Web-based learning in teaching family medicine

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Background

• The subject of family medicine starts in the second academic year with an introductory course consisting of 8 hours of lectures and 16 hours of practical work.
• The innovated course consists besides of lectures and practical work web-based learning as well
• WebCT (Web Course Tools) is a learning management system that provides an integrated environment for online teaching and learning.
PEREARSTITEADUS I
ARPO.01.007 (1AP)

Antud e-kursus on auditoorse õppetöö toetamiseks. Lisaks kursusele ainekavale leiate silt tegevuskava, praktikumide ajakava, õppematerjalid, juhendid praktikumiseks ja kodutöödeks, kontrolltesti ja foorumide suhtlemiseks.

Edukat õppimist soovides, kursuse õppejõud

*Ainekava 2008*
Kursuse tutvustus

*Tegevuskava 2008*
Kursuse õppetöö näidalate kaudu

*Tehnilised juhtised*
Kuidas kasutada kursuse koostöövahendit WebCT vahendit?

*Opempmuuter*
Loengute ja praktikumide õppematerjalid, iseisvaid tõtje juhendid

*Kontrolltest enne arvestust*
Palun lugege õppetöö küsimistest enne seda.
<table>
<thead>
<tr>
<th>Nädal</th>
<th>Teema</th>
<th>Tegevused</th>
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<tbody>
<tr>
<td>11.-15.02</td>
<td>Loeng 1. Sissejuhtaus&lt;br&gt;Loengumaterjal - Sissejuhatus&lt;br&gt;(prof. H.-J. Maaros)&lt;br&gt;1. praktikum</td>
<td>Sissejuhatus ainesse, töökorraldus</td>
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<td>18.-22.02</td>
<td>Loeng 2. Halduste ennetamine&lt;br&gt;Loengumaterjal - Halduste ennetamine (dots. R. Kalda)&lt;br&gt;2. praktikum perearstikeskuses</td>
<td>Pereksti vastuvõtu jäljimine, jäljimiselehe täitmine (Juhend 1 vastuvõtu jäljimiseleht.pdf)&lt;br&gt;Enne 4. praktikumi palume tutvuda lisamaterjalidega:&lt;br&gt;Juhend 3 - Konsultatsiooni pikkus euroopa perekstidel (pdf), General Practice in Perspective (pdf), Perearsti vastuvõtt (Festi arst, pdf)</td>
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<td>25.-29.02</td>
<td>Loeng 3. Perekond peremeditsiinis&lt;br&gt;Loengumaterjal - Perekond peremeditsiinis (dots. R. Kalda)&lt;br&gt;3. praktikum perearstikeskuses</td>
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<td>03.-07.03</td>
<td>Loeng 4. Töenduspõhine peremeditsiin&lt;br&gt;Loengumaterjal - Töenduspõhine peremeditsiin (dots. H. Oona)&lt;br&gt;4. praktikum - perekasti vastuvõtu analüüs</td>
<td>Ulesanne 1 - perekasti vastuvõtu analüüs</td>
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<td>10.-14.03</td>
<td>5. praktikum - arsti ja patiendi suhtlemine, seda seadusest ja järelevalmistustest</td>
<td>Konsultatsiooniokustude põhialuse püüdes omandamine</td>
</tr>
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</table>
Öppematerjalid

Iseeselsva töö juhendid
Ülesannete 1, 2 kirjeldused ja abimaterjalid
Kordamisküsimused

Loengud
Loengute esitlused (pdf)

Praktilikumid
Temaatilised lisamaterjalid

Tehniline tugi: haridustehnoloog Trin Marandi (trin.marandi@ut.ee)
Background

• From 1993 up till today an inquiry is carried out among students for the evaluation of the teaching process.
• Furthermore, students' proposals are taken into account in the planning and implementation of the course.
Objectives

The aim of this small study was:

- to analyse the students’ evaluation of the used web-based learning
- to analyse the students feedback on the whole course content
Methods

• The study-group was formed of second-year medical students (N=142).

• The anonymous questionnaire was distributed to all 2-nd year students in the last workshop.

• Questions about access to WebCT, finding relevant information, course design, and importance of WebCT in learning family medicine, as well as opinions about the importance of topics covered during a course, used methods and organizing issues.
Results

• Altogether 124 (87%) students completed the evaluation.
• Previously had attended some course using web-based learning 14 (12%) of the students.
• The others (88%) did not know nothing about web-based learning possibilities
Results

- Registration:
  - Easy: 55%
  - Manageable: 36%
  - Difficult: 9%

- Finding necessary information:
  - Easy: 59%
  - Manageable: 31%
  - Difficult: 10%
<table>
<thead>
<tr>
<th>Question</th>
<th>Number of the students (%)</th>
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<tr>
<td><strong>Design of the Web CT course was</strong></td>
<td></td>
</tr>
<tr>
<td>excellent</td>
<td>53 (49)</td>
</tr>
<tr>
<td>appropriate</td>
<td>52 (48)</td>
</tr>
<tr>
<td>non-appropriate</td>
<td>4 (3)</td>
</tr>
<tr>
<td><strong>Technically WebCT worked</strong></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>60 (56)</td>
</tr>
<tr>
<td>needed extra supporting programmes</td>
<td>22 (20)</td>
</tr>
<tr>
<td>continuous technical problems</td>
<td>23 (24)</td>
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</table>
Results

- 66% of the students found WebCT made the study process easier.
- 14% found WebCT complicated the study process.
- 20% believed WebCT was not necessary.
Results

• Most of students (92%) found that the introductory course of family medicine was interesting
• 90% - used materials were appropriate
• 89% - structure of the course was well done

Free answers- first clinical course, very interesting, I changed my mind about family doctors after the course...
Conclusion 1

• Previous knowledge of web-based courses among the students was low.
• This could be related to the fact that half the students reported that it had been difficult to register for the course and to find relevant information.
Conclusion 2

- Multifunctionality and the possibility to learn at different time points and places makes web-based learning probably even more attractive in the future.
- As most of the students said, WebCT supports learning of family medicine.
- As family medicine is first clinical course for 2nd year students, it is very important to use all possibilities to increase their interest toward family medicine.