

## **ACETS Exemplar 19**

# **Anatomy – Sports Injury**

Sian Cooper

Suffolk College

**ACETS Exemplar 19: Baseline**

Teacher/academic's name: Sian Cooper

Teacher/academic's position: Lecturer in Business, Leisure and Tourism (Beauty, Hair and Holistic)

Teacher/academic's institution: Suffolk College

Range of subjects taught: Sports massage, Sports injury, Health, exercise and Lifestyle, Anatomy and Physiology

Contact information: n/a

Principal interest: Anatomy

ACETS Officer: Tammany Allen

Date of survey: 10/12/03

Do you know how to make web pages?	not at all
Have you used the web in your teaching?	a little
Do you use anything that you would consider a "learning object" in your teaching?	a lot
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?	Good
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 little (specific to subject area)
How much relevant staff development have you actually made use of?	a little (due to lack of opportunity)
Do you have access to support in making electronic learning materials?	None
Is this available as a free service?	n/a
Have you made use of this support service before?	n/a
Would you expect that you would need to use this service to use learning objects in your teaching?	n/a
Do you have a VLE (or equivalent) available to support your work?	Use of Intranet (problems with reliability and access)
What is the system called (eg WebCT, or equivalent local system name)?	n/a
Does it allow you to put teaching/learning materials online for your students	n/a
If so, do you do this or is it done centrally for you?	n/a
How easy is it for you to get teaching materials online?	n/a
Do you have your own computer at work	no
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	not very good
how much of this is internet-enabled	a little
How much teaching and learning materials are provided online for the students	A little (Intranet)
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	A lot

**ACETS Exemplar 19: Interview**

<i>Exemplifier</i>	Sian Cooper
<i>Exemplar description</i>	Use of Primal Pictures CD-ROM along with a projector to demonstrate anatomical structure beneath the skin for practical sports massage sessions.
<i>Interviewer</i>	Tammany Allen
<i>Date and location of interview</i>	1 <sup>st</sup> December 2004
<i>Context of use</i>	Level 3 Diploma in sports massage
<i>How did you go about putting this together? Was it hard to design/conceptualise your exemplar?</i>	I had a good focus on what I was hoping to achieve and it was an area that I was already considering for development so the idea was not difficult to come up with. This is an area more lacking than others in the course and previously there have only been hand-drawn diagrams to show the skeletal/muscular structure. Pictures and videos clips to show what is happening under the skin are useful but the use of a projector helps to bring them all together.
<i>How did you approach this? How quickly were you able to come up with the activity design?</i>	We had a look at basic searches but quickly realised there was little available without too many constraints and that a commercial product was likely to be the only viable solution. Diagrams were available but good ones were difficult and time consuming to find and videos were even more limited.
<i>Is this something the students were familiar with?</i>	In the past, diagrams have been the only option so this is something neither students nor staff, are familiar with. Not even videos have been used before.
<i>How did you find/identify your third-party materials?</i>	I discovered Primal Pictures through links with other professionals. They appear to provide the best resources with video clips of movement and stripping away the layers to reveal muscles, nerves, blood vessels etc.
<i>Did you use ACETS or JISC listed links and sources?</i>	No
<i>So your only sources were commercial?</i>	Yes, Primal Pictures.
<i>How much of what you used came from third-party materials?</i>	All the 2D materials from previous lesson plans were replaced with new material from this source. Everything else is as it was before.
<i>Are there any restrictions on using these materials?</i>	All rights and permissions to reproduce the materials for this purpose are included in the purchase of the CD-ROM, including handouts, so no.
<i>Are you planning to use this resource outside of its immediate context?</i>	Yes it can also be used for advanced workshops and one off presentations. There is also plenty of potential for further development which may then affect various individuals and groups.
<i>Has it been very easy to put together?</i>	The resources are very easy to use and a PowerPoint presentation provides the structure for each session, none of this has posed any difficulties.
<i>What tools have been required?</i>	PowerPoint, CD-ROM, a laptop and projector (these resources are limited within the college).
<i>Did you need any help?</i>	Colleagues from Business, Leisure and Tourism have helped with setting up and using PowerPoint.
<i>Have you gained any new</i>	Yes, how to use PowerPoint more proficiently, building on my basic

<i>skills?</i>	knowledge and lack of experience.
<i>Have you used any other new tools?</i>	The laptops and projector have been available to use before but I have not done so.
<i>Did you engage with your colleagues in your own working context?</i>	I worked independently but I have been involved with colleagues for help and advice, they may also use these resources at a later date.
<i>Would this be your normal way of working?</i>	I generally work on my own due to limited hours at the college but we do try to work together and this process has helped to make it more obvious where overlaps occur.
<i>How much did you feel you engaged with the ACETS project?</i>	Not as much as I would have liked mainly due to time restrictions.
<i>Did you engage with other external bodies?</i>	Yes I have been attending various workshops and the American sports massage association conference where the guest speaker was promoting his book and this led to the use of these materials.
<i>What are the pedagogical benefits of this exemplar?</i>	Providing students with better resources means that they will receive more information which is real and relevant enabling them to absorb more information in a shorter time period and hopefully also gain a greater level of understanding. The use of handouts alongside these sessions will hopefully also improve revision and increase achievement.
<i>Did it give economies of scale?</i>	The initial preparation is increased in the production of all new materials to replace previous paper based resources however the savings in time at all stages and the ability to make changes more easily can be offset against this.
<i>Have you evaluated it?</i>	Not yet.
<i>Has this enhanced your teaching in any way?</i>	Yes, not just in this area but confidence in my ability to reproduce this in other courses. I shall carry on working with these resources and hopefully other elements will also evolve due to this experience and the continual development process.
<i>Has the use of learning objects made your work easier?</i>	May make it a little easier in so much as students being quicker to learn and requiring less verbal explanation. Also the production of handouts and making changes to lesson plans is easier.
<i>Would you do it again?</i>	Yes. It has taught me to explore more into new resources. I am more encouraged now to do what I was already interested in and given a focus to looking for resources.
<i>Was it hard to adapt your working practices?</i>	Not really once I was able to use PowerPoint it all slotted together quite easily and my confidence has increased.
<i>Was it cost effective?</i>	Not really although I did receive various discounts on the purchase of these materials and they will hopefully be used for a long period of time.
<i>Do you have anything else you wish to say?</i>	It was good to be given a focus and this has helped to become more aware of poor resources as well as very good ones. Searching the Internet independently raises too many issues over copyrights and access. The development of a central resource bank with free access to institutions would be extremely useful, particularly if commercial resources could be available through this in some way? This resource discovery process may not be of interest to colleagues at the moment but they could well be influenced by this type of source for materials.

## **ACETS Exemplar 19: Reflective Diary**

### **Stage one: resource discovery**

It was easy to find references to many good materials in this area of anatomy there were even large numbers of video clips and animations that can be viewed on the web. However the main problem is that most are commercially produced and therefore expensive and tied up in copyrights. It seemed impossible to find anything of similar quality for the joints chosen specifically.

There are lots of restrictions on these types of materials and it is such a large area that searching takes enormous amounts of time for little reward. When anything was found it was not exactly right and because of restrictions it would not be possible to alter to what was needed.

All the best results were demonstrations from commercial sites therefore it soon became apparent that this was going to be the only way forward.

A library of easy to find video clips or other resources would have been extremely useful.

### **Stage two: preparation**

The main resources to be used are clips of animations from a Primal Pictures CD-ROM we purchased.

These resources will be used with a projector in the classroom and incorporated into lessons with practical demonstrations of massage or treatment, also utilising the current laptop and projector available.

A PowerPoint presentation will be used to tie together the various elements of the session.

### **Stage three: creation**

I needed some help to create a PowerPoint presentation due to lack of knowledge and experience. I had not anticipated doing this originally, which has meant more time involved in the creation but it will be useful for the future.

Quite a lot of time has also been spent familiarising myself with the materials from the CD-ROM but this is easy to use and has many additional useful features such as being able to produce quick and more informative handouts.

Delivery will be in a classroom setting with a practical demonstration and images from the CD-ROM being projected onto the body of the massage subject. All elements of the anatomy beneath the surface in this particular area can then be viewed in context in a manner impossible to do using diagrams alone.

### **Stage four: use and evaluation**

This has not yet been evaluated.

**ACETS Exemplar 19: Semi-structured Learning Design**

<i>Learning Design Name:</i>	Anatomy of Sports Injury
<i>Learning Designer(s):</i>	Sian Cooper
<i>Institution(s):</i>	Suffolk College
<i>Course Context(s):</i>	Level 3 Diploma in sports massage
<i>ACETS exemplar ID:</i>	19
<i>LD period:</i>	Ongoing
<i>LD duration:</i>	Classroom lessons

<i>In order to attain the following learning objective(s):</i>	Specific learning objectives	Students will be able to describe the anatomical effects of sports injuries – with particular reference to the knee and shoulder.	
	General learning outcomes	Students will achieve a greater understanding of the movement within joints.	
<i>With prerequisite(s):</i>	Attendance of previous lectures on the anatomy of the knee and shoulder and knowledge of anatomy required for course.		
<i>Trigger(s):</i>	Sports injury section of sports massage course, shoulder and knee.		
<i>The following persons/roles:</i>	Name	Type	Description
	Subject expert	Staff	Control of session through use of projector & PowerPoint presentation
	Learner	Student	Participation in practical demonstrations and Q&A
<i>Perform:</i>			
<i>Learning activity(s):</i>	Which roles?	Do what?	How?
	Student	View <b>CD-ROM LO</b>	Reflect on previous learning throughout session.
	Staff	Provide Information	Use of <b>CD-ROM LO</b> and PowerPoint presentation and discussion.
	Student	Share knowledge	Q&A session
<i>Support activity(s):</i>	Staff	Assess understanding	Q&A with students during practical demonstration
	Student	Provide theory	Previous lecture
<i>Using environment(s) or scenario(s):</i>	Staff	Prepare	Revise previous lecture notes
	All	Classroom	
<i>Using:</i>			
<i>Tool object(s):</i>	Which roles?	Use what?	To do what?
	Staff	Data projector	

	Staff	PowerPoint	Lesson delivery
	Student	Handouts	Take notes
<i>Knowledge object(s):</i>	Staff	<b>CD-ROM LO</b>	Provide images
	Staff	Course notes	Provide handouts, information and learning
<i>Test object(s):</i>	Students	Q&A	Formative assessment
<i>Search service(s):</i>	n/a		
<i>Communicate service(s):</i>	n/a		
<i>Announce service(s):</i>	n/a		
<i>Other elements or notes:</i>	-		