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eViP



Published documentation and training materials guides

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eContentplus

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¹ OJ L 79, 24.3.2005, p. 1.

1 Aim

The aim of this public deliverable is to summarise the key eViP published documents and training resources (i.e. materials or guides) created by the project for the benefit of the wider community via the eViP website.

2 Key documents and training resources

Over the past three years, the eViP project has produced a number of key documents and training resources for the benefit of the medical and healthcare education community. The team endeavoured to encapsulate the necessary training instruction within the various deliverables produced over the lifecycle of eViP. As such, all relevant eViP deliverables which covered any aspect of ‘training’ would have had ‘instruction’ either within the deliverable or within the associated training resource. Hence, this document collates the work completed in this area, and acts as reference point for new users to navigate in tandem with the project website where all the documents and training resources are hosted.

These documents and resources cover a range of topics from educational to technological areas. So the target audiences for these documents and guides can be broad.

Below is a list of the key documents and resources which require training or guidance for new users, along with the link to all deliverables and relevant web pages on the eViP website.

Please note that all the public deliverable documents are available to download (PDF) from the eViP website: <http://www.virtualpatients.eu/evip/deliverables/>

2.1 How to use the eViP referatory of 320+ VPs

The 320 virtual patients are available to use, by clicking on the relevant URL links from the referatory. In some cases this will immediately open the case in its original virtual patient player, in other cases you will be guided to a form, where you will be able to register for free and then open the case. There are several different type of players so don't be surprised if the different VPs open in very different player systems.

In addition to the URL link, the VPs are all available as a content package, which conforms to the virtual patient ANSI-accredited standard. To use these packages, you will need to import them into a suitable virtual patient player i.e. a player which is able to accept VP standard-compliant content. This will need the support of a suitably-experienced learning technologist.

Target audiences: Teachers, students, research staff, learning technologists, academic leadership, and technical developers.

Link to referatory: <http://www.virtualpatients.eu/referatory/>

Deliverable Document:

D 3.6 Complete referatory of repurposed, standardised and localised VPs for different disciplines including metadata descriptions

2.2 How to repurpose

The Good Practice Guidelines were derived from the experiences of the project partners with repurposing for different educational scenarios. As the background and educational culture of eViP partners varied substantially, the collection of Good Practice Guidelines comprehensively provides answers to new teachers and institutions in the VP arena. Workflows for the repurposing are described with estimations of efforts needed to complete the repurposing step-by-step. Thus, the available nine documents should not be viewed as a closed and static collection but should be a growing documentation of successful repurposing strategies for different educational scenarios to be collectively learnt from in the growing community of VP creators and users.

Target audience: Teachers, research staff, learning technologists, and technical developers.

Link to Good Practice Guidelines: <http://www.virtualpatients.eu/resources/good-practice-guidelines/>

Deliverable Document(s):

D 3.3 Report on set of new repurposed standards compliant VPs, with metadata, and packaged, for multi-lingual access.

D 3.4 Report on set of repurposed VPs in new disciplines and set of localized new VPs into new cultures and approved peer review process.

D 3.6 Complete referatory of repurposed standardised and localised VPs for different disciplines, including metadata descriptions

D 4.4 Good practice guidelines for developing and repurposing virtual patients.

Other useful information:

News article – How Long Does it Take to Repurpose a Virtual Patient? (ICVP 2010)
<http://www.virtualpatients.eu/2010/05/11/how-long-does-it-take-to-repurpose-a-virtual-patient/>

News article – VPs: Putting Theory into Practice
<http://www.virtualpatients.eu/2010/04/09/vps-putting-theory-into-practice-for-clinical-reasoning/>

News article – Repurposing Virtual Patients with CASUS
<http://www.virtualpatients.eu/2010/03/29/repurposing-virtual-patients-with-casus/>

2.3 How to use VPs for teaching and learning

This collection of documents provides information on the need for VPs and exemplary successful curricular integration of VPs. An international needs analysis for VPs was conducted and its results are made available as an argumentation aid for those who want to use VPs. This data needs to be updated regularly by the VP community in the future. Furthermore, integration case studies are provided by all eViP partners as a reference for those who are new in the field. All partners described their VP integration strategies by providing information on (1) the VP system(s) used in their respective institution, (2) the students who have actually used the VPs (discipline, under/postgraduate, etc), (3) the types of

VPs in use at (media used, interactivity, etc), (4) how the VPs are used in different educational scenarios, (5) how the VPs integrate with conventional forms of teaching (e.g. face-to-face, lectures, clinical teaching, etc), (6) how the VPs are integrated with other e-learning opportunities, and (7) how VPs were technically integrated with institutional virtual learning environments. Furthermore, the case studies contain information on how the respective VPs were used in formative or summative assessment and what evaluation of the use of these VPs are available. Also, plans for institutional future VP developments and advice for schools intending to use VPs in their curriculum for the first time are provided.

Target audience: Academic leadership, teachers, research staff, learning technologists

Link to eViP Needs Analysis Survey: <http://www.virtualpatients.eu/about/about-evip/survey-results/>

Link to eViP Case Studies: <http://www.virtualpatients.eu/resources/case-studies-the-use-of-virtual-patients/>

Deliverable Document(s):

D4.2 <http://www.virtualpatients.eu/evip/deliverables/>

Other useful information:

News article - eViP Advice on Using Virtual Patients:

<http://www.virtualpatients.eu/2010/07/21/evip-advice-on-using-vps/>

News article – Effective Integration of VPs in the Medical Curricula.

<http://www.virtualpatients.eu/2009/09/18/amee-2009-effective-integration-of-virtual-patients-into-the-medical-curricula/>

2.4 How to use the evaluation instruments and toolkit

The eViP evaluation instruments were jointly developed to allow for better insights into successful VP creation, repurposing, and integration concepts among institutions. This ongoing task needs to be supported by internationally accepted instruments like questionnaires and a common framework for all kinds of educational VP applications. After a number of consensus building steps among eViP partners and on the background of internationally available evaluation tools, (1) a questionnaire for students to evaluate their experiences with VPs, (2) a checklist for teachers and developers/ learning technologists to identify the constituents and structures of VPs, (3) a questionnaire for students to evaluate their experiences with the integration of VPs, and (4) a checklist for teachers and developers/learning technologists to identify active learning with VPs and their sequencing or linking with other teaching events were developed and published. These instruments are already being used by the international VP community beyond the actual eViP partners.

Target audience: Research staff, teachers, and learning technologists.

Link to Evaluation Tool Kit: <http://www.virtualpatients.eu/resources/evaluation-tool-kit/>

Link to Evaluation Tool Kit (translated versions):

<http://www.virtualpatients.eu/resources/evaluation-tool-kit/translated-versions/>

Deliverable Document(s):

D 5.2 Published evaluation instrument for VPs and for learning and teaching activities with VPs.

2.5 How to adopt best practices for IPR and consent

The eViP project team identified intellectual property rights (IPR) and informed consent issues as key challenges for the feasibility and acceptance of VP repurposing. Therefore, all legal experiences and national requirements were discussed, exchanged, and documented between eViP partners. Based on the Creative Commons Framework a Common Consent Form was developed that provides a clear legal basis for the use of educational materials embedded in VPs – no matter whether they were created anew or repurposed from an existing VP. It is recommended for everybody working with VPs to use and store the consent form with every patient from which data of whatever kind will be used within a VP prospectively.

Target audience: Institutional IPR officers, teachers, research staff, and learning technologists.

Link to Common Consent Form: <http://www.virtualpatients.eu/resources/common-consent-form/>

Deliverable Document(s):

D 2.3 Report on common consent and licensing DRM framework, all documentation and best practice guides.

D 6.2 Published cooperative business, licensing model, copyright and IPR model as well as awareness and dissemination strategy.

Other useful information:

Interview with Dr Angela Miller on the Creative Commons Licensing Model:

<http://www.virtualpatients.eu/2009/10/02/dr-angela-miller-on-the-evip-creative-commons-licensing-model/>

2.6 How to adopt the eViP application profile and metadata

The eViP Technical Reference Group has developed an application profile and agreed on a metadata set that should be provided with every VP to allow for an adequate compatibility across VP systems based on the MedBiquitous standard. It is recommended that all technical developers inside and learning technologists and outside of the actual eViP group take this ground setting work into consideration and participate in the exchange to constantly update this joint technical framework to support interoperability of VP systems and thus allow for the exchange of VPs beyond the scope of the eViP project.

Target audience: Learning technologists, technical developers.

Link to eViP Technical Reference Group: <http://www.virtualpatients.eu/about/about-evip/evip-technical-reference-group/>

Link to eViP Application Profile System Compatibility:

<http://www.virtualpatients.eu/about/about-evip/evip-technical-reference-group/evip-conformance-levels/>

Deliverable Document(s):

D2.1 eViP Application Profile and evaluation report on third party tools and services.

D2.2 Report on eViP Application Profile implementation and conformance testing.

D3.5 Report on metadata schemes for eViP virtual patients.

Other useful information:

News article – Using the MedBiquitous Virtual Patient standard to analyse formative assessment.

<http://www.virtualpatients.eu/2010/05/17/using-the-medbiquitous-virtual-patient-standard-to-analyse-formative-assessment/>

News Article – Technical Talk with Luke Woodham (about the eViP Technical Reference Group)

<http://www.virtualpatients.eu/2009/06/20/technical-talk-with-luke-woodham/>

2.7 How to choose a business model for VPs

A number of strategies for the sustained provision of VPs have been proposed during the eViP project. It was agreed that each of the participating partners may need a different approach to ensure long-term availability, adequate updates, and constant improvement of VPs both technically and educationally. The business model that best fits the respective institutions needs depends on a number of factors including the availability of public funds, options for sharing costs within the institution and within networks of cooperating institutions as well as the availability of established public private partnerships.

Target audience: Business staff, academic leadership, leadership, and research staff.

Link to VP Needs Analysis Survey: <http://www.virtualpatients.eu/about/about-evip/survey-results/>

Deliverable Document(s):

D4.5 Market research data on acceptance of eViP product and options appraisal for exit and sustainability business models.

D 6.2 Published cooperative business, licensing model, copyright and IPR model as well as awareness and dissemination strategy.

2.8 Additional Information

It is worth noting that many of the eViP documents and training resources are also accompanied by a series of PowerPoint presentations. All of these presentations are also

accessible from the eViP website:

<http://www.virtualpatients.eu/resources/publications/powerpoint-presentations/>