Aims & Objectives: To enable medical students to have uniformity of teaching and assessment and to provide core background knowledge in the ophthalmology curriculum so that they can concentrate on acquiring clinical skills in the clinical setting.

Ophthalmology was traditionally taught via short clinical attachments where students attended in small groups at the eye departments at 5 different West London hospitals throughout the academic year. Previously there was no structured lecture series so students might complete the module with patchy knowledge of ophthalmic emergencies and eye problems in systemic disease.

Imparting core knowledge of the ophthalmic syllabus using WebCT should enable all students to have uniformity of teaching and assessment across all sites to ensure the curriculum aims are achieved. It would also enable students to concentrate on improving their clinical skills during their short exposure to the specialty.

Two e-learning modules equivalent of 2 hours of online learning were created accompanied by a commentary by the author. The project delivered on time and on budget with all TDG funds going towards the technical developer.

Stage 1: Instructional Design Phase The course materials were revised with insertion of interactive templates and self-assessment questions. The interactive templates and guidelines were provided by the Faculty’s Learning Technologies team.

Stage 2: Alpha Delivery The first prototype was developed with the materials created in Stage 1. The Undergraduate Medicine Office provided the licenses required to the technical developer for the use of the following software: Articulate Presenter, Engage and Quizmaker.

Stage 3: Testing A usability trial was carried out based using task based exercises and a questionnaire by medical students.

Stage 4: Beta Delivery Amendments were made following the feedback received from the usability trial.

Stage 5: Web CT implementation

Ophthalmology is a visually rich specialty and the materials originally used in my small group teaching, assessment quiz and evaluation questionnaire were very amenable to conversion e-learning format. A discussion forum on Web CT with a moderator for student questions and comment would provide the interactivity of a small group teaching session. This may also be a ‘trailblazer’ for other medical specialty modules where students continually rotate in small groups at different times of the academic year so any conventional lecture series will need be constantly repeated with associated manpower implications. Using e-learning the didactic teaching and assessments will be less affected by staff on leave and turnover.