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- How intensive use the students the online-offer?
- What the students think about e-learning?

problems

- How can I get an access to the blackboard-system ?
- Where can I find the forensic medicine course?
- How can I change the settings or the language ?
- Many questions about the orientation inside and the use of the documents.

help

- We opened an email account, just for problems and question about blackboard (daily checked).
- If problems exist, that we can't solve, we contact the cedis-service team.
- They improved the introduction into blackboard, based on these experiences.
- At present the most questions are about the organisation and the content of the forensic medicine course.

the use

- Since we started in Winter 2005/2006 the number of participation increased every term.
- Now are 276 students (of 300) registered in the course.
- This term nearly 90% of the students will complete the online-tests successfully (similar to the last term). The success includes the regular use of blackboard.
- Based on these facts it's possible to say the elearning is accept and the feedback is meaningful.

What the students think about e-learning

- Citations of students
- opinions in numbers
- results of online-tests
- advantage of e-learning
- disadvantages of e-learning

Citations of student's answers (I) :

(given in a poll 1 year ago; 170 students)

" ... a super method: learning is really more nice and the selftests improve the learning effects ... the LMS-system is clearly arranged and good to handle ..."

"... keep going and convince the other medical branches to do so ..."

Citations of student's answers (II) :

(given in a poll half year ago; 228 students)

„...It's surprising how disciplined and ambitious, I myself can be, if material is continuous and easy provided, a certain pressure (by the tests) exist. ...“

„Real great, that in time of internet and computers, at long last the university offers such an instructive elearn-course .“

Citations of student's answers (III):

„... even for „computersourpuss“ it is manageable and easy to handle...“

„The online-selftests promote the active participation ... the repetition of important words adds to the strengthening...“

safety of the online-tests made at home

- subjective elements -:

answers of 170 students:

Question: answering the online-tests ...

I used only my knowledge and no textbook or other help **41 %**

I tried to use "illegal" methods for help - without a positive influence **36 %**

using helping resources / other help I could answer questions which I had not answered without help **9 %**

no commentary **14 %**

Question: "influence of elearning-material and -tests to your learning behaviour and success ???

The early beginning and along the semester following presentation of material and "internal" tests resulted - compared to usual forms of lecture - in a growing interest, additional learning efforts **and** the experience of an advantage in my learning effects **90 %**

The early beginning and along the semester following presentation of material and "internal" tests resulted - compared to usual forms of lecture - in a growing interest and additional learning efforts but **no experience** of an advantage in my learning effects **5 %**

This teaching method did not influence my learning **2 %**

ambivalent position **3 %**

a poll about the online-test

228 students answered

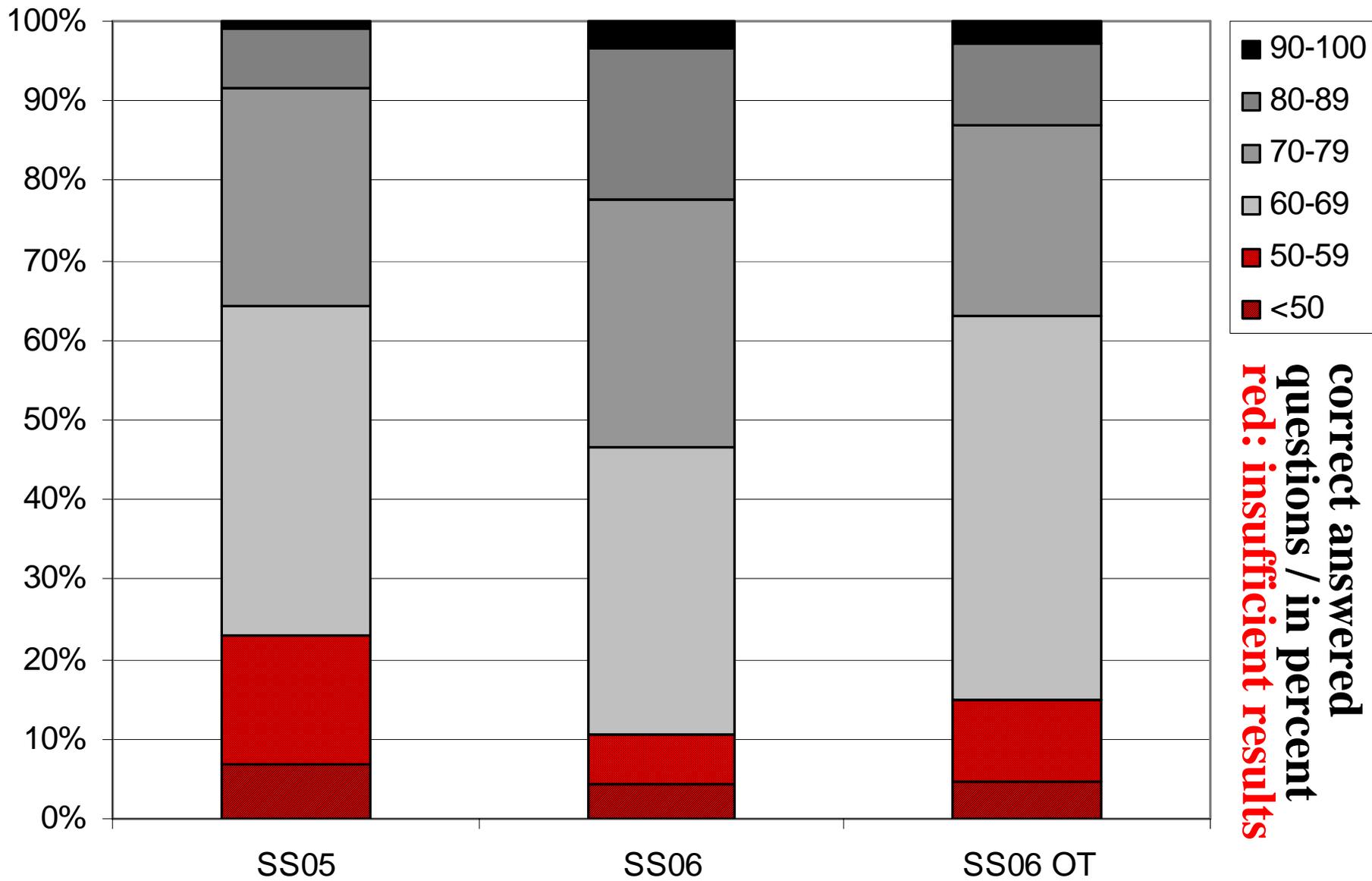
About splitting the examination into several online-tests: If I had the choice, I would favour:

Three tests like this term:	85,5 %
One in the middle and one in the second half of the term:	13,6 %
One test at the end of the term:	0,9 %
no answer:	0 %

The relation between expenditure of learning, knowledge and the result of the online-test:

My testresults, in relation to my knowledge are too well	4,4 %
My testresults reflect my knowledge appropriate	84,2 %
My testresults, in relation to my knowledge are too bad	11,4 %
no answer	0 %

Examples for results of LMS-
tests in 4th and 5th clinical
semester:



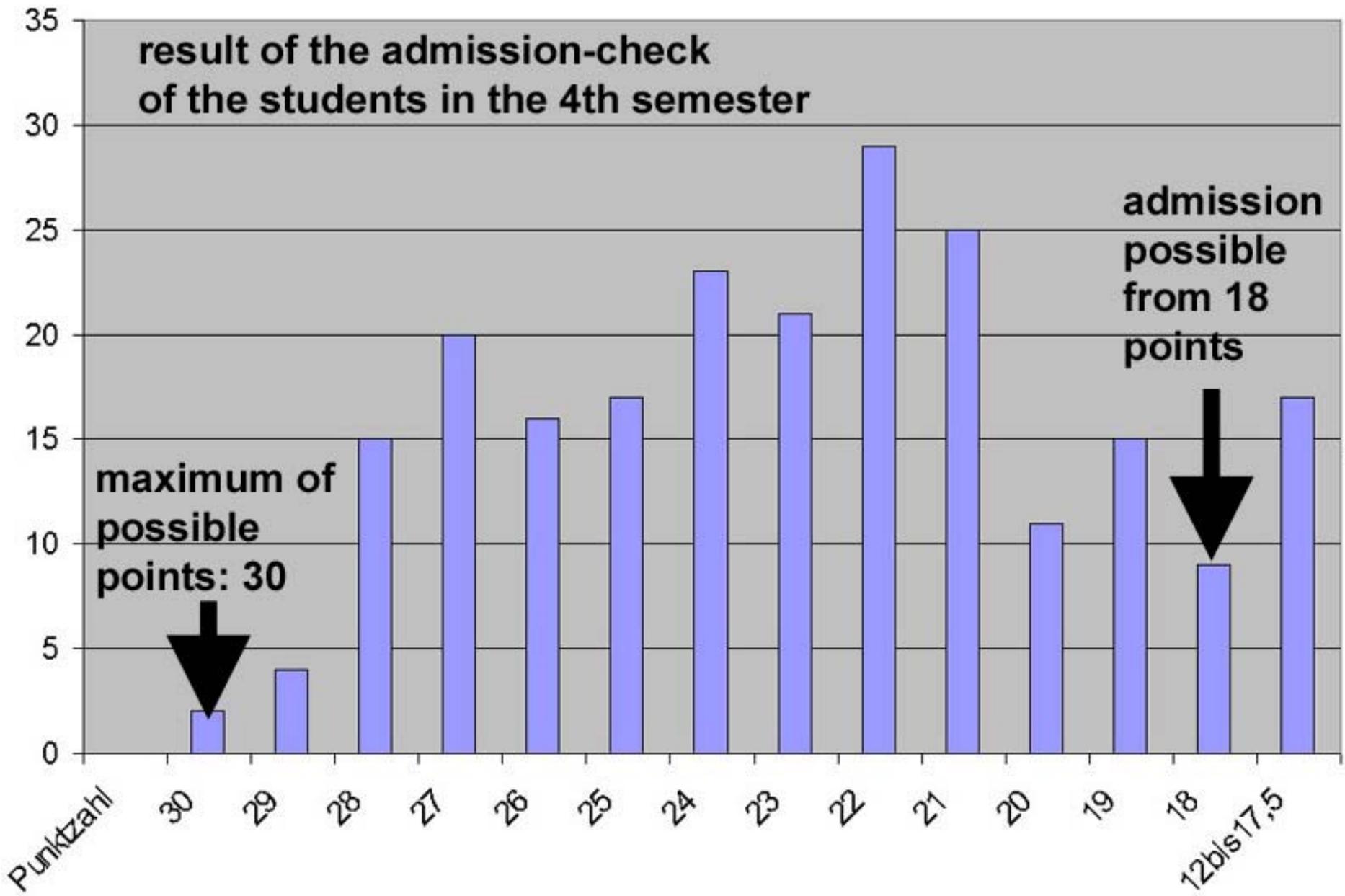
in writing

in writing

online

test to get the admission to the practical course

**result of the admission-check
of the students in the 4th semester**

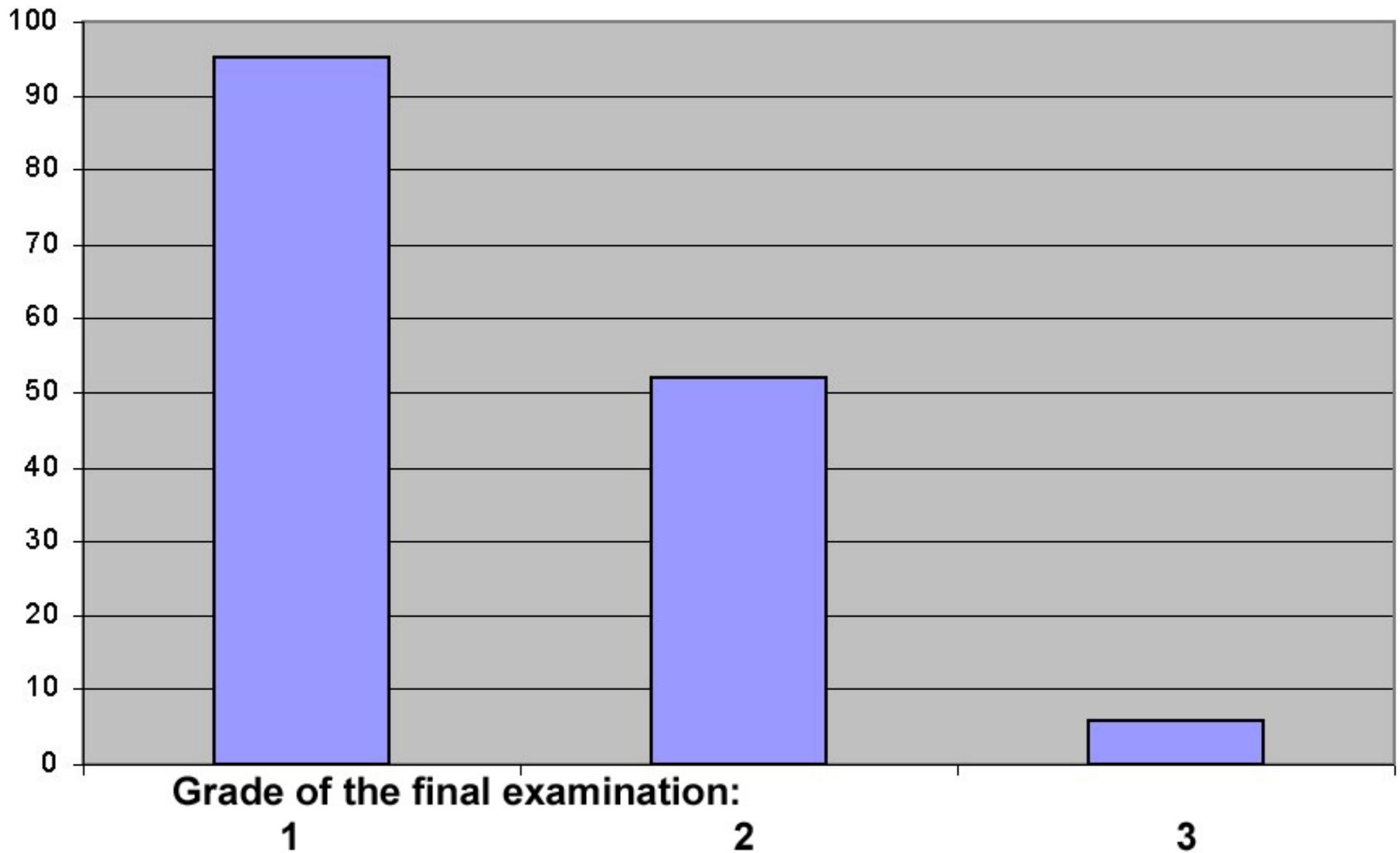


**maximum of possible
points: 30**

**admission
possible
from 18
points**

Punktzahl

12bls 17,5



**(Students in 5th clinical semester, practical course
"forensic medicine")**

advantages (1)

- The early start of learning is more effective.
- The course-documents accompany the lecture,
- The students use the selftests as a motivation, an exercise and to check their knowledge.

advantages (2)

- The support is excellent and available.
- Abroad students can use the online-offer, too.

Montag, 05.02.07			Dienstag, 06.02.07			Mittwoch, 07.02.07			Donnerstag, 08.02.07			Freitag, 09.02.07				
4. klin. Sem.	08.00-08.55	Chirurgie/ Innere Medizin k4	3. klin. Sem.	08.00-11.45	Anästhesie/ Chirurgie/ Innere Medizin k3	2. klin. Sem.	08.00-09.30	Innere Medizin/ Chirurgie k2	3. klin. Sem.	08.00-08.30	Klinische Pharmakologie k3	4. klin. Sem.	08.00-11.30	Neurologie/ Psychiatrie/ Psychosomatik k4		
	4. klin. Sem.	09.15-10.15							Orthopädie k4	2. klin. Sem.	09.45-10.30				Pathologie k2	3. klin. Sem.
4. klin. Sem.		10.30-11.15	Phys. Med., Rehabil., Naturheilverf. K4	2. klin. Sem.	10.45-12.15	Klin. Chemie k2	3. klin. Sem.	10.00-10.25	Notfall 1b k3							
4. klin. Sem.	11.30-12.30	Eingangstestat Rechtsmedizin	6. klin. Sem.				10.00-10.30	Allgemeinmedizin k5 (1. Wiederholung)	3. klin. Sem.	10.40-11.25	Klin. Chemie k3					
				6. klin. Sem.	10.45-11.15	Klin. Umweltmedizin k6 (1. Wiederholung)										
												6. klin. Sem.	11.30-12.15	Notfall II k6 (1. Wiederholung)		
5. klin. Sem.	14.00-16.45	Frauenheilkunde, Geburtshilfe/ Kinderheilkunde, Humangenetik k5	4. klin. Sem.	13.00-14.00	HNO k4	12.00-18.00 OSCE Schmerztherapie/ Psychosomatik**	5. klin. Sem.	13.00-14.00	Arbeitsmedizin, Sozialmedizin k5	12.00-18.00 OSCE Schmerztherapie/ Psychosomatik**	5. klin. Sem.	13.00-14.15	Pathologie k5	5. klin. Sem.	13.30-14.00	Klinische Pharmakologie k5
			4. klin. Sem.	14.15-15.15	Augenheilkunde k4		5. klin. Sem.	14.15-14.45	Gesundheitsök., Ges.-Syst., Öff. Gesundheitspfl. k5		5. klin. Sem.	14.30-15.15	Klin.-pathol. Konferenz k5	5. klin. Sem.	14.15-15.00	Medizin des Alterns und des alten Menschen k5
			4. klin. Sem.	15.30-16.00	Klinische Pharmakologie k4		5. klin. Sem.	15.00-15.30	Prävention, Gesundheitsförderung k5		5. klin. Sem.	15.15-16.00	Bildgebende Verf., Strahlenbeh., Strahlenschutz k5			
			4. klin. Sem.	16.15-16.30	Pathologie k4 (Neuropathologie)		5. klin. Sem.	16.15-17.00	Infektiologie, Immunologie k5							
			4. klin. Sem.	16.45-17.00	Klin. pathologische Konferenz k4 (Neuropathologie)											

advantages (3)

- The support is excellent and available.
- Abroad students can use the online-offer, too.
- The dating of our tests outside the "hard" examination week at the end of the semester is very well accepted by a great majority of our students

Final commentary:

Using a computer-assisted lern-management-system, it is possible to realize many ideas for improvement of teaching student, especially to introduce interactive elements

Introduction of examinations via LMS is possible and can reduce the daily trouble with examinations as well as the efforts of "manually" correcting the tests

At least in Berlin, the acceptance of this methods by the students was surprisingly high

Final commentary:

Underlining this impression, students were very active in the practical course and achieved better degrees than in the years before

The students obviously did not experience a descent into a anonymous / strange teaching method; the possibility of discussion via the discussion areas in the LMS seems to be motivating an intensive learning process