



LEARNING @PPS

BUILDING A LEARNING APPLICATIONS DATABASE TO SUPPORT PHYSIOTHERAPY EDUCATION

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Relevance

In the recent years a rapid increase in the use of technology in education was witnessed, particularly concerning e-learning platforms, social networks and web-quizzes. These tools have been increasingly adopted by many health related educational institutions. Because of their ease of use and quick dissemination, they offer the opportunity of powerful information sharing and ease of collaboration which can be taken anywhere, providing the potential for "anytime, anywhere" learning experiences (mobile learning).

Purpose

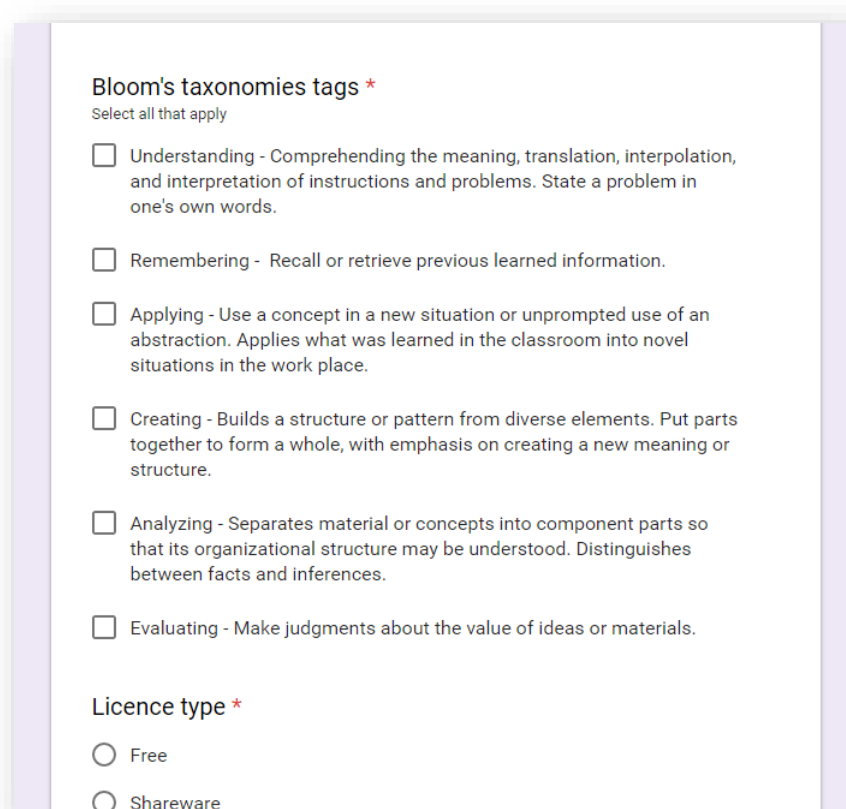
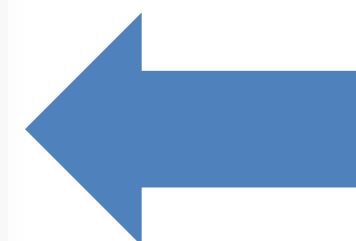
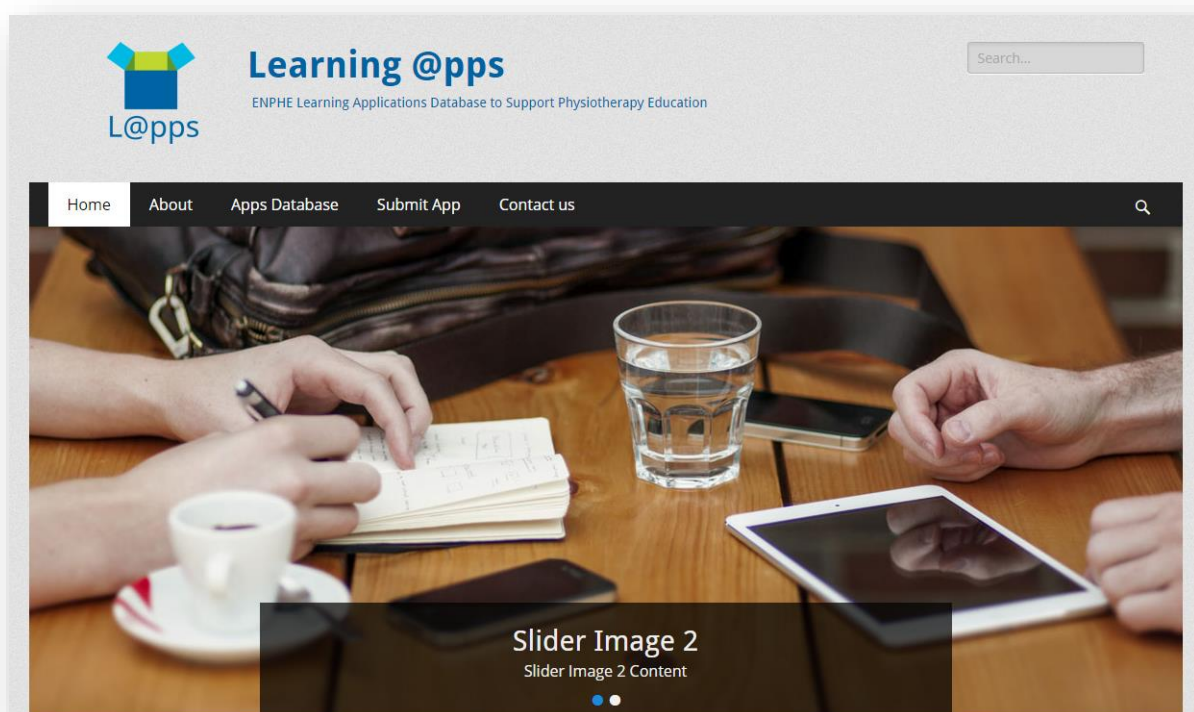
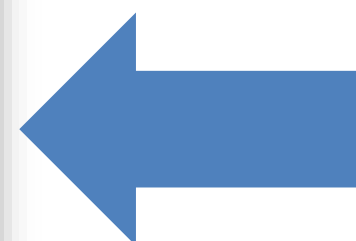
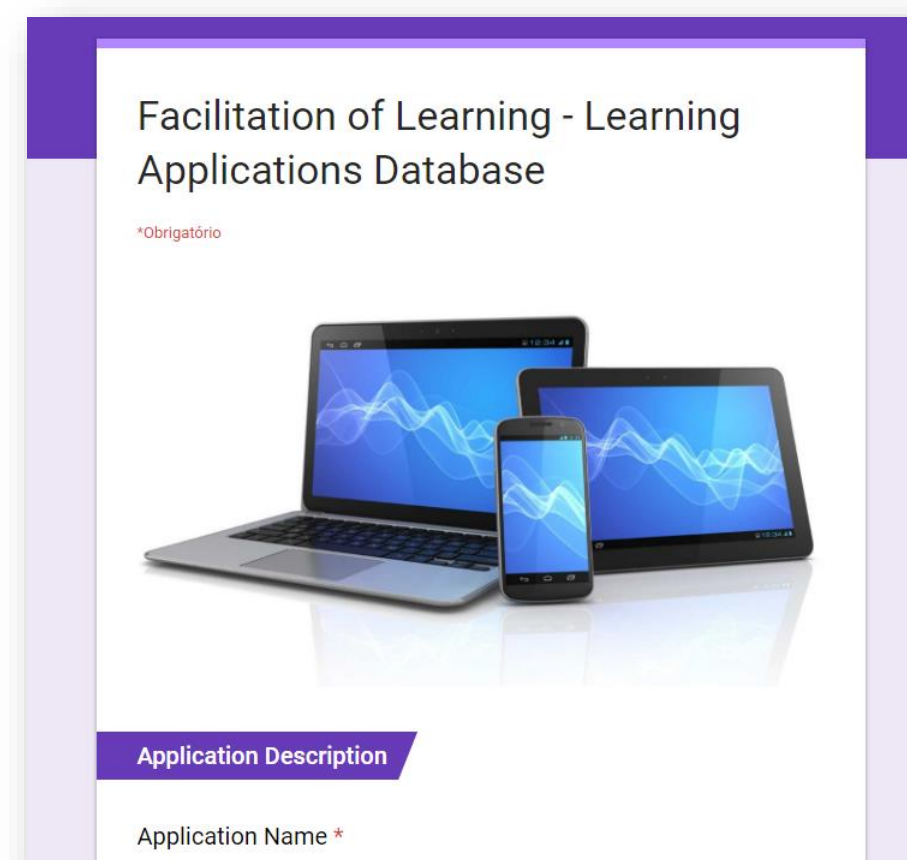
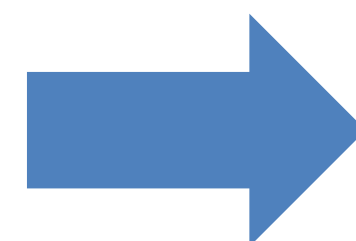
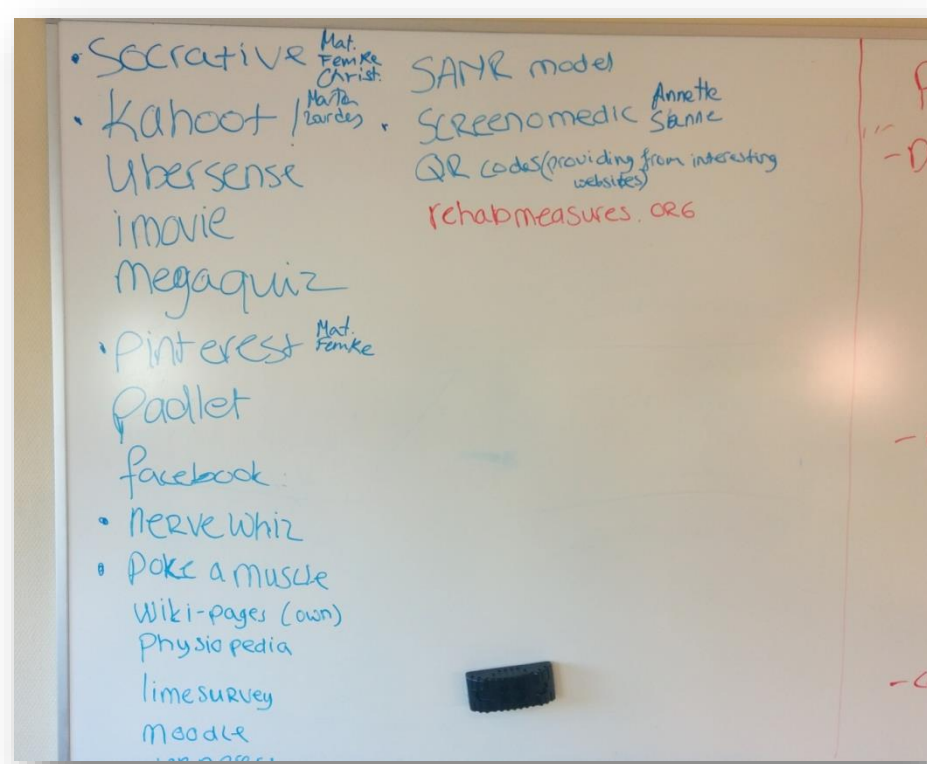
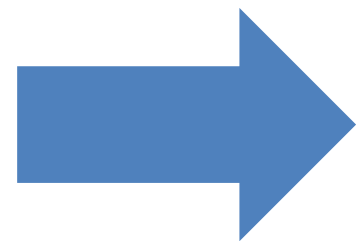
The aim of this project was to create a sustainable and searchable database of learning applications, based on technical criteria and learning outcomes taxonomy, to be used in physiotherapy education.

Approach / sEvaluation

Within the Facilitation of Learning working group of European Network of Physiotherapy in Higher Education (ENPHE), a list of criteria was created based on Bloom Taxonomy to characterize the learning outcomes, a set of technical aspects like: Operating System; Licence type and also their interest to Physiotherapy education. With that framework a form for pilot testing was developed with the participants of the ENPHE Working Seminar.

Outcomes

A web based database of learning applications (Learning @pps) open to the physiotherapy educator's community was created. The users can contribute, search and comment the repository using the classification criteria created by the working group.



Discussion and Conclusions

This stepwise process allowed the working group to build up a potential usefully tool that aggregates a list of application organized by the learning outcomes, and technical proprieties. Building and supporting a learning application database could provide to the physiotherapy educators a repository of a very relevant list of tools and software, that can be used to support competence building in physiotherapy students

Impact and Implications

It is generally held by many educators that students learn best when immersed within a knowledgeable and socially rich environment. The use of such technologies could encourage learners' deeper engagement with learning contents towards building competences within the physiotherapy profile.

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