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Interactive Flash Components to Support Practical Teaching in Physiotherapy

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Background – Why?




- Student evaluation identified:
 - Need for more time to practice application.
 - Repeated demonstration of machines.
- Staff evaluation identified:
 - Not enough time to demonstrate all the machines to each student.
 - A reduced level of skill in application.
 - Lack of confidence.
- Increasing constraints of time and resources.
 - A wide variety of machines.
 - Large groups of students, same number of staff.

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Purpose




- What we needed.
 - Enable students to learn how to work the machines.
 - Increase student skill in application.
 - Increase time spent on application.
 - Reduce the time spent on demonstration
- Develop a resource to enable students to interact with the equipment in a controlled and safe environment.

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Addressing the Needs





- Available resources:
 - A personal interest in computer based learning.
 - Computer facilities in teaching rooms.
 - A virtual learning environment (VLE).
 - Successful application for funding from the University.
- Develop interactive materials that could be integrated into the VLE.

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The Process


- Decide on platform.
 - Web based for flexibility.
- Develop multimedia elements using digitised images:
 - Interactive flash movies.
 - Digital video.
- Integration of elements into the VLE.




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The Materials



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Results



- Staff able to spend more time with the students.
 - Increased time face to face.
 - More time to consider and practice applications.
- Increased student confidence.
 - Reduced anxiety levels.
- Improved success in practical assessment.

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Conclusion

- Using multimedia electrotherapy machines within the context of an electrotherapy module has been very successful.
- The learning experience for the students was enriched.
- The teaching staff were able to use the time gained to address the safe and effective application of the equipment.

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