

Experiences from online IPL «TPS-prosjektet», Norway

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Workshop presenters:

Gerd Bjørke, SHUC, Sigurd Roger Nilsen, ØUC

BenteKvilhaugsvik, SHUC, Synnøve Hofseth Almås, ÅUC

Online IPL – what are the benefits?

- **Preconditions**

- Three university colleges
- Three professional health educations
- Geographical distances
- Possibilities for virtual collaboration?

- **Project-group:**

- Gerd Bjørke, leader Stord/Haugesund University College
- Bente Kvilhaugsvik Stord/Haugesund University College
- Sigurd Roger Nilsen Østfold University College
- Synnøve Hofseth Almås Ålesund University College

A collaborative project across geographical distances



Gerd Bjørke, Bente Kvilhaugsvik, Sigurd Roger Nilsen, Synnøve Hofseth Almås

Uni- or interprofessional learning?



- Stord/Haugesund:
 - Faculty of health:
 - nurse education
- Ålesund:
 - Faculty of health:
 - Nurse education
 - Faculty of engineering:
 - biomedical laboratory scientist education
- Østfold:
 - Faculty of health:
 - nurse-, social educator education
 - Faculty of technology:
 - biomedical laboratory scientist education
 - Faculty of social sciences:
 - child welfare -, social worker education

The aim of the project

To try out online IPL and investigate the benefits of digital communications – and the possibilities of collaborative learning across geographical distances

Interventions

- I. an advanced course on Interprofessional collaboration – as training for teachers, facilitators and professionals
2013-2015: three cohorts – 52 students in all

- II. a pilot of online IPL – BA-students from the three colleges – nurse-, biomedical laboratory scientist-, social educator students
November 2015: four groups – 18 students – two online meetings, case analyses & discussions:
 - what are the competences of various health professionals?
 - what are the principles of interprofessional collaboration (or collaborative practice)?

Technological issues

- Open or closed learning platform? Our choice:
 - An open project blog – with general information about interprofessional collaboration <http://hsh.no/tps>
 - A closed LMS for specific instructions for the course/group (Fronter), for program information, learning resources, student papers for feedback, for asynchron (forum) and synchron discussions
- LMS – linked up between the three colleges
 - From oral instructions to written instructions: message given, received and followed up
- Skype or Adobe Connect as synchron communication tool:
 - Teachers/facilitators need adjustment, advanced students: helped by youngsters in the family, BA-students: are there straight away

Technological tools – learning resources

- Workshop on digital storytelling for teachers
- Digital storytelling introduced in the advanced course as an assignment
- Video-taped interview with experts on IPE/IPC – replacing lectures
- Video-taped lectures
- Video-cases as assignments, for the group to discuss and analyze

Advanced course on IPC:

From classroom to online IPL

- 2013:
 - 32 students – 4 three-days classroom lessons – LMS for information, for paper delivered and for feedback – local groups work together in the intervals
- 2014:
 - 19 students – 3 two-days classroom teaching – LMS for information and communication – group-discussions on Adobe,
- 2015:
 - 9 students – 3 one-day classroom teaching for 1, introduction, 2, intermediate – classroom teaching, 3, presenting final reports – LMS for information and communication, group-discussions on Adobe

A pilot on IPL for BA-students

- The framework
 - 18 students – four groups a 5 or 4 students + a facilitator
 - Nurse-, social educator- and biomedical laboratory science students
 - Two online meetings + deliver a 500 words reflection note
 - A case on a patient situation, including three professionals
 - Teachers facilitating the group discussions
- Experiences
 - Specific information needed ahead
 - Individual contact with each student –
 - Introduction – presentation online
 - Caucious students...

Experiences:

Transfer from uniprofessional to interprofessional education

- Prerequisite on institutional level
 - IPE needs institutional support – champions are needed, but individual enthusiasts are not sufficient!
 - IPE needs collaboration between institutions – a broad common planning period, institutional agreement and commitment on a negotiated common program and responsibilities taken by each partner is needed
 - IPE needs the IPE-unit of the program to be well integrated in the whole program
- Faculty level
 - IPE needs faculty preparations – teachers training on IPL facilitation, and if online IPL – even more specific training

Experiences:

Transfer from classroom to online learning

- A stepwise change from a classroom to an online structure may arise some questions:
 - Are the limits among us, as teachers?
 - Are our frameworks for a teaching/learning situation «frozen» into classroom settings, into oral lectures/instructions to the students, to a set of certain teaching/learning understanding?
 - The students seem to be more used to the digital tools than the teachers, and they solve challenges more easily....
 - Online instructions need to be very precise! Are we prepared for this?
 - Are we, as teachers, familiar with the technology? Are we daring enough?

Feedback from students

- **Advanced course:**
 - Expectations not always met, as traditional lectures are replaced by interactivity
 - Digital tools for studying are welcomed
 - Online studies: possibilities for studying at your own time and pace
 - Introduction to digital tools needed
 - Group-presentation face-to-face preferable
- **Pilot – BA-students**
 - «I have learnt a lot about various professional groups today!»

Feedback from facilitators

- Interesting to break into new structures for teaching and learning
- Interesting to see students' enthusiasm working with «unusual» tools
- Instructions need to be precise!
- Information and instructions need to be presented at an early stage, for the students to get an overview
- Introductory: a facilitator is needed to «hold» the group as the students are all new to each other
- Amazing how a student-group quite soon can work on their own!

Questions to be discussed

- What are your experiences of online IPL?
- What are your comments to the Norwegian online IPL-project?
- If online IPL is the answer to the geographical challenges of a widespread structure of health and social care educations, what would be the preconditions for such a choice?
- Could online IPL also be an answer for building bridges across gaps between programmes within each institution?