



E-LEARNING DEVELOPMENT GRANT

Final Report Structure

Teaching the teachers: exploring the value of e-learning mentors for senior clinical teachers

Division of Medicine

Overall aims and objectives

Background:

Senior Clinical Teachers (consultants and GP Partners) are at least 35 years old and the majority are of the Baby Boomer Generation with limited understanding of the learning styles of clinical students or of their use of new media in study or social networks.

The aims:

In order to increase awareness of the potential for electronic communications, electronic information systems and the UCL Moodle system to enhance teaching and learning, I proposed to develop a small team of student teachers to engage with senior teachers who wished to expand their knowledge base.

The objective:

The creation of a small guiding coalition of senior teachers, who would positively respond to the need to develop new e-learning resources, particularly in the context of the revised MBBS curriculum, due to launch in 2012.

Methodology

1. Programme designed with the aid of a small oversight team
 - a. Dr Steve Rowett, Dr Clive Young (LTSS) and Dr Simon Brownleader (local GP) acted as a advisory group
 - b. An introductory meeting of the team of teaching students, to explain the aims and objectives and discuss techniques, and the student teachers were then asked to arrange mutually convenient meetings with their assigned learner consultants/GPs. These sessions could be one to one or in small groups. In effect only one to one meetings proved convenient for the learners.

Proposed meetings:

- i. Meeting 1 to cover the students use of social media (Facebook, twitter web “ resources etc) and their devices (phones, laptops, iPads)
- ii. Meeting 2 to discuss ways of creating multimedia material in Powerpoint
- iii. Meeting 3 to review Moodle and what info it holds, and its potential to enhance learning
- iv. Meeting 4 to review how students use WWW to find information

2. Recruitment of student teachers
 - a. Advertising email widely circulated
 - b. 18 applicants
 - c. 5 selected as student teachers on the basis of their application.
 - d. Only 4 subsequently turned up for initial meeting
3. Recruitment of teacher learners
 - a. Initial invitation attracted very few applicants to join (too many other priorities, and no recognition of importance or value of this.
 - b. Second round of invitation recruited two paediatrician, three GPs, five physicians (two subsequently were impossible to accommodate because of time constraints, across three hospital and three community sites. They met mainly in one to one sessions.
4. Feedback from Teachers
5. Feedback from Learners (including those in whom participation proved impossible)

Project outcomes

The project started to raise awareness of the current deficiencies and the potential to use and develop electronic resources and communication systems. The students who were involved are more aware of the issues of time and expertise that their teachers face, and recognise that they need support and encouragement.

Following the completion of the project I have run a workshop at the annual UCL GP conference to explore the perception and needs for e-learning resources for general practice. A report of that workshop has gone to EDLAG and the MBBS SubDean for e-learning. It is clear that there is a need for technical support to work closely with teachers in generating suitable material, (Vodcasts, lecture recordings, discussion groups, case studies, self assessment quizzes).

We have a cohort of interested clinical teachers who now greatly desire more formal support to encourage them to make greater contributions to e-resources that can enhance the student learning.

Other benefits

This project demonstrates the great gulf in knowledge of senior clinical teachers and relative paucity of interest from this group in developing skills to aid in the development of e-learning resources. Supporting and using those **precious** few who are willing to learn, develop and contribute, is key to further progress. The main barrier to progress is the clinical teachers' greatly restricted time available for development. However, those who can make a little time do respond enthusiastically to the encouragement of the students, and many express frustration in having so little UCL support to take forward their ideas and material to enhance the student learning.

Scalability and sustainability

This is the second of a series of projects aimed at increasing awareness and at most effectively encouraging teachers to produce and use electronic material and communication tools in their teaching. The previous project examined the effect of providing a handheld device (iTouch) to teachers, as part of a short training programme which encouraged the use of that device to access preparatory material for the course. A device without support and specific training does not push the learners sufficiently in the direction required to improve the e-learning environment. Re-iterated in the current project is the need for technical support for the teachers.

Dissemination

This work has been discussed as part of the Annual UCL GP tutors' conference and the report will be forwarded to the SubDean for e-learning and EDLAG.