

Newsletter

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Forthcoming SONET meetings:

- » 21st July

All meetings to take place **12-1:30pm, Room B73, QMC**. If you want to take part via videoconference, contact: **sonet@nottingham.ac.uk**

This newsletter is available as a PDF document on the SONET website

Issue 3
July 2010

Editorial

Future of SONET

In June 2010 the School Executive approved a new E-Learning Strategy to take the School into the future, in particular to lay the groundwork for the new graduate exit programme. Part of this strategy requires the compositing of two existing teams dealing with e-learning development and dissemination: *SONET-ARC* and the *Web & Media Team*. This has now taken place, and the new team will be taking forward e-learning developments across the whole school. The composite team will have a new identity which will be announced in September. The e-learning community across the School has grown considerably over the last few years (as the features in the newsletters have illustrated) and we hope this relaunch will encourage more involvement across the School. We will continue to have an e-learning interest group and a newsletter, and we would welcome any suggestions or feedback on these or other mechanisms for sharing elearning news and activities.

We are delighted that we will be able to offer more guidance and support for staff wanting to explore e-learning opportunities in their modules. This is because Mike Taylor (Learning Technologist/Media Developer) and Dr Richard Windle (Senior Lecturer in Elearning) will be continuing in core School roles following the excellent work they have been doing as part of the Centre for Excellence in Teaching and Learning (CETL).

I would like to take this opportunity to thank Mike and Richard and the many School staff who have contributed to the CETL activities over the years, particularly the miniproject teams who have produced many excellent resources for our students, most of which are being used all over the world. I would also like to announce that Lucrezia Herman (Media Developer) is taking early retirement. Many thanks to Lucrezia for her excellent work on many projects including LOLA, SHOULD, ELI and too many others to mention. We hope to entice her back as a freelance developer in the not too distant future!

For further information on the new team reorganisation, and the e-learning strategy, please contact the management team of the new group: Cherry Poussa, Heather Wharrad, and Richard Windle

Heather Wharrad
Academic lead for Elearning

Learning on Placement

A video-based resource illustrating the principles and process of mentorship in supporting students in practice based learning.

This resource resulted from a collaboration between the University of Nottingham's *Promoting Enhanced Student Learning* (PESL) Project Lead (Rachel) and a lecturer (Alison) working within the Division of Nursing (School of Nursing, Midwifery and Physiotherapy). In September 2008 we were awarded funding to develop a video based resource to illustrate the principles and process of mentorship (*Centre for Excellence in Professional Practice Learning* (CEPPL) at Plymouth University). The aim of the project was to capture the 'lived experience' of student nurses and their mentors learning together and assessing practice achievement.

Students and mentors need to be able to identify key learning that is occurring, but often being missed in the context of the everyday business of "doing" care activities. Mentor and students also need to know how to verify standards of proficiency; how they can be / have been achieved in a variety of care settings. Whilst much is written about 'how to mentor' there is little, if any resources, dedicated to 'seeing' mentoring in action, other than that of role modelling other colleagues in practice. There is a need for visual and interactive resources to support mentor development. This resource offers 14 clips which model some of the principles of the mentoring process; showing learning and assessment taking place in a way that will be understandable to a wider professional audience.

Some clips also show how the lecturer (Alison) utilises shared learning sets as a strategy to support mentors and students in verifying learning from recent practice experience; learning from peers working across different departments and agencies who work with similar client groups and sharing a context of practice: the culture, values and beliefs which underpin practice and how it reflects the taught curriculum context.

Production of the materials involved consideration of a wide range of issues. This included consent from individuals as well as the trusts and agencies who employed the trained staff; highlighting clearly transferable elements of practice, foregrounding the academic voice, and maintaining the credibility of the teaching situation and the participants. In practice this informed the choice of appropriate videoing locations, the preparation of participants, interviewing technique, setting the on screen "scene", use of camera angles and editing techniques.

The development of the resource has been presented to people attending the CEPPL conference in Plymouth earlier this year and received some favourable feedback and comment regarding its authenticity in illustrating mentoring in action. Rachel and Alison will also be presenting this resource at the Association for Learning Technology in September 2010. The videos can be used across disciplines and are being incorporated into structured training sessions for mentors with potential impact across the School.

Alison Clark, Rachel Scudamore

Using Interactive Crosswords in teaching

Crosswords engage students in learning and can be legitimately used in a classroom setting and/or be used in formative and summative assessment. There are many benefits in using crosswords –the main one being is that students become active participants in the learning process. Additionally crosswords can foster problem-solving skills and depending on how they are used crosswords can get students working together. As most people are familiar with crosswords you can assume students know the process of completing a crossword and so you don't need to explain how to do it and also feedback indicates that students enjoy this type of assessment and see it as fun and useful.

Jo Lymn and I used a crossword for a RLO (inflammatory process) where the use of a crossword as a formative assessment was an excellent tool for learning both the definitions and correct spelling of specific terminology. If you're introducing complex terms and concepts, the breaking down of these by using clues is helpful and it helps with the definition and familiarisation of terms. You can also balance the more difficult words or concepts by including more generic words. If used as a form of assessment you can also provide immediate feedback.

Two recently developed RLOs relating to the revision of moving and handling principles and techniques incorporate crosswords as a summative assessment. They are extremely easy to grade when incorporated into a RLO but the main difficulty in using crosswords lies in their construction. Thankfully (for me) there are resources available which will construct crosswords dependent on the information you provide. This in itself is easy as you can choose words and then use a dictionary to help you provide the clues.

Many free online resources are available such as Hot Potatoes (hotpot.uvic.ca) and Eclipse Crossword Creator (www.eclipsecrossword.com). I've used Eclipse which is free, fast and easy and you can control how easy or complex you wish to make it. When using a crossword within a RLO, where support materials already exist all you have to do is:

- consider which parts of the course content could be practised or reinforced through crosswords
- compile a list of vocabulary students need to know
- write clues which place the words in context

One word of caution if you're contemplating using a crossword as a summative form of assessment: you should bear in mind issues relating to disabilities such as dyslexia.

Dr Jacqueline Randle, Associate Professor

•PREZI: yet another presentation tool...

•... but this one is worth more than a second look. Prezi (prezi.com) is an easy to use zooming story telling and presentation tool developed in Hungary. I am much more at home with a microscope than a computer and will never see my 50th birthday again BUT I found making my first Prezi presentation a lot easier than my first (or my even second or third) efforts at Powerpoint presentations. The Prezi site has excellent, brief and effective, tutorials.

• Prezi presentations are quick to make. Once you have got the hang of some very basic screen instructions, it only takes about 10 minutes to have your first Prezi up and running. Prezi is an effective means of presentation, I think, for many purposes, and superior to Powerpoint, especially when you need to give an overview or a summing up. For example, this article is online as a Prezi at <http://prezi.com/prid1neczj> and took me about 30 minutes! There are many example presentations on the Prezi site open for public viewing.

• There is a special, free, version of Prezi for educational use, which has almost the same facilities as the purchase version. Although presentations are created online (the paid for version allows you to make them offline) you can download them for offline use. Presentations can be made private or open to the public to view on your own Prezi page!

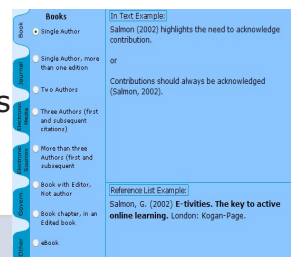
• *Wafa Nichols teaches pre-clinical genetics to health care science students at King Abdul Aziz University in Saudi Arabia..*

RLO Showcase Study Skills

You can find a wide range of RLOs on various aspects of Study Skills on the SONET website, including:

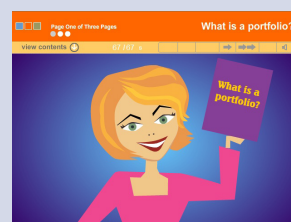
Referencing your work with Harvard.

This includes an interactive referencing tool allowing students to create references in the correct format. Three other RLOs deal specifically with referencing books, websites and journals with Harvard.



Introduction to Portfolios and their Uses.

This explains what a physical portfolio is, why it's needed, and gives examples of evidence that can go into it.



These and many other Study Skills RLOs, are online at:

<http://sonet.nottingham.ac.uk/subjects/studyskills/>

Resource showcase: UoN video

The University has set up an online video service for staff, whereby you can upload your own videos as 'podcasts' and share them with students, colleagues or even the Whole Wide World. Students can subscribe to your podcast via newsfeeds (RSS) on their PCs, iPods or MP3 players, and be notified when you produce new media items (also known as episodes). To use video.nottingham:

1. Go to video.nottingham.ac.uk and click on Register, then fill in the form. Currently the system is open only to UoN staff.
2. On form submission, you will receive login information by email, usually within 24 hours.
3. Go to video.nottingham.ac.uk to login and begin using the service

If you simply wish to use the service to host video for students to watch (e.g. in WebCT), the procedure is still the same. You can use this system with lecture capture to publish your lectures online via the University's iTunes channel if you so wish. There's a user-friendly guide on the IS website (www.nottingham.ac.uk/is/) under **Teaching and Research | Video and podcasting**.

Caveat: if the video features people other than yourself you need to obtain permission from them for public display. Similarly, if the video is from a third party you must obtain permission from the copyright holder. You should consult the School Copyright Guidelines on the School Intranet.

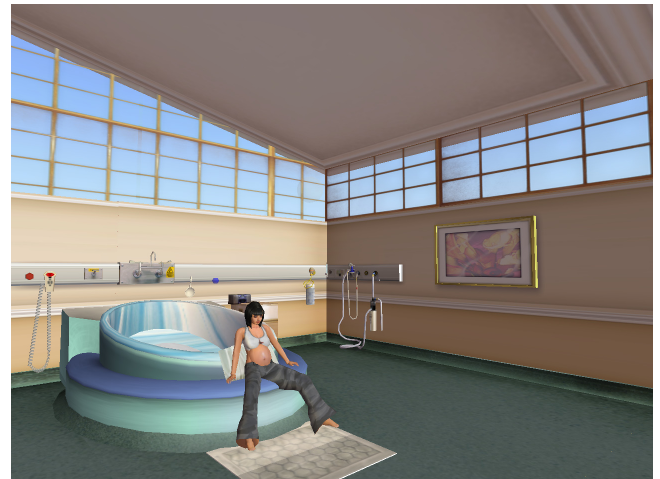
Diary of a Technophobe

Continued from the previous two editions of the newsletter, this is the third and final part of Jenny Prior's experiences with innovative forms of e-learning, as a self-confessed 'technophobe':

Second Life I hear you say - I can't even get my first life sorted let alone tackle a virtual second life! Well it is frustrating and fun and again students are used to this immersion with all their fancy games they play on PCs etc. Again from the beginning I had to focus on what I wanted to achieve. to build a virtual maternity island, where students could practice communication skills and think about the management of normal childbirth.

There was a plethora of information out there, too much in fact and most of it in the form of blogs (web blog - basically someone's diary on t'internet which anyone with approved access can read). I found this a bit disconcerting that the information and studies, observations were not primary research but more like action research unfolding in front of me as people wrote their blogs about how they had developed things in their own virtual world. I found a template from New Zealand virtual birthing unit and used this to develop my ideas of what I wanted.

The designers in the [University] IS learning team have been great. You have to remember that designers design and are not subject specialists in this case - maternity. This can lead to some interesting discussions about how you want something represented. For example second life doesn't allow nudity, therefore how do we get round naked avatars (an animation of a person) giving birth? How do you make a baby avatar? Well not through the usual route (leave that to your imagination) but they have to be designed by the design team. As we are practicing this if you were to go into Second Life at the moment there appears to be what could only be described as a baby farm there with babies being made in bits and pieces and being lined up for production!



I also needed to learn how to dress my avatar (called Lucy), move her, make her walk or fly etc. I have spent many a time walking into walls, falling through glitches in the technology and finding myself trapped in funny worlds, but with trial and error always seem to have got out of trouble! You may have noticed I called my avatar "her", there are some people who feel that as these avatars simulate people then they also might need something similar to Maslow's hierarchy of needs to care for the wellbeing of the avatar - now that is weird!

The maternity unit is now almost built with a combination of what would be ideal - located by the sea, birthing pools etc and the area has been populated with posters downloaded from NHS and with pictures taken from QMC maternity unit. We hope to pilot it soon with students to see how they get on.

If you want to try Second Life download it from secondlife.com and create yourself an avatar by following the idiot's guides and have a play. To create a basic account costs nothing.

As you can see you are not on your own with e-learning and all this technology and there are lots of people to help. You have to be brave enough to say I don't understand and I can't do it all and have a dabble here and there. Like anything the more you do something the more you get used to it and the easier it becomes. I still have huge memory failures and have to ring up and ask again how to do something, but we're all here to learn - not just the students! So give it a go - what have you got to lose?

*Jenny Prior
Midwife Teacher and e-Mentor, Nottingham Centre*

Open for Learning

In 2007, The University of Nottingham joined a growing international movement of Higher Education institutions publishing their teaching and learning content openly as 'Open Educational Resources' (OER). Nottingham's OER are made available through the University's open educational website 'U-Now' (unow.nottingham.ac.uk) and are released under a Creative Commons licence.

There are many benefits to OER, including efficiency savings, promotional opportunities and improving the student experience. The publication of open resources feeds into an institution-wide strategy for engaging with new technologies in innovative and effective ways, and there are a number of features of the teaching and learning landscape at Nottingham that lend themselves to helping deliver a sustainable model for OER. In addition, Nottingham's international campuses in China and Malaysia are key strategic drivers for sharing learning resources, fostering use and reuse as well as encouraging mobility.

BERLiN

Through the BERLiN project (unow.nottingham.ac.uk/berlin.html) the University was involved in the JISC/HEA-funded UK OER programme which ran for 12 months from April 2009. With U-Now already operational for two years when BERLiN began, three of BERLiN's main aims were based around it: review; expansion; and integration with other distribution mechanisms. The review of U-Now included an examination of existing practices; expansion included publishing 360 credits' worth of Nottingham's teaching and learning resources openly; and integration involved ensuring the resources published were available in both the U-Now and JorumOpen (open.jorum.ac.uk) sites.

Having successfully implemented BERLiN, the University is keen for the momentum to continue. To this end a new programme of work is being initiated under the banner of 'Open Nottingham'. The aim of the programme is to help embed the routine use, reuse and publication of open resources by staff and students across all campuses. Key aspects of the open Nottingham programme will include:

- Establishing a school based model of OER publication, allowing schools to publish a significant amount of OER material at both undergraduate and post graduate levels.
- Surfacing OER in school web pages allowing material to be discovered in the natural places that content users expect to find it.
- Delivering an open learning workshop helping staff members to source and incorporate OER into their own teaching resources
- Creating tools that support the use of Creative Commons resources across the University
- Investigating how the use of OER in teaching impacts the student experience and a student's decision to join the University.

Steve Stapleton
Open Learning Support Officer, IS Learning Team

Video thrills the Nursing Skills Czar!

Using video conferencing to introduce the communication skills theme to students in the CFP.

The first communication skills session student nurses undertake focuses on the difference between social and professional interactions. The objective is to give students the opportunity to consider communicating as being skills based and reflect on how the skills they already possess may underpin the professional interactions they will have with patients. From a teaching and learning perspective we also want to introduce the students to the use of technology as a learning aid without creating too much alarm or consternation.

Three teachers facilitate the session. One is with the student group (54 people) in a large classroom while the other two are situated in a second room away from the group. This room is equipped with fixed ceiling cameras which can send pictures to the room which the main group are using, these pictures appear on the large presentation screen. The two teachers "role play" an unscripted scenario which looks at any human issue (being worried about going to the doctors, falling out with ones partner, having to deal with bad news) on two separate occasions. Firstly from the perspective of two friends talking and then from the perspective of a nurse speaking with a client. The students simply watch the first role play and are usually amused to see their teachers acting out a scene on the screen! Any initial concerns about the notion of being involved in role play disappear and the atmosphere in the classroom is relaxed. After the first scenario has been completed the students are asked to comment on the interaction they have watched , to consider the skills used during the conversation and to reflect on whether these might be different if one of the participants was a nurse.

Then, the two teachers begin to re enact the same scenario. This time one of them is acting as a nurse in conversation with a patient and the nurse in the scenario wears an earpiece! The earpiece is connected to a hand held microphone which is with the teacher in the classroom. The microphone is passed between students so that they can direct the nurses responses within the conversation with the patient. The nurse can only repeat what the student with the microphone directs him/her to say while the person playing the patient in the scenario has the freedom to take the conversation in whichever direction he/she chooses. The result is that the student with the microphone has to think on his/her feet and look for support from peers in continuing the conversation in a "professional" manner.

Following the exercise students are given the opportunity to discuss the role plays, talk about their feelings in regard to this learning format and the technology they have just used and reflect on whether they have begun to identify differences in social and professional interactions. We have tried this format on four occasions and students evaluate the process very positively. Comments such as:

"The tension I felt when given the microphone really made me conscious of what I was going to say"

"As a way of making me be present and forcing me to reflect in the moment this worked very well"

" At first I was nervous about the videoconferencing but I can see it has a use in terms of letting us work in small groups and receive feedback from lots of people"

are reflective of what participants have had to say. As an introduction to communication skills teaching using interactive technology we've found this works well.

John Digan, Liz Cotrel-Gibbons, Kerry Lewis
Boston Education Centre

Events

Aug

2

ALT/eLN webinar: How to run a virtual classroom
Online
See ALT Events for details: www.alt.ac.uk/events.php

Sep

4-5

AMEE international e-learning conference
Glasgow
www.amee.org

Sep

7-9

Association for Learning Technology conference
University of Nottingham
www.alt.ac.uk/altc2010/

Nov

10-11

e-Assessment in Practice
Defence Academy of the United Kingdom, Shrivenham
<http://www.cranfield.ac.uk/cds/Symposia/EA10.html>

Dec

1-3

Online Educa Berlin 2010
Berlin, Germany
<http://www.online-educa.com/>

For a full listing of events related to e-learning in healthcare, see the Events Calendar on the SONET site:

sonet.nottingham.ac.uk/events/

SONET-ARC contacts

Education, Research and Project Initiation
Dr Heather Wharrad, Dr Richard Windle

Learning Technology & Development
Lucrezia Herman, Fred Riley, Mike Taylor

See our staff pages or the School staff directory for our email addresses and phone numbers.

We very much welcome articles from colleagues for this newsletter. If you'd like to contribute please contact the newsletter editor, Fred Riley, for information.