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## Developing an Open Educational Resource for Interprofessional Education (IPE)

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## Developing an Open Educational Resource for Interprofessional Education (IPE)

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A recent review of pre-qualifying interprofessional education in the UK reported the practical challenges of synchronising interprofessional education<sup>1</sup>. Whilst it was noted that online interprofessional courses were developed primarily to overcome timetabling conflicts of students and clinicians from various health professions, it was recognised that a blended learning approach with appropriate student support could enable an effective interprofessional education experience with lower running costs and reduced disruption. It was found, however, that despite the ubiquity of e-learning in interprofessional education there seemed to be less sharing than expected<sup>1</sup>.

This study aimed to investigate the applicability of Augmented Reality (AR) as an innovative approach to enhancing online interprofessional education and to demonstrate the potential for building capacity in the development of quality interprofessional education Open Educational Resources (OERs) which may be adopted, adapted and re-purposed to enable efficient embedding of good practice within Higher Education Institutions (HEIs) and beyond. It builds upon an initiative within Scotland, one of 14 countries that has made a national commitment to Open Education<sup>2</sup>, and draws upon the skills and experiences of a multi-professional team.

Research has shown that AR environments may increase students' motivation, interest and engagement<sup>3</sup> and this was important given the geographically distant location of the intended student cohorts and the emphasis being placed on student self-direction for elements of the OER scenario.

The "IPE in the City Resource" drew upon the strengths of "Clydetown", an online virtual community which includes virtual families helping the student to see the "person in situation"<sup>4</sup> and a recently developed "AR in the City Resource"<sup>5</sup>. The latter resource was developed in collaboration with the Higher Education Academy, British Sociological Association, the British Criminology Society and Mimas. It was designed for sociology students to enhance their understanding of quantitative methods (see Figure 1).

In redesigning the "AR in the City" resource, the first objective was to identify an area of common teaching across the health and social care curricula<sup>6</sup>. We focused on the role of the professional in the promotion of knowledge and understanding to facilitate informed choice. The team designed an OER with a purposely challenging scenario, situated around cochlear implants, which specifically explored the impact of family values, deaf culture, beliefs and limited healthcare resources as influencers of decision making.

The resultant "IPE in the City" resource is modelled on Glasgow (see Figure 2), focuses on

three areas within “Clydetown” and includes ethnicity, housing and health data. The resource uses open source code, can be accessed via a mobile app, has comprehensible, simple step-by-step instructions (Figure 3) and draws upon UK Census data and health data from Information Services Division (ISD) Scotland databases.

Looking to past successes, a Team Based Learning approach which included a range of preparatory activities<sup>6</sup> including pre-reading of materials and familiarisation with the AR resource in preparation for the tutor-moderated discussions was employed to facilitate individual student readiness and optimal engagement throughout the unfolding family scenario.

In summary, inclusion of AR technology in parallel with quality video resources has resulted in the development of an online, digitally rich IPE resource which supports a learning experience that is situated and employs family narratives, authentic voices and cultural insights to help students visualise and identify with the patient and client scenarios. The “safety” of the online environment and intentional inclusion of potentially provocative scenarios facilitates the development of learner skills in professional communication, collaborative working, sensitive disagreement and negotiation. Adoption of Creative Commons Licensing and sharing of the OER via Jorum ([www.jorum.ac.uk](http://www.jorum.ac.uk)), the UKs largest free and open access repository, maximises the potential for resource access, reuse and, where appropriate, repurposing of the constituent parts.

## References

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## Figures



Figure 1: AR in the City

<http://teamsscarlet.wordpress.com/2014/11/10/ar-in-the-city-its-finished/>



Figure 2: IPE in the City Experience

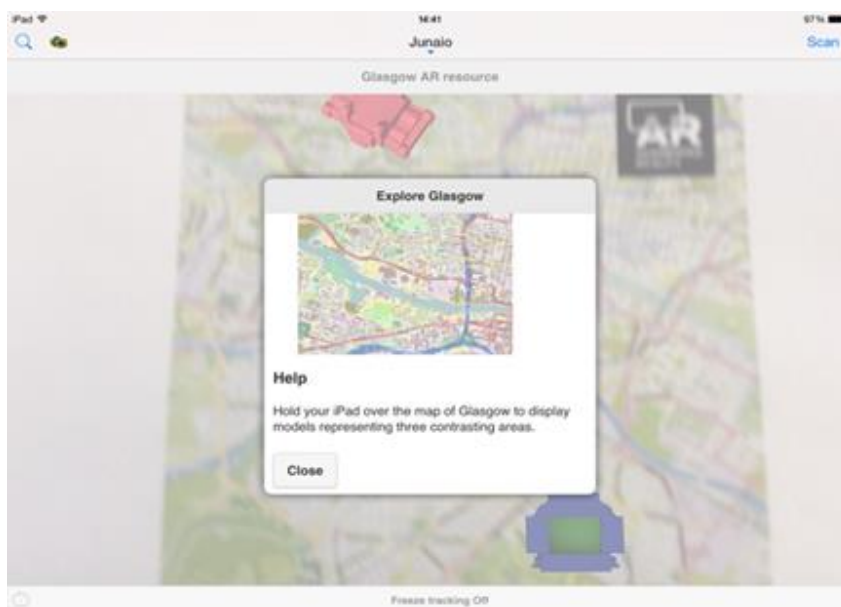


Figure 3: Easy to Follow Instructional Steps for Tutors and Staff.