



Critical reflective Dialogue on Ethics and Health Informatics: Promoting Student Engagement in Virtual Learning

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ABSTRACT

Student engagement using virtual discussion forums influences the students' ability to reason critically, challenge concepts using objective perspectives and develop an interactive approach to peer learning. Graduate students obtaining degrees in the field of healthcare, health sciences, and related allied health professions, are academically and professionally prepared to address complex challenging scenarios in varied healthcare settings using diverse methods of learning. Teaching and learning strategies using modern approaches are essential for student engagement. The aim of this project was to explore student engagement when using a virtual discussion forum to discuss the principles of ethics and health informatics in contemporary healthcare delivery. A retrospective process evaluation on student engagement was conducted to evaluate student interactive discussions on ethics and health informatics. Data analysis was carried out through rigorous, systematic reading of the interactive discussion forum, evaluating the frequency and depth of student interaction and manual coding of dialogue performance. The evaluation highlighted that critical reflective dialogue on ethics and health informatics promoted an immersive peer learning experience, a student-led learning approach and a deeper understanding of ethics and health informatics in contemporary healthcare delivery. As a result, the critical reflective technique enabled students to receive real-time feedback from their peers and instructor throughout the virtual learning process.

Key words: Dialogue, Healthcare, Learning, Teaching, Reflective

