



Track 1: Pedagogy and assessment.

Title of paper

Name of presenter(s)

video supported performance feedback to nursing students after simulated practice events

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Within the field of health care education, simulation is used increasingly to provide students with opportunities to develop their clinical skills (Alnier, 2006), often occurring in specially designed facilities with audio-video capture of student performance. The video capture enables analysis and assessment of student performance and or competence, the analysis of events (DiGiacomo et al, 1997), processes (Ram et al, 1999), and Objective Clinical Examinations (Humphris and Kaney, 2000; Vivekananda-Schmidt et al, 2007). However, from the student perspective, one of the most important components of simulation is the quality of the feedback on their performance. Practical considerations limit the potential use of video in debriefing students immediately after simulation. It may only be possible to video replay the whole simulation or skip to segments of interest, requiring the facilitator to have a near perfect memory of events.

This paper outlines the design and development of a software solution to the practical challenges encountered when trying to give video captured feedback immediately after student performance. The tool, developed using Semantic Web technologies (Berners-Lee et al., 2001), allows educationalists to annotate video in real time for rapid editing and playback by clicking on areas of interest, annotating with text, and 'bookmarking'. This initial work is informing our approach to the future iterative processes required for refinement of annotation, and other potential applications including analysis of teaching methods.

The development illustrates the importance of co-design and collaboration between computer scientists and educational users of technology.