

# Undergraduate student nurses' learning experiences with the Wales Virtual Hospital - 360° still environment e-learning package – A pilot evaluation

**Nelson Selvaraj, Lecturer (Adult Nursing), Cardiff University (SelvarajN1@cf.ac.uk)**  
**Owen Crawford, Digital Learning Manager, Cardiff University (CrawfordO2@cf.ac.uk)**

## Background

Recent advances in 'virtual' technologies have transformed conventional teaching and learning styles in many ways (Tang et al 2020).

The Wales Virtual hospital is an immersive online platform which allows educators to create their own 360° image based clinical environment and scenarios where students can interact with virtual hotspots which contain information, multimedia content, or activities such as reflection, history taking or quiz questions.

This was the first project of its kind within UG nursing programme at Cardiff University.

## Aim

To report undergraduate nursing students' learning experiences with the Wales Virtual Hospital 360° still environment e-learning package.

## Conclusion

Overall, students' learning experience with the Wales Virtual Hospital 360° e-learning package was positive.

The Wales Virtual Hospital 360° e-learning package can complement other learning and teaching methods.

## Methods

### E-learning package

Care of a child with febrile seizure

Launched in  
February 2023

### Online questionnaire

Design, page navigation, contents, learning activities and knowledge gain.

### Collaborative approach & Co-creation

Lead lecturer & digital learning manager

### Qualitative data

'What did you like most about the e-learning?'

'What improvements would you suggest or features that you would like to see in future 360° E-Learning materials?'

## Findings

Improved knowledge and understanding of the subject matter

Easy to use

Attractive and visually stimulating

Improved observational skills

Well-organised learning materials

## Challenges & Suggestions

Not easy to navigate in mobile phones

More scenarios please

Could have used more images

Incorporating 'hands-on' activities (eg: Taking vital signs and documentation)

Scenario development requires a significant amount of time (writing storyboard and co-ordinating consent & filming process)

See the



Storyboard

## References

Tang, K. S et al (2020). Augmented reality in medical education: a systematic review. Canadian medical education journal, 11(1), e81–e96.