

Can Google apps for education (GAFE) be an effective tool for collaborative learning in an IPE ?

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BACKGROUND

CHALLENGES IN IPE

- Need to explore more rigourously relations between IPE, teamwork and collaboration from empirical and conceptual point of view (11).
- Lack of empirical data evaluating changes in terms of knowledge, behavior and attitudes in IPE (11).

MAJOR OBSTACLES & PARTICULARITIES :

- Systematic and mandatory nature of such training.
- Synchronization of schedules of different healthcare professions.
- Offering courses to a large number of students without getting the resources needed to answer demand due to budgetary restraints (1).

UTILITY OF TECHNOLOGY IN IPE:

- e-learning and virtual collaboration can help overcome these barriers (4).
- Online collaborative activities prepares students for interprofessional collaboration (7, 11).
- Online asynchronous environments and reflection in IPE can help overcome schedule problems between professions (2, 5, 6, 9, 12).
- Online synchronous environments can help overcome geographical barriers, offer real-time support and foster social interaction in a virtual (6).
- Important to create a presence through distance in order to promote learning (8).
- Example of a useful tool: Google Apps For Education (GAFE)
 - e-tools such as Google Doc, Google Form and Google Slide can be used to increase online collaborative learning according (10).

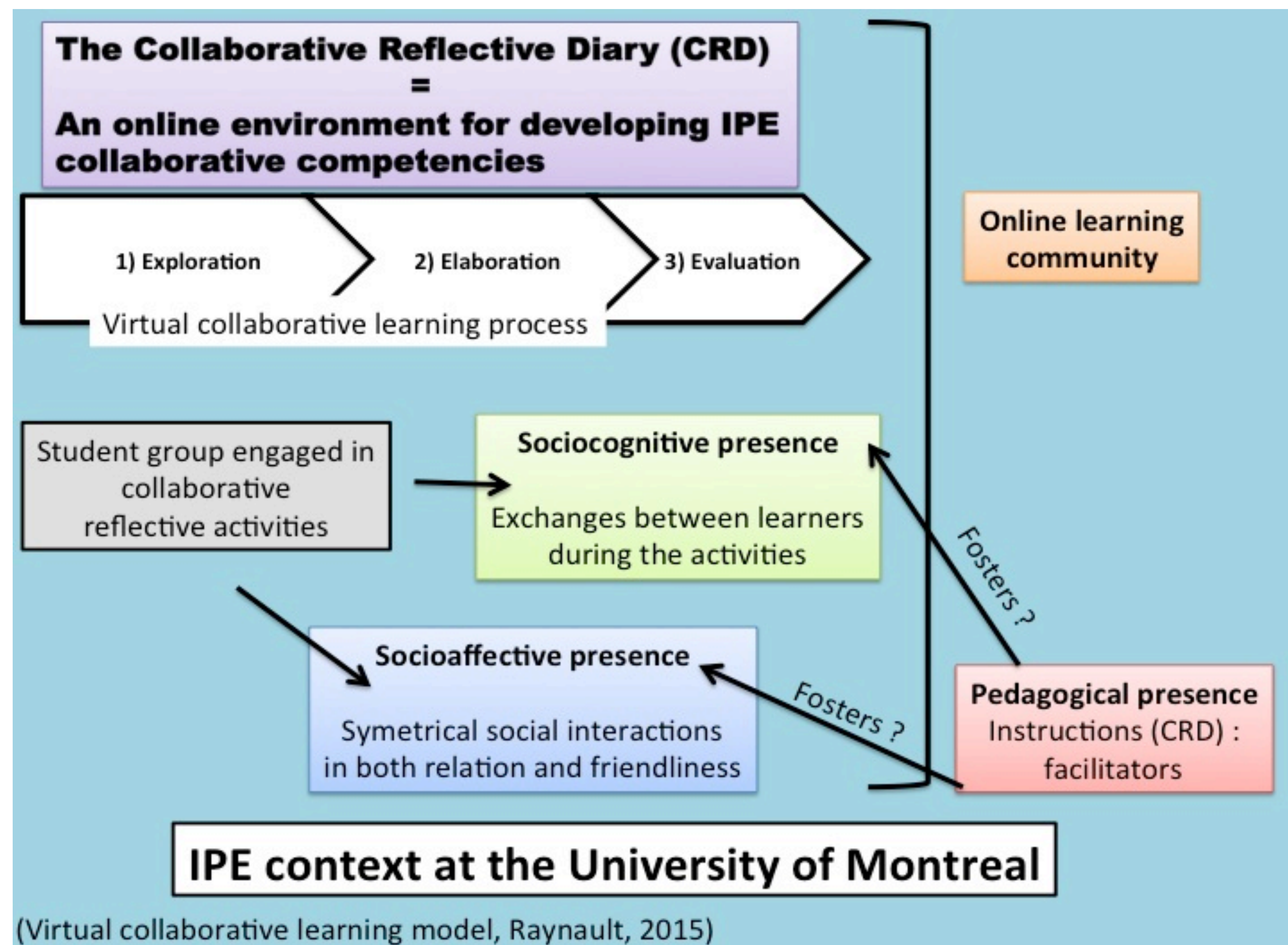
RESEARCH QUESTION

How are healthcare students developing their interprofessional collaboration competencies, in the context of introduction of a collaborative technological tool in an IPE course ?

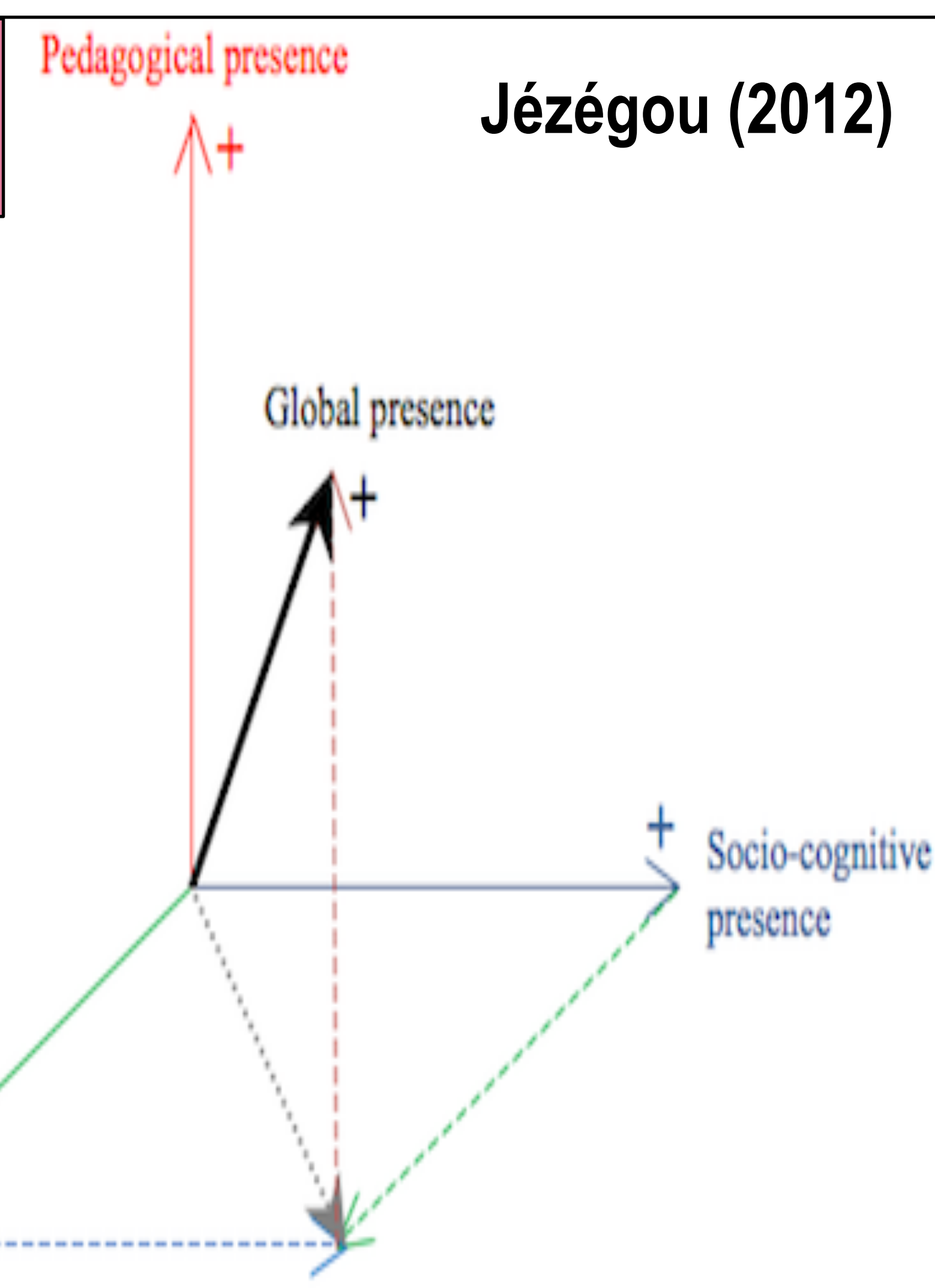
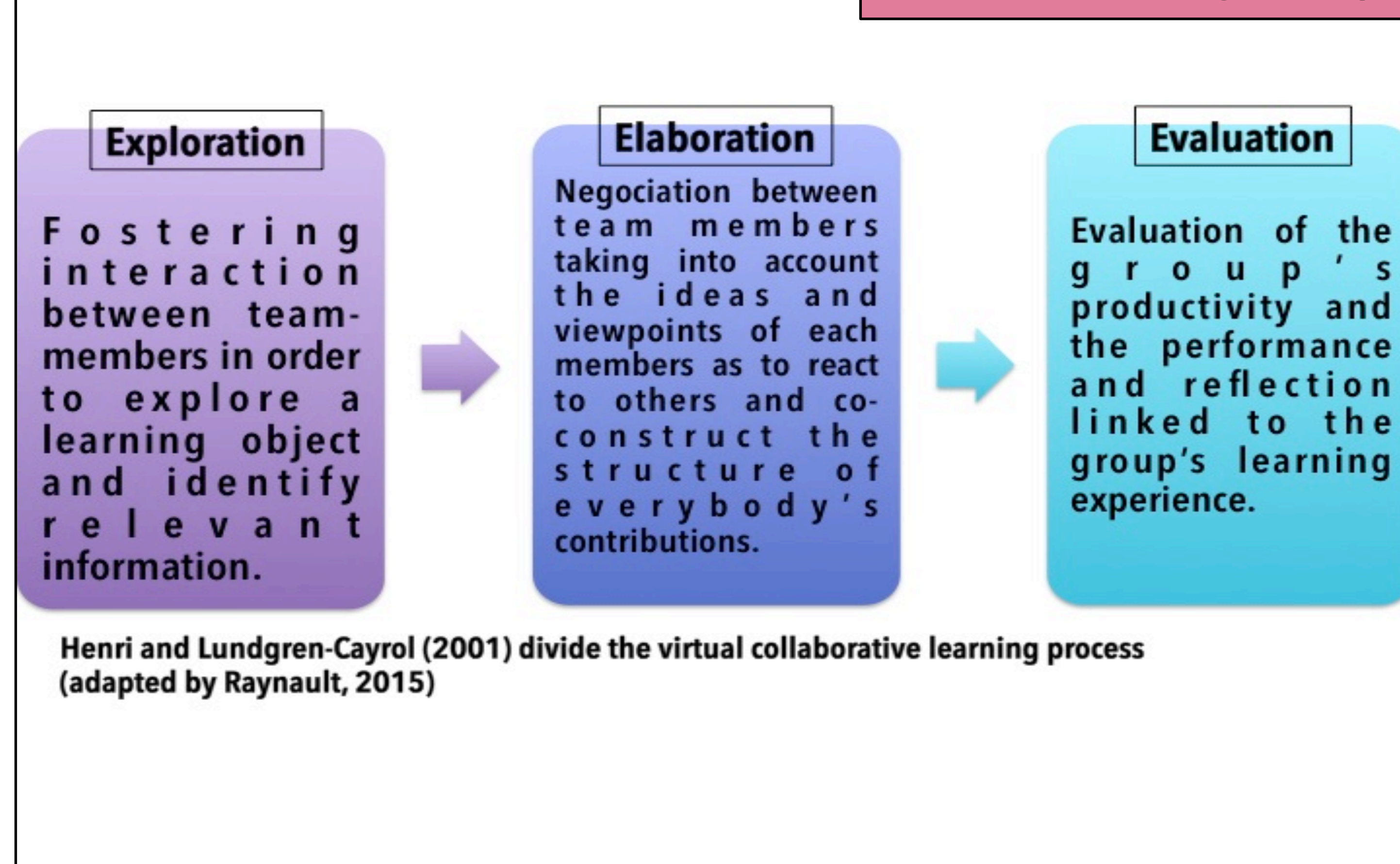
RESEARCH OBJECTIVES

- 1- Understand the dynamic of interprofessional collaboration inside teams working in a IPE virtual online collaborative environment at the University of Montreal.
- 2- Identify how socioaffective and sociocognitive presences happens inside teams working in a IPE virtual online collaborative environment at the University of Montreal.

INTEGRATIVE EXPLANATORY MODEL WE WILL STUDY



USEFUL EXPLANATORY MODELS



METHODS

MIXED method

Inside the CRD : Google Doc. (team work and interactions online), interviews and survey.

Qualitative:

- Matrix of Jezegou (2012) indicators for sociocognitive and socioaffective presence on e-learning in the CRD (content analysis).

Quantitative:

- Collaboration inside team survey (3).

EXPECTED RESULTS

- We anticipate that online learning communities will emerge from the collaborative experience.
- We also aim to help mobilize healthcare interprofessional collaboration competencies in an online learning experience.

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