

## E-Learning for IPE

Hughes, M., Ventura, S., & Dando, M. (2004). On-line interprofessional learning: Introducing constructivism through enquiry-based learning and peer review. *Journal of Interprofessional Care, 18*(3), 263-263-268.

This paper illustrates the issues in designing a large, on-line, inter-professional module for third year, undergraduate students drawn from nine professional health care courses and from four campus sites. This program utilized an inquiry-based learning approach. The learning theories of Piaget, Vygotsky, and Schon are integrated with the on-line frameworks of Salmon and Collis et al.

Juntunen, A., & Heikkinen, E. (2004). Lessons from interprofessional e-learning: Piloting a care of the elderly module. *Journal of Interprofessional Care, 18*(3), 269-269-278.

Four Finnish polytechnics providing education for nurses, social workers and physiotherapists wished to develop the content and methods of teaching the care of the elderly by collaboratively creating and implementing an interprofessional module of 15 European Credit Transfer units, using e-learning. This paper examines the planning and assessment of the impact of the pilot module.

Mattick, K., & Bligh, J. (2005). An e-resource to coordinate research activity with the readiness for interprofessional learning scale (RIPLS). *Journal of Interprofessional Care, 19*(6), 604-604-613.

This study aimed to create a virtual community of researchers with a shared interest in quantitative studies of interprofessional learning using the Readiness for Interprofessional Learning Scale. An e-resource was created to provide access to relevant sources, coordinate research efforts, and promote communication. This paper discusses experiences and observations from the study.

Varga-Atkins, T., & Cooper, H. (2005). Developing e-learning for interprofessional education. *Journal of Telemedicine and Telecare, 11*(Supplement 1), 102-102-104.

An evidence-based, interprofessional educational course involving first-year undergraduate students at the University of Liverpool. Part of the course involved an online format. A focus group was conducted to understand the e-learning writing experience. Team working contributed to the success of the writing process, reflecting the theme of inter-professionally.