

Anaesthetic and Obstetric “E-debates” Developing an interactive educational virtual learning network- education without geographical limitations



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Traditional teaching in medical education is challenging due to . . .



Shift Work

Less protected teaching time

Difficulty gathering in one place

Limited feedback on those “out of hours” clinical cases

Limited education budget

So when and where can we meet for teaching. . ?

ANYTIME...in the virtual learning café



E-Debates

Method: What is an E-debate?

A clinical scenario is outlined, anonymised and sent as an email to the group



Forum members respond using “reply-all” button and discussion takes place



Further clinical details are added by the debate initiator



The discussion is summarised with expert opinions and links to educational resources (eg guidelines/publications)



Each case was mapped to the Royal College of Anaesthetists curriculum

E-debate scenario example	RCOA curriculum (intermediate)
Severe Pre-eclampsia	Recalls/describes the influence of common concurrent medical diseases in pregnancy
Sepsis	Discusses common causes of maternal morbidity and mortality, including national reports
Management of haemorrhage and placenta praevia	Explains the classification of placenta praevia and the associated risk to the patient



Results

8 E-debates were held in 8 months

95 individuals participated including:

58 anaesthetic trainees, 25 obstetric trainees, 4
anaesthetic consultants, 4 obstetric consultants

“Trans-Pacific” E-Debates were held involving trainees and
specialists from St George’s, London and St George,
Sydney



Survey

Participants indicated:

Self-reflection

Deeper thinking

Use of further reading material

Comments included:

“Diverse and relevant”

“Even just following there were good learning tips”

“Things I had not considered”



Discussion

- E-Debates allowed us to optimise the learning potential of a rich clinical environment.
- ‘Modelled’ participation(1) and ensuring that participants had a social presence (2) were key.
- Technology can help us create a sustainable ‘area’, unbounded by performance assessment or geographical restrictions and to develop the value of ‘networked expertise’ in an innovative way.

1. Romiszowski A & Mason R. Computer-mediated communication. In: Jonassen DH ed. Handbook of Research for Educational Communications and Technology, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates: 2004: 397-432

2. Johnson, D.W. and Johnson R.T, Cooperation and the use of technology. Handbook of research for educational communications and technology, 1996. 1: p. 1017-1044