This is the published version:

Koehler, Nicole, Vujovic, Olga and McMenamin, Christine 2013, Are individuals more accepting of the internet than mobile phone apps being used in clinical practice?, in AMEE 2013 : Colouring outside the lines : Proceedings of the Association for Medical Education in Europe 2013 conference, Association for Medical Education in Europe, Dundee, Scotland, pp. 533-533.

Available from Deakin Research Online:

http://hdl.handle.net/10536/DRO/DU:30061783

Reproduced with the kind permission of the copyright owner.

Copyright : 2013, AMEE
9C Short Communications: eLearning iPads and Mobile Technology

Location: Panorama, PCC

9C/1
Motivation as a determinant factor in medical students’ adoption of new technology

Ian Sampson (The University of Manchester, Medical School/Undergraduate, Stopford Building, Oxford Road, Manchester M13 9PT, United Kingdom)

Background: Increasingly, students are using mobile devices in clinical learning with some medical schools providing mobile devices. In Manchester Medical School, UK, we give all of our clinical medical students iPads (since Jan 2011). We explored the perceptions of students regarding using an iPad for clinical learning; purposely sampling high, moderate and low users.

Summary of work: We convened three focus groups with high, moderate and low users 5 months after they had been given iPads. Participants were in the 4th of a 5th year MbChB; 10 male and 8 female. Data were analysed thematically, using a constant comparisons technique. Themes were explored across low, moderate and high user groups to compare experiences within each theme.

Summary of results: Four themes emerged: motivation, learning, understanding and efficiency. Perceptions of efficiency were similar across groups. However, high, moderate and low user groups appeared to differ on their degree of motivation for engagement with the technology and this resulted in high users persisting more and thus experiencing greater benefits for learning. Perceptions of others was a theme across all groups, with students expressing concern about how their iPad use might appear to clinicians, patients and the public.

Conclusions: The experience of iPads in clinical learning was mediated by motivation. This reflects previous literature in diffusion of innovation and professional behaviour change. Some students perceive that ipads enhance clinical learning. Experiences are mediated by motivation.

Take-home messages: Consider motivation as an important issue when introducing new technologies to support learning.

9C/2
Are individuals more accepting of the internet than mobile phone apps being used in clinical practice?

Nicole Koehler (Deakin University, Assessment and Learning Design / Deakin Learning Futures, Melbourne Burwood Campus, 221 Burwood Highway, Burwood, Vic 3125, Australia)
Olga Vujovic (Monash University, Melbourne, Australia)
Christine McMenamin (Monash University, MBBS / Faculty of Medicine, Nursing and Health Sciences, Melbourne, Australia)

Background: The internet and mobile phone applications (“apps”) are increasingly being used in clinical practice especially by new medical professionals/students. However, little is known in regards to individual’s attitudes towards medical professionals using new technology. The aim of this study was to examine individual’s attitudes towards the use of medically related internet sites and apps in clinical practice.

Summary of work: Participants completed an on-line survey which contained questions regarding their own use of mobile phones and the internet, their use of healthcare facilities, and their attitudes towards medical professionals using the internet and apps during consultations.

Summary of results: The survey was completed by 141 individuals who generally had more favourable attitudes towards medical professionals using the internet than apps. All participants owned a mobile phone (82% with application support). Furthermore, all participants had access to the internet at home.

Conclusions: It is possible that attitudes towards the internet were more favourable than that for apps because the internet has been available longer and consequently individuals are more familiar with it.

Take-home messages: Prior to using new technology, especially apps, medical professionals/students should adequately inform patients in regards to their intended use to avoid potential misconceptions.

9C/3
Pharmacology E-Learning Website Versus App: Change In Learning Strategy

Eline Dubois (Leiden University Medical Center, Center for Innovation in Medical Education, postzone V7, PO box 9600, Leiden 2300 RC, Netherlands)
Robert Rissmann (Centre for Human Drug Research, Leiden, Netherlands)

Background: The free Teaching Resource Centre Pharmacology Database (TRC) is available as an E-learning website for the illustration drug action in the pathophysiological context. The website is frequently used by Leiden students throughout the integrated medical curriculum. With the introduction of mobile devices, the TRC app was developed and launched in 2012 for the iPad and iPhone. Objective of the study was to investigate whether the possibility for learning on a mobile device (app) versus the computer (website) changes the learning behaviour.

Summary of work: In order to obtain information about when and how the app or website is used by the Leiden medical students, a voluntary online survey was conducted.

Summary of results: The TRC website is still frequently used; TRC app users indicate to continue to use the website. Analysis of the survey revealed that over a third uses the app once a week whereas only 13% consults the website equally often. During lectures and seminars the app is used by a third of the mobile users while only 8% uses the website.