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# INTEGRATING A LEARNING MANAGEMENT SYSTEM: OUR EXPERIENCE TO DATE



Ann Sunderland  
Director of Clinical Skills and Simulation  
Leeds Beckett University



# Workshop overview

- Choosing a system to meet your current and future needs
- Your new system is installed, now what?
- The sim tech role in system integration
- The student's perspective of using the LMS
- After today... tools to take away



# What is a learning management system?



*“A **learning management system (LMS)** is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programmes.”*

# Choosing a system: things to consider



Current requirements

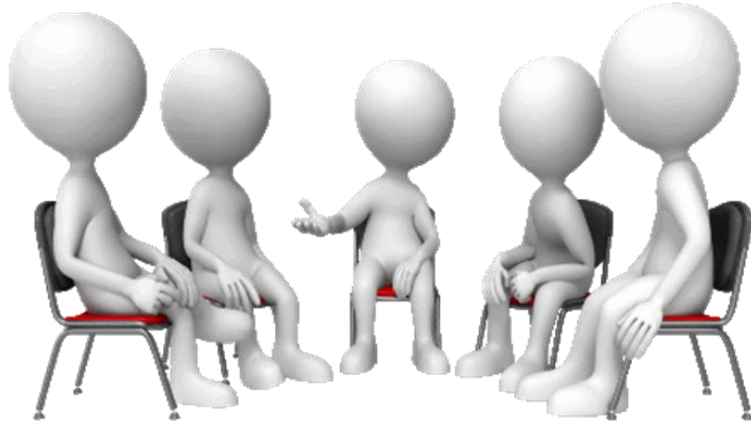


Future requirements



Who's going to  
manage/administer the  
system?

# Getting the most from your system



- Who is going to be using the system?
- Who needs to know about it but may not use it?

*Learners*

*Faculty*

*External examiners*

*IT*

*Researchers*

*Student help desk/support*

# System wish list

Criteria	H/M/L	Fully meets (2)	Partially meets (1)	Does not meet (0)	Comments
Live recording					
Live tagging					
Post-event tagging					

**Exercise:** Using the templates provided, work in pairs to outline your perfect wish list



# Salami purchasing



## **Slice 1**

- Learning management system
- 7 cameras
- Manikin
- Pre-written/programmes scenarios (Programme for nursing curriculum integration)

## **Slice 2**

- 4 mobile cameras

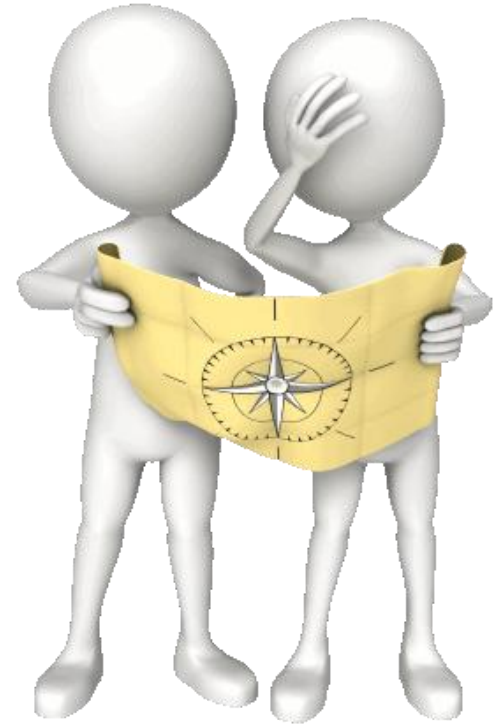
## **Slice 3**

- 2 additional cameras



# Decision made - now what?

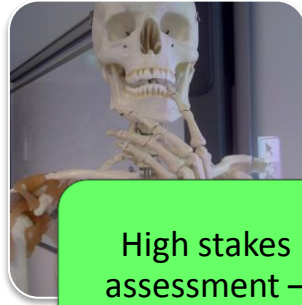
*“We’ve got a map but no compass!”*



# Stages of integration



AV link and  
video debriefing



High stakes  
assessment –  
student and  
external  
examiner access



Peer reviewing  
from an  
organizational  
perspective



Supporting  
research

2012

Timeline

2017



# Sim Tech Support: Your thoughts

AV link and  
video debriefing

- Setting up and running LSI and manikin
- Trouble shooting
- Liaising with IT



High stakes  
assessment –  
student and  
external  
examiner access

- Timing the stations
- Tagging students and SPs to videos
- Inputting marking and feedback data



Peer reviewing  
from an  
organizational  
perspective

- Support for external organisation
- Setting up peer review access and feedback forms



Supporting  
research

- Assist in managing quality of data entry
- Ensure staff adhere to sim policy

# Learner experience

## GAIN



- Learn so much from reviewing videos
- Can access from anywhere
- Secure access – can't so won't end up on YouTube!
- Can watch with my mentor in practice
- Made it easier to do my reflective assignment
- Can see how OSCE marked – fair process
- Good to see feedback from simulated patients
- I found it useful and reassuring to see where my marks ranked within the cohort

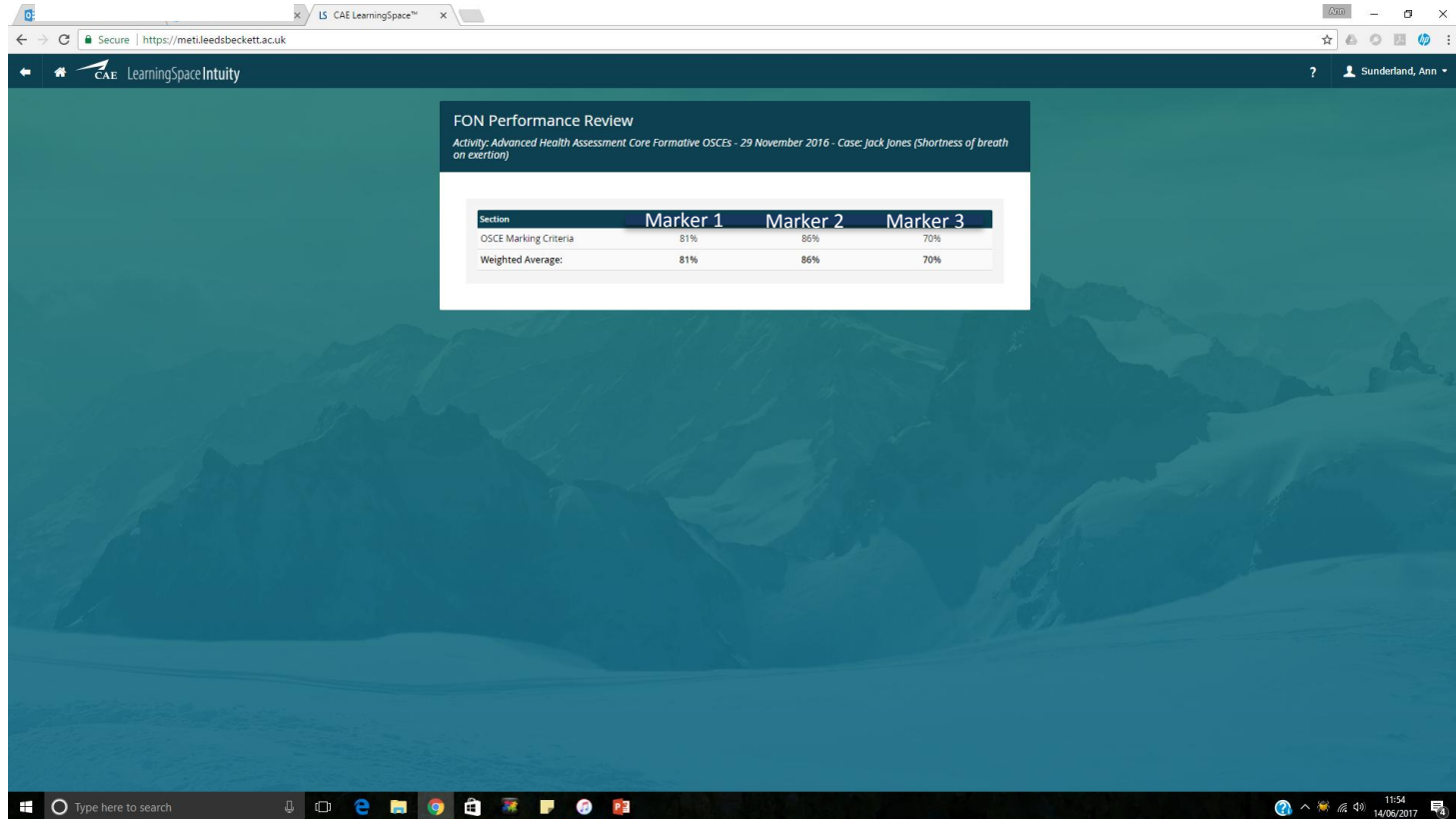
## PAIN



- Nowhere to hide when being videoed!
- Need some IT skills!
- Could do with longer session on Learning Space at beginning of course
- Can't play videos!

# Lessons learned

## Inter-rater reliability



The screenshot shows a web browser window with the URL <https://met.leedsbeckett.ac.uk>. The page is titled "FON Performance Review" and includes a subtitle: "Activity: Advanced Health Assessment Core Formative OSCEs - 29 November 2016 - Case: Jack Jones (Shortness of breath on exertion)". Below this, a table displays the scores for three markers.

Section	Marker 1	Marker 2	Marker 3
OSCE Marking Criteria	81%	86%	70%
Weighted Average:	81%	86%	70%

The browser's address bar shows the URL and a "Secure" indicator. The page header includes the "CAE LearningSpace Intuity" logo and a user profile for "Sunderland, Ann". The Windows taskbar at the bottom shows the search bar, task view button, and several application icons, along with the system clock indicating 11:54 on 14/06/2017.

# Lessons learned

## Student ranking

CAE LearningSpace™

Secure | https://met.leedsbeckett.ac.uk

CAE LearningSpaceIntuity

### Grade Report

Activity: Advanced Health Assessment Core Summative OSCEs - 17 January 2017 - Student: [REDACTED]

Passing score is set at 70%

Ian Martell (Dyspepsia)

Passing Score for the Case: 70%

Section	Student Score	Class Average
Simulated Patient Feedback	100%	82%
History Taking	92%	90%
Gastrointestinal Examination	88%	79%
Management/Examiners Questions	33%	27%
<b>Average</b>	<b>80%</b>	<b>74%</b>

Sue Andersen (Otagia)

Passing Score for the Case: 70%

Section	Student Score	Class Average
Simulated Patient Feedback	82%	79%
History Taking	100%	93%
ENT Examination	100%	82%
Management/Examiners Questions	100%	66%
<b>Average</b>	<b>100%</b>	<b>84%</b>

Student Performance: 90% - Historical Average: na - Class Average: 79%

Type here to search

18:32 17/06/2017

# Lessons learned

## Teaching quality

CAE LearningSpace™

Secure | https://met.leedsbeckett.ac.uk

LearningSpaceIntuity

Sunderland, Ann

Responses Scores Preset Reports

CASE: Michael Copley - January ...

ACTIVITIES: Advanced Health Assessment... Remove All

GROUPS: All Learners Who Have a Record Select Learner Group...

Search Learners

Learner Name	Score
✓	55%
✓	62%
✓	86%
✓	66%
✓	69%
✓	62%
✓	72%
✓	62%
✓	72%
✓	83%
✓	72%
✓	79%
✓	79%
✓	76%
✓	79%

SP Pre-Encounter Learner Post-Encounter Learner Faculty Observation and ...

Asks the patient if they have had any episodes of haemoptysis?

☐ Competent ☐ Inadequate ☐ Not done

CORRECT: 80% (12 / 15) AVG: 0.8 STDEV: 0.4 PBS: 0.69

Asks about past medical history including: Significant medical history including admission to hospital and any current treatment Surgical history including planned and emergency surgery.

☐ Competent ☐ Inadequate ☐ Not done

CORRECT: 73% (11 / 15) AVG: 0.73 STDEV: 0.44 PBS: 0.37

Asks about family history (especially ischaemic heart disease, cerebrovascular accident, hypertension, diabetes, thyroid problems) in: Parents Siblings Children

☐ Competent ☐ Inadequate ☐ Not done

CORRECT: 40% (6 / 15) AVG: 0.4 STDEV: 0.49 PBS: 0.34

Determines current medication use including: Prescribed Over-the-counter Homeopathic/herbal remedies Illicit drug use

☐ Competent ☐ Inadequate ☐ Not done

CORRECT: 53% (8 / 15) AVG: 0.53 STDEV: 0.5 PBS: 0.3

Asks about known allergies.

☐ Competent ☐ Inadequate ☐ Not done

CORRECT: 80% (12 / 15) AVG: 0.8 STDEV: 0.4 PBS: 0.03

Type here to search

16:25 19/06/2017

# Lessons learned

Impact of transparent feedback



- Increase of mean assignment mark by 6%
- No queries regarding marks
- Excellent external examiner feedback
- Easier moderation process



# Lessons learned

Points to remember

- Identify who needs to know about your system, even if they won't be using it and involve them from the beginning
- Expand your usage gradually
- Do not be afraid to try something new



# The key to success



# TEAMWORK

# References

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- Wikipedia. (2017). *Learning Management System* [Online]. Available:  
[https://en.wikipedia.org/wiki/Learning\\_management\\_system](https://en.wikipedia.org/wiki/Learning_management_system)  
[Accessed 14 June 2017].



# Any questions?

## After the conference...

The system wish list and tech input for the stages of implementation will be collated. Please add your contact details to the list if you would like to receive a copy.

## Contact details



A.Sunderland@leedsbeckett.ac.uk



0113 8124484