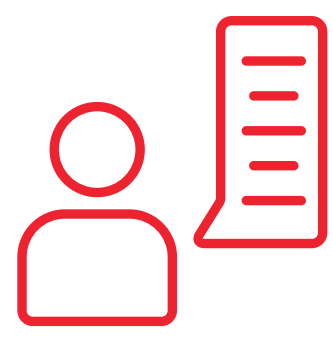


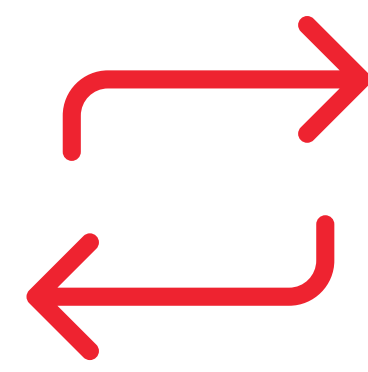
Title: The Use of Digital Technology for Teaching and Learning – Using a Panopto Recording for Assessment of Nursing/Midwifery Students Experiences of Effective Communication skills in Nursing & Midwifery Practice

Presenter: Caroline Brady Nevin, School of Nursing & Midwifery



Case Study Synopsis

Communication is a fundamental component and competency for Nursing & Midwifery practice and many other Health Sciences Programmes across the University. Optimum communication is integral to the development of meaningful and trustworthy relationships between healthcare professionals and services users and is beneficial to both. Therefore, one of the core shared modules delivered to Nursing and Midwifery students is Interpersonal Skills for Healthcare Practice. This is a shared module offered to all first year Nursing & Midwifery students including Mental Health, Intellectual Disability, and Integrated Nursing Students.



Intended Changes

The main objectives:

- (i) Reach out to colleagues/students in other departments working towards mutual goals in teaching communication skills for professional practice.
- (ii) Move away from the method of recording student role-plays during class time.
- (iii) Use embedded digital feedback in students' recorded role-plays to stimulate wider class/student engagement across the two disciplines.
- (iv) Test out the application of a less rigid and more diversified approach to communication skills activities (allowing for more self-assessment and reflection).



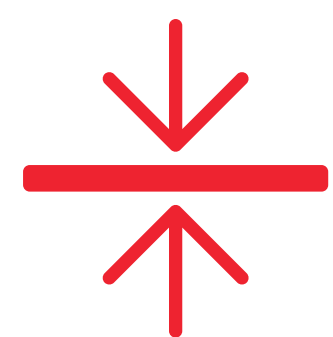
Key Impacts

- Student feedback was overwhelmingly positive. Students seemed to appreciate an inclusive approach to trying out new methods of learning and teaching. The findings indicated that inter-disciplinary collaboration provides a richer and more authentic learning experience for students and can extend the breadth of interdisciplinary learning.



Additional Information

We have the opportunity now to embrace technology for Teaching & learning and in advancing and breaking down the professional silos and overcoming logistical timetabling issues that can now be digitally defeated. Rather than push against some of the barriers that technology-enhanced learning can provide, we can enhance student learning by developing new and innovative experiential learning activities and widening the methods and variety of assessment methods. This can be advanced by a collaborative commitment to teaching and learning. Irrespective of discipline, as educators in healthcare, we are often working towards the same end goals. Perhaps, at a time when we have been catapulted into a virtual world of working, we can embrace new ways which might better serve students in offering more flexible course design and opportunity that incorporates inter-disciplinary learning. This may well support and supplement traditional forms of engagement rather than replace it.



Area of Alignment

Learning & Teaching
Student Success



Video Links | Graphics

