

Implementing quality e-learning in Health Science Education

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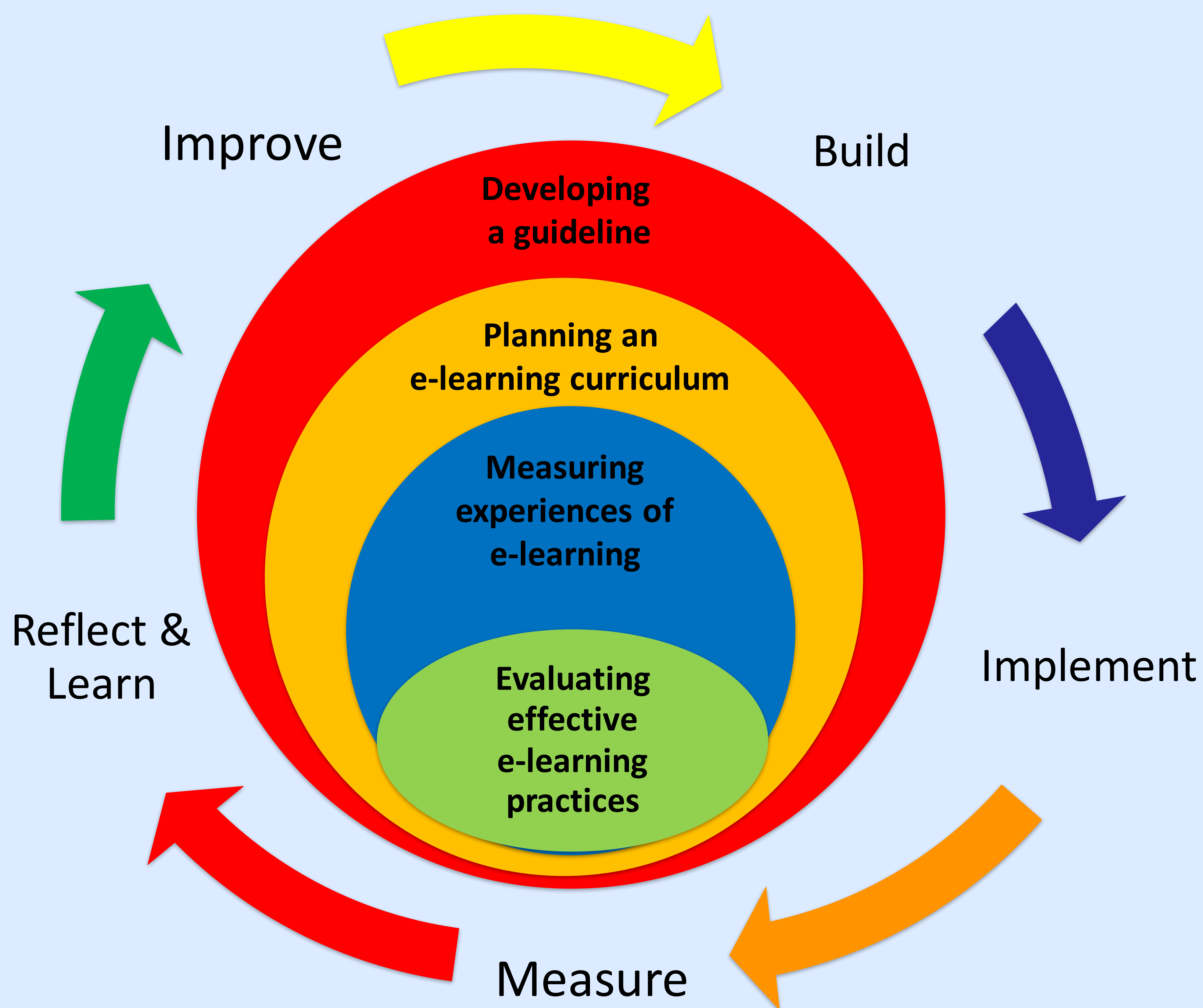


1. Introduction

E-learning is an emerging reality in higher education institutions. However, if it is not structured in an evaluative framework, there is a danger that it will not be used effectively. The aim of this poster is to demonstrate how four different projects on the development and implementation of e-learning projects in Health Science Education stress the importance of a feedback loop to ensure that quality is maintained.



2. Framework and Methodology



3. Lessons Learnt

- Choice of pedagogy - constructivism is reported to be most appropriate.
- Selection of e-learning tools is critical- not all tools fulfil all purposes.
- Transparent assessment criteria linked to clear and specific learning outcomes.
- Quality assurance and an evaluation framework needs to be built into the e-learning curriculum implementation plan at regular intervals
- Outcomes of evaluation should result in quality improvement

4. Conclusions and implications

The same principles of curriculum design apply for e-learning. The system becomes a delivery mechanism but the same quality assurance and evaluation processes with a feedback loop should apply

Way forward

Feed this information back into our individual institutional e-learning policies, strategies and guidelines

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