

ACETS Exemplar 09

Tutorial on Online Communication

Linda Malek and Liz Rogerson

University of Dundee

ACETS Exemplar 09: Baseline Survey

Teacher/academic's name	Linda Malek & Liz Rogerson
Teacher/academic's position	LM=IVINURS Project Manager, LR=Head of Distance Learning Centre (Nursing & Paliative Care) & Ass Dean for Distance Learning
Teacher/academic's institution	University of Dundee
Range of subjects taught	communication skills
Contact information	l.malek@dundee.ac.uk
Principal interest	communication skills
ACETS Officer	R. Ellaway
Date of survey	11/14/2003
Do you know how to make web pages?	a little
Have you used the web in your teaching?	not at all
Do you use anything that you would consider a 'learning object' in your teaching?	not at all
How would you rate your own computing skills against those of your colleagues?	good
How would you rate your own teaching skills against those of your colleagues?	unknown
How would you rate your own use of CAL against those of your colleagues?	good
How much relevant staff development and training is available?	a lot
How much relevant staff development have you actually made use of?	a lot
Do you have access to support in making electronic learning materials?	a lot
Is this available as a free service?	completely
Have you made use of this support service before?	a little
Would you expect that you would need to use this service to use learning objects in your teaching?	a lot
Do you have a VLE (or equivalent) available to support your work?	yes
What is the system called (eg WebCT, or equivalent local system name)?	BlackBoard 6
Does it allow you to put teaching/learning materials online for your students	a lot
If so, do you do this or is it done centrally for you?	I do this
How easy is it for you to get teaching materials online?	quite easy
Do you have your own computer at work	yes
Do you use a computer at home for work	yes
What level of computer access do you think your students have in the institution and at home	average
How much of this is internet-enabled ?	a lot
How much teaching and learning materials are provided online for the students	none
To what degree do you expect the use of learning objects to enhance your teaching	a lot
To what degree do you expect the use of learning objects to enhance your students learning	a lot
To what degree do you expect the use of learning objects to make your work easier	none
Extra notes: Learning activity – take a part of the existing Bachelors in Nursing (currently f2f PBL) and convert it or alternatively take new CPD units and develop around them – format only (pain example developed already). Undecided as yet.	

ACETS Exemplar 09: Interview

<i>Exemplifier</i>	Linda Malek, IVINurse, University of Dundee
<i>Exemplar description</i>	A Formative Learning Activity, for us to give to our students to help them to communicate effectively using discussion forums, on-line discussion forums.
<i>Interviewer</i>	Rachel Ellaway
<i>Date and location of interview</i>	University of Edinburgh, 7 February 2005
<i>Context of use</i>	<p>The Distance Learning Centre is for Nursing and Palliative Care. We have 4 degree programs at the University of Dundee. There is a Bachelor of Nursing and a Bachelor of Nursing Palliative Care, and a Master of Nursing and a Master in Palliative Care. Apart from the Masters in Palliative Care, they are all for nurses. The Palliative care one is a multi-professional degree. The nurses, it's all done by distance learning and they must be first level registered nurses, they must be sort of RN level and they are basically doing a modularized program to bring them up to Bachelor's degree level or else beyond on to the Post-Graduate level. This is a Formative Learning Activity, for us to give to our students to help them to communicate effectively using discussion forums, on-line discussion forums.</p> <p>In the Distance Learning Centre, we are already starting to use it with our distance learning students, who, in different locations, we've started to use it in Kenya, so we are giving our students a copy of the learning object and it's to help them have more confidence before they go in and start using the discussion forums and then to be able just to refer to them, when they are using them. We are also going to use it with a group of students in the United States and then we'll just use it, generally with any student who is using the discussion forum. We'll also put it into the IV Nurse digital repository once it is up and running to see if it can be used by different institutions.</p>
<i>How did you go about putting this together? Was it hard to design/conceptualise your exemplar?</i>	<p>It was at first, we thought about doing something that was more academic and actually taking a piece of one of our modules and putting that into a learning object, but it was quite difficult partly, because at the moment, I don't teach in the department. Also because although the modules are broken up into units, it was quite difficult to identify one relatively small bit to put into an object, without doing the whole thing. But, I've been doing bits and pieces for teaching staff on Blackboard on how to help the students with Blackboard, so I had a quite good understanding of what the students problems are. We also have a discussion forum for our external markers, I've had quite long conversations with them on what their problems are so actually we need something really simple that will actually help them understand why they are using discussion forums to talk to people on them. It was also stimulated by Liz and I attending our workshop with Gilly Salmon at a conference in Berlin in December and that made us think about using discussion forums in a much more structured way, and we can't just say to students here they are 'use them', we actually need to be proactive in our approach to them, so it came out to that as well.</p>
<i>How did you approach this? How quickly were you able to come up with the activity design?</i>	<p>Once I decided what to do it was fairly quite quick to pull it all together. I didn't find it difficult to do. The most time consuming thing was, resource discovery took a while, partly because I think I was looking in the wrong places, making it too complicated. But actually the learning object didn't take a huge amount of time, and it was good fun as well.</p> <p>Our students are almost all international students, there is a small base in the UK, and most of them are based elsewhere. At the moment, it is almost entirely face to face and we are trying to gradually move them to small bits on-line learning, and obviously to distance learning, that would make sense. Using Blackboard, which is Dundee University's VLE, it is the first way we are trying to encourage them really to form peer support groups, because distance learning, lonely learner syndrome, it would be good to try to overcome this a bit. I have made it specific to Blackboard, in that I've mentioned Blackboard in it, but it would be very easy, I've deliberately made the object easy to change so that you can adapt to it to different VLE's. And some of the link files are not specific to Blackboard, they are more general files.</p>
<i>Is this something the students were familiar with?</i>	<p>Yes, I think they'll find it easy to use. They shouldn't need, I've put in an email support into the object, I'd be surprised if they needed to use it terribly much. The main group we thought of using it with was the American group, and there is no issue there. The other groups, the group in Kenya, that have been given that at the moment, they don't always have PC's at home, but they obviously have access to Internet cafes, and you can go on as part of this learning activity, but you don't have to go on-line. It is not an issue of them being on the Internet, as long as they can get some sort of computer, and the files are fairly small, and there is no video in it, and that was another consideration.</p>
<i>How did you</i>	What I've used, I've used 2 simple manuals, I say manuals, but they are more like

<i>find/identify your third-party materials?</i>	<p>information sheets, in PDF format, that I found on the web but was able to download. Certainly one of them was available through the university web site, but it is not a university, not particularly university specific. I've also used links to web sites that I found through Google really, and I've got some images I've used, and I have some clip art, and some logos, Blackboard logos that I asked if I could use them and I was told by the university that yes, we could use them. That's probably about it. The other thing I used was is not exactly an example of third party material, but it was a sort of information sheet that I had written up for something else, that I used for this as well. I also used a "how to for students" and the U of D Blackboard student manual PDF.</p> <p>I looked on the university web site, and found them through the Centre for Learning and Teaching Resources who do all the Blackboard stuff. I tried more complicated searches, I looked at all the resources on the ACETS website and I looked at Medline, but it was all too academic for what I was trying to do, I needed something much simpler.</p>
<i>Did you use ACETS listed links and sources?</i>	I looked at all the resources on the ACETS website and I looked at Medline, but it was all too academic for what I was trying to do, I needed something much simpler.
<i>Did you look at/use JISC sources?</i>	No. I tried to get into Jorum but I couldn't get logged on
<i>Did you use commercial sources?</i>	No I don't suppose I did. I did email the University of Michigan one I used and asked if I could use it and they didn't email back, I'm not sure where that leaves me. The free clip art was free, so that's fine. I also and ..on a banner and that was fine..I looked at lots of images on Google and that, there were probably none that I was desperate to use, but I knew if I wanted to use any of them I would have to get permission.
<i>Did you have to get clearance/permission to use the third party materials?</i>	<p>Oh, I suppose I did, I did email the University of Michigan, but they didn't get back to me, so I didn't quite know.</p> <p>Oh the clip art, that was just the free clip art, I have also the university logo, as a university employee, I can use that. The Blackboard ones, I didn't know if I could use them, the Learning Technology people I emailed them to see if I could use it and they sent me back a logo and a banner and said that's ok.</p> <p>I looked at lots of images on Google, but there were none that I desperately wanted to use, if I wanted to use any of them, I'd have to get permission.</p>
<i>Was the exemplar easy to put together?</i>	Yes.
<i>What tools did you use?</i>	Just Acrobat to turn Word documents into PDF files. I didn't need to use Illustrator
<i>Did you get any help?</i>	I was on my own, where I will get help is with evaluating it from other members of staff, they were happy to help with it. I tried more complicated searches, I looked at resources on the ACETS website, I looked up things like Medline, but it was all too academic for what I was actually trying to do, I wanted something much simpler.
<i>Were you pushing your skills in doing this?</i>	The skills for me that I am trying to develop, the skills, I am trying to write something that would be easily learned by students, so that was good for me. In terms of technically, it was straightforward, in that, I wanted it to be, I made it straightforward, that was the idea so that the students would find it easy and straightforward to use. I think the other thing is that other members of staff are keen to use the same sort of template and to develop similar little learning packages. And the fact that is was quite quick and easy to do means that I will do that, if it had taken a long time I would have said 'get lost'.
<i>Did you use pre-existing services/tools?</i>	I used some web-based things about discussion forums to help me make sure that I got all the points I wanted to across. Mainly educational, other university web sites, there is one of them, on this, UK Centre for Legal Education and they have lots
<i>Did you engage with colleagues in your own working context?</i>	I did tell people what I was doing, at our last team meeting, which was 2 weeks ago, I just quickly showed them what I was doing, since then, I have given one of the teachers, who is teaching out in Kenya at the moment, he's got a copy of it with him to give to all the students and the other teachers are all enthusiastic and keen to use it with their students
<i>Would that be the normal way you work?</i>	As the department, it's different from anything we've done before, all our contact with our students, email contact, the courses are face to face courses, paper based courses, so this is something different that we are introducing, but everybody's keen to do this sort of gradual move to use technology where it makes sense to do that, but yes, it was something different.
<i>Did you engage with the ACETS project or X4L programme?</i>	I think I've worked fairly autonomously, just partly because of time. I did come to the workshop and that was really good. I think that within DLC, IV Nurse, especially, there is an awareness that the JISC is doing lots of stuff that's really useful and it's freely available to us. And our intention is to use more. I get things like the email alert from JISC, so I know what's

	going on.
<i>Did you engage with other external bodies?</i>	We hope that IV Nurse will use the Learning Object. I think the other external bodies we have interacted with our Intralect, and Colin Smyth, who is one of IV meds people and we've had lots of discussions about learning objects, in that the context of IV Nurse and that has evolved our thinking on what learning objects should be and what they can do.
<i>Was the exemplar easy to deliver/use?</i>	I think it's going to be very easy to deliver and use, the idea of making it around PowerPoint, is that most people have PowerPoint. [for those outside of the country, Kenya or US] We'll put a link on it to Blackboard, and I did think of just containing it to Blackboard, but then I thought the point of it is, that people might be afraid of that logging in process, so all the files will actually fit on a floppy disk, so that it will be sent to them.
<i>Did it give pedagogical benefit</i>	Well, yes, we are certainly hoping that there will be some sort of benefit that is part of the reason we want to evaluate it to see what benefits it is giving, our whole teaching is based around teaching critical thinking skills in the students, and one thing that they don't really have, that hopefully, this will have a good impact on is the peer support and the ability to talk to a peer group about their experiences and to reflect on that as a group. But we will be evaluating it at some point. Linked to the development of critical thinking is the self directed learning skills in the students, so they are very well supported by the tutors but they are also encouraged to, the tutors try to facilitate the students rather than telling them what to do.
<i>Did it give economies of scale and efficiency</i>	Well, I think, in a sense, it will save us from having to go over the same ground with every single student individually, but in a way, it's are not trying to replace what is already there, in a way it's are trying to bring something new into the program,
<i>Did it give diversity of approach and experiment</i>	Yes, I think it is because we are still sort of trying out the whole VLE discussion forum thing. As an academic group we are learning about what we can and cannot do for the students. So yes, it is another way of approaching the philosophy that goes on about teaching.
<i>Have you evaluated it?</i>	We have intentions to do something pretty straightforward, ask them to fill in a form probably, email it to then rather than to send them a form, then I'll use, I'll make it quite quick to fill in, Likert scale type responses and I'll give them an opportunity for free text as well. I have toyed with the idea, but haven't decided, of doing some evaluating with the teaching staff, but that would probably more likely to be a discussion. The group that we are going to evaluate is the American group, and I'm hoping to get that on the go in the next month, and hopefully evaluate it, round Easter time. I'm just waiting for them all to be, certainly we'll aim to have it done by mid-April
<i>How easy was it to use third-party materials?</i>	It was quite easy because I wasn't using anything particularly sensitive or difficult to get access to and I didn't need to get permission for it.
<i>Has this enhanced your teaching? In what way?</i>	Yes, it has got the potential to enhance the teaching but more I would say it has the potential to enhance the students learning, you'll have to ask me that later! I'm trying to describe how it might enhance the teaching. I think, we've got students who are really individuals who are doing the course, they register, and then they are on their own. And then we have these other groups, like the groups mainly in Africa, where they are actually cohorts or students, I think the teachers would say there are definitely differences, there have been one group of African students that have certainly pushed each other on, and completed the course quite quickly, they've pushed each other on, this would sort of from a teaching perspective it could add something because you get more of a group, and focus amongst the students, you get the support.
<i>Has this enhanced your students learning? In what way?</i>	Their focus is on, and quite often they are following different modules and strictly speaking they can do whichever module they want to, but they tend to do slightly different things. But it does have the potential to really help their learning because of the possibility of contact with other students. We see it being able to fit into anything that is going on and we are aware of the ability to use different threads to discuss specific issues, more general issues or learning and reflection, self-direction and learning, linking theory with practice, much more, general issues that are common across every model
<i>Has the use of learning objects made your work easier?</i>	I'm not sure if it will make it easier, in a way it just makes it different but it makes it more interesting and is just another way of sort of helping the students to learn and at the end of the day, it needs to happen
<i>Would you do it again?</i>	Yes, we are going to do it again

<p><i>How important was it that you were able to get hold of third party materials to use in your teaching?</i></p>	<p>It was important because it saved quite a lot of time. I think also being able to use different types of things you realize that different types of students will have different access. The way it's set up is this small sort of PowerPoint thing and they can go into the parts that appeal to them, they don't have to go into every single thing, or work through it piece by piece. I think, and I was doing it on a small scale, I can really see the potential for being able to use 3rd party materials when you are doing something much more academic or much bigger.</p>
<p><i>Was it hard to adapt materials or teaching practices to do this?</i></p>	<p>I don't know if it was hard to adapt the materials, I suppose partly because I wasn't adapting existing materials, that made it easier, I could see the problems in adapting materials. To teach on-line, teaching practices have to be adapted, changed, that's my, I feel that quite strongly.</p>
<p><i>Any other points or comments?</i></p>	<p>I don't think so, I've said enough!</p>

ACETS Exemplar 09: Reflective Diary

Resource discovery

The starting point in resource discovery was the Resources Jump Page, accessed from the ACETS home page. I found it better to concentrate on the resource discovery for one or two hours at a time, rather than dipping in and out of it. The links were interesting, and this was a useful way to start off, although it did not in the end contain anything which was particularly relevant to what I was trying to achieve. I looked at this resource in two different ways:

Search 1

The first search was carried out before I had decided what kind of learning object (LO) was going to be developed, in other words as a search for ideas. This was interesting and useful, inasmuch as there were different kinds of objects to look at, in different formats. It helped me to focus and start to reflect on the differences in online learning and teaching. It seems that there is a wide variety of materials available, but with variable quality, and classified and presented in many many different ways. This seems potentially to present problems for reusability. In this first search I found it quite easy to be "sidetracked" into interesting, but largely irrelevant areas.

Search 2

I again used the Resources Jump Page once I had decided the topic for the LO (Helping nursing students to communicate effectively in an online discussion forum). I was able to be much more focused on what to look for, but still did not find anything directly relevant to what I wanted to do. I also noticed that copyright was going to be an important factor in using material from the web. A second problem arose when some of the links did not work, which emphasised for me the importance of bearing this in mind when developing LOs which include links to web pages. The lack of usable resources from this source does not mean there was not useful material, but that the LO I wanted to develop is educationally quite basic, and that the Resources Jump page was not the most appropriate place to be looking.

I then shifted the focus away from trawling the web onto what resources I might need and then where and if they might be found. On a different level this seems to be a shift away from trying to find third party reusable resources on which to base my own LO development onto forming a framework and plan of what I wanted to achieve and then looking for third party resources to support this.

Since the LO I wanted to build is relatively basic, both in educational level and design, I decided to look for easily accessible, simple and descriptive materials. I used five sources, four of which were of use.

Google

I decided to use Google to search the web for images and information about using discussion boards generally. There were lots of hits! I found two good and clear websites – both within university websites, one in the UK and one in the USA. I copied the URLs for these to use as links, and also printed out the information to help with the parts of the LO I intended to write myself. The images I did not find so useful. I copied some images, but did not use any, partly because of the copyright issues and also because they were just not quite what I was looking for, and I did find better images elsewhere.

Eric / Medline

I hoped I might find some relatively short and useful academic articles about using discussion boards, specifically in relation to nursing students. However although there is material available, it was not of direct relevance and I judged it to be too detailed and lengthy for the use I intended.

Clipart

I needed some simple, bright images to use in the main part of the LO I was developing myself. Clipart proved to be an easily accessible and useful resource, with the added advantage of having no restrictions on use attached. The time taken to find and download them is negligible and they are very easy to import into a variety of applications.

University of Dundee

I thought that the University may have online resources relating to the VLE (Blackboard) and found two short and informative documents, available in PDF format, which made them ideal to be used as “additional information links”, without the need to ensure the URLs are kept up-to-date. Since the LO will (at least initially) only be used by University of Dundee students, there are no IPR problems in downloading and using these documents. I also wanted to use the Blackboard VLE logo to add some authority to the LO, but was unsure if this would be allowed. However an email to one of the university learning technologists resulted in the Blackboard banner and logo being sent back.

Personal documents

I had previously prepared a paper document about the basics of Blackboard, which I decided to reuse, in an enhanced format!

Preparation

It took a long time to even decide what would be the subject matter for the LO. Initially, as a team, we discussed putting a small element of a paper-based module (breastfeeding) into LO format, as a small “pilot” of how this might work. Principally there were two problems with this: staff availability and use for the students. This development would have needed input from the nurse who is involved in the development of this module in its paper-based format and she was short of time. Secondly, in practice it would have been difficult to use this LO, as a small online component in a paper-based programme. This highlighted two issues: freeing up staff time to help in the development of LOs; and feeling that it would be necessary to move an entire module into “e” format to make it a worthwhile learning experience for the student.

It seemed then that the LO needed to be developed based on need. The need became apparent when a student approached her tutor to ask for a discussion forum to be set up for the group of students she started her studies with (all based at Veterans Association hospitals in the US). Discussion forums have been set up for other groups of students, but with limited success and use. We wanted to encourage this kind of peer support, but also wanted to ensure that these students would have a good chance to benefit from a discussion group. In addition we want to encourage other groups of students to engage in discussion forums. Since all the students are distance learners discussion forums can potentially provide support and help to address the “lonely learner” issue associated with distance learning. This coincided with two staff members (including myself) attending a workshop with Gilly Salmon, which gave us plenty of ideas and confidence to take a more proactive approach to discussion forums. I then decided to develop a LO to help students learn and think about the benefits of discussion forums, and also to give them some ideas about how to communicate online effectively.

The next step was how to design a learning activity to fit the purpose. I decided quickly to make this something simple and straightforward to use, given that this was likely to be used by students with little experience of online work. It also seemed sensible to design this so that it could be put onto the Blackboard VLE, but also as a stand-alone tool, since part of the learning was to be about accessing Blackboard! The other imperative seemed to be to design this tool on a programme which was likely to be readily available and familiar to the students.

After some thought I decided to design the LO based around a PowerPoint presentation. Since PowerPoint allows hyperlinks to be added, the LO would not have to follow the conventional slide by slide approach, but could use a “menu” screen with different options to be chosen by the student as they wished. Furthermore links to web pages, PDF files, email support and an evaluation form could easily be added in, knowing that PowerPoint is a reliable tool, and student would be unlikely to encounter any “bugs”, which could be off-putting for this group of students, who have a range of computer skills.

Creation

The LO has been developed around the simple PowerPoint presentation. Putting it together was relatively straightforward – all the planning, resource discovery and thinking paid off! All that had to be done was to find a PowerPoint template, which looked professional but attractive, choose formatting and then make up the pages. The resource discovery had provided almost all the images and link documents I needed, with the exception of a short text document about the skills set needed for online communication and the evaluation form. The skills set document (Word converted to PDF) was compiled using documents from the web and Gilly Salmon’s “e-moderating” book.

Once the LO was compiled it was shown (briefly) to the staff team, who all felt it would be useful to students (and staff) and that it could be used as a template for developing other LOs. The files were then put onto a floppy disc (the PowerPoint presentation saved as a slide show so that it can be launched straight from Windows explorer without having to open PowerPoint first). The LO is going to be used during an in-country teaching week in Kenya, when the tutor will demonstrate the LO and then give all the students the files on a

floppy disc, so that they can use it and explore the links, if desired, at their own leisure. The LO is also going to be used with the American group, who will be asked to evaluate it as a learning tool. Potentially this can be used by every student on the BN and MN programmes, and may be included in a "toolkit" CD which is going to be made up soon for all new students.

Use and evaluation

Not complete

Reporting and closure

General experience

This seemed like it was going to be a daunting task, which would be very time-consuming, but in fact it was enjoyable and did not take up as much time as anticipated. It did take quite a considerable amount of time to "get going" as there always seemed to be other priorities, so allocating protected time for the activity (which was what I did eventually) was essential.

We will certainly use LOs again. This LO will be used in the University of Dundee, and will also shortly be given to IVINURS for use in the repository trial. That will give institutions access to this, and it will be interesting to see whether other institutions also find it useful, and whether those who use a different VLE adapt it, don't use it, or just use it as it is.

Reusability

Our ideas of reusability or repurposing have changed since joining the project, partly because of ACETS and partly because of the lengthy discussions of LOs within IVINURS. I now have a much more flexible view of this! Reusability seems as much about finding resources, which have already been created as about creating a new resource which can be used by others. Furthermore, the idea of taking a LO and reusing it as is, may be rather limited. Therefore reusability also encompasses amending an existing object to suit your own specific needs and the needs of your students. As a general rule, it seems that the smaller a LO, the more likely it is to be reusable. However I feel strongly that it is beneficial to be as open-minded about reusability as possible. Linked to this is a sense (generally accepted within the IVINURS community) that LOs can be of widely varying size, from a short Word document or MCQ assessment, to a whole module.

Limitations to reusability

I can identify (for me) two potential limitations to reusability. The first is simply time. In other words, will others be prepared to invest the time and effort to review and amend LOs to meet their own needs? The second is interoperability. The question of whether LOs can be taken from a repository and put into different VLEs or different repositories is not resolved. However this is likely to become less and less of a problem over time, and has already been addressed to a certain extent (so I'm told by those who should know!). IVINURS is likely to test repository to VLE interoperability during the expected trial phase.

Future work

There are other dimensions which have not been included in this LO development but will probably be added in the (near) future. A formative assessment may be made available using a link to Questionmark Perception. We also considered adding audio to the presentation and using MS Producer or PowerPoint to Flash software for this. However time has not yet enabled this to happen and some staff members indicated that they felt it was better to leave this without audio, partly due to the culturally diverse nature of our student body. This LO will go into a repository and will have to be classified and metatagged, so will become part of a bank of objects. It may have to be formally quality assured in time.

Advice

At AMEE in Sept 2004 Gilly Salmon gave a presentation during which she indicated that if you are unsure about using e-learning then don't, but if you want to use e-learning then just go for it, and get stuck in! I share this view. Development of LOs is not something to become involved in unless you are committed to it. However my experience was that getting on and doing the work was not as complicated as it seemed, and it was rewarding work, which necessitated thinking about learning in a different way, and focusing on the needs of the student user.

ACETS Exemplar 09: Semi-structured Learning Design Statement

<i>Learning Design Name:</i>	Online Tutorial on Nursing
<i>Learning Designer(s):</i>	Linda Malek
<i>Institution(s):</i>	University of Dundee
<i>Course Context(s):</i>	IV Nurse
<i>ACETS exemplar ID:</i>	09
<i>LD period:</i>	Our students can start anytime
<i>LD duration:</i>	Open ended

<i>In order to attain the following learning objective(s):</i>	<i>Specific learning objectives</i>	to help them get confidence in them using the VLE, given that many have never used the VLE before to try and help them get a benefit of on-line communicating, in this slightly different way.	
<i>With prerequisite(s):</i>	Access to a computer. To use the object they don't need to go on-line and use the VLE, but to make it of any use they do.		
<i>Trigger(s):</i>	Start: they would just start, ideally before they start the VLE. Stop: effectively when they've gone on to the VLE and managed to join a discussion group.		
<i>The following persons/roles:</i>	<i>Name</i>	<i>Type (staff, student)</i>	<i>Description</i>
	Student learner (SL)	Student	Active participation in on-line tutorial session
	Subject expert (SE)	Staff as contact person, Linda as facilitator	Provides support during and after tutorial session
<i>Perform:</i>	<i>Which roles?</i>	<i>Do what?</i>	<i>How?</i>
<i>Learning activity(s):</i>	SL	Use resource LO . They'd also be learning how to log onto the VLE and then they'd be likely to go and look at their own discussion forum, post messages, read messages, and we've also got the option of them putting their own links on the discussion board if they want to.	They can launch the resource LO straight as a PowerPoint, as a slide show, and then they then go through it slide by slide, they have a menu, and they choose whichever one in whichever they want and the they can, it's a short amount of text from about one of six topics and from one of those screens there's links, whichever they find interesting, and there is one or two pages of text to give them things to think about like that. At the end there is an extra set of resources that they can look at if they need to.
<i>Support activity(s):</i>	n/a		
<i>Using environment(s) or scenario(s):</i>		Computers, PowerPoint, Blackboard	
<i>Using:</i>	<i>Which roles?</i>	<i>Use what?</i>	<i>To do what?</i>
<i>Tool object(s):</i>	All	Internet-enabled computers	Access resource LO
<i>Knowledge object(s):</i>	All	Resource LO : it could last 5 minutes or 15 or 20, depending on how much of the material they plan to look at	They can be doing this at home, or in a computer lab in a classroom, anywhere possibly, so they are using a floppy disk, they'll open it up, opening the PowerPoint, reading, clicking on links –yes, they also have the

			PDFs they can print them or view them on the screen.
<i>Test object(s):</i>	SL	None, purely formative for them, and voluntary.	
<i>Search service(s):</i>	N/a		
<i>Communicate service(s):</i>	N/a		
<i>Announce service(s):</i>	That depends on whether you have a group of students going through all at once. I wouldn't mind seeing how it worked, trying to give them activities to do, even if it's small activities, at least have posted one message by the end of the week. We will think again, about a gradual approach, and I'm saying that I'll do that, but I would probably quite like to do through the teaching members of staff and get them to do that with their own students. The others in the centre, they are all very enthusiastic but they see me as the e-learning person, which I find quite amusing. So you know, I see us working with them, in setting the opportunities, putting up announcements, that kind of thing.		
<i>Other elements or notes:</i>	N/a		

Completion Survey

Recorder:	Rachel Ellaway
Date:	Feb 7, 2005