

Using a games-based approach to motivate students to engage with synchronous online Interprofessional Education (IPE): a case study

Context: ‘Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes’ (WHO, 2010:7).

Benefits:

- ✓ Enhanced service user satisfaction and outcomes (Marcussen *et al.*, 2020)
- ✓ Improved professional working relationships (Ateah *et al.*, 2011)

Challenges:

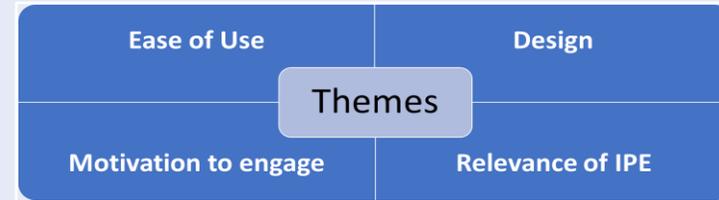
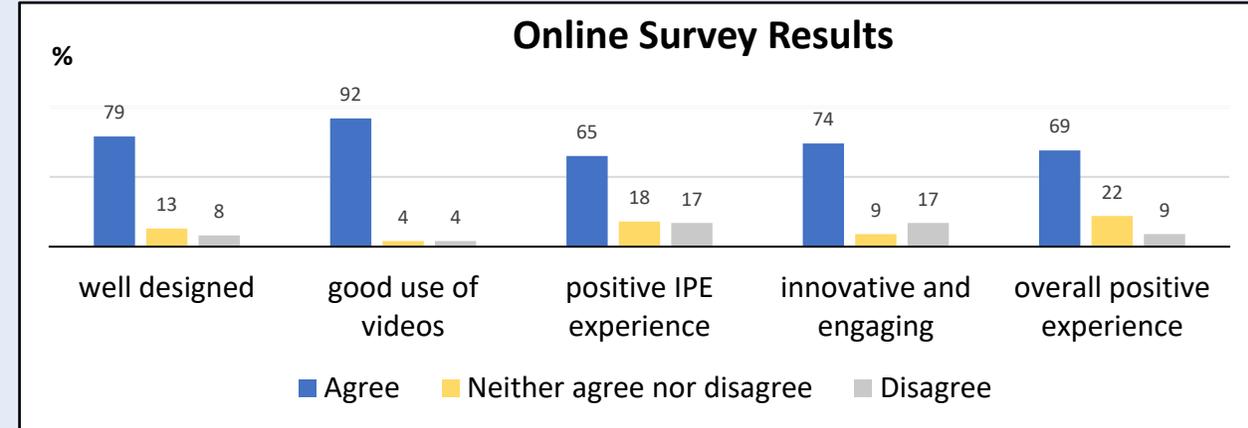
- x Perceived as an additional learning burden (Power, 2019)
- x Logistics: teaching spaces, timetables, resources, staff (Lawlis *et al.*, 2014)

The Solution? Games-based learning aims to enhance students’ engagement with and enjoyment of learning opportunities using games-related principles to create a fun yet productive learning environment.



‘GAMING’

a games-based, interactive e-resource using xerte software to promote student engagement and motivation to learn with, from and about students on other health and social care programmes



Qualitative findings

Recommendations:

- Games-based learning can be a useful tool to motivate students to engage with online learning as long as the resource is well-designed and user-friendly
- IPE facilitators should aim to incorporate authentic examples/case studies from practice to enhance student satisfaction, understanding and application of new knowledge
- To meet the learning needs and preferences of all students, IPE should be offered in a variety of formats (synchronous/asynchronous online, face to face, workshops)

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Ateah C *et al.* (2011) Stereotyping as a barrier to collaboration: does interprofessional education make a difference? <https://doi.org/10.1016/j.nedt.2010.06.004>
Lawlis T, Anson J, Greenfield D (2014) Barriers and enablers that influence sustainable interprofessional education: a literature review. <https://doi.org/10.3109/13561820.2014.895977>
Marcussen M *et al.* (2020) Improved patient-reported outcomes after interprofessional training in mental health: a non-randomised intervention study <https://doi.org/10.1186/s12888-020-02616-x>
Power A (2019) Interprofessional education: shared learning for collaborative, high-quality care. *British Journal of Midwifery* 27(2) 128-129
World Health Organisation (WHO) (2010) *Framework for Action on Interprofessional Education and Collaborative Practice*. WHO: Geneva