Excellence Award
Animations
EKG systematic analysis
By peers (specialists in clinical as well as in
Stimulation of critical thinking and
Animation of dynamic realities which are
Presentation of realities derived from clinical
Clear and detailed explanations
High quality and diversity of images
Pedagogical planning
By students
Flexibility (time & space)
Cardiac anatomy and electrophysiology
Eureka Award
Exercises with feedback
Electrophysiological mechanisms of the
Exercises of rhythm strips interpretation
Tutorials
User
Classification of arrhythmias
Respect for individual learning needs
Dividing the project into a number of
Structuring content
Description of the normal cardiac rhythm
Narrated videos
Simplification of the complex phenomena
Among Critical Care skills: identification of arrhythmias is essential
But it is a complex phenomena
Then,
Enlarged exposition of the student to the
specific content of arrhythmias
Use of strategies placing the student at the
center of their learning
Educational needs guiding the development of
the multimedia concerned to arrhythmias
At the conclusion of the multimedia, the student
will be able to interpret the electrocardiogram
(EKG) and to identify cardiac arrhythmias

EDUCATIONAL OBJECTIVE

Methods
Team: multidisciplinary
Specialized Nurses
Pedagogues
Graphic Designer
Informatics Specialists

Steps:
• Structuring content
• Pedagogical planning
• Dividing the project into a number of
phases of implementation
For each phase:
Implementation / Evaluation
Pedagogical design
Production
Content ➔ organized according to the learning
objectives
Pedagogical strategies ➔ different approaches, emphasizing the inductive method
↑ feedback, facilitating the self-learning

Results
Contents
• Cardiac anatomy and electrophysiology
• Description of the normal cardiac rhythm
• Electrophysiological mechanisms of the
arrhythmias
• EKG systematic analysis
• Classification of arrhythmias

Diversity of pedagogical strategies
• Tutorials
• Animations
• Narrated videos
• Exercises of rhythm strips interpretation
• Static strips
• Dynamic strips with grid
• without grid

Overview

Evaluation of the tool :
• By peers (specialists in clinical as well as in
pedagogical domains)
• By students
Most appreciated elements:
• Exercises with feedback
• Clear and detailed explanations progressively given
• High quality and diversity of images
• User-friendly

The use of such information and communication
technology seems to be an important avenue
to facilitate the learning process related to the
content of cardiac arrhythmias in the context of
nursing sciences.

Future Directions

The next steps of development:
• Specific contents for each type of arrhythmia
classified by rate and site of origin and its
treatment
• Knowledge integration with clinical cases ➔
link between clinical condition, EKG & nursing
interventions ➔ Nurse’s clinical competencies

Added value of the multimedia
• Animation of dynamic realities which are
difficult to illustrate in class
• Simplification of the complex phenomena
• Stimulation of critical thinking and
demonstration of required skills in specific
demostrations of required skills in specific contexts
• Presentation of realities derived from clinical
settings
• Personalized feedback
• Flexibility (time & space)
• Respect for individual learning needs

Conclusion

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