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Theme: Nursing & Health Education

Oral Presentation

Construction & Validation of the Learning Object:

Admission to Hospital

Introduction: In the current educational paradigm, in which students have an active and responsible role in their learning process, new technologies must be integrated into that process, as they are part of the students' daily lives.
Reusable Learning Objects (RLO) are small, interactive and challenging multimedia objects designed to be applied in different learning contexts. There are resources that go beyond the classroom, allowing the development of online-based knowledge in an interactive and engaging way.

Objectives: The objective of this study was to develop and validate an RLO based on the admission of a client to a hospital. This study is part of the Developing Multimedia Learning for Trans-cultural Collaboration and Competence in Nursing – TransCoCon, and international project funded by the ERASMUS+ Program.

Methodology: In the development of this RLO, we followed the steps proposed by Oliveira and colleagues (2001), specifically choice of content, analysis, conceptual map, navigational architecture, storyboard, implementation, documentation, usage, evaluation, and maintenance.
Following validation of the storyboard by 18 international experts, we worked on the description of content and finalized the scenes and audio material to be included in the RLO. From there, we outlined the script.
Subsequently, experts (nurses, engineers, and image technicians) again validated both the content and script.

Results: The developed RLO, in both Portuguese and English, consists of eleven scripts: *1. Introduction; 2. Going to Hospital; 3. Getting to know Maria & Alex; 4. Patient Welcome; 5. Communicating Competently with Patients; 6. Touch; 7. Eye Contact; 8. Assessment; 9. Reflecting on your Own Experiences; 10. Feedback; 11. Resources.*
The assessment of knowledge was carried out through an engaging activity where the user is asked to combine a filmstrip, selecting from three images from the video. In the "*Resources*" script, articles and texts about the covered topic are made available. All of the text included in the first nine scenes is also available in audio version.

Conclusions: The adopted method proved to be effective in promoting an appealing, interactive, and meaningful RLO for students, nursing professors, and nurses alike, allowing them to use the information at their own leisure while reflecting on and being active participants in the learning process. This RLO is available on the University of Nottingham's platform.

References:
Oliveira C.C., Costa J.W., & Moreira M. (2001). Ambientes informatizados de aprendizagem: produção e avaliação de software educativo. São Paulo, SP: Papirus.