

Developing a blended e-learning 12 lead ECG module: challenges and successes

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Background to blended e-learning

- A blend of web based and more traditional classroom strategies
- Kingston University's strategic plan to introduce blended learning into CPD Programmes
- Set against backdrop of Department of Health and Higher Education policies

The development process

- Pre-existing 12 lead ECG module
 - Taught using traditional face to face methods
 - Visual nature of content thought to be suitable for online delivery
 - Collaborated directly with an e-developer to create the online materials
 - Developed over a 2-3 month timeframe
 - Launched in May '07
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Module Design

- First day in the classroom
- Timetable then divided into alternate weekly online and face to face units (40/60 split)
- Each online unit explores a discrete topic using an interactive tutorial approach
- Clear learning outcomes identified
- Supported by discussion boards and resource pages
- Online units linked to face to face workshops

Successes

- Flexibility
- Quality, tailor-made online materials
- 100% login between f2f sessions
- Further development of 'stronger' students
- Learning more 'continuous' through modules
- New skills and experience
- Greater integration of theory and practice
- Comparable results
- Cultural shift and improving evaluations

Challenges

- Time and technical support
 - Student access problems
 - Study leave
 - Software limitations (saving work, monitoring usage)
 - Shift in culture for students and managers
 - Lack of staff skill and experience
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Future Developments

- Further review planned – iterative approach
- Blend further modules
- Share expertise with others
- Fundamental need for ongoing technical support