 2 = 68). The overall response rate achieved was 50%.

Regular focus groups: all PMS students were offered the opportunity to be involved in the project via a PCMD announcement. Initially 10 students expressed an interest and we have had a steady group of 6 students who are committed to the project. Meeting notes along with a reflective record on the process have been kept by the project lead. The most important focus groups were recorded and transcribed.

Progress/Results

Information has been gathered by drawing on our own expertise and speaking to experts in eLearning here and at the University of Leeds. We have looked at LLiDA (Beetham et al, 2009) and Building Capacity project data (Fairhall, 2011) and consulted a review of existing studies carried out at Peninsula Medical School (Edwards et al, 2010). Particular aspects derived from these data and taken into consideration were as follows:

- ease of access one of the most important factors influencing the use of information resources
- staff and students are concerned with the quality of evidence/information
- students were more influenced by recommendation – facilitator and peer engagement to motivate use of technologies
- mobile and flexible learning are welcomed
- face-to-face learning and physical spaces are still important
- technology should replace, not duplicate existing processes
- move towards technology mix and multi-modal offering but to be considered carefully
- future services (related to education) identified as useful were
 - viewing library record information as well as exam and course information and timetables
 - checking pc availability
 - subscribing to university news and events, searching the directory for contact information, accessing the VLE

The questionnaire survey has researched PMS students' need for a social sciences resource and their preferences around the shape and look of the resource. Over 90% of students felt that social sciences are relevant to their studies and 83% were unsure of where to access associated resources for PBL. Students' responses indicate the following requirements: an online resource, one central repository, housed within intranet, simple links and hierarchy, attractive colour scheme, graphics and typeface, a mind-map style interface, concise text, consistent design and layout, easy to use with clear navigation.

From focus groups with medical students from years 2 and 4 we have learned about the importance of process in resource design and the value of involving students - not only for their creative skills and their experiences but also as it impacts upon motivation, sense of ownership and therefore potentially bolsters engagement. Through a process of group negotiation with students, project collaborators and Sally Holden's eLearning team, a design for an online PBL resource for years one and two has been developed, the interface has been designed, and decisions have been made regarding aspects of the technical side (ie where to host the resource). The template and some content has been created. Frequent discussions are held to ensure continuous evaluation as the resource is developed.

Upon completion of the content, formal user evaluation of the resource will take place during AY 2013. It is envisaged that the resource will be implemented in the Medical School and possibly in the Dental school. User statistics will be collected and user surveys will be administered to all students to get an insight into potential value and uptake.

Dissemination/associated publications:

Collett, T. et al (2012) *'Getting the pitch right': A study of how medical students can help each other learn the social aspects of medical care*. AMEE (An international Association for Medical Education) 2012 Conference, Lyon, France.

Collett, T. et al (2012) *Producing multimedia resources for teaching medical students about the social context of medicine: a partnership approach*. Poster presented at The Vice Chancellor's Teaching and Learning Conference, Plymouth University, Plymouth, UK.

Collett, T., Schoenborn, P. (2012) *Teaching medical sociology in a PBL curriculum: Trying to think of it from an educator's perspective*. Behavioural and Social Sciences Teaching in Medicine (BeSST) Conference, Cardiff University, Wales

In progress:

- We are working on a paper to outline this process to go to either Medical Teacher or the Journal for Medical Education.

Outstanding:

- one abstract to be submitted to a eLearning/Tel conference (ALT C or similar) – to be discussed with Sally Holden

Website (if directly connected to the project)

http://elis.pcmd.ac.uk/newies/Lizzie/RLOs/Social_Medicine/mindmap.swf

Keywords (one or more if possible – see 'pedres' database for examples)

Please forward the final report to rebecca.turner@plymouth.ac.uk by the **28th of September 2012**