

ICT-skills workshop

Location: online, Nam Định University of Nursing

Duration: 4 October 2021 - 15 February 2022

Present: 11 participants (see lists of attendance by tasks): ten midwife teachers, one supporter

Due to COVID-19 restrictions and particularities of WP4 (related to ICT use in training and education) we decided to perform the ICT workshops (WP4) with Nam Định University of Nursing online in agreement with the project principal. Table 1 presents the list of tasks, their duration, short descriptions and number of required hours.

Table 1: List of tasks, their duration, short descriptions and number hours, performed in Nam Định University of Nursing


Task	From	To	Description	No. of hours
Task 01	4 Oct 2021	11 Oct 2021	Watch and study of the video, responding to questions	1
Task 02	11 Oct 2021	18 Oct 2021	Participation in four e-contents, responding to questions	2
Task 03	18 Oct 2021	25 Oct 2021	Prepare e-content specification form	2
Task 04	25 Oct 2021	1 Nov 2021	Design of avatar to be included in the e-contents	2
Task 05	1 Nov 2021	14 Nov 2021	Creation of short H5P e-content - Course Presentation activity	3
Task 06	15 Nov 2021	22 Nov 2021	Creation of short H5P e-content - Interactive video activity	3
Task 07	22 Nov 2021	29 Nov 2021	Design of scenario	2
Task 08	3 Dec 2021		Lecture by Patrik Pucer and Boštjan Žvanut (performed via ZOOM)	2
Final task	3 Dec 2021	15 Jan 2022	Final design and implementation of e-content	15

Task 01

In this task the participants had to watch and study the video titled: E-contents as a tool for facilitating the communication with patients, developed by Patrik Pucer and Boštjan Žvanut. The presentation and the video were available in Vietnamese language. After the video the participants had to respond to the following questions:


- Do you think is difficult to make such e-contents?
- Do you think that such e-contents can be useful for your patients and/or students?
- Do you have any idea or subject for an e-content that you would like to create and is linked with your work? (Do you have any idea about the e-content that will help you in your work?)

Task 01 - 4. 10. 2021 - 11. 10. 2021



E-contents as a tool for facilitating the communication with patients

Boštjan Zvanut & Patrik Pucer
bos.tjan.zvanut@fvz.upr.si, patrik.pucer@fvz.upr.si
University of Primorska, Faculty of health sciences, Slovenia

Glejte tukaj:  YouTube

Zvanut Pucer-e-contents Vietnamese translation

Your Task 1 is to watch the video and to think about the issues below. The video is subtitled in English and we recommend to turn the subtitles on. Please, do not be concerned if you do not understand all the content of the video. In the next weeks we will go step by step through its content.

Please, provide your opinion in the discussion board below:

- Do you think is difficult to make such e-contents?
- Do you think that such e-contents can be useful for your patients and/or students?
- Do you have any idea or subject for an e-content that you would like to create and is linked with your work? (Do you have any idea about the e-content that will help you in your work?)

Task 1 discussion board

Presentations



-  Presentation used in the video above
-  Vietnamese translation of the presentation used in the video above

Figure 1: Task 1

Task 02

The participants had to go through four e-contents in Vietnamese language to get an idea of what they are going to do in the following weeks and check what beginner users (like they are), are capable to develop. The e-contents were:

- <https://preco.tamk.fi/sexual-issues-affecting-female-fertility-vie/>
- <https://preco.tamk.fi/the-importance-of-food-in-increasing-the-chances-of-getting-pregnant-vie/>
- <https://preco.tamk.fi/consumption-of-saturated-fat-moderation-of-physical-activity-and-management-of-healthy-body-vie/>
- <https://preco.tamk.fi/how-can-your-weight-impact-your-reproductive-health-vie/>

After checking the e-contents, the participants had to respond to the questionnaire:

- Please rate the usefulness of these four e-contents (1-minimum; 5 - maximum)
- Do you think that these e-contents can be used for your students?
- Can the e-contents alone teach something to the students?
- Do you like them (1-minimum; 5 - maximum)?
- Who else can use them as a teaching or learning tool?

For Task 2 visit the following four e-contents in Vietnamese to get an idea of what you are going to do in the following weeks and check what beginner users (like you are), are capable to develop:

1. <https://preco.tamk.fi/sexual-issues-affecting-female-fertility-vie/>
2. <https://preco.tamk.fi/the-importance-of-food-in-increasing-the-chances-of-getting-pregnant-vie/>
3. <https://preco.tamk.fi/consumption-of-saturated-fat-moderation-of-physical-activity-and-management-of-healthy-body-vie/>
4. <https://preco.tamk.fi/how-can-your-weight-impact-your-reproductive-health-vie/>

After checking the e-contents, please, respond to the following questionnaire.

 Questionnaire about the e-contents

Figure 2: Task 2

Task 03

In this task the participants had to complete and submit the E-content specification form (Figure 3), which serves as a starting point for making their own e-content. They had also an example of a completed form. The trainers checked it and provided some suggestions for improvements.

FORM 2.1: KEY ELEMENTS OF THE E-CONTENT

AUTHOR(S): Patrik Pucer & Božijan Žvanut



1. TITLE OF THE SCENARIO:

Gallbladder surgery self-care after the operation at home

2. TARGET POPULATION:

Patients undertaking the gallbladder surgery – after the discharge from hospital

3. WHAT ARE THE PREREQUISITES (E.G. REQUIRED KNOWLEDGE)?

None.

4. WHY YOU HAVE DECIDED TO DEVELOP E-CONTENT? WHY IS IT NECESSARY?

- Currently the procedure, presented on the hospital web page is available as text and is unclear
- There is no verification of acquired knowledge
- Many patients have problems after the discharge due to incorrect nutrition
- Healthcare experts have to explain this material to the 3-5 patients a day

5. WHAT ARE THE GOALS OF THE E-CONTENT?

To teach the patient undertaking the Gallbladder surgery how to self-care after the operation at home.

6. LEVEL OF THE STUDIES:

For general population.

7. E-CONTENT SUMMARY - provide the e-content summary (clear and concise tweet size description of the e-content directed to the broader public).

Self-care after the gallbladder surgery is very important for a successful ~~recovery~~. This e-content helps the patient how to manage it. ©
<https://www.link-to-econtent.com/link>



8. THE DEVELOPED E-CONTENT WILL BE USED:

- a. independently of any other contents
- b. in combination with other e-contents, (which will be) available online (e.g. discussion boards, other materials)
- c. in combination with traditional lectures (face to face)

9. LEVEL OF INTERACTION WITH USERS:

- a. Interactive, wherever possible
- b. Interactive, to some extent
- c. Only some interactive elements used
- d. Minimal or no interaction
- e. I don't know

Figure 3: Task 3- E-content specification form

Task 04

In Task 4 the participants learned and created their own avatar to be used in their e-contents. They created the avatar according to the presented guidelines and examples. The participants used the tool storyboardthat.com. The avatars were checked by the trainers. Figure 4 presents an avatar created by the participants.

WORKSHEET AVATAR 1.0



Figure 4: Exmple of Avatar created by the participants

Task 05

In Task 5 the participants became familiar with the tool for the development of e-contents named H5P. In the first part of the task, they received the guidelines “Task 5 - Add H5P activity to Moodle” and had to follow the steps in order to add a H5P activity to their e-course section in Moodle. In the second part of the task the participants had to follow and repeat the steps presented in the tutorial about the Course Presentation activity where they became familiar with basic commands of H5P Course Presentation. Each participant created his/her own short H5P Course Presentation. Figure 4 presents part of a course presentation implemented by a participant.



Figure 5: H5P Course presentation – implemented by a participant

Task 06

Similarly to Task 5, participants became familiar with another H5P content type, i.e. Interactive video activity. All participants tested this option and created their own Interactive video by repeating the steps presented in the tutorial about the Interactive video activity. Figure 6 presents one example, implemented by a participant.

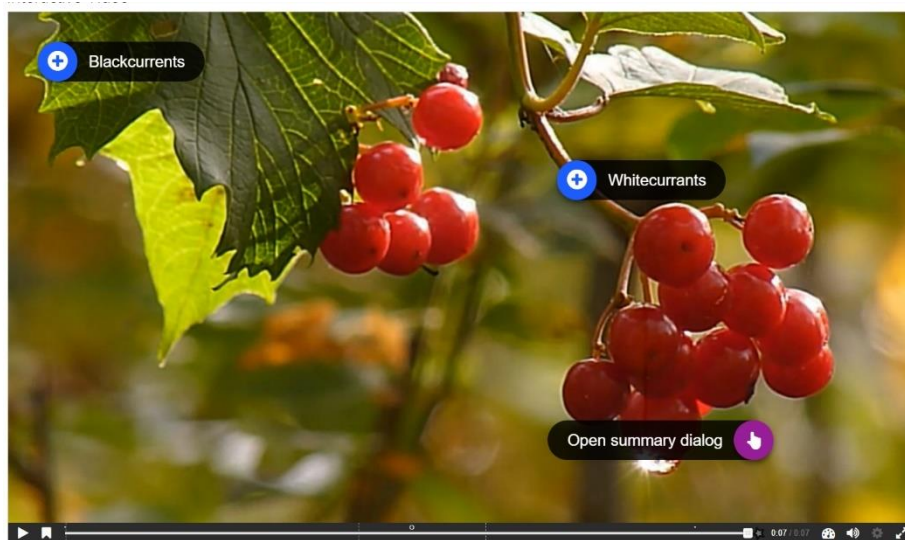


Figure 6: H5P Interactive video – implemented by a participant

Task 07

In task 7 the participants designed their full scenario starting from the Task 3 outcome “E-content specification form”. This represents a detailed plan for the development of their final e-content. The scenarios were checked by the trainers, who provided feedback to the participants. The scenario had to contain at least 10 screens and designed in MS PowerPoint presentation named Scenario template. Figure 7 presented the scenario, which was created by a participant.

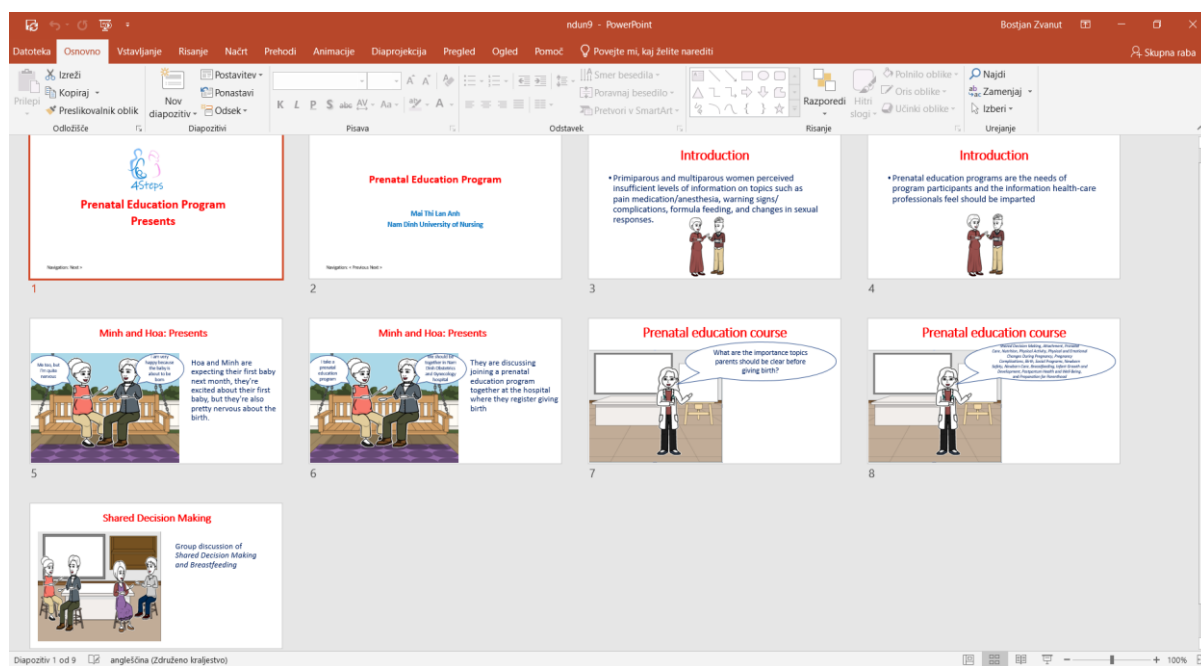


Figure 7: Full scenario – implemented by a participant

Task 08

On 3th December 2021 Patrik Pucer and Boštjan Žvanut performed an online lecture via Zoom. The lecture lasted two hours. The participants were listening on how to improve their scenarios and how to avoid some typical mistakes in their design. The lecturers were based on the results of previous tasks. The objective of the lecture was to give the participants the final directives to develop their e-content. The lecture was recorded and was available in e-classroom along with other materials (4steps banners, callouts for designing e-contents) (Figure 8, Figure 9).

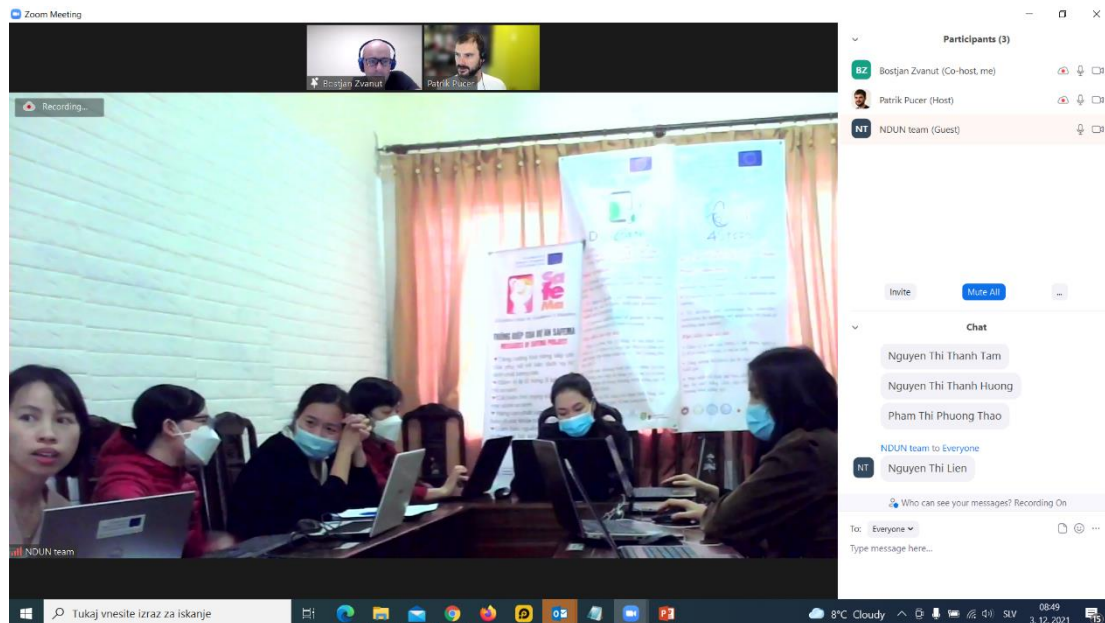


Figure 8: Online lecture on 3 December 2022

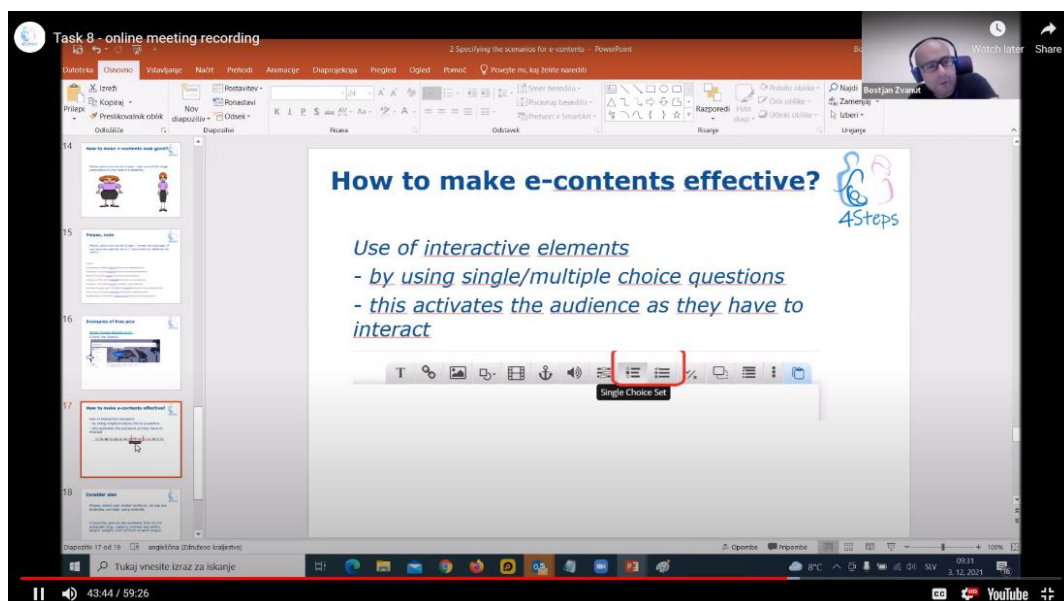



Figure 9: Online lecture on 3 December 2022 (video)

Final task

The final task consisted to develop individually an e-content based on the developed scenarios and previous outcomes (e.g. design of the avatar and e-content specification form). The final results were published in the e-classroom and checked by the trainers. In total, 11 e-contents were developed, which were sound from the technical perspective. However, we recommend an additional review of the content before their publication in practice as the majority of e-contents are in Vietnamese language.

Nuôi con bằng sữa mẹ

So sánh thành phần dinh dưỡng giữa sữa mẹ và sữa bò:



5. Muối khoáng

Calci trong sữa mẹ ít hơn sữa bò. Nhưng dễ hấp thu và thỏa mãn nhu cầu của trẻ
Sắt trong sữa mẹ hấp thu cao hơn sữa bò, trẻ bú sữa mẹ ít bị còi xương và thiếu máu

◀ 15 / 30 ▶

Reuse Embed H-P

Figure 10: Developed e-content– implemented by a participant

Summary and evaluation

The majority of workshop participants, 8 out of 11, responded to the evaluation questionnaire. The evaluation responses were rated on a 7-point Likert scale (Completely disagree = 1; Moderately disagree = 2; Slightly disagree = 3; Neither disagree nor agree = 4; Slightly agree = 5; Moderately agree = 6; Completely agree = 7). All items in Table 2 indicate a positive outcome of the workshop, as the responses to all items are above the middle of the scale, which is 4, the majority above 5.5, which indicate a good participants' attitude toward the ICT workshop.

Table 2: Evaluation of the online workshop

Section Item	Min.	Max.	\bar{x}	SD
A. Objectives of the workshop				
A1. At the beginning of the workshop the lecturers clearly presented the objectives of the workshop.	5	7	6.1	0.6
A2. The workshop covered the topics I need for my work.	4	7	5.6	0.8
A3. The objectives of the workshop were achieved.	5	7	6.0	1.0
A4. The lecturers clearly presented the objectives of each workshop's task.	5	7	6.3	0.8
A5. The workshop's tasks covered the topics I need for my work.	4	7	5.5	0.9
A6. The objectives of each workshop's task were achieved.	5	7	6.0	0.5
B. Training methods I found the different training methods listed below to be relevant and of good quality:				
B1. Video lectures	6	7	6.1	0.4
B2. Demonstrations (videos, presentations, ...) (in each task)	5	7	6.0	0.5
B3. Exercises (in each task)	5	7	6.3	0.7
B4. Live lectures during online meeting	6	7	6.3	0.5
B5. Live demonstrations during online meeting	6	7	6.4	0.5
C. The training atmosphere				
C1. Even if the workshop was performed online, its general atmosphere and used teaching methods enhanced the learning process.	5	7	6.1	0.6
C3. The language used in the workshop was easy to understand.	5	7	6.0	0.8
D. Trainers				
D1. Trainers had sufficient knowledge.	6	7	6.5	0.5
D2. Trainers performed the workshop adequately.	6	7	6.4	0.5
E. Time management				
E1. Enough time was devoted to each part/task of the workshop.	6	7	6.6	0.5
F. Intention to use the acquired skills and knowledge				
F1. In the future, if I have the opportunity, I will plan and implement my e-content.	6	7	6.4	0.5
F2. In the future, if I have the opportunity, I will develop e-content for my courses.	6	7	6.4	0.5

Table 3 shows the results of responses about the participants' self-confidence in e-content development and the meaningfulness of e-content development for their profession.

Table 3: Results of self-confidence and meaningfulness of e-content development

Section Item	Min.	Max.	\bar{x}	SD
S. Self-confidence in e-content development				
S1. I feel confident in planning scenario-based e-content.	5	7	6.1	0.6
S2. I am able to Implement e-content for my courses.	5	7	6.1	0.6
S3. I know how to use tools for the development of e-content.	5	7	6.1	0.8
S4. I'm frustrated when I plan and implement e-content.	4	7	5.5	1.3
T. Meaningfulness of e-content for your profession				
T1. It is important for my profession to have available e-content.	5	7	6.3	0.7
T2. It makes sense that we are trained to develop scenario-based e-content.	6	7	6.4	0.5
T3. It is important to invest resources in the development of e-content.	6	7	6.4	0.5
T4. The use of e-content can improve my work.	6	7	6.3	0.5
T5. I can transfer more knowledge to students/users with the use of e-content.	5	7	6.1	0.6

Overall the participants rated the online workshop on a scale from 1 (very bad) to 10 (excellent) with an average value of 8.0 (SD = 0.58).