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P250 IMPROVING E-LEARNING ENVIRONMENTS FOR TOMORROW'S PAEDIATRICIANS

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Introduction Students presently rely on the internet both as a data source and for educational needs; therefore, medical education should embrace changes in the learning landscape in light of technological advancements [1]. The RCSI Paediatrics undergraduate programme utilises an e-learning platform to support and reinforce didactic teaching.

A quality audit of RCSI's Paediatric e-learning platform was conducted 2015 to 2018. In 2015, 75% of students surveyed reported poor platform accessibility, difficulty finding the desired information, and out-dated content.

Aim To identify effective ways of utilising an e-learning platform and improve support for learning and teaching online.

Methods Students were surveyed (n=330) and stakeholder meetings (n=20) were conducted to discuss and better understand our learners and their learning needs. User reports from the e-learning platform indicated changes in users' frequency of access and duration online.

Results Feedback in 2015 showed student engagement and satisfaction were poor. To address this problem, students were surveyed and asked to identify aspects of the e-learning environment they liked and which could be improved.

Effort were made to identify e-learning platform areas requiring attention. By 2018 following implementation of platform improvements, there was a 79% increase in student visits.

Improvements included usability, making the e-learning platform layout and organisation more user friendly; compatibility, improving compatibility across interfaces for better access on mobile devices; diversity, creating multimedia content allowing users to select the media options that best suit their learning needs; medical educational videos, created to demonstrate how to conduct a physical exam, take patient history, and communicate and interact with patients and their parents; and self-directed learning, students take increasing responsibility for their learning [2]. Gaining independent learning skills aid students in becoming lifelong, self-directed learners [3].

Conclusion This audit aimed to improve medical students' user experience and create a helpful e-learning environment to prepare future paediatricians. The 2018 user reports and student feedback showed greater student satisfaction and higher e-learning engagement.

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P251 IT'S A KNOCK OUT! – DENTAL TRAUMA

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Introduction By 14 years of age, 30% of children have experienced a dental injury (1). Sports-related accidents account for 10–39% of all dental injuries(2). Wearing a properly fitted mouthguard during high risk sports has been shown to significantly reduce the risk of dental injury (3). In the United Kingdom, for many high risks sports mouthguard wear is still not compulsory. As a result, participants are at significant risk of traumatic dental injury. One of the more serious dental injuries is an Avulsion. This often results in multiple appointments over years, missing many days of work and school and a cost burden to the NHS. The average total cost of treating one patient with one traumatic injury has been cited as £856(4). It is known that immediate management of this kind of dental injury is critical for improved outcomes. We therefore proposed 'It's a Knock Out!' project.

Aims Improve dental trauma outcomes via improving knowledge and education of dental trauma prevention and management in higher risk groups. Subsequently aims included expansion of the training sessions out with Greater Glasgow.

Method Questionnaires were given before and after a presentation, practical and prevention session. These were aimed at educating non-dental care givers including coaches and management of sporting teams, youth groups and higher PE Student. Posters and leaflets were donated as memory aids. Local dental contacts were made in case of trauma.

Results Initial knowledge of management was poor. Attendees found the practical training most useful. Knowledge regarding time limits and who to attend was improved on. We received positive feedback from all groups approached. The attendees were more confident in dealing with dental avulsion.

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P252 STUDENT AND TEACHER EXPERIENCE OF CASE-BASED E-LEARNING IN PAEDIATRICS

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Introduction Case-based learning teaches clinical reasoning, while the online environment allows flexibility of access and encourages self-directed learning. The use of virtual patients allows students to experience clinical decision-making in a safe environment and to learn about rare clinical presentation. Our aim was to explore the feasibility of designing a self-directed, case-based online learning module for undergraduate medical students in paediatrics.