

M & E **LEARNING** IN TERTIARY EDUCATION

Are we teachers missing out ?



Prof Shekhar Kumta

Assistant Dean

Faculty of Medicine

Once upon a time in Thailand.....

Once upon a time in Thailand.....



Once upon a time in Thailand.....

Feel like doing something similar?

Once upon a time in Thailand.....



In a Large class not too long ago

In a Large class not too long ago



In a Large class not too long ago



Professor angry because someone **YAWNED**

The Mobile Advantage & M-Pedagogy

Overcome geographic and time constraints

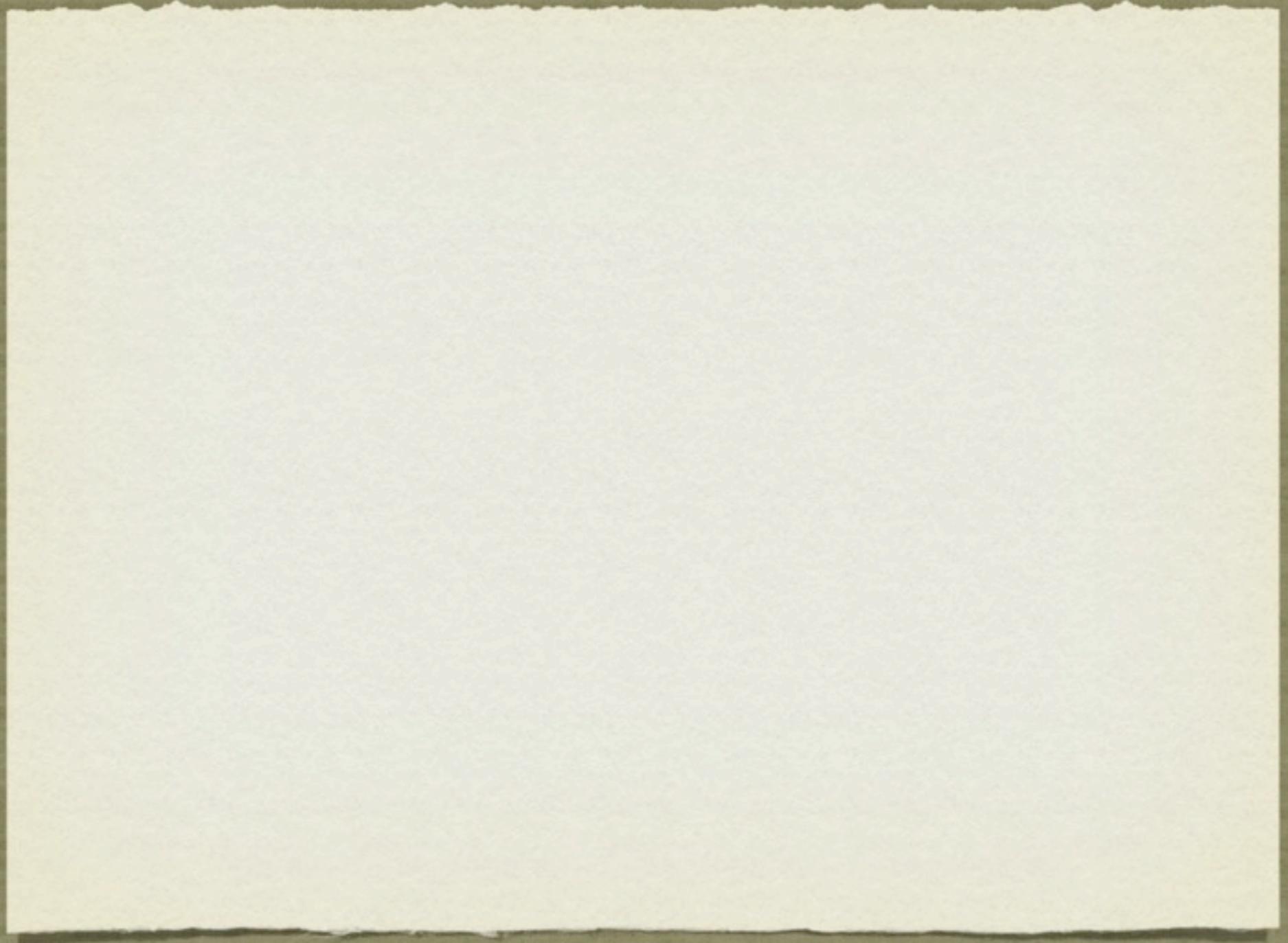
Integrate the CAPABILITY that M-Technology offers in the context of the ARCHITECTURE and LEARNING GOALS we aim for through our lessons & courses



The ASYNCHRONOUS E-LEARNING model is one in which Learning takes place through a self-paced study, independent of the teacher or instructor.

Learning Goals

GOAL	DEFINITION	EXAMPLE
To Inform	Lessons that communicate information	A Timetable Description of Features
To Perform Procedure	Lessons that build procedural skill “Near” transfer	Instructions on how to use a machine Use a program
To Perform Tasks that are complex analytical	Lessons that build strategic skills “Far” Transfer	How to analyze performance How to customize patient therapy



Monday, 21 January, 13

The Four C's of Mobile Capability

	Format/Activity	Utility	Utilization
CONTENT	Media • Text • Instruction	Contextual use • Video instructions	Video Manual for technicians
CAPTURE	Capture information	Data • GPS • Multimedia • Biometrics	Google Goggles
COMPUTE	Calculate • Graph • Chart	Decision making • Risk assessment	Patient Calculators
COMMUNICATE	Sharing • Repository	Expert opinion • decision making	Remote Consultation • Social Learning

E-Learning Self-Study Resources



These are used for Pre-Engagement - but also as M-Learning info-aids
(*guidelines • interpretation schemes • reference examples*)

Incorporate formative assessments

Tasks require higher cognitive input

Course Architecture

ARCHITECTURE	VIEW	INTERACTIVITY	APPLICATIONS
RECEPTIVE	Information Acquisition	Low	Inform training Goals
DIRECTIVE	Response Strengthening	Medium	Perform Procedure training goals
GUIDED DISCOVERY	Knowledge Construction	High	Perform Strategic Training Goals i.e. Problem Solving

From : E-Learning and The Science of Instruction: Ruth Clark and Richard Mayer

OUR PRESENT LIMITATIONS

- Distributing **CONTENT** on the M-Platform is beyond the capability of most teachers
- We have not really utilized the **4-C's** of **M-Possibilities** in our teaching and learning
- Institutional support and strategy towards M-resources
- What **ARE** the opportunities within our respective domains?



PREMIER REFERENCE SOURCE

Advances in **UBIQUITOUS COMPUTING**

Future Paradigms and Directions



SORAYA KOUADRI MOSTEFAOUI

WORKSHOPS 2013



Teaching and Learning Resource Centre
Faculty of Medicine, The Chinese University of Hong Kong

UGC 大學教育資助委員會
University Grants Committee

The 2012 UGC Teaching Award *Seminars and Workshops*

Seminar 1:
M-Learning & E-Learning
Understanding & Defining Pedagogic Requirements
in Health Sciences Education

26 January 2013
Shaw Auditorium, Postgraduate Education Centre
Prince of Wales Hospital, Shatin

Facilitator:
Prof. Shekhar Kumta
Director, Teaching and Learning Resource Centre
Faculty of Medicine, CUHK

The mobile digital revolution provides us with unprecedented opportunity to deliver engaging educational content while enabling learners to harness their creativity. This seminar will focus on defining the pedagogic needs of teachers in health sciences education enabling them to define the scope and context of M & E learning activities. Participants will have an opportunity to explore M & E Learning technology platforms and develop strategies for their implementation in the context of their own teaching and learning needs.

1st announcement

