

Our team is extremely grateful for the MMCDGS to provide us with the opportunity to be trained and develop in designing and making e-learning micromodules. This has allowed Emergency Medicine teaching to move away from the traditional didactic teaching to 'blended learning', aligning with the University's direction. Knowledge acquisition may occur outside of lecture hall and hospital ward, and contact time will be left for analytical exercises, clinical skill practice and constructive discussions to aid understanding.

This project filled a major knowledge gap in the undergraduate medical curriculum. Previous informal didactic teaching has now been transformed into formal teaching syllabus during final year medical student's rotation at Emergency Medicine.

5 micromodules have been developed, each focusing on a different aspect of the management of trauma:

Micromodules	Learning objectives	Pedagogical Uses
MM1 Trauma call	<ul style="list-style-type: none"> • be introduced to the concept of trauma call • be able to describe members of the trauma team and their role • have an understanding of the criteria for activation of trauma calls 	Narrated slides, module-end quiz, case discussion
MM2 Initial resuscitation reception	<ul style="list-style-type: none"> • understand the preparation undertaken prior to patient arrival • understand the importance of teamwork in trauma team • know what actions to undertake when entering the trauma room • understand the format used for exchange of Information during handover 	Narrated slides, module-end quiz, role play workshop
MM3 Investigations in trauma	<ul style="list-style-type: none"> • describe and understand the rationale, indications and contra-indications behind commonly ordered blood, radiological and interventional investigations 	Narrated slides, module-end quiz, clinical case scenario
MM4 Logrolling and Neck Collar	<ul style="list-style-type: none"> • understand the importance of logroll and spinal protection in trauma • understand the reasons why it is important to take patients off hard spinal boards • know how to perform a logroll and protect the spine 	Narrated slides, demonstration video, module-end quiz, role play workshop

MM5 Splinting	<ul style="list-style-type: none"> know the indications and contraindications of SAM, Sager, and Hare splint 	Narrated slides, demonstration video, module-end quiz, role play workshop
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Feedback from 97.6% of the primary targeted students – final year medical students agreed that they have gained a basic understanding of trauma management in the Emergency department after completing the modules. Over 90% of students found the module “great” or “excellent”, the eLearning material was useful, the practical session was useful. Comments from students were taken into consideration when updating the course E.G. narration speed was increased, question format adjusted, and smaller group for practical scenario is accommodated.

The findings of the current project will help to motivate teachers to develop future micro-modules and to implement flipped classroom teaching approach within the discipline.