



Reusable Learning Objects and the LOLA project

Castle College Workshop



Project Aim:

- To work collaboratively with the institute to develop and evaluate Re-usable Learning Objects (RLO's) to support learning about 'Improvement' in Health & Social care



Project remit

- Develop RLOs introducing the basic principles of improvement
- Use activities, media and case studies to engage end-users
- Be universally available via a repository to all staff working in HSC
- Support the KSF4
- Approximately 1 hour of elearning in 'chunks'
- 'Community of practice' approach to development
- Complement not replace existing learning opportunities and resources (Leader Guides)



Workshop Programme

10-10.30

Arrival and Coffee

10.30-10.35

Welcome, Aims and programme (HW)

10.35-10.45

Introductions

10.45-11.05

Improvement & Leader guides (JP & NHSI)

11.05-11.25

What are RLOs and demos (RW, HW & SONET)

11.25- 11.45

Heres one we made earlier – RLO1

Review, specification, templates

11.45 – 12.25

Groups and tasks for the afternoon activities (RW)

12.25 – 3.00

Small group activities (facilitated by SONET)

Browse RLOs and draft ideas for new RLOs

LUNCH is available between 1 and 3pm

3.00-3.30

Reconvene, Feedback and next steps

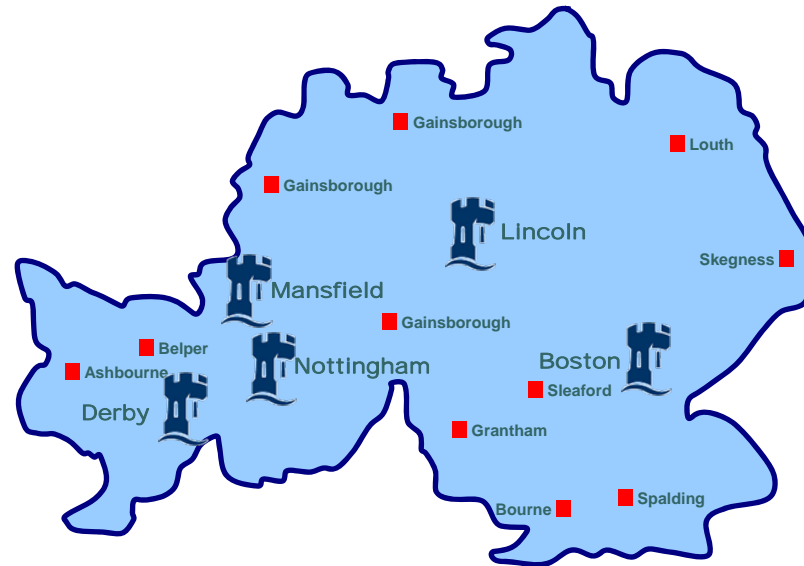
4.00

TEA and CLOSE



About us....

The University of Nottingham, School of Nursing



SONET-ARC





Mission Statement

To work with health communities and educators to design, develop, embed and evaluate e-learning solutions to benefit learners involved in the delivery of health-care

● ● ● | Strengths in development and design expertise BUT with added value.....



Understanding the Health community



Embedding into Practice

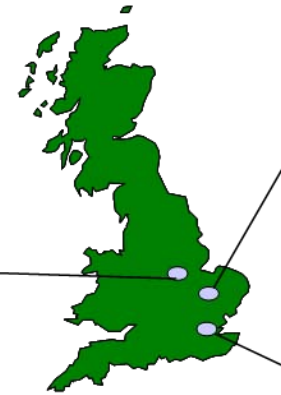


Evaluation & Usability



Research & Dissemination

Centre for Excellence in Teaching and Learning for RLOs



- HEFCE Initiative
- Develop learning objects
- Build community
- Innovate
- Inform: best practice



What is an RLO?

media assets



instructional design

- + activity
- + assessment
- + links
- + interactivity

● ● ● | Characteristics of an RLO

Based on a single learning goal

Defined educational need

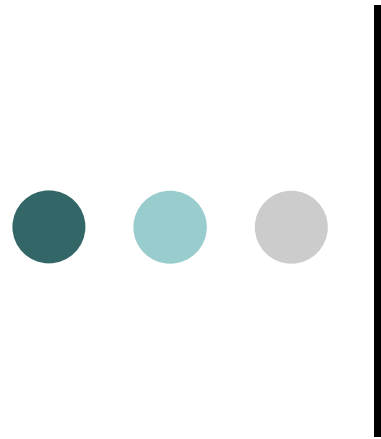
No external dependencies

Context is minimised

Labelled with metadata

Can be packaged and delivered over a range of platforms





RLO demonstration

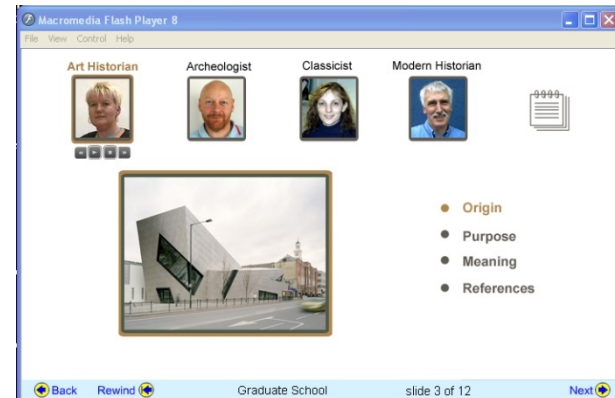
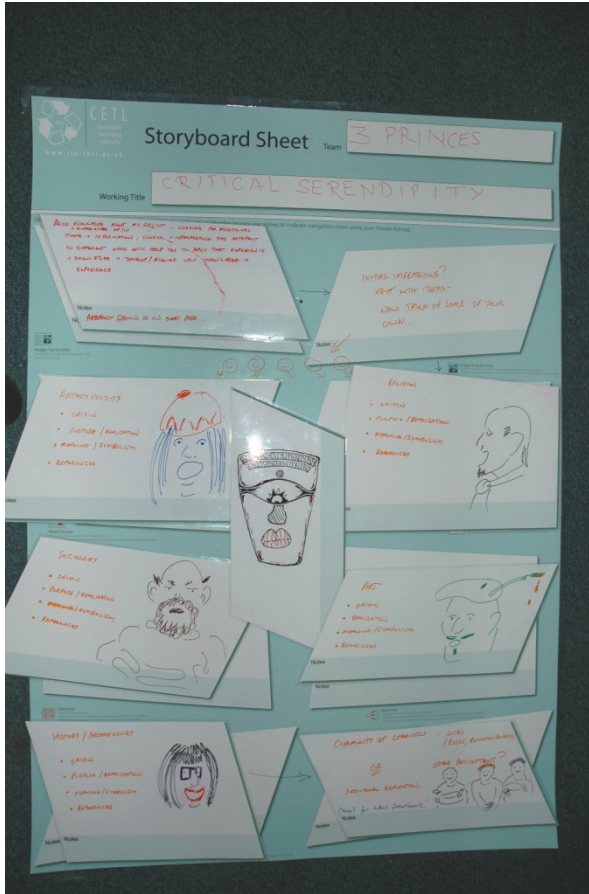


Here's one we made earlier

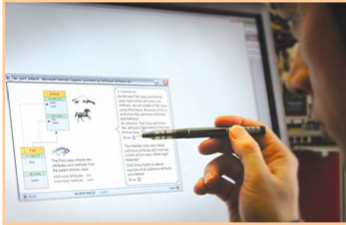
Content Development



Content Development



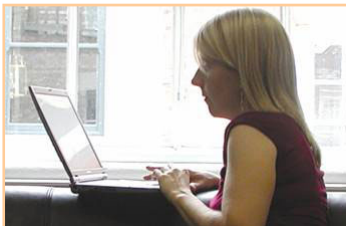
Quality Assurance



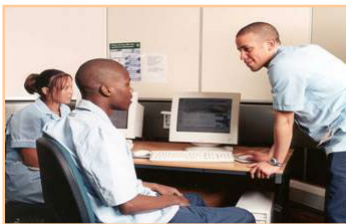
Pedagogical review



Technical review by
Media developers



Peer-review at specification
and production stages



User-review at specification
and production stages

Packaging and Delivery

The screenshot displays the IntraLibrary advanced search interface. The top navigation bar includes the IntraLibrary logo, a search box with 'ebp' entered, and links for advanced search, browse library, work area, admin tools, profile, help, and logout. The main content area is split into two panels: 'Advanced Search' on the left and 'Search Results (8 objects found)' on the right.

Advanced Search Panel:

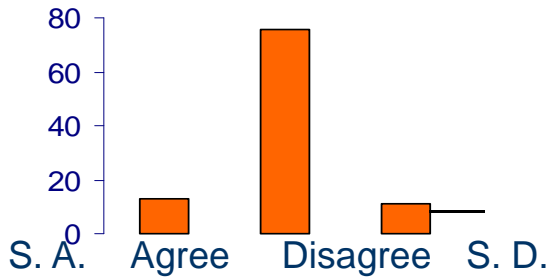
- Search for results which match **ALL** constraints.
- simple search fields dropdown menu.
- Search term: **evidence** (with minus and plus icons).
- search button.
- choose search filter: **No Filter** (with delete button).
- save current search as a filter: name public? save button.

Search Results Panel:

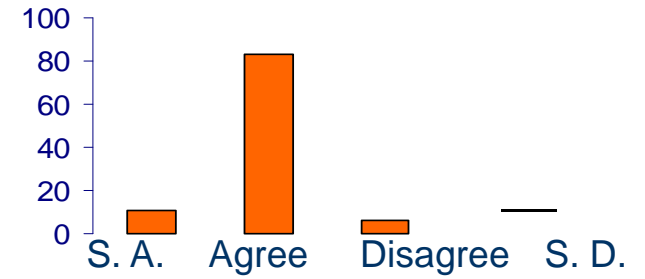
- Using databases to find journal articles** (na / na)
There are 5 fundamental steps to conducting a An introduction to on-line databases of journals relevant to nursing (eg CINAHL, BNI)
[comments\(0\)](#)
- Probability and inferential statistics** (na / na)
An introduction to probability and the probability of sample errors affecting research results
[comments\(0\)](#)
- Qualitative and quantitative research** (na / na)
Outlining the distinction between qualitative and quantitative methods for undertaking research
[comments\(1\)](#)
- Designing a questionnaire** (na / na)
This RLO explains the principles of good questionnaire design and looks at examples of both good and bad design
[comments\(0\)](#)
- Steps in conducting a systematic review** (na / na)

Evaluation

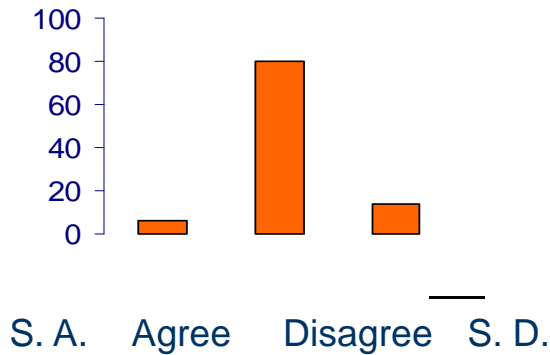
The LOs Introduced new concepts clearly



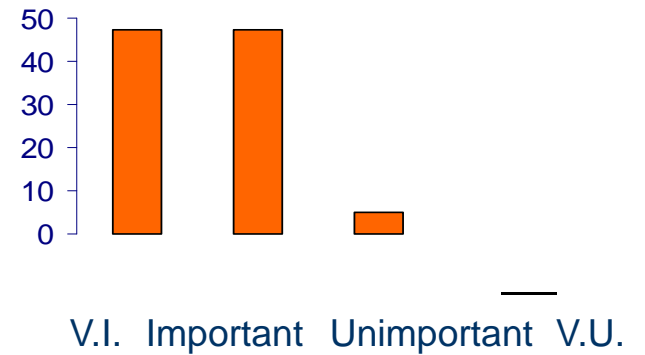
The LOs were well integrated



The LOs were at the right level



Interactivity





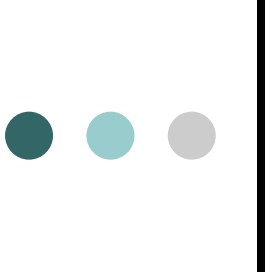
Evaluation

"It is easy to use and you can go over it again and again until you understand it"

"It is a fun way to learn lots of information"

"..actually easier than I thought...thought I might struggle.. but well explained"

" A brilliant way to learn"



Improvement RLOs (1 hour of on-line learning)

- Introduction
- Processes
- People



RLO1 Specification

- What do end – users need to know?
- How can we make it engaging and relevant?
- Out of all this material (NB 13 Leader Guides) - what do we put into the RLO?
- What images/animations can we use (copyright?)
- Iterative process – brainstorming ideas, sketching,



Small group work

- Scoping ideas for RLO2 and 3



Heather.Wharrad@nottingham.ac.uk

Richard.windle@nottingham.ac.uk

sonet@nottingham.ac.uk

www.nottingham.ac.uk/nursing/sonet/rlos

www.nottingham.ac.uk/nursing/lola

www.rlo-cetl.ac.uk