IVIMEDS: An idea ahead of its time?
IAMSE Webinar – 14 March 2013

Overview
• IVIMEDS – the concept
• Issues and barriers to participation
• Ahead of its time
• New trends – MOOCs & FOAMed

An idea is born …
Ronald Harden & Ian Hart

Concept endorsed
... develop carefully but purposefully to an agreed timetable with clear targets and milestones guided by the Partner Institutions

2002
Feasibility study involving 52 medical schools from across 16 countries

2003
IVIMEDS formally launches with 32 founding partner institutions ...
Membership £25k
Purpose

Setting new standards in medical education through a partnership of leading edge medical schools and institutions, blending high quality e-learning and face-to-face learning.

Objectives

• Academic excellence
• High quality & reliable delivery system
• Sound business practice

Continuum of education

Undergraduate Education Postgraduate Education Continuing Professional Development

Aspiration

Governance

• Board of Directors
• Executive Council
• Steering Council – annual meeting
• Working groups - education & technology

Delivering the vision

Learning resources to support the undergraduate curriculum and a reliable platform
A bank of reusable learning objects (RLOs) mapped to learning outcomes

RLOs repurposed into learning resources and courses to meet local context

Virtual patients based on core clinical problems

Learning Resources Peer Reviewed

How did things unfold?

Core content delivered

• Cardiovascular course developed with input from Universities of Florida, Miami and Dundee
• Stroke resources developed by Dundee with input from Wake Forest
• Virtual patients
• Learning repository
Motives

Why did institutions become members?

Time committed ... institutional priorities

Different levels of technology adoption

Cart before the horse ... Lack of content development tools

Peer review becomes a bottle neck
Competition

Riverside content authoring tool

Deliverables not delivered
Members pull out
Not seen as value for money

But also some positives

Abstract
Background E-learning has the potential to make important contributions to medical education, but there has been limited study of a blended approach in which the digital resources are integrated alongside traditional teaching methods such as lectures.

Methods We describe the successful implementation of an e-learning resource into 4 of the 5 weeks of a cardiology system teaching for 163 junior medical students by providing scheduled data in the timetable. A questionnaire completed by the students at the end of the 4 weeks had a response rate of 86%. Students rated in how they made use of the resources, some unexpectedly working through it and others browsing and selecting sections left to be generally modest interest.

Conclusions Although all students rated the e-learning resource as probably or definitely of value, they particularly valued interactive activities, animations, video demonstrations, video clips of experts and self-assessment exercises. Graduate students had a significantly more favourable assessment of the e-learning resource than their undergraduate colleagues, while female students rated the value of supporting existing learning opportunities more strongly than male students.

Conclusion It should not be assumed that all students will choose to use an e-learning resource in the same way and that the benefits of the e-learning resource is limited to those who use it in isolation to other learning opportunities, such as lectures and PBL group discussions, only for important and needs further consideration. Use the experience in this study provide an assignment and pattern for others engaged in the integration of learning in their curricula.
2013

IVIMEDS still going with 12 members...changing organizational structure from company to academic partnership to

Meanwhile...

MOOCs

Massive Open Online Courses

MOOC providers

- Coursera
- EdX
- Udacity
- Futurelearn

Will this model develop?

Alternative Track:
Some students study MOOC modules

Established Programme:
Other students study a traditional programme

But ... concerns about pedagogy in MOOCs
Free Open Access Meducation  
#FOAMed  

#FOAMed Community – Grass roots

Global Medical Education Project  
gmep.org

Elements for Constructing Social Learning Environments

What Happens in an Internet Minute?  
And Future Growth is Staggering


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YouTube as a Platform for Publishing Clinical Skills Training Videos

David Nappi, MD; Isra Helene, MD; and Hesh Elawey, PhD

摘要

本文介绍了一个名为“学术医学”的平台，该平台允许用户在互联网上发布临床技能训练视频。这些视频可以被用于教学目的，同时也可以用于评估和改善医疗教育。作者认为，这种模式可以促进医疗教育的创新和发展。

总结

YouTube作为一个发布临床技能训练视频的平台，可以为医疗教育提供新的视角。此外，这种模式还可以促进医疗教育的创新和发展。

全球医疗教育项目

全球医疗卫生项目

Web 2.0 tools for social learning
The conditions were perhaps not right back in 2003 for IVIMEDS to realise its original vision ...

Perhaps if it was starting in 2013 it would be different ...

Keys to success would include funding, engagement and available technologies

Is it needed?

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Questions and discussion

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