

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

Jo Gregory

Lecturer in Cardiac Care

Kingston University & St George's University  
of London

# 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


# 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