A Blended and Interactive Online Courseware in Bioethics that Bridges Art, Bioethics and Medicine for Learning Advancement and Flipped Learning

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Challenges and Opportunities
A Flipped Classroom under the COVID-19 Influence

In view of the outbreak of COVID-19, online teaching, blended courses (also known as hybrid or mixed-mode courses), and often a flipped classroom approach have been implemented in the University and many other educational institutions. We will introduce an interactive, multifunctional e-learning Courseware in Bioethics that we developed, which strongly bridges the gap between art, bioethics and medicine.

Objectives

- To enhance students’ interests in bioethics and related medical advancement research and technology, as well as to enrich their learning in arts, bioethics and medicine.
- To help students to recognize and appreciate different policies and regulation of medical advancement research applied in Hong Kong.
- To enhance students’ understanding of the basic principles of bioethics, so that they would be able to express bioethics through arts, as well as to critically analyze and debate scientific and ethical issues pertinent to modern-day scientific and clinical research.

Methodology

End-of-life – Advance Directives
Adolescent Confidentiality
Reproductive Technology
The Four Principles of Bioethics

Doctor-Patient Role play Videos
Short Interactive Animations for Core Concepts
Pop-up Questions and Key Terms
Online Discussion Platforms
Q&A Sessions available at the end of each micro-module

Results and Discussion

These interactive activities introduced by our courseware enable students to:

Engage in the learning of bioethics, reproductive technologies and medical advancement technology
Find learning bioethics more fun, interesting and entertaining
Enhance their creativity and critical thinking
Engage more actively in classes for *Flipped Classroom* Approach

Pilot Study & Students Feedback

Year 2 - Medical Students

I strongly agree that the online activities introduced by the Courseware enable students to engage in the learning of bioethics.

I believe that effective learning is best achieved by F2F teaching supplemented by online learning courseware. This combination ensures the students are fully engaged both inside and outside the classroom, maximizing their attention and willingness to interact in class.

The animations not only provide general background information, but also include many other provoking details. They are more attractive than journals or articles before students grasp the core of the bioethics concepts.

I strongly agree that this blended and interactive online Courseware in bioethics could bridge art, bioethics and medicine for learning advancement and flipped learning.

Future Work

Results obtained from focus group interviews and online survey questionnaires on the effectiveness and efficiency of the Courseware, targeted mainly medical students in their pre-clinical years (Year 1 – 3) in the MBChB program, will be analyzed. The impact of the blended learning with the use of this e-learning Courseware in Bioethics will also be investigated.

Conclusion

Taken together, our Courseware strengthens education in art, bioethics and medicine, significantly raises students’ awareness of socio-ethical concerns from the advancement of medical technology, and provides a useful learning tool in medical teaching.

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