

Before starting the project, medical undergraduate year 5 students were asked to attend a one-week tutorial course at our department. They had watched some videos during the tutorial course time, which took about 3 hours. The videos were outdated and mainly focused on eye disease case examples.

In this project, we filmed seven videos to demonstrate some basic clinical eye checking skills. Videos were edited and uploaded onto the faculty eLearning website. Medical undergraduate year 5 students were asked to watch these videos before attending a one-week tutorial course at our department. Instead of watching the videos during the course, 3 hours of teaching time could be allocated to face to face teaching every week.

Questionnaires were collected from the students after they have watched the videos. There are 13 multiple-choice questions and 2 open-answer questions in the questionnaires. Up to now, sixty-eight questionnaires have been collected and fifty additional questionnaires are expecting to be collected by the end of the current academic year. This project was started from February 2016 till January 2017. However, it is difficult to follow the same class of students from the same academic year. It would be better to carry out the project along with the academic year (September to May) as it will be easier follow the same class of students.

The original aim of this study was to use eLearning to free up some classroom teaching time. But from the questionnaires, some students told us they only watched the online videos during the classroom teaching. Some students had watched all the 7 videos before but they needed to watch them again during the classroom teaching. A better eLearning and classroom teaching schedule should be developed.

Students provided their feedbacks on our online videos. Now we know the preferred length of the video and the suitability of the contents from the students. This information will help us to improve our future eLearning material design. Some students reflected the videos are useful to them but it is difficult for them to follow the clinical skills in the videos. As most of the students watched the videos at home or in the campus but they preferred to practice the clinical skills with their classmates, we may need to encourage students to watch the videos in groups or develop online models for them to practice the clinical skills.

This project has been selected for oral presentation at the Medical Education Conference at The Chinese University of Hong Kong (March 10-11, 2017). The acceptance letter is attached with this report.