

PDIG report-2018

1. Project description :

Teachers focussed on editing and adding complementary material to interactive video capsules that depict real-life case scenarios. The video capsules are meant to have students analyze and synthesize their knowledge and skill set, demonstrating how they would handle health care situations.

The OIIAQ (Ordre des infirmiers et infirmières auxiliaires du Québec) licensing examination require students to demonstrate their abilities through a series of case scenario questions in order to be successful and move into the workforce. Vocabulary exercises in both English and French were added to the real-life scenarios depicted. The teachers have developed an ability to develop quality videos and the capsules were finalized thanks to the collaborative spirit of the group and a willingness to allocate time and efforts. Coordinating calendars for both centres and between teachers was a challenge as well as finding resource people able to meet the editing needs of the group. The teachers reviewed and tested various video editing tools. Teacher and student versions were completed for the teaching/learning tools. We were able to find an accessible platform and receive training on its use which will be valuable to allow us to share our creations. We decided on One Drive as our platform for sharing.

2. Project Goals

For the most part our goals were met. Our goals of creating useful, quality interactive tools were met. Procedural videos were refined and standardized assuring continuity in teaching. Teachers have become more adept and comfortable in producing interactive material. The user friendliness of the platform is left to be determined as the videos are used with students. Teachers will have access to the procedural videos and capsules but we will need to establish accessibility to our upcoming group

of students. Ensuring safety of the content and the platform. Students will be able to access the procedural videos and case scenarios at school or at home so they can review and practice as needed before exams and work placements.

3. Project outcomes

This project allowed teachers to preview and try out new technology wishing to refine and accentuate their ability to build interactive tools that will assist in the teaching/learning process in health care. The time spent working on the procedural videos and video capsules allowed the teachers to enhance their tools, standardize their methods and add valuable teaching tools to their repertoire. Learning about possible sharing platforms and determining the one that would work best for our needs will permit us to access our projects from all WQSB centres and share with other school boards.

4. Reinvestment

The procedural videos and video capsules created can be used to assist students in developing their hands on abilities as well as their abilities to use their critical thinking in real life based case scenarios. Having uniform videos to view will allow the students to review procedures as needed as many times as required to feel competent in the skill. Being able to access the videos at school or at home will allow all level of student learners to practice at their own pace. The video capsules will allow the student to become more comfortable and familiar with the concept of questioning using case-scenarios. The case scenarios help students develop strategies to effectively gather data and think critically. Using our video capsules as an example, other school boards can design case scenarios in areas that they consider students would benefit from having a learning tool to enhance their ability to practice at their own pace.

5. Final report

The teachers of the WQSB have created video capsules that can be used to assist health care students develop their hands on skills as well as enhance their ability to problem solve and assess situations in a critical manner. The video capsules are meant to be shared amongst teachers and students of the different centres, as well as other health care teachers in other boards.