Phase 1 Medicine lectures traditionally involve the delivery of content with minimal discussion or interaction. The “Histology of Blood” lecture introduces fundamental concepts that are transferable to various courses. We wanted to provide students with the opportunity to actively learn the content and review it at any point throughout Phase 1.

The one hour Medicine lectures were redesigned into a 35 minute online activity that included five online interactive lessons and an introductory video providing clear expectations and learning outcomes. We used several instructional strategies and multimedia learning principles to reduce cognitive-load and increase student interaction. We incorporated multimodal elements that included drag and drop activities, short quizzes, images, narrated slides with animation, and YouTube videos.

This online activity was incorporated into the eMed timetable to encourage completion within the scheduled program. We reviewed data from Moodle analytics on student engagement and access that revealed a 77% completion rate (1551 views). Students provided feedback on the effectiveness of the online activity through a Moodle survey. Comments such as “the ability to rewind and take notes” and “short, concise and well-structured” demonstrate a high degree of overall satisfaction. Students were also given the opportunity to make suggestions for future iterations. These comments ranged from “more questions” to “provide answers after repeatedly getting it wrong”.

The advantage of having interactive online learning modules is that the student can continually return to this material for reinforcement and revision purposes. It also provides the lecturer with time to clarify areas of difficulty and misconceptions and thus enhance student comprehension.

Reference: