

Focus Group 2 Transcript 9 students.

Interviewer:

We are going to be talking about the e-learning course and the face-to-face tutorials that you had after the e-learning course in your pharmacology modules. This is something that we call blended learning, which is when you have an online bit, an e-learning bit and then you also have a face-to-face tutorial part of it. I have some questions about this, but overall what did you think of the course just to get us started?

Student:

The whole pharm course?

Interviewer

From the e-learning bit, followed by the face-to-face bit

Student:

I think it was good to have the e-learning first. I think it meant that we got a lot of information and knew that we could go back to it and then had the opportunity to ask questions on the stuff that we weren't sure about. That was good.

Student:

Are you referring to the e-learning bit that we had in module 3.

Interviewer:

Yes

Student

Yes I thought that was really good. It would have just been nice to have some of that throughout the entire year, just to break it up a little bit as well. But judging by the module 3 bit, I thought it was really good.

Interviewer:

In terms of the balance between the e-learning section and what you learnt in the e-learning section and what you learnt in the tutorial, what did you think of that balance?

Student

I think content-wise, there was obviously a lot more in the e-learning thing but that was because it was a background to a lot of different topics if that makes sense because normally we would learn about each of those things at the start of the different topics so having them all together was quite content heavy and there was a bit less in the tutorial. But I think there would have to be because there is no way you get through that much content in the tutorial.

Student

I think the e-learning was a bit more... you know, you could do it at your own pace so if you're in a tutorial and you get lost or you like miss a second, you can catch up or you might not. Or like you know the quick people can do it quickly and leave early. Or the slow people can do it slowly and take their time and everyone gets the same benefit out of it really. So that was a good thing above the face-to-face tutorials

Student

It was good to have like the face-to-face tutorials afterwards just because like the e-module had a lot of information. It was good to consolidate the information. So I feel like.. yeah.. if we didn't have the face to face learning we would have

been a bit lost, well I would have been anyway. So it was good to incorporate all of that, and consolidate all of that knowledge

Student

I feel like when you were doing the e-learning, there was a lot time when it was evident that, like, it wasn't made by [course-lead] or anything, it was made by someone else, because the way that.... All of the information was presented as though it was all equal. Whereas in the tutorial, he said these are actually the points that you need to know and then these are the lesser points that are still important, but less important. There was a lot of... It would, like, present the drugs but then it would also talk about less... just things that would seem to be less important to focus on, like all the neurokinins stuff, that was in a lot of detail, and then when we had the tutorial it was like these aren't actually as important as the NMDA receptor things and stuff like that. I think it was definitely useful to have it, because it like prioritised what we were meant to do or meant to learn about what is the most important. I still thought the e-learning was useful.

Student

The other thing is that there were questions in both the tutorial and at the end of the e-learning module but I don't know if it was because it was actually written by [course-lead], the ones in the tutorial seemed a lot more representative of what you would actually get in the exam. Whereas in the e-learning, it was on really tiny specific things

Student

There was also a lot of... pick six options and then if you picked 5 right and 1 wrong, you would still get zero marks for it so you would end up with like 30 out of 120 or something, whereas in actual fact you just got like one point wrong or something. And often like you say like quite specific things that we were told specifically we didn't really need to learn like the Braak staging. There were quite a lot of those questions... a lot of detail I think.

Student

I think one of the nice things about the questions in the e-learning package was that there was bit of variety, even though it wasn't like standard exam questions, I quite liked that it was frequent and they were quite small so it kind of kept you on your toes and they weren't all the same question format so it was still interesting.

Student

I thought the questions throughout were alright but like the ones at the end were a bit silly like some of them you were like that's not a thing that you would need to... you could tell that you weren't going to be examined on when you were doing it almost ... not all the way through

Student

It was good to have the questions throughout though because they like kept you learning again and making sure that you were paying attention because it was quite a lot of information, if you hadn't had those questions you would have switched off at those points

Student

It's one of the nice things about having e-learning as well is that at that point you can go back. In a real life tutorial, you wouldn't really be able to ... I mean you could do that but you might not want...

Student

It's a bit more difficult

Student

Yeah

Student

I thought that there was maybe a little bit too much information in e-learning module. I mean, I don't know, I don't really like to do background reading so much as just learn what I need to know... I know that is really bad of me but sometimes when they were talking about things that you didn't really need to know like the neurokinins, in really small details, I sort of stopped concentrating a little bit.... I thought it was good to get an overview... just it was quite close to our exams, I was a little bit stressed when I was doing it and I found it quite difficult to concentrate on the really small things.

Student

I thought it was really good for like revision for exams, just to go over everything that you have read and test your knowledge... I thought it was good.

Student

Speaking for revision purposes, when we had the e-module, people were making some notes and writing them down as they went along, if there were transcripts immediately available rather than having to ask [course-lead] for the original script .. If there was a shortened word form that you could have available that would be quite good for note-taking and for revision later on if you don't want to keep clicking next, next, next for the animations to run through.

Interviewer

To have it actually in the e-learning session?

Student

To have it available somewhere that correlates to this e-module because if you want to go through it again for revision, you have to keep clicking next, next, next to speed up the animations and the guy speaking it through.

Student

And if you wanted to print your notes, you'd have to screenshot some of the things and because it was a dark background, it costs a lot to print so having notes that would basically be made for you would be very nice. Kind of spoiling us.

Interviewer

That's ok you are allowed to ask. So we have probably covered this a little bit, would there be anything that you would change in terms of the balance between what you learnt in the e-learning and what you had in the face-to-face?

Student

In terms of timing, it might have been nice to have... just be warned about how long the e-learning might take because it is long and not everyone finished it in the time, so maybe having a little longer to do that and then having the tutorial. It would be to do it at home.

Student

Or at least the lecturers or [course-lead] could identify to us first these are the key topics that we want you to pay attention to. The e-module also mentions slides this, this and this, and that's extra reading or if the e-module itself could actually have an indicator saying this is the core topic, this is a minor topic. Something that would just focus our attention on a lot more easily.

Student

Or even to just be warned about e-module more in advance, not even... the time would be great I guess but also just like what the whole thing, what it's going to encapsulate. I don't think... It's kind of like you go into a room and they just throw loads of knowledge at you out of nowhere, whereas if they said it's going to be on this topic, then at least you can't be blamed if you could do some extra reading if you wanted to, around it beforehand. Cause a lot of the topics, it was first time that we'd seen a lot of these topics presented to us so it is kind of a bit like you know, your brain is being

flooded. You don't know exactly what you are meant to know and what's important, so I think that maybe its like you say, this is what it is going to be on ... like you said these are the key topics that would be good.

Interviewer

Again we have probably covered some of this, do you think that the content in the e-learning was at an appropriate level?

Student

I think it was really clear. From my point of view, I thought it made sense. The animations were helpful. It was all quite step by step and it is nice that you can go back if you don't understand things ... so I think it was good.

Student

I think it was understandable when you watched it. There wasn't times when I was confused about what it was presenting.

Student

It might have been nice to have it earlier in the course for next year, just because it is a good jumping off point. There was lot of basic knowledge there that would be quite useful throughout pharm.

Interviewer

Anything else?

Student

I was going to say, it's not really relevant to that question but I don't think really in people in this room but one thing of note about the e-learning is the sense of accountability. If you're not bothered to do it or to learn from it, you're not that conscientious, you're not going to do it, because it's something that not accountable, there's not someone there in front of you teaching you it, and you can be like yeah I will do it whenever or you do it then and not concentrate when you're doing it. So in terms of accountability, I think the face-to-face thing, you all call yourself to account more so if you went to a tutorial and you didn't know it, rather than if you hadn't, if you had an e-learning module to learn and you didn't learn it. But I don't think that affects anyone here... if you broaden it out, this is university at the end of the day so I don't know

Student

Yeah definitely we need to You need someone to tell you this is what you need to know. I think with the e-learning...its less... You do take it less seriously because it's just throwing loads of information at you and then if it says one thing that you know oh well we don't need to know that, like someone has already said that, it means that you kind of think how much of this do I really need to know, what do I need to know. Whereas when you've got the tutorial, he's going you need to know this, you need to know this, this is important... then you can go back to e-module and review the important things. I think it is really important to have the tutorial, like the face-to-face

Student

I think that the e-module had like too much information at times. Just because it went into a lot of details... in parts it was good for like the core topics but in some of the minor topics maybe it was like too much

Student

Just to back up what [Student] said, I think a supporting tutorial is really really important for lots of reasons... like I don't think that you could ever like replace teaching completely with e-learning stuff. It's really important to do the blended thing and still have the face-to-face as well, and yeah preferable afterwards.

Student

So you can ask questions. You can't ask questions in e-learning and receive answers.

Student

Yeah

Student

You can go on google

Student

Yeah you can go on google.

Student

And also like... [snaps fingers] it didn't really happen but if there are mistakes in the e-learning thing then it would be helpful to have like a scheduled time where you do it like we did... but then if you can't make it to that then it would be good to do it in your own time as well and then you can ask questions there too.

Interviewer

What did you think of the face-to-face tutorials?

Student

Good, all good [other students agreeing]

Student

All of our face-to-face tutorials this year have been really really good.

Student

[course-lead] is really good

Student

They are very well structured and everything so it's good to go to them

Student

Great slides

Student

Kind of the opposite way.... I think they do complement each other well because I think the advantage of the tutorial it tells you the most important stuff you need to know, whereas the advantage of the e-module is that it goes into more detail. Like [course-lead] tutorials are deliberately very brief cause he like covers a lot of material so he says these are the important things that you need to know and then, but there is still a large amount of knowledge that's been in lectures and things that aren't, that he hasn't included for reasons of brevity. So I think they do work very well together ... Yeah I think they are very well taught the tutorials and it definitely like keenly focuses you on, I think just like aligns you, like if you have misunderstood something it gets you back on the track. I don't think you can do that on e-module, through e-learning, if you misunderstand something, you've misunderstood it, there's no way back. There's no, like [Student] said, no question.

Student

The thing is when it came to the actual revision for the exam, I probably went through the tutorial slides about 3 or 4 times, the e-learning probably about once, cause it is just that much longer

Student

Yeah

Interviewer

Anything else?

Student

I thought the tutorials were good for like highlighting what was important from each lecture so it can kind of like give a direction of what to put your attention on I guess

Student

[course-lead] does write the exam questions though... we pay attention to him.

Student

Because [course-lead] has sent us the slides that he had done for the tutorials that he did before, because ours was so much briefer than last years because we had the e-learning thing, I think if you are not going to send us those slides then you would need to have other notes instead because they were really helpful, and I definitely agree I used them a lot more than the e-learning to revise.

Student

I still used the e-learning quite a lot but not to go through the whole thing but I would be like I don't understand this bit, I'll go ... cause that's thing with the module, with the tutorials I feel it was very like it's a lot of stated fact, like this is this, this is this, this is this and then often it would be like a lecture and it would be like 4 bullet points and it would just say like a word and that would be really useful when you are revising because you know the stuff but if you don't understand it, it's just a word on a slide. Whereas with the e-module, you could just skip to... I don't know... page 31 or whatever and then it would explain more procedurally and it takes more time so I think was.... Although I didn't use it as often, I think it was still very useful and I still used it quite a lot. Especially the Alzheimer's and Parkinson's one cause there was a lot of information to learn for that section and I guess it's like a break from the way, it's a different revision tool because you just get bored of like, I don't know, writing it out yourself or talking it to yourself, it's nice to hear someone else's voice

[laughing]

Student

That's so true

Student

Yeah the novelty is helpful I think

Student

And the quizzes like you say

Student

Yeah

Interviewer

Alright, just moving on to again do you think that content taught in the face-to-face tutorials was at an appropriate level?

Student

Yeah [others agreeing]

Student

It was really good

Student

I think [course-lead] knows us and so, you know, he has obviously done this a lot before so it's always pitched at the right thing and he is good at picking up at exam stress as well and dealing with that so...

Student

The thing about the face-to-face is that you can always tailor it, tailor the content on feedback during the session. As in if he can tell if he asks a questions and no-one knows the answer, everyone looks baffled, he can change the level of the content

Student

I feel like our sessions often used to overrun which I think was actually a good thing because we would, he would, we would be talking very broad strokes about a topic and we would all be nodding because it would be stuff that was relatively easy or that most of were comfortable with but then when he went through the same broad strokes with the more complex thing, someone would ask a question and then it would like spark a whole conversation, which at the time sometimes when you know it was really frustrating but if you don't then it is really useful. Also the thing with [course-lead] is that he does know the information back to front so you can ask him questions and then if you want to go into more detail, he's always happy to go into more detail, and also like if we ever had any problems that he couldn't answer then he would always get back to us with another answer, like at another date, which is something that you just can't do with the e-learning.

Interviewer

Anything else to add?

Student

Is the department looking to just stick it to Module 3 or is it starting to move in Module 2, in the intro week, to expand a bit further?

Interviewer

So at the moment its only in Module 3, and as far as I know there isn't any plan to expand it into the earlier modules, but there is a general ... People are fairly keen to see more blended learning not necessarily in 4th year but maybe in other parts of the curriculum and that we are going to come on to your thoughts about that. Going back to just the content in terms of the face-to-face tutorials, is there anything else you would like to add? I feel like this end of the table is maybe being a bit quiet.

Student

The face-to-face was, it was appropriate content because they pointed out what were the important bits and everything so it was good was mentioned before that you could ask questions. And [course-lead], like, some stuff if you didn't understand it in the e-module, he explained it slightly differently and so then it was easier to understand and in a way that was good because it kind of provided you with different ways of aiding your understanding.

Student

And the problem with module 3 was that it was mixed with neuro stuff we didn't really know which parts we had to focus on specifically and that's why the face to face tutorials really helped. [course-lead] told us, ok you don't have to worry about this stuff, focus on the pharmacy and drugs and it really helped with the stress and focussed.

Interviewer

That's good. We've talked about it, like I just said, in terms of this module but do we have any medical scientists here? Not from medicine, so just one. What do you think about using this approach generally within the medical sciences curriculum?

Student

I think it would be really useful just to have it, to have both, like combine both if that's what you mean. I found both really helpful, three of them actually, the lectures, the tutorials and the e-learning... quite helpful.

Interviewer

So you wouldn't mind seeing more of this in the future?

Student

Yes

Interviewer

In terms of the rest of you who I am assuming are all doing medicine, what do you think about this approach being used within the medical curriculum, not necessarily just in 4th year but perhaps in other years?

Student

I would say that for 3rd year we do have our own system Blackboard and the quizzes which some of us will probably remember with mixed reactions. The system would be great for medicine if the main flaw of blackboard if it is regularly updated. Cause our blackboard is quite... how old is blackboard?

Student

2003, 2005

Student

It's very old. The guidelines and the information is all out of date, the content of the questions is also quite unbalanced so if they could update it with what we are trying to learn now, what people are learning now, it would be a lot more useful, and just as in this one any new updated animations or delivery systems to make it a lot more interactive, rather than you just clicking quizzes would be quite good in my opinion. I don't know what anyone else thinks?

Student

Doing it for 3rd year would be great.

Student

Yeah because for that entire year you are pretty much taught either by yourself or other students. Imperial doesn't really teach it

Student

You've got the e-lectures, that's the only thing

Student

That's not great

Student

It's limited

Student

The e-lectures is definitely not blended learning. It's a recorded lecture with intermittent questions. It's not the same as... if they had blended learning it would be better, more interactive, more engaging

Student

And again there has to be some balance of it because the e-modules that we've done, at least for me, they were useful but they were useful because they had the tutorials afterwards. Like just on its own it wouldn't have been as useful. And now with 280 people you have to still keep that balance of having the e-module that everyone attends and then having the small group tutorial because otherwise coming into a lecture hall with 280 people after an e-module is not going to have the same effect as what we had in module 3.

Student

I think.... I think generally I don't think anyone has a problem with the e-learning because it's just like another tool. I'm not sure it would like address the issues with 3rd year teaching itself because it is just a tool. It would be nice.... The only problem with ... the problem with the e-learning this year was that it felt kind of unstructured and you weren't really sure what you were meant to know and I think that is really the big flaw with medical school generally. I think sometimes it's like.... I mean especially 3rd year, it's like what no one tells you this is what you need to know. It's just a lot of loose information floating around that's told to you by other students. So I think if you could use the e-learning because I think that would be a great way that you could use it definitely, is to provide more of like a structure and headings and things like that, whereas like you said I think a lot of the e-lectures and a lot of the quizzes, it's like they are not discrete topics and it's like it's all mixed into one... which is great in a way but not in others. So yeah if it was like we are going to talk about the acute abdomen now and we'll go through it in a lot of detail, perhaps more detail that you could go through in a lecture and you've got your time to go through it, that would be great. But I think if it's just like someone has copied transcripts of e-lectures onto, from the lectures on to this e-learning module, I don't think it's going to change much. I think it would require a lot of structure and restructuring, like reworking of the 3rd year module. But I don't think that is a problem with e-learning module, I think it is a problem with 3rd year.

Student

It's just a need to offer a standardised curriculum that everyone can recognise

Student

I think it could be great in 1st year because I think a lot of the topics are quite difficult like immunology and stuff, that can be quite difficult to grasp conceptually, but if you have diagrams and explanations and interactions, I think that could be really useful. Because I remember in 1st year, admittedly we were trying to make friends and stuff and weren't paying attention and we were asleep a lot of the time, but at least... I was just really confused by immunology and I didn't really know what was going on. And it's not actually that complex stuff we've got to know, but it's just taught in a certain way... it would nice to see it get, like, interactions and anagrams... anagrams? Animations. That would be great

Student

It would be perfect for MCD in the 1st year because then people can go through it in their own time and then they have the tutorials anyway and there are something like 5 tutorials in MCD, and I know that they are set and there are cases and stuff but it might be worth thinking about changing one of them at least to be following on from e-learning.

Student

Or even designing the e-learning to complement the tutorial.

Student

Yeah

Student

... Just reverse engineering it back. Yeah I think that would be really good. I think MCD would be very useful.

Student

Plus its shiny and people would get to Imperial and be like wow!
[laughing]
I might go for that.

Student

There's just so much information in MCD

Student

It's quite overwhelming.

Student

Yes, and it's quite loosely connected. If you've got like.... Some people know it 'cause they've done the right course at A-level and some people have no clue because they've not ... So if you have like one thing, then you don't have to go through it in such details in tutorials and lectures and teach them all of the stuff. You can just say refer to the e-lecture if you're confused.

Student

Even if you don't have tutorials as such, even if the e-lectures focused on the lectures themselves, like complemented them, that would be quite useful as well. So if you have like ten lectures on immunology, e-learning just covering the basics which you could probably do after your first lecture... or before you start for example, immunology, it would be helpful.

Student

Yes it's a really good way of getting everyone up to the same base speed, which is what you need to do.

Student

That's first year

Student

Yeah but even like in the second year 'cause there were quite a few modules where there was 5 lectures for the entire thing, like MUSC. You could possibly replace the entire thing with e-learning module

Student

Yeah and especially often you learn one process and then it's like lists basically.. of like different conditions and stuff.

Student

Then you'd definitely need some face time with the MUSC tutors

Student

I don't think you get that much in second year anyway to be fair do you?

Student

No you don't but at the end of those lectures, you can still go down and ask questions.

Student

True

Student

That's valuable definitely

Student

I think it would definitely complement it well, and just like the animations and the procedures because a lot of the lectures are not going to be like [course-lead] lectures where there are all these beautiful animations and everything flows. A lot of them are just like screenshots of photos and then you've got to work out how the process actually progresses. So in a nicer.... If you could animate it and make the investment in it, I guess that would be nice to be able to see and easier to understand conceptually.

Student

The lecture of the eye as well

Student

God yes... that's a great idea. There needs to be more support on the eye.

Student

I hate the eye, the ear was great and then the eye was... It's so confusing and there's just not much support on it. And cause it's so much like anatomy and it's all like trying to figure out where everything is.

Student

I think in second year, the first term lectures are ok for neuro and then it goes ... talks about systems, the ears alright but then it goes on to eyes and the vestibular system.

Student

Oh god, the vestibular system....

Student

They are not well taught. Or infamously not well taught.

Student

I guess this isn't really we're just bitching about second year now.

Student

The lecturer was trying to sell high factor sunscreen, or whatever. You have to buy...

Student

I think the jist with the e-modules is that it is something, if the lectures are well taught, the e-modules are complimentary. If lectures are not so well taught then e-modules will be the saving grace essentially

Student

Yes

Interviewer

When we talk about this approach its more to do with the blend, not just replacing them with e-modules. It would be basically what you had this term, which is to have some e-modules or e-lectures and then also followed on by tutorials. It's just interesting to know what other parts of your curriculum, this approach could be used for?

Student

I think ideally, the most efficient approach is considering the college's view, and everyone's view, the most efficient approach is to have the e-learning beforehand and then you have a contingency tutorial to check or to ask any questions or to briefly skim over it. But the problem is, the age old problem, is making sure people do the e-learning beforehand. Or do the pre-reading for the tutorial.

Student

It's fine when you are like in a small group especially with pharm... like everyone is so keen ... but there's no way in hell that 280 people are going to do it or even ... just people will not. I would say that like half the year would do the e-module.

Student

But isn't it like the same thing that half the year end up going to certain tutorials and certain lectures so it's the same.

Student

Yes but its so... I guess if you are blending it

Student

All you can do is try.... All you can do is ask people to do it and if they want to do it ... I mean obviously it's a bit about the attitude. I found that in DOAL, we have the tutorials every week and everyone does the pre-reading because it's just clear that you have to and you'll get so much more out of it if you do and if that was made clear then maybe that would do something.

Student

I don't know. I hate being a police state
[laughter]

Interviewer

No it's good to have a mixture of opinions

Student

You're doing it for the best... You address the problem... If people knew that the college knows if you ... if had to put your CID number in, if you'd done the thing before the tutorial or not. But then that's a bit too much isn't it? Some people think that's like an invasion of ...

Student

You could always do it randomly like scanning letters

Student

I would kind of prefer it if they didn't because I would kind of like to go on holiday and I know that I will pass anyway one day ... So I would prefer... there has to be a point that you say we're at university now, we're not babies, we're big kids, so it's our own responsibility. If you don't do the lecture then you fail med school, especially in first year they've not invested anything in you, its probably just best that you are not here. It's your own fault that you didn't do the work for it ... Like I guess I can see either sides... You want people to do as well as they possibly can, but I guess if you monitor for everyone, then you end up actually penalising the people who don't need to you to be monitoring them, because you are overly monitoring, you're on their back all the time, and they know that they are going to do the work. You kind of got to be responsible for your own action. I personally wouldn't want them to be monitoring my CID number

Student

The exams should reflect the people who did the work.

Student

Yeah that's what exams are for

Student

The onus on you

Student

You can always have the caveat... You have the caveat that we will monitor it but if you don't do it, there's going to be no reprimand. By the end of the year if you fail and we see because we've monitored it we see that you haven't done it, then there will be questions asked.

[many people talking / indistinct]

Student

Like with scanning lectures, it's the same with that. If being monitored to the college knows who's doing and who's not doing it, but there's no reprimand if you don't do it, as in you're confident in your abilities to catch up or whatever to do your own working then that's fair enough. But if the end of the year comes and you don't pass then there will be some questions asked.

Student

That's fair

Student

Very sensible approach

Interviewer

And what about medical science, do you think that would be an approach that would work?

Student

Yes I guess that would be helpful, that's if it is monitored yes. I guess it would be helpful. It's just because we have so many other things to Like so much course work during term time so I think that it should be compulsory. I think you should have the option of doing it in your own time if that's what you want to do

Interviewer

Thank you that's really helpful, what parts of the course could this be applied to. Aside from the eye, immunology and some of the clinical topics in third year, are there any other ones that stand out?

Student

I think MCD generally.

Student

[indistinct] Stuff... cancer stuff.. just first and second year generally

Student

I think they could be useful, I think generally anywhere it could be applied because a lot of what we learn kind of fits e-learning well. Like some of its lists and some of its procedure. If you can get the processes and things animated well then ... like they work very well then and then any excuses to have more quizzes. There's no medical student who won't be happy if there's more chances for us to check ourselves. 'Cause I found when I got to end of first year and second year, I had done all the revision quizzes like 46 times so having an extra one or two ... ok not 46 but a lot ... probably like 10 times, definitely at least and then, so you like ... having another way to assess yourself .. another quiz. There were

different styles of quizzes... it were a bit more complicated than the ones that are on blackboard, which tend to just be ABC or select a box.

Student

And out of date as well.

Student

In first and second year they used lacked... you know....

Student

The student quizzes one.

Student

It's a UCL, London

Student

Oh yeah....

Student

You click on it from blackboard.

Student

Oh I do, yeah

Student

There was a link to it and basically it was a UCL thing but you had Imperial questions on there and you had that confidence scoring. I thought that was good. And in terms of what other areas, first year, second year, MCD, and also short subjects. In terms of actually applying this the short things in first year like renal and short things like that. But then if you get it as in being realistic, applying it to larger subjects like cardio, the alimentary system which are 20, 24 lectures, I feel it would be most useful and most efficient if you gave the e-lectures on like the first five lectures in cardio about chambers and electrodes, the basics...

Student

I think it would be really useful ... sorry

Student

The future application stuff in terms of heart failure and stuff, if they were actually given lectures. You tend to refer back to the basics more so and you can't just get another lecture on the basics but if you gave the basics on the larger subjects or on a smaller series in terms of renal or something like that you can just give that one fully blended.

Student

Add mechanics to that list

Student

Yes that was what I was going to say. I think it would be really useful for actual like mechanical things ... things where it's like difficult in a lecture slide especially because we are medics and a lot of people haven't done physics or not even maths, it would useful to have the mechanics, and I know that mechanics would be so much better explained with moving diagrams something interactive rather than you see a slide with some equations on it and a diagram, you can see, I don't know, some sort of interactive animation form I think would definitely improve mechanics, yes like the basics, I think would be useful.

Student

I think it's important to probably limit it to the basics

Student

For the larger things especially

Student

'Cause I personally would not be that happy to have more than about 2 e-learning modules per module because I think you will still always have the other content and you will still have the other tutorials so if you have that to revise at well, I think you need to be careful about how much you put in there because it's easy to put too much and I think really, all of the animations and things that we have, like the topics that we had, it lends itself well to the molecular stuff cause you can animate it and stuff. In terms of third year, I don't know how well it would lend itself to clinical teaching... because I think it would be easier to show like molecules being animated than it would be to talk about the cardio exam or whatever

Student

I hear that because we also had something similar, it wasn't blended learning but it was a CAL, computer assisted learning when we did it in the lab, the diabetes thing because it's more of a clinical thing, you have a video of a patient and then you answer questions and you have a video of patient... I think that's what she was talking about in terms of third year ... that would be more.... Cause the e-learning doesn't really lend itself to third year topics.

Student

I feel like we still did have to do EMQs and I think it would be better then ... like a lot of the topics, I'm just thinking of all infectious disease stuff we had to learn in third year, there was no teaching on like a lot of that information, like no lectures... nothing

Student

No, there was one ID lecture

Student

Some of the detail that we were expected to... I don't know maybe they should just get rid of the quizzes perhaps if they're not useful but there was definitely a lot more detail in quizzes than there was in the I found the lectures tended to be very simple compared to the quizzes. There's nothing wrong, you can learn from them. But I feel like its better than nothing for the EMQ type information to have some kind of e-learning if we're not going to get an in-depth lecture. It's difficult 'cause it's like how much are the quizzes going to match what we are going to be asked. 'Cause like you saying it's not been updated in a while... Maybe I'm just remembering wrong but I do remember not...

Student

In terms of ... I'm just thinking of in terms of resources and prioritising what is the most important thing, I think updating those e-lectures would be a really useful thing to do and that would be a good start...

Interviewer

The ones in third year?

Student

The ones in third year and just making sure that they are all up to date and stuff like, I had a look the other day, there's a GALS video that's about 15 years old, but it teaches it so that's fine. But yes it is quite old.

Interviewer

Can't replace GALS

Student

I tell everyone that they're never... they're going to drop it ... cause it's not relevant. All the GPs are like, I have never done that in my life. Where does it hurt? That's a GALS screen basically. But anyway....

Student

Following up, just echoing [student] first point, that if the college does do this, they need to take into account, you can easily fall into the trap of laying a load of information on the e-learning and then still doing the lectures and then expecting as if the workload hasn't changed because you've reduced the lectures by 10% but you put 50% of the content on e-learning so they have to basically consider the content as Blended isn't it. So the e-learning has to be part of the content so don't give us the same lectures and then give us e-learning on top with different content because that's going to be much more workload so just consider the workload. Because you can fall into a trap of overloading information on that and still give different information than lectures as well.

Interviewer

Great that's really helpful. Is there anything else you would like to say about this learning experience in terms of the pharmacology module and the blended learning? Anything else you feel that hasn't been covered in what we have discussed so far?

Student

Just that it was useful.