



## In-class online experiment as a teaching tool in health psychology

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### Background

Virtual learning environments (VLE) were widely hailed as a major leap in the way teaching and learning are conducted. Many educational institutions now employ VLE as their main channel of distributing information and learning materials to students. However, most of the more innovative and interactive features of VLE were still not widely adopted – partly due to the inconvenience of accessing and navigating the VLE.

The increasing prevalence of smart-phones and tablet devices among students might be an opportunity to encourage the use of the interactive features of VLE. Modern VLE are mainly accessed through web browsers, and smart-phone and tablet devices are capable of navigating them. Given that students usually carry these devices to classes, we decided to conduct a study about whether the use of these devices during class can enhance the students' learning experience.

### Objectives

To explore the usefulness and acceptability of in-class online experiment as a pedagogic tool.



### Methods

Students registered to a behavioural sciences class would be recruited for the study.

Subjects would be told to access the Moodle system operated by the University of Hong Kong using their smart-phones or tablet devices. They would then be shown numerous slides on the screen of the lecture theatre. In response to each slide, subjects are required to input their answers using their smart-phones or tablet devices.

Slides shown to the subjects would contain scenarios and questions modified from actual studies in the field of health psychology. These focus on the manipulation of certain elements of the scenario and its impact on the subjects' choices.

Once all subjects entered their choices, all input would be shown to the class and the scenarios will be discussed and analysis.

Lastly, subjects would be asked to fill out a questionnaire concerning their perceived usefulness, acceptability, and ease of use of the experiment.