A Quality Indicators of Delivering E-learning for Dementia Care to Nurses

Zhenyu Zhang, Ping Yu

School of Information System & Technology, University of Wollongong, Australia

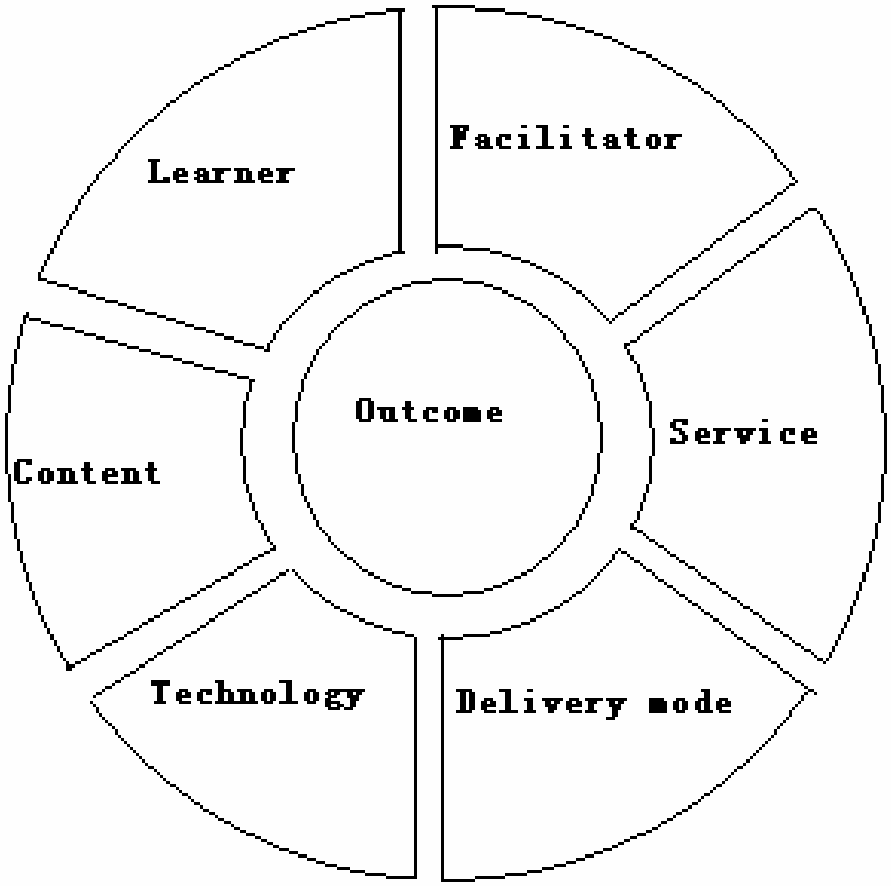
The background

- A big problem: there are not adequate supple of trained professionals to provide quality care for people with dementia.
- E-learning could provide an effective solution to this challenge.
- The aim of this study is to identify indicators of effective e-learning delivery and based on them, to construct a quality framework of e-learning packages that teach nurses to deliver dementia care.

Methods: systematic database search in two fields

- How to deliver e-learning to adults
  - Databases:
    CINAHL, Medline, ERIC, SpringerLink, the ACM digital library, ScienceDirect, ProQuest 5000, Synergy, A+Education and IEEE.
  - Keywords:
    “nurs*”, “e-learning”, “online learning”, “web-based learning”, “adult education”, “quality framework”, “quality assurance”, and “e-learning model”.
- Nurse continuing education
  - Databases:
    CINAHL, Medline, ScienceDirect, ProQuest 5000
  - Keywords:
    “nurse continuing education”, “nurse computer literacy”, “nurse information literacy”, and “dementia care”.

A proposed quality framework for an e-learning package that teaches nurses to deliver dementia care



Learner

- Learners of the e-learning course are working dementia care nurses, who have diverse backgrounds and levels of experience.
- Two main issues that affected successfully complete the course
  - Nurses’ computer literacy and familiarity with Internet technology
  - Time limitations

Facilitator (online teacher)

- Facilitators facilitate the students' learning rather than a dispenser of information, as is sometimes practiced in a traditional learning course.
- The facilitators should create a positive learning experience for each learner and be empathic to individual learner needs[1]
- The facilitators should be
  - Easy to reach
  - Qualified and experienced
  - Responsive

Content

- Features
  - Relevant to clinical practice[1]
  - Logically organized and flow well[2]
  - Interesting and meaningful to learners
  - Comprehensive and authentic[3]
  - Easy to understand
- Useful information on dementia care education suggested by MacDonald and Stodel[3]
  - How people suffering with dementia see the world
  - Information on the various stages of dementia
  - The resident' medications.

Delivery mode

- In order to achieve the high-quality delivery, pedagogical theories are important. And constructivism seems to be a suitable theory for designing and delivering e-learning course[4,5,6].
- Other issues needed considered:
  - **Knowledge base**: a variety of levels of information should be included to suit different levels of previous knowledge of learners
  - **Learning pace**: self-paced learning
  - **Delivery format**: a variety of media and communication tools should to used to accommodate different learning styles. And it should offer a combination of text, graphics, video and audio, which learner could easily access.

Technology

- Technology includes usability of website, and interactivity.
  - Usability of website comprising ”Format (hyperlinks/buttons for ease of search-ability) and Flexibility (multimedia or plain text of material presentation indication the utilization of web potential”[7].
  - The design of interface should ensure usability, which includes:
    - user friendly
    - ease of navigation
    - clarity of instructions.

Service

- Service is defined as accessibility.
- Access to the entire website should be straightforward.
- Available 24 hours per day, 7 days per week.
- Provide the learners with download and printout right.
- Two issues needed considered: the bandwidth limitations and the time zone issues.

Outcome

- The outcome component in the quality framework means enhancing nurses' competence in two broad aspects:
  - **Clinical aspect**: acquire new and relevant dementia care skills and knowledge
  - **IT aspect**: better computer skills and more familiar with Internet technology

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Address for correspondence: Ms Zhenyu Zhang. School of Information System & Technology. University of Wollongong. Australia. Email: zhenyu52@hotmail.com