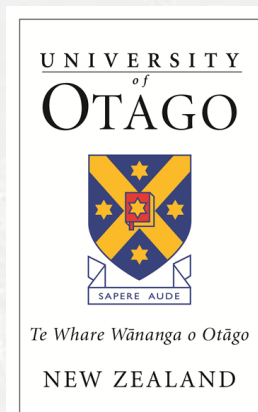


# A WIKI: COPING WITH GENDER AND DIVERSITY IN THE RT CLASSROOM

*AN INNOVATIVE PILOT STUDY*

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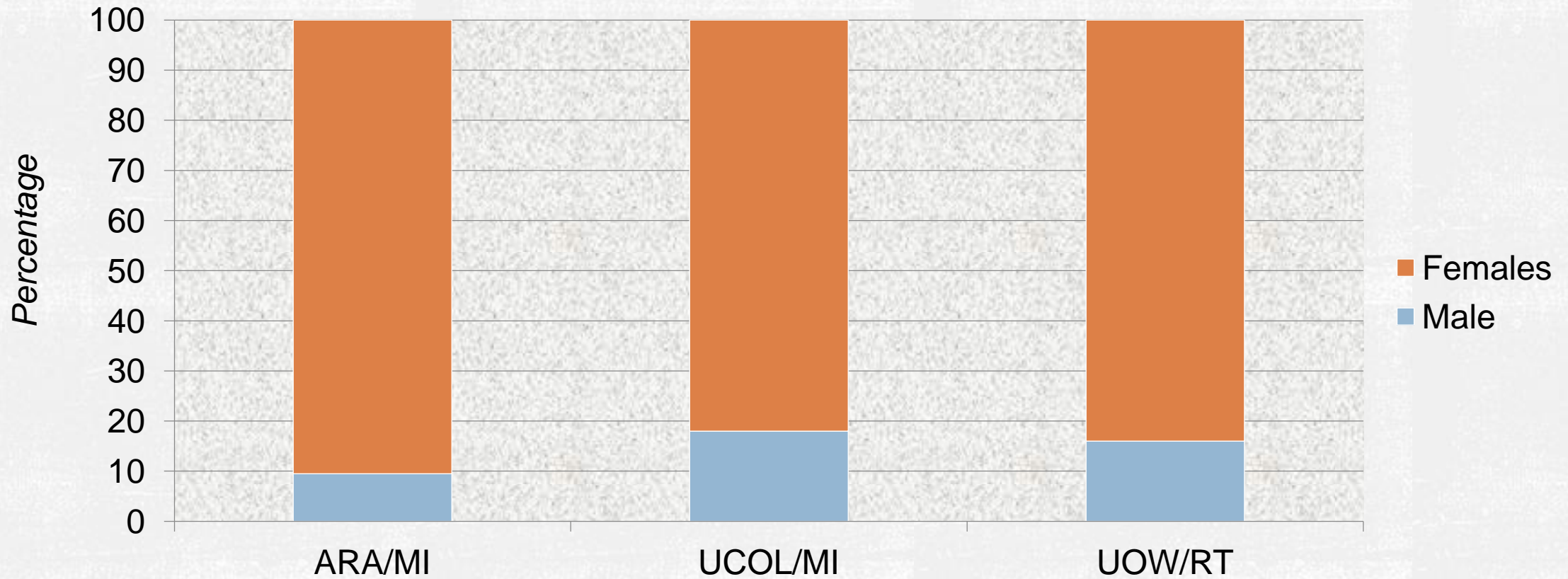


# BACKGROUND

- The BRT is a national three-year, full time programme, which is delivered by the UOW
- Radiation therapists (RTs) are employed in:
  - 6 regional departments
  - 3 private hospitals

RT Students on the BRT	%
<i>Gender</i>	
• Female	89
• Male	11
<i>Ethnicity</i>	
• NZ European/Pakeha	70
• Maori	8
• Pasifika	8
• Asian/Other	14
<i>Average Age: 22 years</i>	

# MRS COURSES



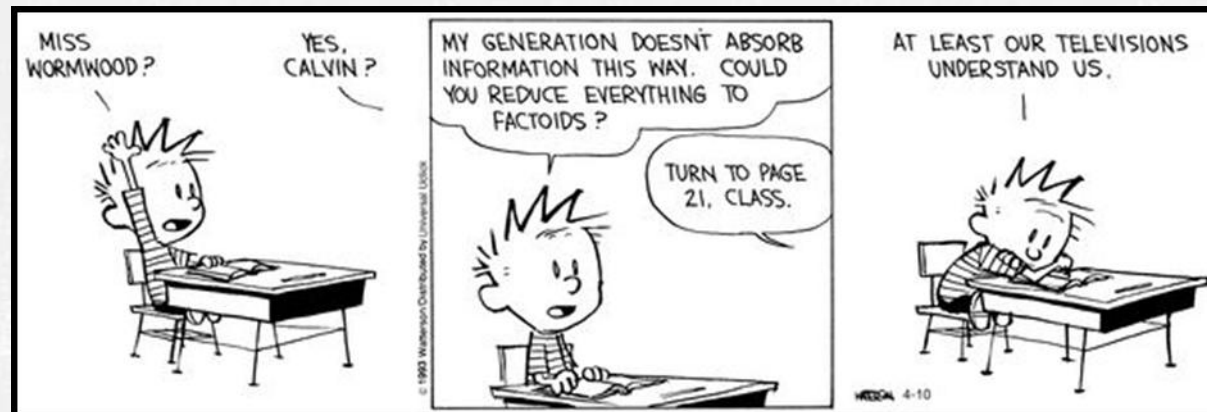


# BACKGROUND

- RADT123: RT&O
  - Clinical trials, classifications of tumours, all treatment modalities, radiation therapy treatment techniques and treatment related side effects both physical and psychosocial
- Students could demonstrate that they can rote learn factual information but lacked an understanding consequences of a cancer diagnoses
- The application of knowledge to the patient was sometimes wanting in their assessments

# TWO CHALLENGES

- Engaging the students in course material
- Teaching students that the disease is not the only issue going on for cancer patients throughout their treatment
- *How do you engage the technology driven student?*



# LITERATURE

- Web 2.0 components can be used to enhance the learning process
  - Facebook
  - Twitter
  - Wikis
  - Blogs
  - Google+
  - Podcasts
  - YouTube
- A Wiki is a web communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment
  - Wikipedia



# LITERATURE

- The literature suggests the use of Wikis in education is positive and has great potential as an effective educational tool for both teachers and students
  - They encourage interaction and collaborative learning
  - Improves the student experience and learning outcomes
  - They encourage constructive knowledge building suitable for learning in small groups
  - Appropriate for the RT&O paper as teamwork and collaborative skills are essential for health professionals

# AIM

- The purpose of the Wiki:
  - give the students better opportunity to understand what it is like for a patient to go through a cancer diagnoses, treatment including the choices they make and the care they receive
- The aim of this study:
  - to evaluate the student experience of using wikis as a learning tool in the BRT





# METHODOLOGY

- An 'Otago Wiki' page was created through the IT services at the University of Otago
- Students were assigned into groups of 4
- Each group was matched for gender and ethnic backgrounds
- Introduced to the Otago Wiki in March 2015
- Briefed about the aims of the wiki which was to create a hypothetical patient
- Assigned 10 tasks throughout the year that required the students to apply RT&O curriculum detail to the hypothetical patient
  - Class time

# METHODOLOGY

- For the first task all groups were given the same brief
  - a fit 62 year old male
  - cycled 20km a day
  - lived in the Wellington region
- The students started their wiki page's by creating this man's life history so at the end of the session there were seven different hypothetical males
- They all had
  - a name
  - nationality
  - marital, family, and religious status
  - a social history including favourite food and other hobbies

## Assigned Wiki Tasks

<b>Task 1</b>	Hypothetical patient given a name and patient history
<b>Task 2</b>	Patient noticed urinary changes
<b>Task 3</b>	GP orders diagnostic tests, patient searches the internet
<b>Task 4</b>	Results confirm high risk prostate cancer
<b>Task 5</b>	VMAT Radiation Therapy
<b>Task 6</b>	Radiation therapy treatment experience
<b>Task 7</b>	Family Issues
<b>Task 8</b>	Patient Reflection
<b>Task 9</b>	Post Treatment Instructions
<b>Task 10</b>	Patients Overall Experience



# METHODOLOGY

- Mixed method enquiry
  - Qualitative data was obtained from the students' written responses to 9 open-ended questions about their experience of using the wiki as a learning tool
  - Quantitative data were collected from student ratings of their overall experiences of the wiki, 4 questions using a 5-point Likert scale
- 15 (26) of the first year students completed a SurveyMonkey questionnaire at the end of 2015
  - 58% response rate

<b>Class Characteristics</b>	<b>N</b>	<b>%</b>
<b>Gender</b>		
• Female	21	80.7
• Male	5	19.3
<b>Ethnicity</b>		
• NZ European/Pakeha	19	73.1
• Maori	1	3.8
• Pacifica	2	7.7
• Asian/Other	4	15.4
<b>Average Age: 20 years</b>		

# EXAMPLES

14

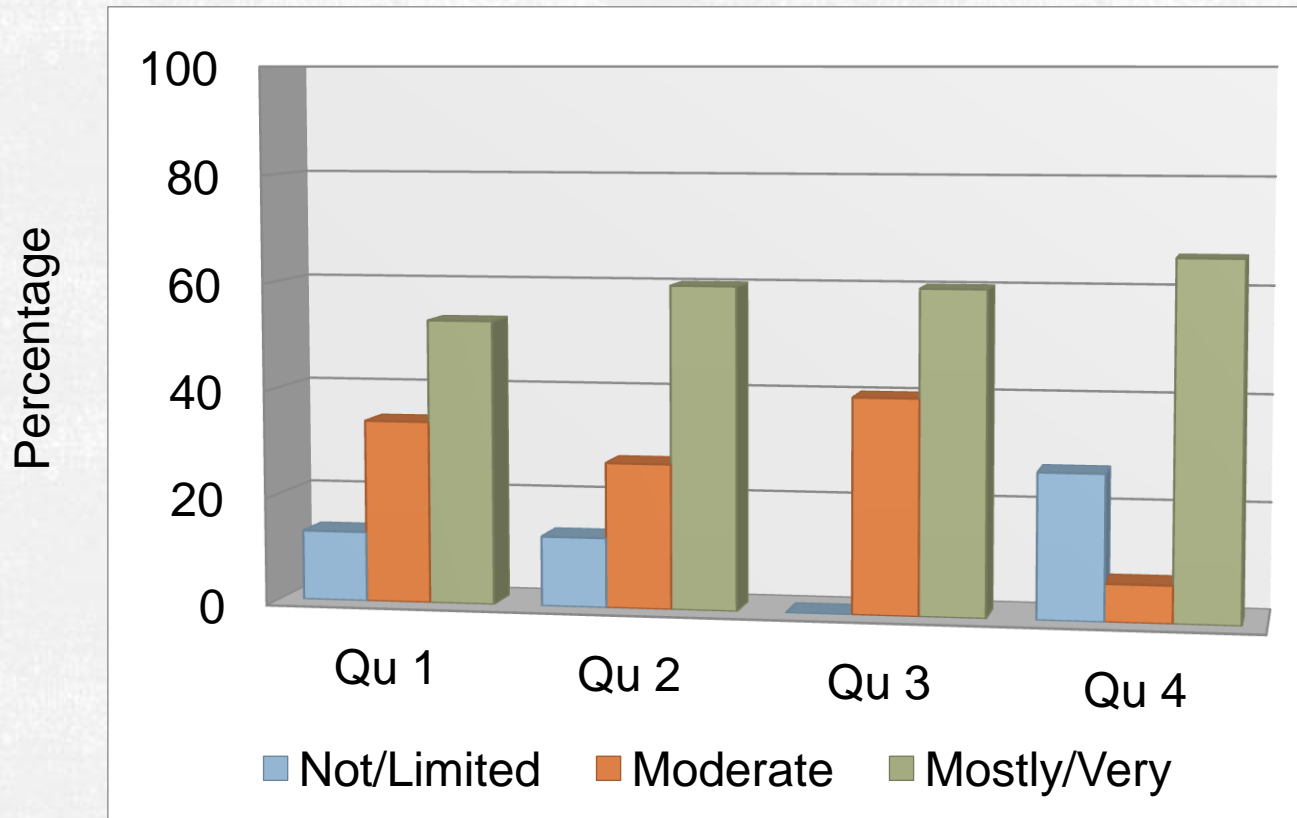
[https://2015rtando.wiki.otago.ac.nz/index.php/Group\\_Six](https://2015rtando.wiki.otago.ac.nz/index.php/Group_Six)

[https://2015rtando.wiki.otago.ac.nz/index.php/Group\\_Three](https://2015rtando.wiki.otago.ac.nz/index.php/Group_Three)





# RESULTS: OVERALL EVALUATION 2015



- Qu 1: As a learning tool how easy was it to use 'Otago Wiki'? Very
- Qu 2: How valuable was the wiki in helping you think about a patient experience?
- Qu 3: How effective were the tasks in engaging you to participate in peer learning?
- Qu 4: Overall, how valuable were the wikis as a learning tool?

# RESULTS: THEMATIC EVALUATION

Key themes	Sub-themes
<b>Learning in small groups</b>	<ul style="list-style-type: none"><li>Beneficial for learning</li><li>Appreciation of learning from others</li><li>The challenge of group work</li><li>Contribution to the workload</li><li>Lack of engagement</li></ul>
<b>The patient experience</b>	<ul style="list-style-type: none"><li>Holistic view of a patient experience</li><li>Attached to the patient</li><li>Ability to show empathy and concern</li></ul>
<b>Signposting</b>	<ul style="list-style-type: none"><li>The need for more guidance on each task</li><li>Time allocation</li><li>More staff involvement across other paper</li></ul>

# 1. LEARNING IN SMALL GROUPS

- Students indicated positive and negative aspects of working in small groups
- The size and being assigned to a group was perceived by most students to be beneficial and it appeared to help them develop their learning

*It was helpful as there were points raised that I had not previously considered which is good for further learning and development. I feel that I was lucky that my group was motivated and committed therefore I feel like I gained a lot from the wiki. We were comfortable discussing things between each other so that was really beneficial. A group size bigger than 4 would have resulted in people not contributing and others over contributing*

*Creating and developing the wiki patient helped me get a better understanding of the overall journey of a cancer patient. It was useful to apply the knowledge and skills we had learnt from a number of different classes and be able to see how it all fits together for the patient*



# 1. LEARNING IN SMALL GROUPS

- Although students appreciated being assigned to groups not everyone contributed to the group workload

*...there were definitely group leaders that took on most of the work and created and wrote the wiki. At times some members did not pull their weight as they should have*

*...Sometimes I didn't enjoy the group I was in and we always had contradicting ideas which was sometimes difficult, but it often came out right in the end anyway*

# 1. LEARNING IN SMALL GROUPS

- A minority of students did not enjoy the Wikis

*I did not enjoy the wikis*

*All the members of my group felt the same about the Wikis so we were just interested in finishing the tasks. The group work took away a lot of stress from the whole exercise as the workload was shared. I didn't mind being assigned a group and everyone participated although not too enthusiastically*

## 2. THE PATIENT EXPERIENCE

- The students that engaged with the wiki indicated that the wiki page gave them a holist view of what a patient might be going through pre, during and post treatment

*Creating and developing the wiki patient helped me get a better understanding of the overall journey of a cancer patient. It was useful to apply the knowledge and skills we had learnt from a number of different classes and be able to see how it all fits together for the patient.*

*I found it very clinically relevant and it was a good tool to expand our learning beyond radiation treatment (e.g psychosocial care, resources available in the hospital, the cancer society, patients' lives outside treatment).*



## 2. THE PATIENT EXPERIENCE

- Some students even expressed empathy and a connection towards their wiki patient

*I feel that in a way I was able to bond with a patient and was concerned for the outcome for them*

*... This also greatly allowed me to empathize more with what patients go through and I did get rather attached to the fictional character*

*I know that a few people didn't enjoy wiki's, but I actually found them very beneficial. It forces you to sit down and actually have a 'bond' with a 'patient' that requires your care*



# 3. SIGNPOSTING

- Students indicated that they did not always understand what was asked of them in a task and appeared to lose sight of the aim of some tasks

*This was verbally explained and detailed on PPTs for each task*

*At the beginning of the wiki group work it was a bit confusing as to what the wiki patients were for and what the overall aim and use of them was*

*I did enjoy wikis just did not like the irrelevant information we had to make up*

# 3. SIGNPOSTING

- Most students stated that there was too much time assigned for each task

*I didn't enjoy the time spent on them but I thought the application was good in terms of being able to remember that there are many aspects of a patients life that are affected besides their physical health*

*Do not have so much time allocated*

# 3. SIGNPOSTING

- Some students signposted that they would appreciate more staff to incorporate the wiki patient into the course content of their modules:

*Perhaps incorporate the wiki patients into other classes which would help join the dots of how everything we learn relates together. The wikis were used in planning to some degree but it wasn't very clear how we were supposed to incorporate them e.g. In VIVA's. It could be useful if the other staff members had an understanding of our wiki patients and were able to use them as examples in their classes' e.g. Health Care Communication, Health and Human Behaviour, Planning Concepts, and Anatomy and Imaging.*

*The wikis were useful to think about in other papers but weren't really incorporated into the classes which could be a useful thing to do in the future.*



# CONCLUSIONS

- Overall the wiki was a worthwhile experience for the students
- Despite some students not engaging in the group work, learning in assigned groups was perceived by most students as valuable and they enjoyed creating their patients journey
- The wiki allowed students to discuss different opinions that group members contributed to each task
  - improved their overall understanding and knowledge
  - allowed them to understand other people's viewpoints



# CONCLUSIONS

- The students appeared to have a holist view of what a patient might experience with a cancer diagnoses and some felt connected to their wiki patient
- Group's will continue to be allocated with a mix of age, gender and cultural diversity this appeared to enhance student learning
- Directed signposting explaining the relevance and what is required of each task
  - This may help with the amount of time students spend on tasks

# THE FUTURE

- In 2016 the Wiki is being utilised across four papers and assessments
  - RT&O
  - RT Planning Concepts
  - RT Practice
  - Health & Human Behaviour
- Phase two of the study will continue in 2016 and 2017



# ACKNOWLEDGEMENTS

- The first year students of 2015
- The staff at the Radiation Therapy department at UOW
- ITS at the University of Otago



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