An aerial photograph of the Swansea University campus. The university buildings, a mix of modern and traditional architecture, are situated on a green peninsula. A large, calm body of water, likely Swansea Bay, is visible in the background, extending to the horizon. The sky is clear and blue. The text 'Evolution in using 360 environments in Healthcare programmes at Swansea University' is overlaid on the image in a white font within a semi-transparent grey box.

# Evolution in using 360 environments in Healthcare programmes at Swansea University

Martin Nosek

Online Learning Officer

# Icebreaker



# What is 360 environment?

- What does it mean to you?  
Mentimeter:



# What is 360 environment?

- What is your colleague experience?



# What is 360 environment – my view



- Alternation to flat images/videos- becomes more accessible with technology
- Similar to Google Street View – provide real world experience
- Help to visualize the educational context in not easily accessible environments
- Web-based / Virtual Reality Headset versions



Welcome, stations 1-5

Patient, stations 6-10

Patient, stations 11-15



# Evolution and approaches at Swansea University – Nursing RSP resource

**i** Station 7 ✕

**i** Breathing assessment video

- Response to COVID19
- Easy to use, accessible on laptops, driven by content, formative assessment
- Storytelling, student-centred, non-traditional, self-directed resource
- Prep for clinical skills assessment using NEWS
- <https://bit.ly/su-rsp>

# Evaluation and Feedback on RSP

- Do they learn effectively and meet learning objectives? Do they like the resource?
- 88% (258/294) students completed hotspot 15 formative MCQ with 64-79% of correct answers
- Summative clinical skills assessment improvement
- Pre-assessment anxiety relieve by some students

*'Even though this does not give the real clinical experience it is much helpful before a clinical section as it builds more confidence and helps to know things beforehand.'*

*'So much easier to remember whilst using 360 ward, than in a book.'*

*'the movement of the screen going around made me feel very nauseated, do not recommend for people who suffer with motion sickness'*



# Evolution and approaches at Swansea University – Risk and Hazards resource

- Response to lecturer's workload, access to physical spaces
- Easy to use, accessible on laptops, driven by knowledge, formative assessment
- Scaffolding the knowledge in gamified, non-traditional self-directed resource
- Critical thinking, problem solving, independent learning
- Prep for practice assessment
- <https://bit.ly/surisks>





# Evaluation and Feedback on Risks & Hazards

- **Feedback from students**

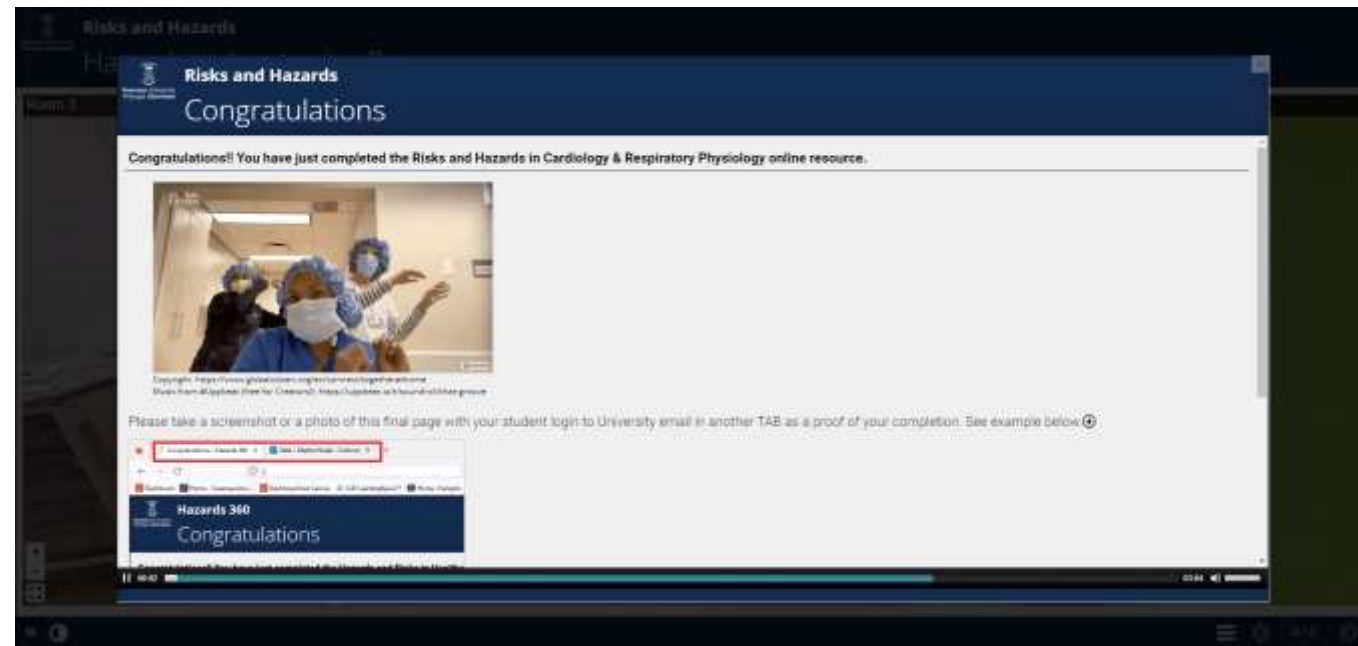
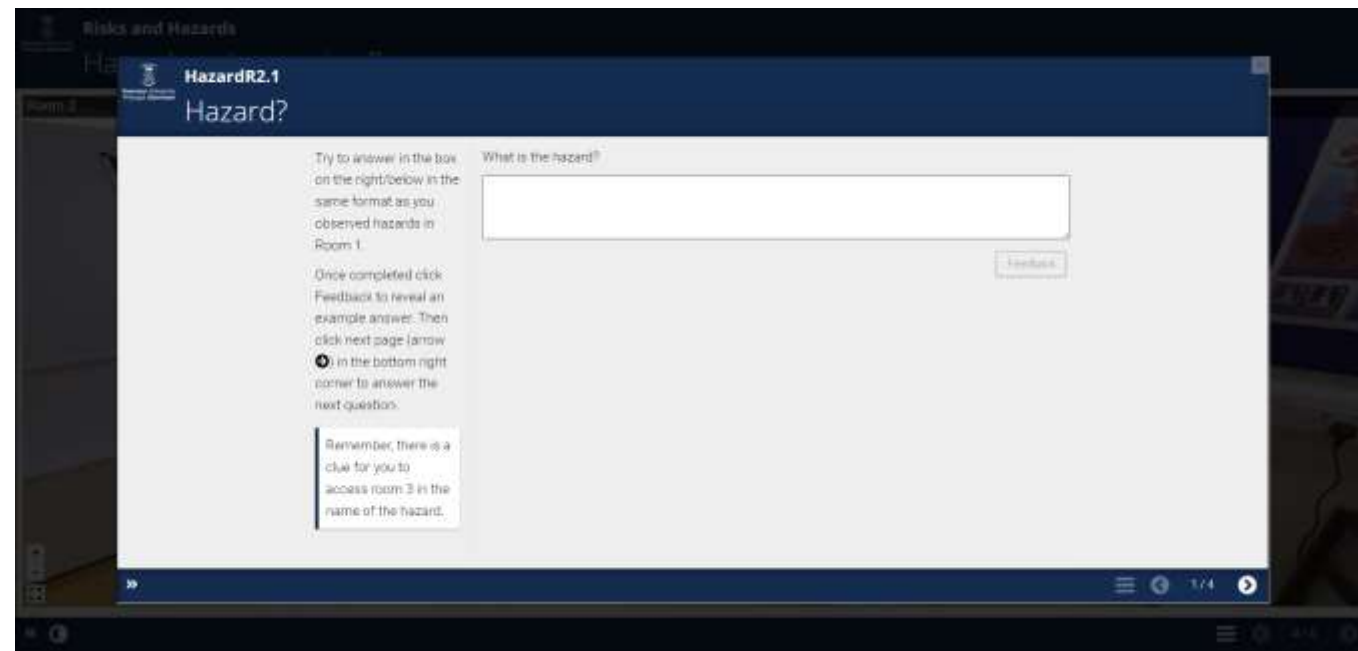
*'I loved that it's been made in the "escape room" style with the clues and passwords. I have to admit I was "hooked" and had to finish it in one sitting. Also, well done who ever came up with the idea to give a clue about 9 hazards in the room 3.'*

*'It is very interactive and challenges your brain.'*

- **Lecturer perspective (Charlie Earle)**

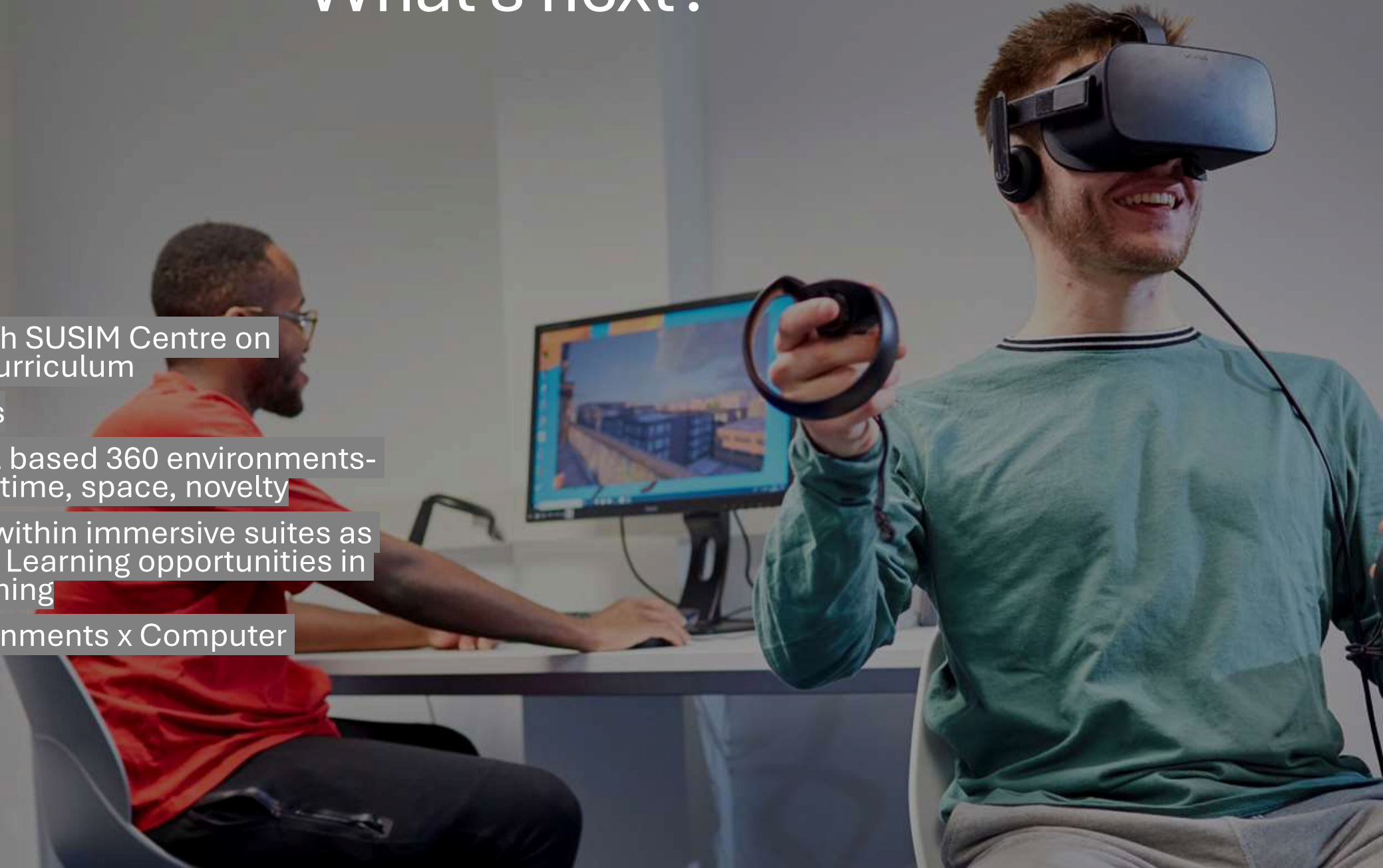
*'The resource helped to reduce the burden/stress during a very full first term (this made a huge difference to my wellbeing as it's such a busy/stressful time of year)'*

*'The students were actively discussing the resource the next day, and this was really rewarding- despite some saying how frustrating it was unable to find some of the hazards! It was nice to know it had started some discussion/thought.'*



# What's next?

- Collaboration with SUSIM Centre on integration into curriculum
- Use of 360 videos
- Small scale of VR based 360 environments-availability, cost, time, space, novelty
- Implementation within immersive suites as Interprofessional Learning opportunities in small group teaching
- Real world environments x Computer generated



Thank you



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