



## Abstract formula

Name of presenter(s): Gerald Cannon  
Co-author(s): Mary Kelly  
Mary McGrath  
Colette Lyng  
Caron McMahon  
E-mail: [Gerald.cannon@dcu.ie](mailto:Gerald.cannon@dcu.ie)  
Institution: Dublin City University  
Address: School of Nursing, Dublin City University,  
Glasnevin, Dublin 9  
Title of paper: The production and deployment of an on-  
line video learning bank in a skills training  
environment.  
Suggested session: Video and multimedia in teaching and  
learning  
Physical or virtual presence in Lillehammer?  Physical  
Type of presentation?  Paper  
Short biography of presenter(s): (maximum 50 words)  
On completing a BA Communications Gerald Cannon worked for 3yrs  
as a camera operator/video editor before completing a MSc  
Multimedia. Thereafter he established a company producing CD-  
Roms, videos, websites and installations. In 2003/4 he was a  
lecturer/trainer at the JMC Academy in Sydney. Returning in 2004  
he took up his current post in DCU.

### Context and Background:

Nursing students are taught many skills to prepare them for their practical experience in the clinical environment.

To date these skills have been taught to students using a demonstration and practice technique. This teaching method has a number of disadvantages:

- it is highly resource intensive
- learning experiences vary depending on the mix of demonstration and practice in each session
- it can be difficult for students to absorb all of the information presented in a single demonstration.

It was decided that video technology incorporating the deployment of a skills video bank over a web server, in conjunction with a shift in emphasis in the teaching contact sessions could provide a useful tool to aid the teaching process.

### Aim of the paper

The aim of the paper is to disseminate our experiences of producing a large scale audiovisual learning package.

### The Production Process

The first step involved the production of a video demonstrating a particular clinical skill, aseptic technique. This replaced the demonstration element of the skills session. Students viewed it online before the skills session and then spent the time allotted to this skill practicing it under supervision. It was evaluated positively by students and the lecturer involved.

As a result, a bank of 17 more videos focussing on fundamental skills within one first year module was developed in-house. The main focus of this paper will be on the production processes involved in this and its introduction into teaching practice.