Legend

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| What did you like about the lectures? |
| What did you NOT like about the lectures? |
| Any suggestions how we can improve the lectures? |

Feedback from the 2017 class

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| 2017/001 | The teaching was really good.  i finally learnt how to approach an ECG systematically.  ECG online is a very good tool to test my knowledge | Lectures were informative  Systematic approach taught  Blended learning |
| Examination of the ECGs generally forces to abandon systematic approach and just learn the patterns  Initially did not use ECG online bc I was waiting to be taught before attempting it | Difficult to implement systematic approach  First wanted to have lecture before using ECG ONLINE |
| - One more tutorial - REQUIRE HOUGHTON AND GRAY READING BEFORE A TUT. Then use ECG online to test progress and understanding. | Schedule more lectures  Flipped classroom  Use ECG for practice with feedback |
| 2017/002 | i liked that it was very visual  and that the lecturer made sure that we all understood before moving on | Visual material during lectures  Taught to understand instead of memorising |
| too long | Lectures are too long |
| maybe more but shorter sessions | Schedule more lectures  Lectures should be shorter |
| 2017/003 | The fact that we got taught methods and approaches | Systematic approach taught |
| Lectures were too long. | Lectures are too long |
| Rather shorter, more frequent lectures. | Schedule more lectures  Lectures should be shorter |
| 2017/004 | encouraged to participate.  Went at a pace where I could follow what was happening | Encouraged to participate  Good pace |
| lectures were too long. they should have been broken up into 3 or 4 shorter sessions | Lectures are too long |
| see above | Schedule more lectures  Lectures should be shorter |
| 2017/005 | It was informative and interactive and made it easier to complete the ECG online tasks. | Lectures were informative  Interactive lectures  Lectures made it easier to complete online tasks |
| Nothing :) | - |
| Not really, i think it was well structured. | - |
| 2017/006 | It was more interactive than last year. | Interactive lectures |
| The length it took to do one interpretation | ECG interpretations are too tedious |
| Include a mixed example section at the end of ecg online, so that you "don't know" which section you are doing and thus, do not anticipate which answers to give/ what to look for. | N/A |
| 2017/007 | it was interactive  and there were nice simple approaches to ECG's | Interactive lectures  Systematic approach |
| there was not anything I did not like | - |
| There should be more tutorials | Schedule more lectures |
| 2017/008 | The take home messages that were provided to us. | Learning material to accompany lectures |
| The amount of work covered in each tutorial was too much. | Too much information at once |
| - | - |
| 2017/009 | Simple and thorough.  Physiology and pathology explained well with examples. | Easy to follow and understand  Pathophysiology taught |
| - |  |
| Split the 2 sessions into 3 | Schedule more lectures |
| 2017/010 | The lectures were really good- it's the first time I've felt I had a grip on ECGs and I liked that they were explained with the mechanisms and reasons why things occur.  I also found ECG online a great resource, and liked that we could do it in our own time. | Lectures were informative  Taught to understand instead of memorising  Self-directed learning resource complemented lectures |
| The problem I had with ECG online is that when I got things wrong and didnt understand why, there wasn't much I could do about it to find the reasons, etc. | N/A |
| More lectures- both lectures were great but it was a huge amount of info packed into two sessions. Also encouraging clinicians to explain ECGs- often they just get handed to us, but then no one ever says "so what do you see" or explains the diagnosis. | Schedule more lectures  Practice under supervision |
| 2017/011 | The practical approach and structure of teaching.  The seminars were very good.  And the practice on ecgonline helped a lot. | Teaching is methodological  Systematic approach taught  Lectures were informative  Self-directed learning resource complemented lectures |
| nothing. | - |
| Make a small number of ecgonline modules part of each block, so that this knowledge is not forgotten. | Teach ECGs in other blocks as well |
| 2017/012 | I liked that I have ECG online to actually practise intereating ECGs. Usually there is limited resource to practise and to show you where you went wrong. Additionally ECG online gives you a formal guideline of how to approach the ECG. | Self-directed learning resource complemented lectures |
| Too much information was provided in too little time. There should be more teaching slots for ECGs. | Too much information too little time |
| Practise reading normal ECGs and then have ECG tests/quizzes to apply our knowledge. | Schedule more lectures  Practice with feedback |
| 2017/013 | Dr Viljoen explained both morphology and arrhythmia approaches very well. I understood the mechanisms of the abnormalities better and I feel alot more confident | Lectures were informative  Taught to understand instead of memorising |
| Not enough time | Too much information too little time |
| more time for lectures/ split the lectures up so we dont lose concentration  more smal group tuts with a clinician | Schedule more lectures  Lectures should be shorter  More small group teaching |
| 2017/014 | A think we were given a useful practical approach to analyse ECGs. | Systematic approach taught |
| It was a little rushed. | Too rushed |
| A think it should be given more time especially in the pre-clinical years - there is a lot of unnecessary lectures and tuts that can be replaced by ECG teaching. Having completed this block, a large number of the patients that I interacted needed to have ECGs performed on them; however not a lot of time is spent teaching it. | Introduce ECG teaching earlier in curriculum  Allow more timer in the curriculum for ECGs |
| 2017/015 | it taught me how to systematically look at an ECG | Systematic approach taught |
| none | - |
| none | - |
| 2017/016 | The teaching method and app were excellent. | Method of teaching (lectures followed by SDL) |
| ECG Online often became buggy, but this is just me nitpicking. Otherwise ECG teaching was brilliant. | N/A |
| Allocate more time to ECGs. The time should also be broken up. | Schedule more lectures  Lectures should be shorter |
| 2017/017 | The use of both self-directed online tools and formal lectures | Method of teaching (lectures followed by SDL) |
| Long lectures at the end of the day | Lectures are too long  Lectures at the end of the day |
| Teach ECGs more in conjunction with topics, as opposed to all types of ECG abnormalities out of context (eg, more time in cardiac clinics and analysing ECGs with each new patient) | Teach in context |
| 2017/018 | It was systematic, and gave us an understanding of not relying too much on pattern recognition but pay attention to detail | Systematic approach taught  Taught to understand instead of memorising |
| I am satisfied so far | - |
| Random bedside Tuts with ECG teacher | More bedside ECG tutorials |
| 2017/019 | Using online and lectures was good. Online app helped. | Method of teaching (lectures followed by SDL) |
| So far so good. | - |
| It will be good in 4th year to have 2 more lectures with Dr Charle. Felt they were condensed this year but teaching was quality this is to ensure that slow cleaners catch up mastery of concepts. | Schedule more lectures |
| 2017/020 | I learnt new content and new approaches which I was able to implement when interpreting ECGs | Systematic approach taught |
| Time slots in afternoon for ECG teaching can be tiring and I tended to lose focus at times during the teaching | Lectures at the end of the day |
| Make lecture resources available on Vula afterwards, even if it is just text-based with no pictures. I think I would have benefit from that to see what content I may have missed out during the teaching sessions where I lost focus | Self-learning resources |
| 2017/021 | Systematic approach. | Systematic approach taught |
| Need more practise | Lack of opportunity to practice |
| Have a tutorial where we go through random ECGs under supervision | Provide more opportunity to practice  Practice under supervision |
| 2017/022 | The teaching was so much better than what we have experienced before.  The teaching was delivered in a systematic way that is easy to reproduce and most of the time leads you to the correct diagnosis | Lectures were informative  Systematic approach taught |
| Teachings were always in the afternoons, would have liked to have more energy to pay attention! | Lectures at the end of the day |
| Start with this type of teaching in Semester 6 | Introduce ECG teaching earlier in curriculum |
| 2017/023 | very informative and succinct | Lectures were informative  Easy to follow and understand |
|  | - |
|  | - |
| 2017/024 | It was enthusiatically taught, clear,  and there was material to practice on so I didn't forget what I learnt. | Lectures were informative Allowed for practice under supervision |
| The individual sessions were quite long. | Lectures are too long |
| More practice examples and quizzes online. Maybe an interesting ECG of the week that can be quizzed and then discussed? | Provide more opportunity to practice  Provide opportunity to discuss |
| 2017/025 | It was taught in a clear and concise manners. | Lectures were informative |
| N/A | N/A |
| More ecgs to practice on. | Provide more examples |
| 2017/026 | Structured and easy to follow.  Good speed to follow and concentrate.  Good examples to work through with tutor - helped a lot. | Teaching is methodological / structured  Easy to follow and understand  Good pace  Allowed for practice under supervision |
| Many one or two more sessions would have helped. | Too few lectures / sporadic |
| Having ECG hands on teaching in the wards would be amazing. Especially with supervision and input. | Schedule more lectures  More bedside ECG tutorials  Practice under supervision |
| 2017/027 | I enjoyed the way dr. Viljoen teaches and his willingness to explain to students. | Good tutors |
| The formal lectures were too far apart | Too few lectures / sporadic |
| More formal lectures | Schedule more lectures |
| 2017/028 | I learnt about the proper approach to an ECG vs just recognizing pathology | Systematic approach taught  Taught to understand instead of memorising |
| At some points it was information overload where I got lost and had to redo the ecg myself | Too much information too little time |
| The way they have been divided into segments is a very useful way of teaching and that's nice |  |
| 2017/029 | The quality!! It was so flippen good | Lectures were informative |
| Nothing | - |
| Nope, I thought it was brilliant | - |
| 2017/030 | I enjoyed being able to actually interpret ECGs and use them as a tool to diagnose patients. | Being able to apply knowledge in the workplace |
| Quite long sessions, with information that is quite dense. | Lectures are too long  Information overload |
| Perhaps more information on what the normal morphology of each part of the ECG in each of the leads (e.g. I am still uncertain as to which leads normally have a q wave, and which do not, and when it is pathological) | Also teach the normal ECG |
| 2017/031 | - | - |
| - | - |
| - | - |
| 2017/032 | - | - |
| - | - |
| - | - |
| 2017/033 | The teacher was really clear and the lecture slides were easy to understand.  It was pretty interactive. | Good tutor  Easy to follow and understand  Interactive lectures |
| The sessions were too long. I think it would have been more beneficial to have more sessions that are shorter (but still make up more time). | Lectures are too long |
| See above. I had many questions as I was going through the ECG online modules - I found that I was emailing Dr Viljoen numerous times a week. It would have been really beneficial to have more sessions. | Schedule more lectures  Lectures should be shorter  Provide for platform to ask questions |
| 2017/034 | the feedback from the ecg online website as well as the take home messages | N/A |
| there were only 2 ecg tutorials | Too few lectures / sporadic |
| - | - |
| 2017/035 | Use of real life ECGs as examples.  Having access to online material which I could use any time I wanted | Blended learning  Real life ECGs as examples |
| Nothing | - |
| An ECG bank of some sort could be provided for students to practice on. | ECG bank  Provide more opportunity to practice |
| 2017/036 | The lecturer taught with great clarity and taught at a pace that I could follow. | Easy to follow and understand  Good pace |
| The ECG teaching for my group was a little late during the course of the block. I would have loved to have had it earlier during the rotation. | ECG teaching comes too late in curriculum |
| Please continue to allow us to have access to the ECG online tutorials even after the 4th academic year so we can have further practice. | Introduce ECG teaching earlier in curriculum  Teach ECGs in other blocks as well |
| 2017/037 | Dr Viljoen was very patient and always willing to explain anything at any time. | Good tutor |
| The lectures were too long and condense. | Lectures are too long  Information overload |
| Shorter more frequent lectures and include ECG tutorials. | Schedule more lectures  Lectures should be shorter |
| 2017/038 | Finally made sense because of a quality teacher | Good tutor |
| Nothing | - |
| Maybe have more shorter sessions. | Lectures should be shorter |
| 2017/039 | The ECG teaching was systematic, well-structured and clear. It followed clear lines of thought and was very useful in teaching approaches to an ECG, rather than memorisation of patterns. | Well-structured  Systematic approach taught  Easy to follow and understand  Taught to understand instead of memorising |
| I had no complaints other than the fact that because of the limited teaching opportunities, lectures were lengthy. However, the teaching in these lectures was exemplary. | Too few lectures / sporadic  Lectures are too long |
| Add more opportunities for students to formally engage with clinicians regarding ECGs. | Practice under supervision |
| 2017/040 | ECG teaching was insightful and directed. I learnt all the most important information about ECG's in a relatively short space of time. They were superb tutorials! The pictures and pathophysiology was great. | Lectures were informative  Learnt a lot in short period of time  Visual material during lectures |
| A lot was crammed into one session and there were too few sessions. Perhaps 4 tutorials spaced out evenly would work better. | Too few lectures / sporadic  Too much information too little time |
| Have tutorials in the first and second week so that we are more prepared for upcoming shifts. Also I found the ecgonline website made more sense after the tutorials. | Schedule more lectures  Lectures should be shorter  Introduce ECG teaching earlier in curriculum |
| 2017/041 | ECG online and the lectures were very helpful | Blended learning |
| Not enough lectures/tutorial time. | Too few lectures / sporadic  Too rushed |
| I would have liked at least one more tutorial in order to not rush the tutorials as i felt they were a bit rushed | Schedule more lectures |
| 2017/042 | I thought the lectures were really good although they were a bit long. I really enjoyed using ECG online. The ECG online take home messages are brilliant! | Lectures were informative  Blended learning |
| I did not like that the ECG lectures occurred so late into the block for my group. I think the entire block should get the lectures within the first week so that we are well prepared for using ECG online. | Lectures are too long  ECG teaching comes too late in curriculum |
| It would be nice if ECG online had information regarding abnormalities e.g. what constitutes a prolonged PR or a wide QRS etc that can be reviewed before starting the modules i.e. like a quick crash course in ECG analysis before actually starting the analysis of the modules. | N/A |
| 2017/043 | I enjoyed the layout of the ECG online website and the fact that the work was self-directed as opposed to long lectures. | N/A |
| Nothing | - |
| Just improving the image quality of some of the online ECGs | N/A |
| 2017/044 | Such a high standard of teaching, honestly the best I have received during this block if not the last three years. The lecturer was so engaged and answered email questions the same day or the following day. His lectures were incredibly clear and focused. | Good quality lectures  Able to contact lecturer to ask questions  Easy to follow and understand |
| I think I wished we could have had a little more time for one more lectures, perhaps on QT intervals and T waves. Otherwise everything was perfect. | Too few lectures |
| Only having slightly more time, but I think that the website really does help with that issue. The take home messages are incredible. I can't tell you how different the teaching is from semester 6 - I definitely think it would be worth scrapping that altogether and replacing it with Dr Viljoen's tuts and then ECG online - it really feels like a different subject and I love ECGs now, whereas before I hated studying them. I think that they definitely wasted their time teaching us the way they did in semester 6, when we could have started with this and had a much better foundation. | Introduce blended learning |
| 2017/045 | The structure of the ECG sessions given by Dr. Viljoen was very helpful. It seemed like he understood what we could possibly misunderstand and catered for it in his explanations. I also like the explanation at the end of each example (the drawing) about where the wave originates from, where you're looking from, and then what is happening physiologically at the point of abnormality. | Good quality lectures  Incorporating pathophysiology  Visual material during lectures |
| not much, it was good. |  |
| It would be helpful to get Dr. Viljoen to explain the basic principles of ECG analysis (a normal ECG) when we do cardiac physiology in year 2. Then in year three we'll be more prepared to look at rate, rhythm, axis etc. Then in year 4 we'll be ready to diagnose pathologies. | Normal ECG  Introduce ECG teaching earlier in curriculum |
| 2017/046 | provided the opportunity to ask questions | Interactive lectures |
| time of lecture and duration | Lectures at the end of the day  Lectures are too long |
| split up teaching to facilitate better learning | Schedule more lectures  Lectures should be shorter |
| 2017/047 | I enjoyed the ECG online website, even though it was tedious at first after completing the course i now have the method of analysing ecg's ingrained in me. I also found the lecture very useful as it gave a n idea of what we were looking for and an explanation of the underlying physiology | Blended learning |
| The fact that we had the lecture only in the 3rd and 4th week of the block. | ECG teaching comes too late in curriculum |
| place the sessions at the beginning of the block | Introduce ECG teaching earlier in curriculum |
| 2017/048 | You are given an approach to ecgs and also the actual mechanisms of why you see certain ecg changes | Systematic approach taught  Taught to understand instead of memorising |
| i can not think of anything | - |
| have more than 2 sessions. make sure there is an sdl slot the day before the acutal scg so that students can prepare before hand and it can be more interactive | Schedule more lectures  Flipped classroom |
| 2017/049 | Fun, interactive, real-life examples, enthusiasm of the lecturer | Interactive lectures  Real life ECGs as examples |
| - | - |
| - | - |
| 2017/050 | It was easy to understand and follow | Easy to follow and understand |
| It was content heavy | Information overload |
| shorter sessions but more sessions | Schedule more lectures  Lectures should be shorter |
| 2017/051 | It was presented in an easily understandable format (ie: not too much content at once and the use of graphics) | Easy to follow and understand  Visual material during lectures |
| There were only 2 formal lectures | Too few lectures / sporadic |
| More lectures and maybe slightly shorter | Schedule more lectures  Lectures should be shorter |
| 2017/052 | Great presenting and explanation by Dr Viljoen | Lectures were informative |
| Not enough ECG teaching | Too few lectures / sporadic |
| More ECG teaching spread over shorter sessions | Schedule more lectures  Lectures should be shorter |
| 2017/053 | I really enjoyed the online teaching | Blended learning |
| The ECG tutorials were very long and dense, would be more beneficial to have more frequent, shorter tuts | Lectures are too long |
| ECG online is a great idea, give all students access from earlier on. | Schedule more lectures  Lectures should be shorter  Introduce blended learning  Introduce ECG teaching earlier in curriculum |
| 2017/054 | Very well organised and explained clearly | Well structured  Easy to follow and understand |
| Not enough of them! | Too few lectures / sporadic |
| Shorter lectures, but more lectures | Schedule more lectures  Lectures should be shorter |
| 2017/055 | It was very structured and useful if you had done prior ECGs/ preparation. | Well structured  Flipped classroom helped |
| I was happy with it all! | - |
| Not particularly! | - |
| 2017/056 | just being taught ecg's is great. |  |
| nothing. | - |
| start from 2nd year? | Introduce ECG teaching earlier in curriculum |
| 2017/057 | It was systematic and thorough | Systematic approach |
| It would take a long time to complete | ECG interpretations are too tedious |
| Perhaps break it up into sections | Schedule more lectures  Lectures should be shorter |
| 2017/058 | The sessions, although long, had useful, succint summaries of approaches without too many differentials. Dr Viljoen was energetic and the learning environment was positive. | Succinct summaries with approaches to differentials Lectures were safe learning environment |
| I would've liked coffee during the session. But not bad coffee. Seriously. | - |
| Maybe spread out the ECG teaching more, or include more breaks in the teaching session. | Schedule more lectures  Lectures should be shorter |
| 2017/059 | I enjoyed the combination of the online component to the ECG lecture teaching as I got to apply my knowledge. | Blended learning |
| I didn't like that the information for the ECG was given after interpretation | Study material after the quiz |
| Make the reading resources avaliable before the quiz | Give study material before the quiz |
| 2017/060 | gave a good approach to interpreting ECGs. Succinct and easy to follow and understand. Kept things simple. | Systematic approach taught  Easy to follow and understand |
| I did not like that the online course had selection options which I had not been taught on and so found it tricky to answer during the online course. | N/A |
| Provide information about each part of the ECG being analysed so that I can check if my thinking is correct. | N/A |
| 2017/061 | I liked that the majority of learning you did by yourself. I also liked the approaches given in lectures as they are really helpful. | Self-directed learning  Systematic approach taught |
| Having learnt a lot of the material on ECG online already, I felt that the lectures didn't need to repeat that. | Repetition in class off what was learnt online |
| In lectures: don't go in detail about stuff that is already explained nicely on ECG online's take home notes. Then use the extra time in lectures to answer any questions that students have come across. That way we wouldn't need to try and cram everything into long 2 hour lectures. Also, on ECG online I kept getting the T wave analysis wrong, so I think better clarity on what normal T waves look like, where they are normally positive/negative would be beneficial. | Instead of teaching everything that is available online, spend more time on discussion |
| 2017/062 | The explanations of why patterns/ changes arise in certain conditions helped me to remember them. | Taught to understand instead of memorising |
| A bit long- too much at once. | Lectures are too long  Information overload |
| No, was a very good course- really helped me grasp ECGs. I just need more practice. | More practice |
| 2017/063 | I enjoyed being able to learn and practise interpreting multiple ECGs, and to have that opportunity before the lectures because it made the lectures easier to understand and more interesting to follow. I really liked that the ECGonline made you go through all the steps for each ECG. It familiarised me with the different steps to analysing an ECG and made them intuitive. | Opportunity to practice ECGs  Flipped classroom helped  Blended learning |
| I would have liked to have the lecture given by Dr Viljoen made available. The basic content was available in the handouts from ECG online but I would have preferred the powerpoint because there was additional information, useful ways to remember each section (Conduction v Generation problem with bradycardias) and powerpoints are easier to study from and have all the material available in one place. | Make lecture material available |
| I really enjoyed the ECG teaching |  |
| 2017/064 | - |  |
| - |  |
| - |  |