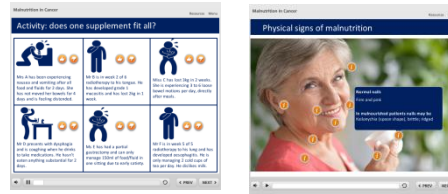


## Appetite for eLearning

A recent point prevalence study completed across 15 Victorian Health Services identified malnutrition as highly prevalent in the inpatient and ambulatory oncology settings<sup>1</sup>. A core recommendation from this study was to develop a resource to increase awareness, understanding and appropriate management of malnutrition amongst multidisciplinary cancer clinicians.

A web-based eLearning program was chosen as the best means to deliver the education. eLearning represents a cost-effective, engaging and interactive medium; providing consistent and current information that is accessible and flexible in time, pace and location and provides opportunities for monitoring access<sup>2,4</sup>.

Research suggests that despite its potential impact on learning outcomes (significantly in eLearning formats) little consideration is paid to learning styles in the conception, design and creation of eLearning<sup>2,6</sup>. By contrast, early consideration of target audience and diverse learning styles and motivations (as outlined in figure 1) enabled a more powerful program to be developed for clinicians. Consideration and application of different elements of these pedagogic theories and learning styles have been utilised in the Malnutrition in Cancer eLearning program as outlined on the right hand side:



Figures 4 and 5 – Examples of interactive activities with feedback

### Malnutrition in Cancer eLearning program available at

[www.eviq.org.au/eviQED/  
MalnutritioninCancer.aspx](http://www.eviq.org.au/eviQED/MalnutritioninCancer.aspx)

Focussed, discipline-specific Malnutrition in Cancer eLearning programs were developed for medical, allied health, nursing, general practitioners and practice nurse domains to promote awareness, identification, early intervention and management.

These eLearning programs are an example of an innovative, interactive, evidence-based health education resource. A number of pedagogic strategies and theories have been employed to meet the learning needs of a wide and diverse audience to ultimately enhance patient care and outcomes.



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Figures 2 and 3 – Examples of information presentation styles