

Newsletter

Welcome

This is the first edition of the SONET newsletter, published by the SONET (**S**chool **O**f **N**ursing, Midwifery & Physiotherapy **E**ducational **T**echnology) Group. The newsletter is a bimonthly publication aimed at all School staff, no matter what your level of technical expertise or even if you have none - *especially* if you have little or none. There is a quite extraordinary number and range of e-learning activities in our School involving many tens of teaching colleagues, which can and do directly and positively impact on everyday teaching. The newsletter will highlight existing and planned projects, with a particular emphasis on the *practical* - how you can use e-learning in your teaching to help you and your students.

Features that you'll see in here include:

- *case studies*
- *practical tips*
- *pointers to useful resources*
- *FAQs*
- *what to do (and not to do)*
- *forthcoming events*

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Forthcoming SONET meetings:

- » 26th March
- » 19th May
- » 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 1
March 2010

Editorial

We are delighted to welcome you to this first SONET newsletter which we hope you will find interesting and informative. SONET was established in 2000 and began as an informal group interested in developing, using, and promoting the use of educational technology ('e-learning') in the School's teaching activities. Since then SONET has expanded significantly both in terms of its membership and the range of technologies it supports.

2008 saw the launch of the School's five year elearning strategy which sets out a challenging list of objectives to allow us to prepare for the next generation of students who bring with them high expectations for using technology both formally and informally in their studies.

Last year we began to roll out WebCT across all our courses as a foundation for increasing online learning activities within modules. The School also funded a new post - our WebCT officer, Yvonne Hood, and nine e-mentors across the School. We will be featuring in each issue of the newsletter the work of each member of the e-mentor team who are working hard to support staff across the School as well as leading their own innovative elearning projects, ranging from podcasting and RLO development through to developing Second Life learning environments.

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Over the past five years, we have been fortunate to host the Centre of Excellence for Reusable Learning Objects (RLO-CETL) in the School. This project is now in its final year but it has had a significant impact by supporting staff in our school and others to produce multimedia materials, particularly in areas of the curriculum that our students traditionally struggle with. We now have an impressive bank of over 100 high quality RLOs but, just as importantly, a growing e-learning community.

The 'engine room' of the SONET group, known as the Applied Research Centre (SONET-ARC), provides advice and support to school staff in the areas of e-learning pedagogical design, media development, support with grant applications and funding, and evaluation/research. We would encourage anyone wanting to find out more about e-learning to contact SONET-ARC or your centre e-mentor.

*Dr Heather Wharrad, Reader in Education and Health Informatics
Director SONET-ARC*

Image searching tutorial

www.vts.intute.ac.uk/tutorial/imagesearching/

Would you like to learn how to use the Internet to find copyright cleared images for your work, quickly and efficiently?

Use this free, interactive tutorial to improve your image searching skills. It takes you step-by-step through the stages in selecting images for teaching use; outlines the pitfalls, particularly copyright, which you can run across; takes you on a tour of useful online image sites; and relates success stories to inspire you.

The tutorial was developed by [JISC Digital Media](#) (née TASI) whose website is a treasure trove of indispensable advice, pointers and resources on all aspects of digital audio, video and images, catering for all levels of technical ability, from 'naive users' to hard-core techies.

The tutorial is part of the [Intute: Virtual Training Suite](#), a set of free Internet tutorials to help you develop Internet research skills for your university course written and reviewed by a national team of lecturers and librarians from universities across the UK.



Digital Stories

Minimising the shock of reality through digital storytelling

The transition from student to qualified nurse is widely acknowledged to entail a difficult period of adjustment, involving many significant personal and professional challenges. Kramer (1974) originally described this as a "reality shock" due to the dissonance experienced between the expectations of the newly qualified nurse and the actuality of the clinical practice. This experience continues to be echoed throughout the literature exploring factors influencing the quality of compassionate care, post qualification support strategies, and attrition rates. Despite this, the phenomenon of a reality shock appears to have been accepted as an inevitable aspect of professional socialisation.

The Digital Stories project aims to challenge this situation. The Division of Nursing have worked alongside the Patient Voices Programme to create digital stories of newly qualified nurses who, in their own words and using personal photos, tell a story about an event that they have found particularly challenging during this transition.

An education platform has been developed and piloted which uses the digital stories to encourage student nurses to reflect upon the challenges of this transition by engaging with the storytellers, empathising with their experience and considering ways they might respond in similar situations. This has been complemented by the integration of the stories into a training programme for established nurses to re-engage with the difficulties of this transition and consider appropriate methods of offering support in their role as preceptors.

Evaluation of these educational platforms suggests that the digital stories offer the audience a unique opportunity to walk in the shoes of the story teller. Thus an altered story might be told through encouraging newly qualified nurses to develop their core strength in order to maintain their capacity to care.

Patient Voices

www.patientvoices.org.uk

The Patient Voices Programme is a social enterprise that aims to facilitate the telling and sharing of the unwritten and unspoken stories of ordinary people's experiences of healthcare in the hope of influencing clinicians, managers and decision-makers to commission and deliver more compassionate and humane healthcare. All of the stories in the Programme are created in small, carefully-facilitated workshops. The Patient Voices methodology has been refined over six years, based on the workshop process designed and developed by the Center for Digital Storytelling (www.storycenter.org) over nearly twenty years.

Using techniques drawn from creative writing, community theatre, narrative and art therapy, storytellers are gently guided through the stages of considering the elements of a good story through sharing their initial story idea and developing it in the story circle, editing and distilling the story to reveal its essence and discover its meaning, recording their story, selecting photos, learning the basics of image and video editing and becoming directors of their own movies. Storytellers have control over their story at all times, and participate fully in every stage of the process that results in the finished short movie, so that the end-of-workshop premier is a true celebration of a significant accomplishment, joyfully shared by storytellers and facilitators alike.

For more information on digital stories, and future workshops, please contact **Gemma Stacey**, Lecturer in Mental Health and Social Care, Derby Centre.

References

Kramer, M (1974) Reality Shock - Why Nurses Leave Nursing, St. Louis: Mosby.

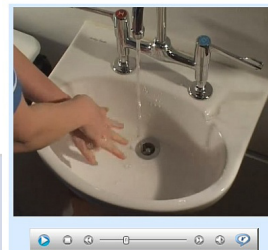


RLO Showcase

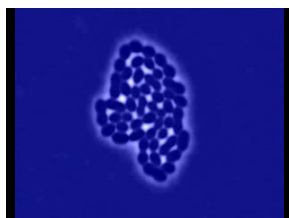
Hygiene and infection control

There are four useful video resources on the SONET site on infection control which you could use in Clinical Skills teaching.

Hand Hygiene gives timely guidance and advice on good handwashing technique to combat the spread of Hospital Acquired Infections (HAIs). It includes video clips illustrating correct and wrong techniques, and even a 'Hand Hygiene Hokey Cokey' to help your students remember what to do! The RLO is on the SONET site at:



sonet.nottingham.ac.uk/rlos/placs/handwashing/



Clean Your Hands is based on a DVD which is currently being shown on plasma screens and bedside televisions in wards. It outlines the importance of hand hygiene, and the practical steps that everyone can take to reduce the chances of damaging infections, such

as MRSA and clostridium difficile, being passed to patients by healthcare workers and visitors. It's aimed at patients, healthcare workers and hospital visitors, and will also be useful for health care students in preparation for practice. The RLO is on the SONET site at:

sonet.nottingham.ac.uk/rlos/placs/cleanyourhands/

Aseptic Non-Touch Technique (ANTT) aims to prevent micro-organisms on hands, surfaces or equipment from being introduced to a susceptible site such as a surgical wound, catheter or central venous line. This RLO introduces the concept of ANTT, and includes a video demonstration of the technique.



sonet.nottingham.ac.uk/rlos/placs/antt/



Glove use explains the importance of the appropriate use of gloves in a clinical environment. It includes a self-assessment activity and a video clip illustrating how to safely put on a pair of sterile gloves. The RLO can be used in conjunction with the ANTT resource as a useful clinical skills teaching resource for students. It's available at:

sonet.nottingham.ac.uk/rlos/placs/gloves/

Linking Theory to Practice using Videoconferencing

The concept of a Clinical Practice Teaching and Learning Observatory (CP-TLO) was developed from work by Coyle (2006) in the School of Education to link student teachers in a classroom with experienced teachers in a state school. The approach provides student nurses with further opportunities to interact with clinicians and/or patients in real time leading to enhanced learning by linking theory to practice.

Examples

CP-TLOs in the Division of Nursing have been implemented to connect Diploma/BSC students on an adult branch module in the classroom with a specialist diabetes nurse undertaking group education with patients and carers in a clinic setting and on the mental health branch to connect students with a nurse assessing a service user. Nicki Walsh leads the CP-TLO in the adult branch which is well established. Diane Brennan and Brenda Rush have been involved in two mental health branch CP-TLOs. Colin Guy has provided invaluable technical support.

The process is as follows:

- Permission to be involved in the CP-TLO is gained from the patients and carers and they receive an information sheet explaining the process.
- Videoconferencing equipment is in place in the classroom and a portable system is set up in the clinic.
- In the classroom, the students receive a lecture on the chosen topic for example, 'diabetes' (adult branch) or 'assessment' (mental health branch) and they are prepared for the CP-TLO. The students are asked to prepare questions to ask the patients, carers and nurse.
- At a pre-arranged time a video link is established and students in the classroom are introduced to the people in the clinic.
- The camera and microphone in the classroom are switched off but remain on in the clinic so that the students can observe and listen to the clinic activity.
- Students in the classroom have access to the same information and equipment as the patients, for example, the 'pens' used for injecting insulin or assessment forms etc.
- At the end of the session in the clinic, the monitor and sound in the classroom are switched on and interaction takes place between the students and patients, carers and nurse through questions and answers.
- The patients are given a 'thank-you' letter in appreciation of their involvement in the CP-TLO.

Acknowledgments

We are grateful to the United Lincolnshire Hospitals Trust and the Lincolnshire Partnership Foundation NHS Trust for the support of this initiative and the patients, carers and nurses whose involvement has been essential.

If you would like to link your teaching sessions with practice and would like some help to set up your own CP-TLO, contact Brenda.rush@nottingham.ac.uk

Reference

Coyle, D. 2006. Redefining Classroom Boundaries: Learning to Teach New Technologies. Canadian Journal of Educational Administration and Policy. 32: July 1. Available online at <http://www.umnaitoba.ac/publications/cjeap/articles/noma/tlo/html>

Brenda Rush
Associate Professor, Lincoln Centre

Diary of a Technophobe

Weird I hear you say, surely someone who uses technology in their teaching must be a bit of a whizz with all this stuff. Well I'm not; my mobile phone is the size of a house brick with no photo capabilities and although I can text, it doesn't do emails or fancy stuff. I have just got my first ipod for Christmas (my daughter has had MP3 players and ipods for years), and as a consequence I spent 24 hrs swearing at it 'til I got the hang of it, how to download my songs from CDs to the library and onto my ipod. So I now want a Blackberry I have informed my partner - he is already cringing at the prospect of more profanities exuding from me as a result - until I get the hang of it.

And that's what it's all about - getting the hang of it through trial and error. Students are very used to using gadgets and seeing animations as part of their learning in schools and colleges so in an attempt to replace some talk and chalk with more exciting formats of teaching I embarked on the road of e-learning. This road has many alleys which one can get side tracked down, so I have stuck to the main road and concentrated on 3 main areas: RLOs, podcasts or digital recordings, and Second Life (a virtual world).

Having seen many of the splendid RLOs made by nurse teachers I met up with the very patient Fred Riley (good man for a sticky bun or two!) and put together my first RLO ([Midwife's abdominal examination](#)). Fred used an excellent template which helped me focus, and structure the RLO and made me think about how I could present material other than direct teaching. I simply took my original lesson plan and inserted it into the template. The RLO included being videoed undertaking a midwife's examination. This needed patient permission (forms got from DTP) and one of the AV technicians to do the videoing. We then took pictures on a digital camera of various bits of equipment and inserted these into the RLO framework.....I say "we", I mean Fred, but that's what it's all about you see.....you don't have to do it all, there are designers and technicians to help us along the way. We then included various interactive activities such as drag and drop (not dragon drop!), multiple choice etc. We also provided voice over to all the frames so students could listen to the RLO as well as watch the video and see written text. For me this was very exciting - I felt a bit like a BBC broadcaster in a little soundproof box with Fred "running VT" and me talking over the words I saw.

My second RLO is currently being produced, however from the previous experience I was able to get the whole thing into template format with ideas on how to present material and ready to run by myself before approaching the designers in the SONET team.

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

Read the second instalment of Jenny's 'diary' in the next edition of the Newsletter, to be published early May...

E-Mentors - here to help

or Never Fear the E-Mentors are Here!

The e-mentors scheme was established as part of the new e-learning strategy in 2008 to support the development of e-learning in the school, and in particular the move of all courses to WebCT. The current e-mentors are:

- Boston – Damion McCormick
- Derby – Chris Palmer
- Lincoln – Bob Hallawell and Ian Trueman
- Mansfield – Jennifer Dandrea and Maureen Harris
- Nottingham – Gill Langmack, Jo Lymn, Heather Wharrad and Richard Windle
- Midwifery – Jenny Prior

The scheme has been actively running for just over a year. In that time e-mentors have delivered WebCT training workshops throughout all School centres, developed a range of supporting materials such as online help tutorials and contributed to many student support sessions. In addition e-mentors have been involved in pioneering various aspects of e-learning within the School. These include podcasting, use of interactive whiteboards, rapid e-learning and Second Life. Specialist e-learning workshops have been delivered in some of these areas. Despite the importance of workshops, much of the work of the e-mentors is in one-to-one mentoring support with colleagues. If you would like any help from your e-mentor or would like to request a workshop, please contact them directly or contact Richard. We'd be pleased to help.

Over the next few months we will be focusing our efforts on supporting the creation of richer learning activities using WebCT, so if you're interested in practical tips and examples of how to extend your WebCT course in order to broaden the learning experiences available to your students, keep a look out for forthcoming workshop dates. You can also visit our website at sonet.nottingham.ac.uk/projects/mentors/ to find out more about our specialities, workshops and help guides.

Richard Windle
Senior Lecturer in E-Learning

Resource showcase: online video



www.youtube.com/education/

YouTube EDU is a collection of videos uploaded by higher education institutions worldwide, including many UK universities. You can view videos by subject (eg Health & Medicine), keyword search (eg Nursing), or by institution - there's even a Nottingham University channel:

www.youtube.com/nottmuniversity/

Once you've found a video you'd like to use, you can easily incorporate it into your presentation or WebCT course or web pages by copying and pasting the URL (web link). Simple, no?



www.filmandsound.ac.uk

Film & Sound Online is a JISC-funded set of collections of film, video and sound material. Several hundred hours of high-quality material are available for download and can be used freely in learning, teaching and research. You can search by Collection, by Subject, browse keywords alphabetically or use the Advanced Search form.

To access the materials, you either log in as a casual user or via UK Federation (choose University of Nottingham and use your campus login) for restricted materials.

NB: The Terms of Use forbid the use of materials on other than "secure networks".

Events

Mar

8-9

Starting Out: Digital Stories workshop

Hallward Library, University Park

Contact gemma.stacey@nottingham.ac.uk for details

Mar

16-17

ALPS 2010: Work-based Learning and Assessment for the next decade

University of Leeds

<http://www.alps-cetl.ac.uk/>

Mar

17-18

The e-Assessment Question 2010

London

<http://www.e-assess.co.uk/>

Mar

22-24

Open Educational Resources 2010

Clare College, Cambridge University

<http://www.ucel.ac.uk/oer10/>

Mar

30-31

Festival of Learning 2010

Edinburgh Napier University

Organised by the Subject Centre for Health Sciences and Practice

<http://www.health.heacademy.ac.uk/scevents/fol>

Apr

14

Podcasting in Teaching and Learning

Sheffield Hallam University

A 1-day workshop organised by the Association for Learning Technology (ALT)

<http://www.alt.ac.uk/events.php>

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, Liz Hilton, 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.