"WE ARE OUR CHOICES"

Learning to make good decisions

Programme

Wednesday 24th October 2018

Grange St Pauls, London, UK

PRESENTED BY ST GEORGE'S, UNIVERSITY OF LONDON

Co-funded by the Erasmus+ Programme of the European Union

WAVES

St George's University of London

Welcome to

"We are our choices"

Learning to make good decisions

An event organised as part of the WAVES Network, 2018, London

Learning something new

Keynote presentation, implementation presentations, research presentations

Do something different

Engage online, ask questions, challenge ideas, talk to someone new

Contribute to sessions

Ask questions via the online board, join in the discussions

Network

Find out what others are doing in different countries across the world and in different professions

Set up collaborations

Take the time to share ideas and build new projects together

Take home some good ideas

Share your experience online, at your institution, other networks

Leave time to reflect

Making time for yourself to reflect and absorb

Have fun

Make new friends, enjoy the surroundings and views

Keep in touch

Join the WAVES Network

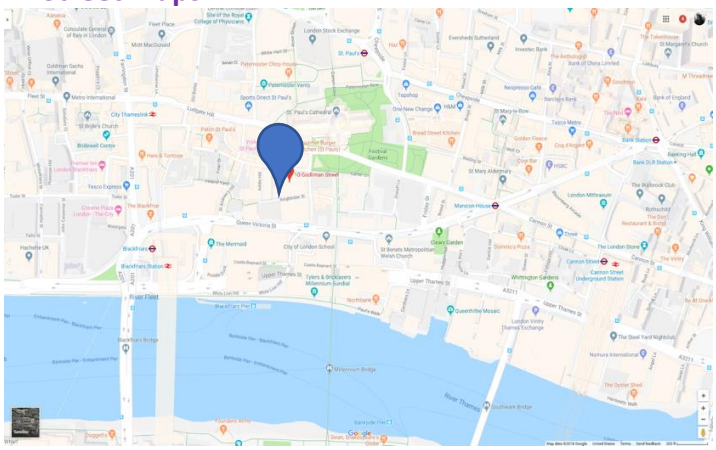
About the event

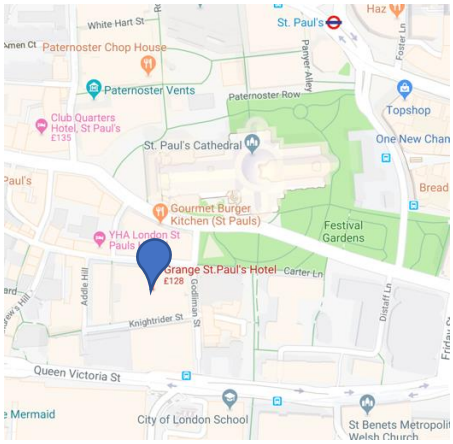
EVENT VENUE:

Grange St Paul's Hotel,
10 Godliman Street
London, EC4V 5AJ, UK
https://www.grangehotels.com/hotels-london/grange-st-pauls/

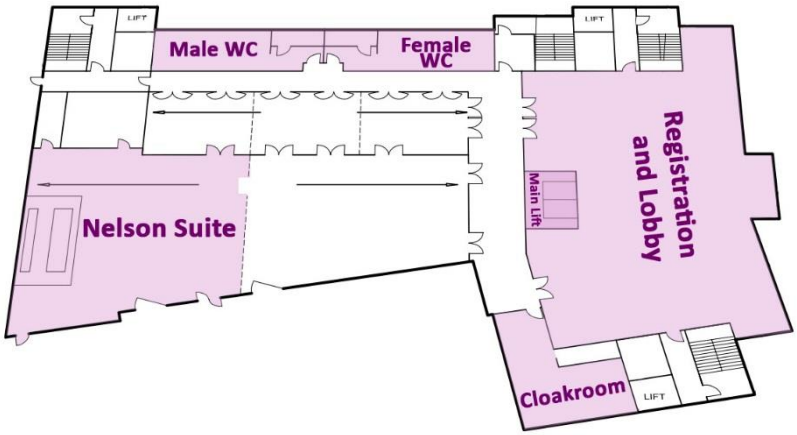
MAPS:

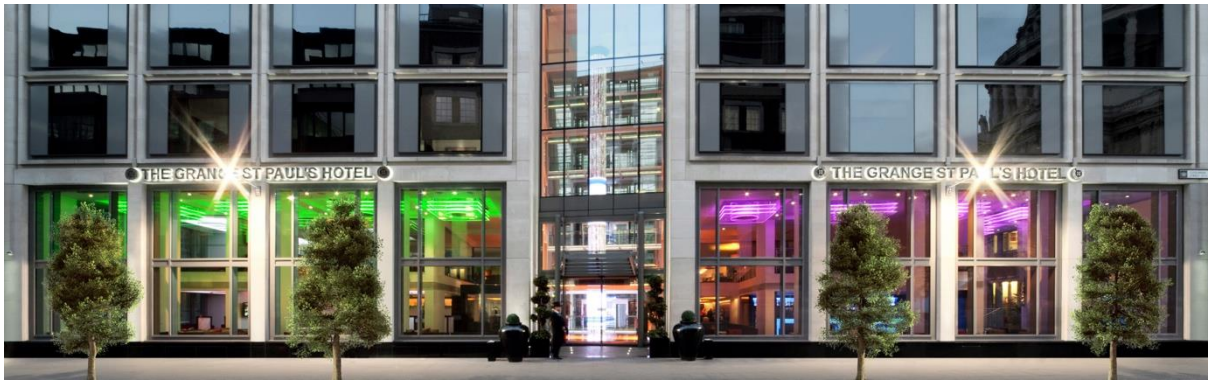
Street maps





-2 Floor plans of Grange St Pauls





TRANSPORT:

Grange St. Paul's Hotel is located in the heart of London's financial district, just a short walk from St Paul's, Mansion House and Blackfriars stations.

Public Transport

Use the following site to plan your journey for all forms of public transport in London, routes and maps
https://tfl.gov.uk/plan-a-journey/

Blackfriars - 4 minutes' walk

Mansion House - 5 minutes' walk

St Paul's - 5 minutes' walk

City Thameslink - 2 minutes' walk

Cannon Street – 10 minutes' walk

Car and parking

On-street car parking is not available at Grange St. Paul's Hotel, but 233 local car parking spaces are available at Baynard House Car Park, on 133 Queen Victoria Street, EC4V 4BQ.

Please visit the website
https://en.parkopedia.co.uk/
for more information and rates.

Congestion Charge applies in central London.

Airport

Taxi fares are subject to airport terminals and the number of passengers travelling. You will find a taxi office in the airport terminal when you leave. The following are average travel times from key airports:

London Heathrow Airport (LHR) *20 miles 1 hour by taxi*

London Gatwick Airport (LGW) *31 miles 1 hour 20 minutes by taxi*

Luton Airport (LTN) *35 miles 1 hour 15 minutes by taxi*

Stansted Airport (STN) *37 miles 1 hour 35 minutes by taxi*

London City Airport (LCY) *7 miles 30-40 minutes by taxi*

Social Media

Like our Facebook page https://www.facebook.com/WAVESnetwork/

Follow @waves_network and use hashtag #Choices2018

Keep up-to-date with the network by joining our group in LinkedIn https://www.linkedin.com/groups/8522512/

For a selection of videos and information related to WAVES take a look at our YouTube channel **WAVES Network**.

WiFi

WiFi is available to all delegates throughout the day. Please use the following details to connect to the network: Network name: STP-CONF, Password: grangestp

Videos and Photography

Please be aware that the day will be recorded for future use. Photographers will also be capturing the event. Images and videos taken by our photographers will be posted on social media and used for future events and for dissemination purposes. Please note: If you do not wish to be in the videos or photograph please let us know at the registration desk.
Feel free to tag us in your own photos and upload them on your own social media networks.

Certification

Certificates of attendance will be emailed to participants by St George's, University of London after the event.

Evaluation

A copy of the evaluation form will be found in your bag. Please complete this and hand it in at the registration desk at the end of the event, your assistance in completing this will be much appreciated.

Smoking

The Grange hotel is strictly non-smoking. Smoking is forbidden in UK in enclosed areas you may leave the building and smoke outside of the building. Smoking is permitted on the terrace of the sky bar during the networking reception.

Cloakroom

The cloakroom is located on level -2 for the day (09.00 - 17.00). There will be a cloakroom at the Sky bar for the Network Reception from (17.30 - 22.30). No item can be left overnight.

Dietary Requirements

Please note all meat served during the event is Halal. Should you have any dietary requirements please let us know at least 7 days before the event via elu@sgul.ac.uk.

Programme

Time	Session	Presenter	
09.00 – 09.40	**Registration and morning refreshments** ***Lobby area (floor -2)***		
09.40 – 09.50	Welcome and Overview Welcome from St George's, University of London's Principal	Sheetal Kavia Terry Poulton Jenny Higham	Nelson Suite
09.50 – 10.15	The impact of our journey with virtual scenarios	Terry Poulton	
10.15 – 11.00	Keynote Presentation Scenario-based educational software – from its roots in academia to global commercialization	James B. McGee	
11.00 – 11.30	**Coffee Break** ***Lobby area (floor -2)***		
11.30 – 12.45	Implementation of virtual scenarios *Moderator: Terry Poulton*		Nelson Suite
11.30 – 11.45	Widening access to virtual educational scenarios	Sheetal Kavia	
11.45 – 12.00	Training against medical error	Trupti Jivram	
12.00 – 12.15	Virtual scenarios at Bayer	Peter Brown	
12.15 – 12.30	Virtual patients enhancing lifelong learning in Urology and Oncology	Daniel Schwarz	
12.30 – 12.45	Panel discussion		
12.45 – 14.30	**Lunch** ***Novello Restaurant (floor 1)***		
14.30 – 15.15	Keynote Presentation Co-designing virtual scenarios for learning	Diana Laurillard	Nelson Suite
15.15 – 15.30	Interactive discussion Sustainability of virtual scenarios and the network	Panagiotis Bamidis	
15.30 – 16.00	**Coffee Break** ***Lobby area (floor -2)***		
16.00 – 16.15	Knowledge and skills retention of training against medical error with virtual patients: do mental load, emotions and initial academic abilities play a role	Victor Ricklefs (Luke Woodham)	Nelson Suite
16.15 – 16.30	Systematic review of virtual patient research	Andrzej Kononowicz	
16.30 – 16.45	Interactive discussion Questions and answers from the community	Trupti Jivram and Luke Woodham	
16.45 – 17.00	Closing remarks and thoughts	Tamsin Treasure-Jones, James B. McGee, Terry Poulton, and Sheetal Kavia	
17.30	**Networking Reception** ***Skybar (floor 7)***		

Keynote Presentations

Dr James B. McGee

Dr. James B. McGee co-founded Kynectiv, Inc. in 2010 and serves as its Scientific Advisory Board Chairman. Dr. McGee leads the Scientific Advisory Board that provides guidance and direction to Kynectiv, Inc. with regard to simulation, virtual patients and eLearning for healthcare education. His Laboratory for Educational Technology at the University of Pittsburgh School of Medicine conceived, designed and developed the virtual patient simulation platform on which DecisionSim™ is based - vpSim™. He is the Assistant Dean for Medical Education Technology at the University of Pittsburgh School of Medicine, an Associate Professor of Medicine in the Division of Gastroenterology, Hepatology and Nutrition and a practicing gastroenterologist. He is also the co-chair of the Virtual Patient Working Group at MedBiquitous (a medical education standards-developing organization).

Presentation: *10.15 – 11.00*

Scenario-Based Educational Software – from its roots in academia to global commercialization

Dr. McGee spent the last twenty-two years developing scenario-based software and promoting its use in healthcare education and training. Starting with an idea at Harvard, then growing his virtual patient software at the University of Pittsburgh and eventually forming a company to sell and distribute outside of academia. Many lessons were learned about innovation, technology, working with business and actually making a profit. Not all was as predicted. In this presentation Dr. McGee will share his experience developing virtual scenario education while promoting and supporting scenario-based learning from the perspective of both a full-time academic and a participant in the for-profit commercial world.

Prof Diana Laurillard

Professor Diana Laurillard is the lead in externally funded research projects on: i) Developing a learning design support environment for teachers and ii) Developing software interventions for learners with low numeracy and dyscalculia. She is also the Pro Director for Open Mode Learning and a founder member of the Planning Board for the cross-institutional Centre for Educational Neuroscience. Prof Laurilliard has previously been the Head of e-Learning Strategy unit at the Department for Education and skills, Pro-Vice-Chancellor for learning technologies and teaching at The Open University, Visiting Committee on IT at Harvard University and worked on Technology Enhanced Language Learning Programme. In addition to her many roles Prof Laurillard has published in many academic journals and books.

Presentation: *14.30 – 15.15*

Co-designing virtual scenarios for learning

The presentation will draw on recent experience in other domains to propose a model for this community to build knowledge about scenario design using digital methods. Building on the techniques already in use in the medical field, it will illustrate the use of a free, open, and online 'Learning Design' tool, and a peer-review activity within a MOOC. The design tool embeds the scenario-design guidelines, demonstrates exemplar scenarios, and provides the starter kit for users to customise a scenario design. The MOOC turns this into a collaborative knowledge-building exercise.

Presentations

09.50 – 10.15

The impact of our journey with virtual scenarios

Terry Poulton

Following the early development of VP author/players, the eViP European programme promoted the importance of the virtual patient standard, and its members inspired the search for better and more interactive authoring tools. This presentation will focus on the more recent developments and grant-funded programmes across the Eurasian continent, reporting on the outputs from four major European-funded programmes over the last 6 years involving 29 funded partners, and many more associate partners. It will consider the range of outputs by each programme viz curriculum transformation across 6 institutions in ePBLnet, the experiential impact of VP training in Croesus, and a randomised trial of the impact of interactive Virtual Patients on educational performance in TAME. Finally, the impact of the capstone project, 'Widening Access to Virtual Patients' (WAVES) will be considered in drawing together this network of participants from nine linked projects - past, present and yet to come - into a community of practice across Northern Europe, Western Europe, the Caucasus, Central Asia, Eastern Europe, China and SE Asia.

The WAVES project and implementations of virtual scenarios

11.30 – 11.45

Widening access to virtual educations scenarios (WAVES)

Sheetal Kavia

Virtual Scenarios are resources used to deliver scenario-based learning in many different learning settings and styles. The WAVES project brings together 6 different organisations from across Europe to share their experience and knowledge on the use of Virtual Scenario. Together with a wider community of organisations within the WAVES Network this information is shared via a two-part toolkit. The community is growing and evolving with new projects and research.

11.45 – 12.00

Training against medical error (TAME)

Trupti Jivram

In education learners are taught to carry out procedures and processes in the right way. However, we do not always teach them how to avoid error or even mention errors which are commonly made in the workplace. Through the TAME project a number of institutions from Kazakhstan, Ukraine and Vietnam implemented training against medical error virtual scenarios in their curricula following the example from St George's University. Key staff in each institution were then trained to author their own Error virtual scenarios to implement into modules within their curriculum.

12.10 – 12.15

Virtual scenarios at Bayer

Peter Brown

Explore why Virtual Scenarios are used at Bayer to improve the impact of learning that leads to behavioural change. See how Bayer creates Virtual Scenarios using varying levels of investment and richness and find out what our learners think.

12.15 – 12.30 **Virtual patients enhancing lifelong learning in Urology and Oncology**
Daniel Schwarz
Lifelong learning of physicians in Czechia is organized by professional medical associations receiving significant support from pharma and biotechnology industries. Despite the delayed onset of technology-enhanced learning, there have been several e‑learning projects and online platforms for case-based learning launched recently. "Renal carcinoma and virtual patients" (ca-ledviny.cz) is a new project aimed at scenario-based learning with all cases associated with this type of kidney cancer. Although the target group involves oncologists and urologists, this educational platform has the potential to become an interesting learning resource for specialists in other medical disciplines as well. The experience from the WAVES knowledge alliance helped to design a sustainable project and to accelerate its early phase.

12.30 – 12.45 **Panel discussion: Implementations of virtual scenarios**
Moderator: Terry Poulton

Interactive Session

15.15 – 15.30 **Sustainability of virtual scenarios and the network**
Panagiotis Bamidis
This is an interactive session to discuss and explore the use of virtual scenarios beyond funding and implementation. How do we sustain the scenarios? What is required to sustain the usability of virtual scenarios in your organisation? What do we want from a Virtual Scenario Network? How can we sustain this network? What do you expect from being part of a network?

16.30 – 16.45 **Interactive discussion**
Moderators: Luke Woodham and Trupti Jivram
Throughout the day participants will have a chance to ask questions on an interactive board, these questions can be related to general things about the day, specifically on a type of learning resource or specifically on certain topics. The session will look to find the answers to these questions together through conversation, debates and further questions.

Research and Findings

16.00 – 16.15

Knowledge and skills retention of training against medical error with virtual patients: do mental load, emotions and initial academic abilities play a role?

Victor Ricklefs

As part of the TAME project KSMU examined 39 students of Year 5 after PBL with 6 error virtual patient cases in General Practice. The exam included 10 MCQ questions for each case and 6 OSCE stations. MCQ results were compared against 22 students of Year 5 and 18 students of Year 6 of traditional curriculum. OSCE results were compared against 14 students of Year 5. MCQ results depended mostly on initial academic abilities and not on the features of VP case. Students with higher initial academic abilities reported better experience and perceived ability. The higher was the mental load during PBL VP case, the lower were OSCE results. The more talented students experienced more negative emotions during PBL VP.

16.15 – 16.30

Systematic review of virtual patients

Andrzej Kononowicz

The Digital Health Education Collaboration is the effort between several universities worldwide to synthesize the evidence on the effectiveness of various forms of e-learning methods used to train health professionals. The presentation will summarise the data collected regarding the impact of virtual patients on knowledge and skills outcomes when compared with traditional forms of education. The findings show that there is low quality evidence that virtual patients are at least as effective as traditional education for knowledge outcomes and more effective for skills outcomes. Significant heterogeneity and methodological limitations of analysed studies lower the strength of conclusions.

Local Attractions


Arts and Museums

Bank of England Museum
Bankside Gallery
Barbican Centre
Clink Prison and Museum
Dr. Johnson's House
Guildhall Gallery
Museum of London
Tate Modern
Tate Britain
Shakespeare's Globe

Walking Routes

Bankside Walk
Bankside American Connections

Tourist Attractions

Tower Bridge Exhibition
Tower Of London
St Paul's Cathedral
London Dungeon
The Monument
Millennium Bridge



How much do you know about scenario-based learning?

The WAVES project partners have been working hard to create tips, tools and guidelines for those interested in using and creating their own virtual scenarios for teaching or training. We have created a toolkit to address some of the needs identified from our needs analysis from end-user.

Have your needs and perceptions changed? Provide your feedback by completing this short online survey:

https://www.surveymonkey.com/r/wavesnetwork

Co-funded by the Erasmus+ Programme of the European Union

WAVES

St George's University of London