



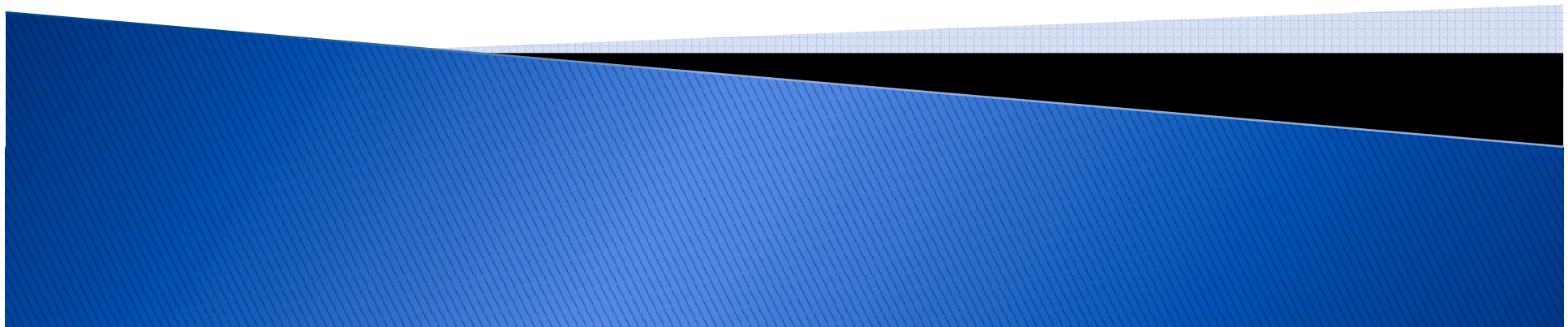
UNIVERSITY OF BEDFORDSHIRE



Evaluating communication with our E-Learners on the Public Health Masters Course

University of Bedfordshire

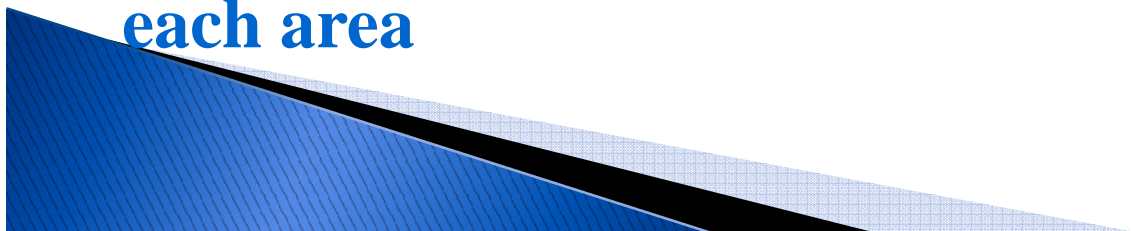
Susan Sapsed – Senior Teaching Fellow
Sandra Leggetter – Senior Lecturer
E-Leader Tallinn, Estonia, June 2009



Evaluation is necessary to assess the successful areas and see where the weaker elements can be made more substantive.

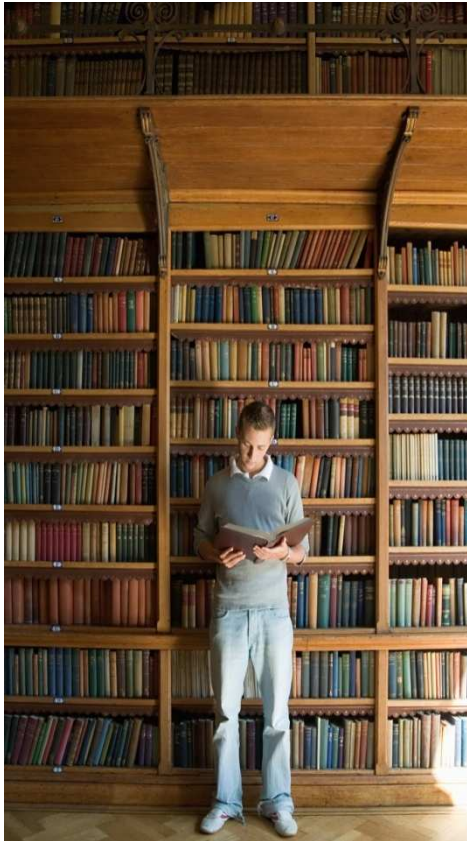
In order to enable students to facilitate their own learning and lead to the successful completion of the course.

We have used the student's evaluations and our experiences as a means of appraising the effectiveness of each area



Communication has moved

Traditional



2009 on wards

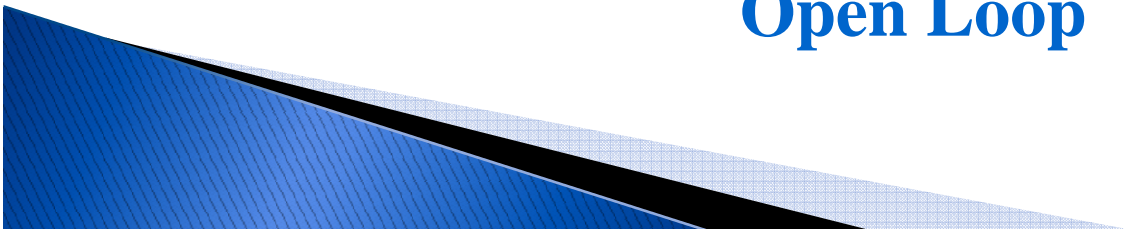
Out



In



Open Loop

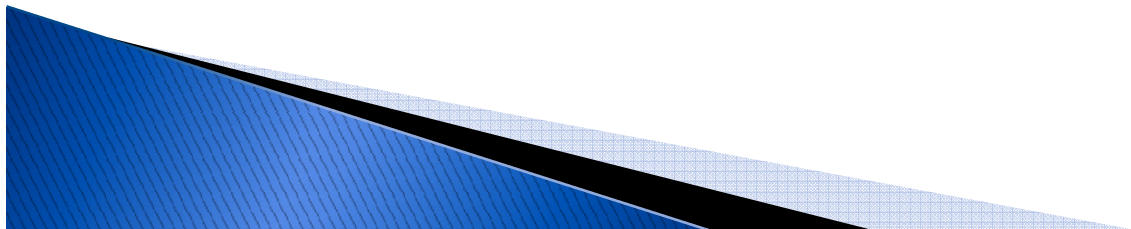
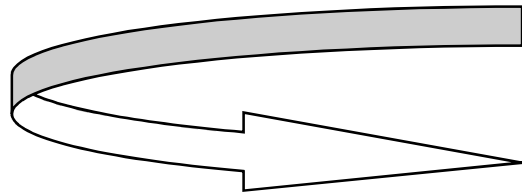


Taught Communication – Open Loop

Facilitator

Learner

**Communication is a process
giving and receiving
and feedback**

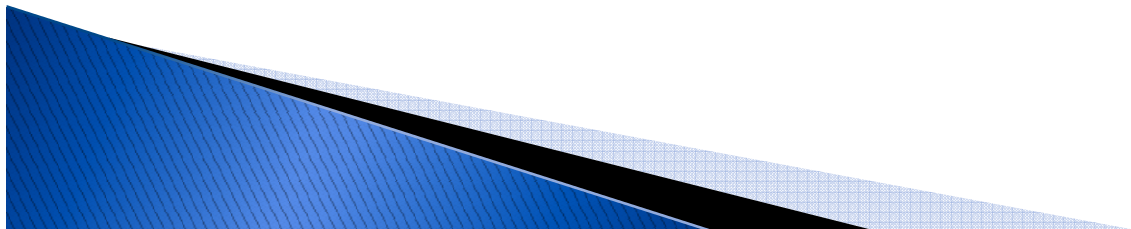
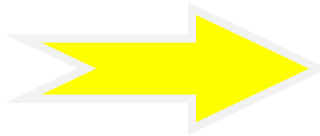


Communication in e-learning Closed

Facilitator

Learner

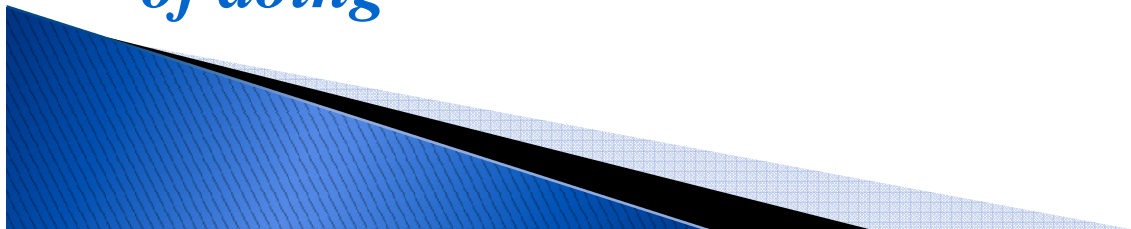
Communication is one way




Beetham and Sharpe (2007, p3.)

State - 'as educators and higher educational establishments are we prepared and ready to re-think our pedagogies and re-do our practices?'

They propose that contemporary pedagogy would need to encompass 'ways of knowing' as well as 'ways of doing'

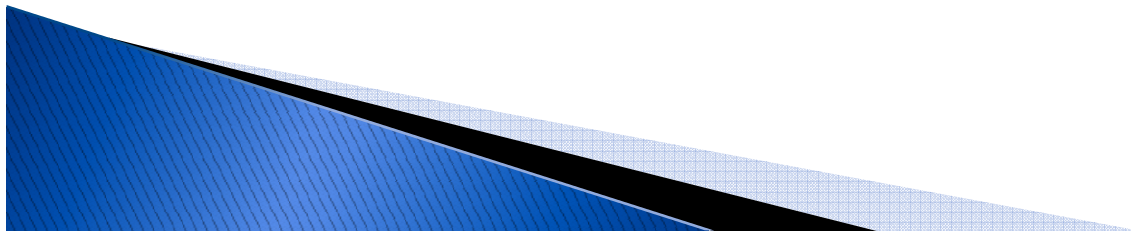


Hughes (2008, p438)

- ▶ States that elements to this pedagogy must include an understanding that : *‘technology, without the pedagogy can be a fetishised and empty learning, and teaching experience – stylized, but without substance, simply an electronic information push’*.
 - ▶ *He consider* that the UK has lost it way by emphasising the technology per se which has held back pedagogical debate.
- 

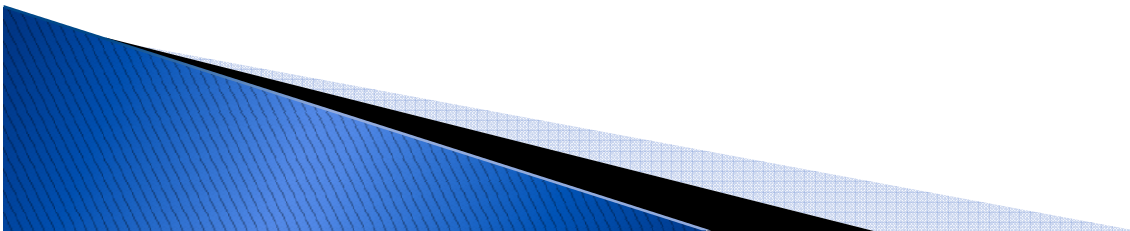
Mayes and de Freitas (2007, p23.)

Observed that we are witnessing *‘a new model of education, rather than a new model of learning’* as *‘our understanding deepens...we see how learning can be socially situated in a way never previously possible’*.



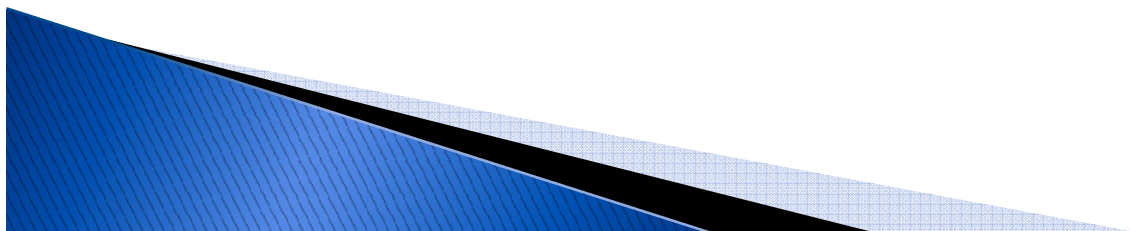
Laurillard (2007,p.xvi)

Suggests that ‘a synergy knowing and doing, pedagogy and technology arrived at through ongoing conversations with our learners and peers, is a starting point for tackling the bridge building policy, strategy, research, and practice’



The pedagogy of ‘*Social-Constructivism*’

- ▶ **Would appear to be in line with this master’s course as these students should be self-motivated and independent learners.**
- ▶ **However a blend of four main pedagogical perspectives would we feel, underpin the present programme more accurately.**



Pedagogical Perspectives

- ▶ **Cognitive perspective** - which focuses on the cognitive processes involved in learning as well as how the brain works it considers the student being actively involved in their learning process.
- ▶ They are not passive receivers.
- ▶ In fact, they can control their own learning (Shunk, 2000).



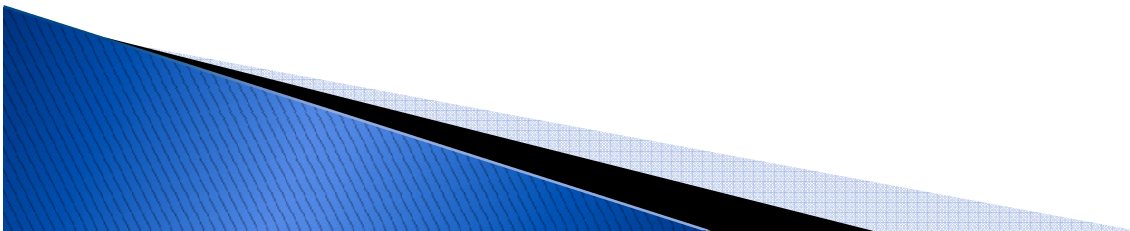
Pedagogical Perspectives

- ▶ **Emotional perspective** - This focuses on the emotional aspects of learning, like motivation, and engagement.
- ▶ The emotional perspective involves enabling students to be self-aware, socially cognisant, able to make responsible decisions, and competent in self-management and relationship-management skills to foster their academic success (Teachers College, 2004).



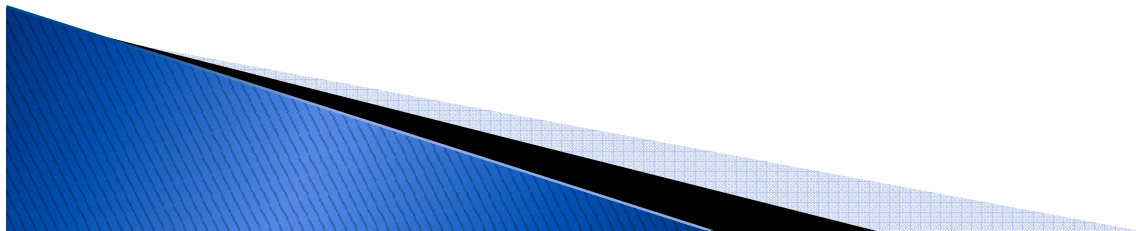
Pedagogical Perspectives

- ▶ **Behavioural perspective** - This focuses on the skills and behavioural outcomes of the learning.
- ▶ The process of learning can then be defined as the relatively permanent change in behaviour resulting from experience or practice
(Cunia, 2005, Hummel, 2006).



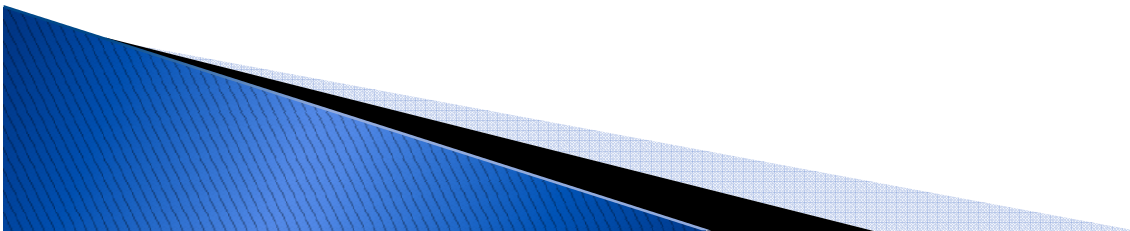
Pedagogical Perspectives

- ▶ **Social perspective** - This focuses on the social aspects, which can stimulate learning.
- ▶ Interaction with other people, collaborative discovery and the importance of peer support as well as pressure
- ▶ This perspective considers the debate of nature and nurture (Rogers, 2003).



Smith et al. (2001, p9).

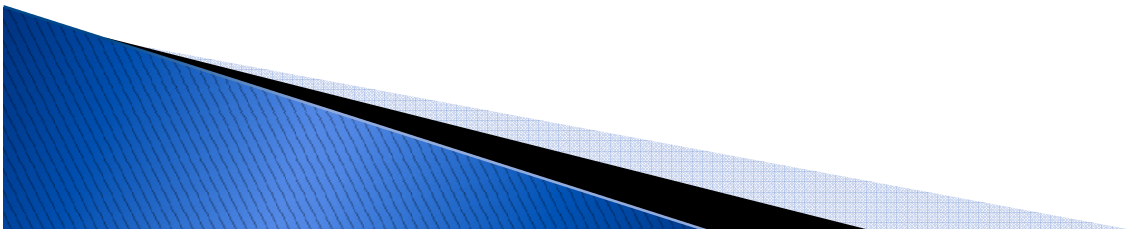
“In the opening weeks of distance courses, there is an anonymity and lack of identity which comes with the loss of various channels of communication”



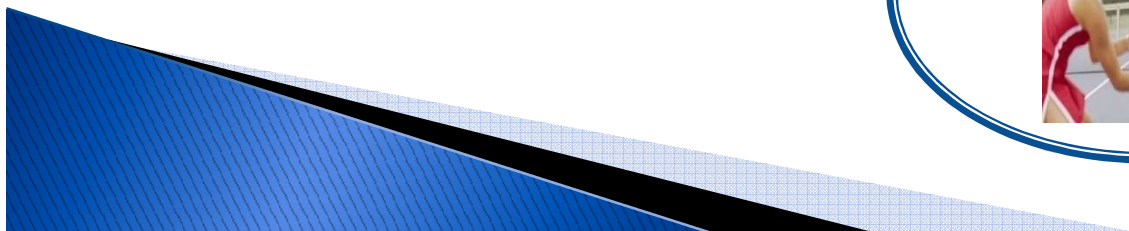
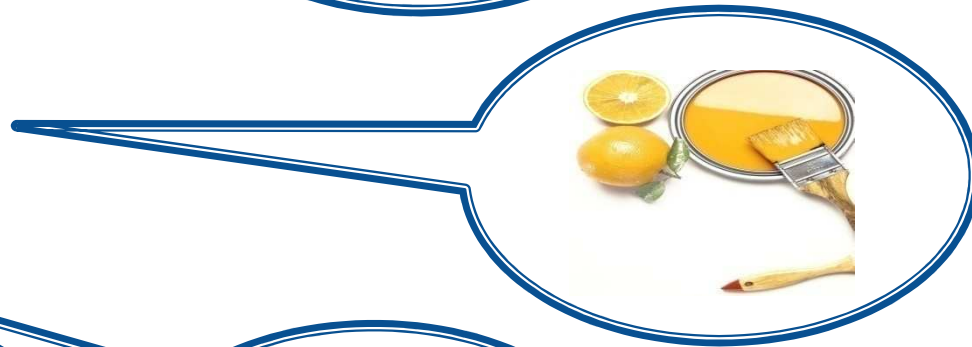
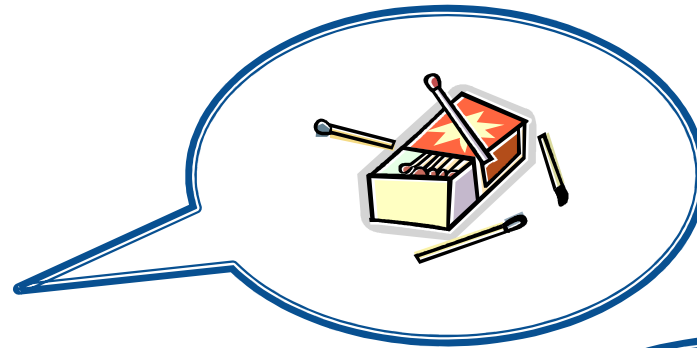
The community of e-learners is mixed internationally and by educational background.

There are three recognised steps to take:

- ▶ Determine how we will prepare the material so that the e-learner can make sense of it (encoding).
- ▶ Determine what obstacles exist that might prevent proper understanding (decoding)
- ▶ Determine the best ways to engage the learner (transmission)



Communication and Perception



Communication – Facilitating an Open Loop

Facilitator



Encoding Facilitated
Transmission
Assessment and the
need for feedback
embedded in the
course work
Decoding

Learner



Open Loop

Team Page

Started by introducing ourselves

Blackboard Academic Suite - Windows Internet Explorer

http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url=

Google

Google wimba create Search

Blackboard Academic Suite

BREO PARK SQUARE

Home Help Logout

Gateway Help My Sites Expo Library Careers LearnTech Timetable

Announcements

Induction Day

Handbooks

Teaching Team

Administrative St

Exploring Researc

Policies and Issu

Epidemiology in P

Concepts in Publi

Experimental Evid

Professor Les Ebdon - Vice Chancellor
Welcome from the Vice Chancellor of the University of Bedfordshire,
Professor Les Ebdon.
Click Link Above to View

Michael Preston-Shoot
Click Link Above to View

Susan Sapsed
Click Link Above to View

Gurch Randawa
Click Link Above to View

Sandra Leggetter

start Do we communicate s... Blackboard Academic ... Type to search Norton 100% 05:57

Vice Chancellors video

The screenshot shows a Windows Internet Explorer browser window displaying the Blackboard Academic Suite. The address bar shows the URL http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url=. The page header features the BREO PARK SQUARE logo and navigation links: Home, Help, Logout, Gateway, My Sites, Expo, Library, Careers, LearnTech, and Timetable. A left-hand navigation menu includes buttons for Announcements, Induction Day, Handbooks, Teaching Team, Administrative St, Exploring Researc, Policies and Issu, Epidemiology in P, Concepts in Publi, and Experimental Evid. The main content area is titled "Professor Les Ebdon - Vice Chancellor" and contains a video player showing a man in a suit and glasses sitting in front of a bookshelf with several stuffed animals.



Discussion Board – Introducing themselves

- ▶ *My name is-. I am on the distance learning masters. I am currently working as a staff nurse in Essex and hope that gaining this masters will enable me to eventually become a nursing lecturer. I am very excited about studying again as it has been three years since I did my degree, but I am also really nervous.*
- ▶
- ▶ *Good luck to everyone - Hello everyone,*
- ▶
- ▶ *My name is-, I am Dutch, 31 years old, and I am also participating in the Distance-Learning course. It is a real pleasure to be a member of the group, as I have read all your fascinating backgrounds. Special welcome to the people from Africa!*
- ▶
- ▶ *My background is in Public Administration, but I have worked for several years in the area of Sexual and Reproductive Health, both for the United Nations Population Fund (in Africa and the Caribbean) and an NGO in the Netherlands. I now feel the time has come to gain more substantial background in Public Health.*
- ▶
- ▶ *My personality is a bit like Lara's and I am also a bit nervous, but I very much look forward to working with all of you to fulfill our dreams. - Warm regards,*



Table of Contents

The screenshot shows a web browser window titled "Blackboard Academic Suite - Windows Internet Explorer". The address bar displays the URL: http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url=. The page header includes the BREO PARK SQUARE logo, a user profile picture, and navigation links: Home, Help, Logout. A secondary navigation bar contains: Gateway, Help, My Sites, Expo, Library, Careers, LearnTech, and Timetable. A left sidebar lists various topics: Exploring Research, Policies and Issu, Epidemiology in P, Concepts in Publi, Experimental Evid, Ethical and Legal, Diversity in Publ, Public Health Pro, Research & Practi, and Dissertation PUBO. The main content area is titled "Exploring Research Methodologies" and contains a "Table of Contents" section with the following structure:

- A. What is Research? - An Overview
 - 1. Learning outcomes
 - 2. Why Research?
 - 3. Other terms
 - 4. Definition of Research
 - 5. The Framework
- B. Methodological Approaches
- C. The Three Main Approaches
 - 1. The Experimental Approach
 - 2. The Survey Approach

The Windows taskbar at the bottom shows the Start button, several open applications, a search bar, Norton security software, and the system clock displaying 05:47.

Learning Outcomes

The screenshot shows a web browser window displaying the Blackboard Academic Suite interface. The page title is "Exploring Research Methodologies". The main content area is divided into two columns. The left column contains a "Table of Contents" with the following items:

- A. What is Research? - An Overview
 - 1. **Learning outcomes**
 - 2. Why Research?
 - 3. Other terms
 - 4. Definition of Research
 - 5. The Framework
- B. Methodological Approaches
- C. The Three Main Approaches

The right column is titled "Learning outcomes" and lists three specific outcomes:

- To reassess your knowledge of the three main research approaches.
- To consider how to use of each research approach
- To recognise the types of data, which may be collected
- To understand how data may be analysed.

The browser window shows the URL http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url= and the page is viewed at 100% zoom. The Windows taskbar at the bottom shows the Start button, a search bar, and several open applications including "Do we communicate s...", "Blackboard Academic ...", "Norton", and the system clock showing 05:48.

Group Wiki

The screenshot shows a web browser window titled "Blackboard Academic Suite - Windows Internet Explorer". The address bar contains the URL "http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url=". The page header features the "BREO PARK SQUARE" logo and navigation links: "Home", "Help", "Logout", "Gateway", "My Sites", "Expo", "Library", "Careers", "LearnTech", and "Timetable". A left sidebar lists various categories: "Diversity in Publ", "Public Health Pro", "Research & Practi", "Dissertation PUBO", "Group Wiki", "Learning Resources", "Current Awareness", "Useful Websites", "All discussions", and "Live Classroom". The main content area is titled "2008-2009 Group Wiki Home Page" and includes a network diagram with red and green nodes. The text below the diagram reads: "Welcome to the group Wiki Homepage! We hope the wiki will come to look like this with a central point of access and a growing collection of nodes which will increasingly become interconnected where appropriate. To get going create your homepage by clicking the 'new' button to the right." The Windows taskbar at the bottom shows the Start button, several open applications, and the system tray with the time "09:25".

A Student's Wiki

The screenshot shows a Microsoft Internet Explorer browser window displaying a Blackboard Academic Suite page. The address bar shows a URL from luton.ac.uk. The page header includes the logo for BREO PARK SQUARE Postgraduate Medical School and navigation links like Gateway, Help, My Sites, Expo, Library, and Careers. A left sidebar contains a list of navigation buttons such as Announcements, Induction Day, Handbooks, Teaching Team, Administrative St, Exploring Researc, Policies and Issu, Epidemiology in P, Concepts in Publi, Experimental Evid, Ethical and Legal, Diversity in Publi, Public Health Pro, Research & Practi, Dissertation PUBO, Group Wiki, Learning Resources, Current Awareness, Useful Websites, All discussions, Live Classroom, PebblePad, and PebblePad Help. The main content area displays a student's wiki page with several sections: Activity 2 (Meta analysis), Activity 3 (Ethical issues), Activity 4 (Exploring inequalities), and a Conclusion. A 'Communication Course Tools' box is visible at the bottom left of the page content.

Blackboard Academic Suite - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://bbs.luton.ac.uk/webapps/portal/frameset.jsp?tab_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_86399_1%26url%3D

Google Search

Turns plain text into useful links for addresses, package tracking numbers, ISBN and more

BREO
PARK SQUARE Postgraduate Medical School

Home Help Logout

Gateway Help My Sites Expo Library Careers

Announcements

Induction Day

Handbooks

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Ethical and Legal

Diversity in Publi

Public Health Pro

Research & Practi

Dissertation PUBO

Group Wiki

Learning Resources

Current Awareness

Useful Websites

All discussions

Live Classroom

PebblePad

PebblePad Help

Communication Course Tools

Powered by Blackboard

Activity 2

Meta analysis is pulling together various studies looking at the same topic and therefore being able to theoretically obtain a result over a larger population. I would not use it as there is unlikely to be much research in the area I am looking into.

Activity 3

The ethical issues that may need to be addressed in my dissertation are as follows.

As this piece of research will be looking at inequalities in health care much of the research will be devoted to looking at health care offered and how it may differ. This will involve questioning people on their experiences through surveys and interviews. As people will be involved, permission will need to be sought from the ethics council to conduct these interviews. International approval will not be needed, however it may be necessary to gain permission from the NHS although this is not known for sure.

Letters of explanation will also need to be distributed to possible participants.

Activity 4

Title: Exploring inequalities in health care for transgendered people transitioning from female to male.

Aims and objectives: These will be along the lines of

Literature review: There is growing amount of literature around transgendered rights and issues that surround their path through the NHS system. For this part I should be able to source information to form an argument showing why people are not being treated equally and why they should be.

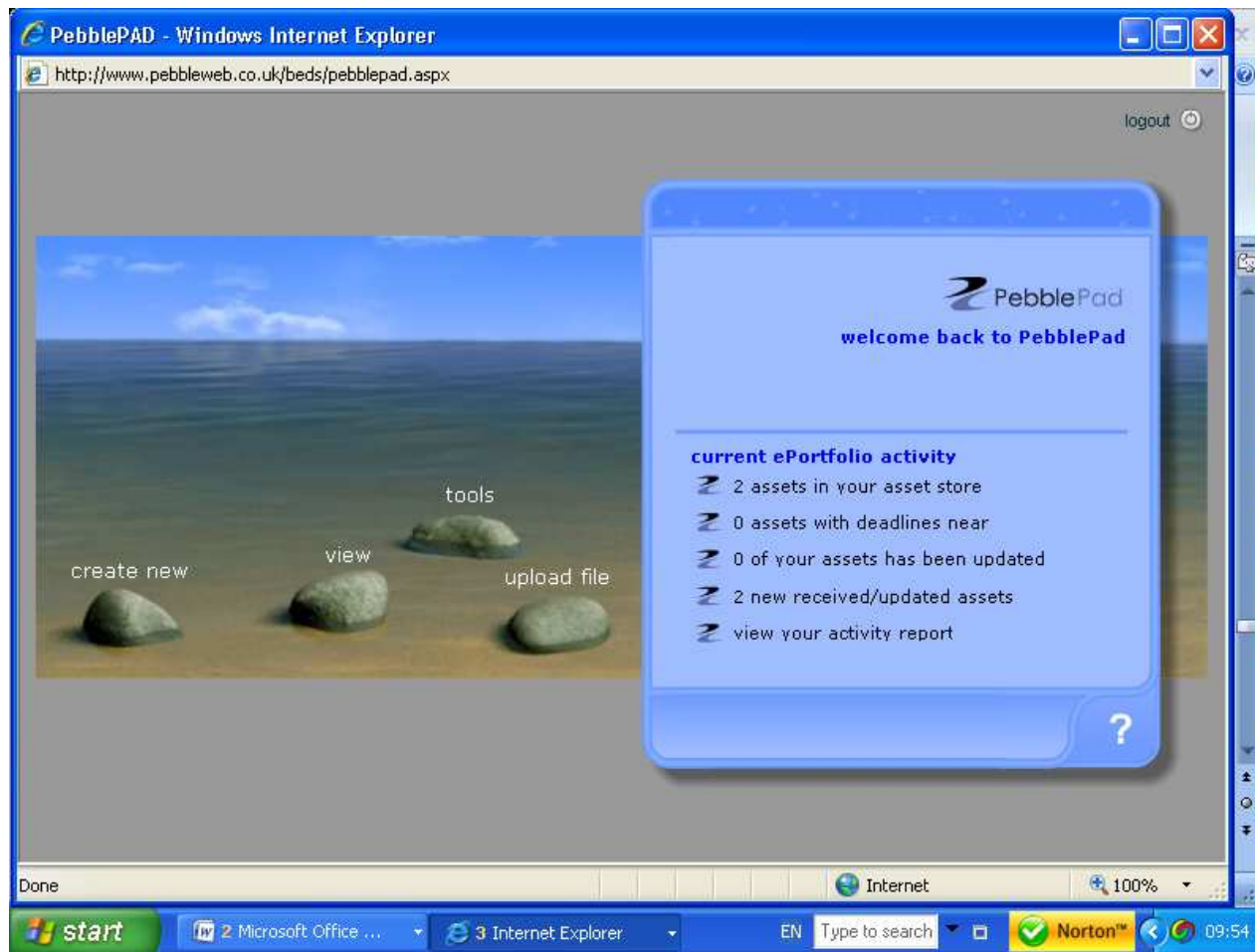
Structure: Will be quantitative and qualitative and I believe to obtain data on people's experiences a qualitative approach is needed, but to highlight any inequalities a quantitative approach will be needed.

Sample: I will approach the whole community through chat rooms and meetings and hope for a response from 20-30. These will all get a questionnaire asking about their experiences of the NHS, what was good and what was not. From these I will select some who have had bad experiences and conduct an interview with these participants highlighting the issues.

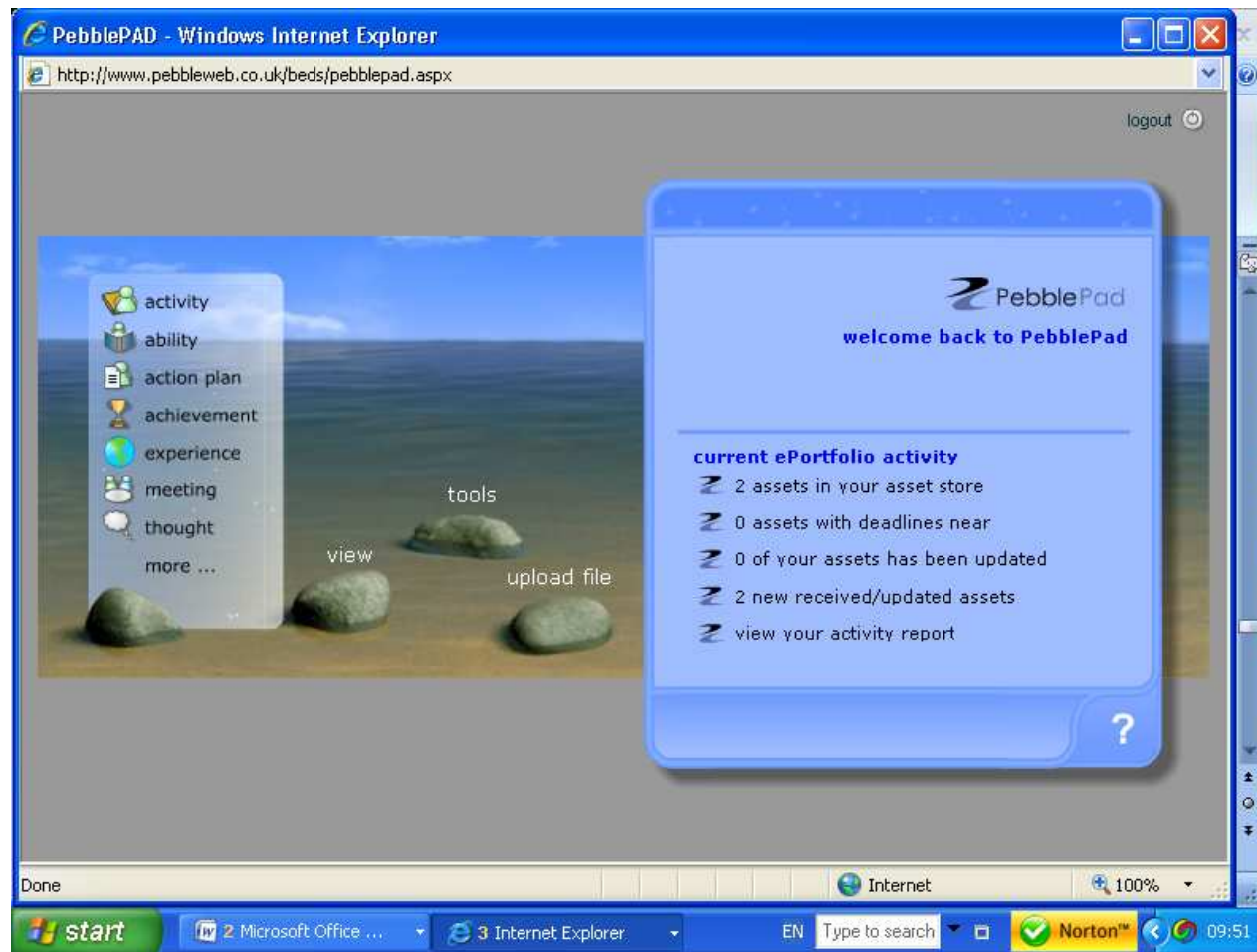
Analysis: I will analyse the data using graphs and charts and the interviews I will summaries and possibly use quotes.

Conclusion: Will be based on my findings from the above.

Pebble Pad – Home Page

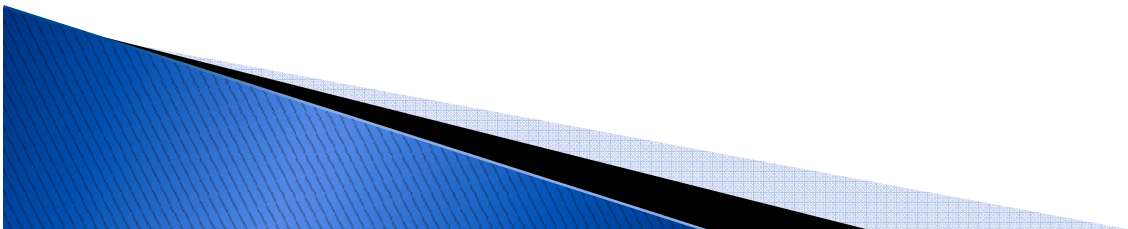


Pebble Pad - System Page



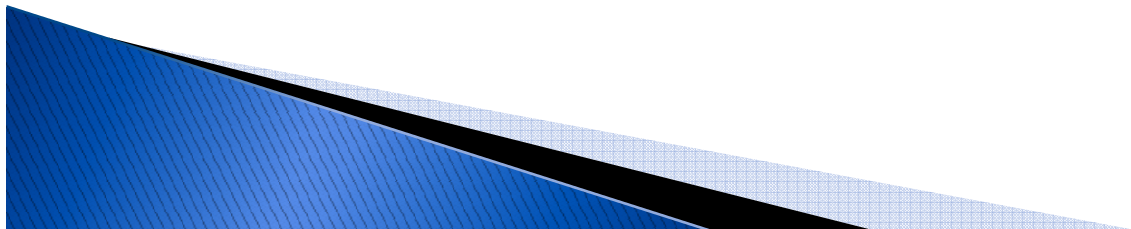
What did they perceive as successful?

- ▶ Introduction to the programme the videos
- ▶ The Introduction of themselves and reading others
- ▶ The one-line material and the activities
- ▶ Email responses
- ▶ Skype tutorials



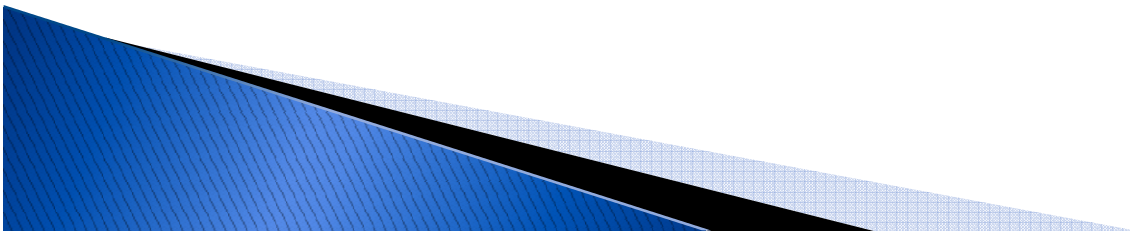
What did they perceive less successful?

- ▶ Discussion boards and wiki's – reason they felt the team did not respond quickly enough. They felt we should have tried more effectively to insist the taught students engaged with them.
- ▶ The like the format of a Portfolio by thought Pebble Pad was patronising.
- ▶ Requested more and different activities



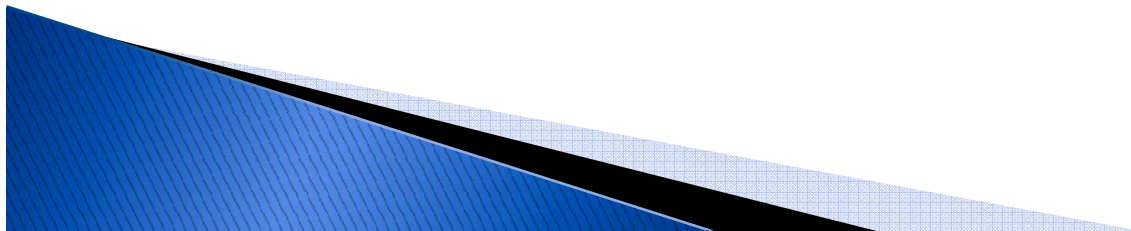
Ways Forward

- ▶ To concentrate more time in the first month
- ▶ To try to enable a taught group member to adopt a distance learning student once they have introduced themselves.
- ▶ So try enable student comment on the wiki's not wait for team comment, they did read each others but just did not add to it.



To concluded on a positive point

- ▶ The distance learning students have high grades than the taught students when taken as an average.
- ▶ Distance learning as a mode has been used as a fall back when attendance could not be maintained.
- ▶ Application numbers appear a little higher for 2009-10
- ▶ Next review – Research Skills



Thank you for listening

**What suggestions can you offer me
to improve?**

