

ACETS Exemplar 21

Communication – Effective Listening

Tammany Allen

Suffolk College

ACETS Exemplar 21: Baseline

Teacher/academic's name: Tammany Allen

Teacher/academic's position: On-line Tutor

Teacher/academic's institution: Suffolk College

Range of subjects taught: Mentoring, Professional Development Planning

Contact information: tammy.allen@create.suffolk.ac.uk

Principal interest: Communication skills

Do you know how to make web pages?	not at all
Have you used the web in your teaching?	a lot
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?	none
How much relevant staff development have you actually made use of?	none
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 lot
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)?	WebCT
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?	done for me
How easy is it for you to get teaching materials online?	Very easy
Do you have your own computer at work	Yes
Do you use a computer at home for work	No
What level of computer access do you think your students have in the institution and at home	very good
how much of this is internet-enabled	A lot
How much teaching and learning materials are provided online for the students	A lot
To what degree do you expect the use of learning objects to enhance your teaching	A little
To what degree do you expect the use of learning objects to enhance your students learning	A little
To what degree do you expect the use of learning objects to make your work easier	none

ACETS Exemplar 21: Interview

Exemplifier	Tammany Allen
Exemplar description	Self-contained online content on effective communication skills to be used within courses delivered online at a distance.
Interviewer	-
Date and location of interview	-
Context of use	Level 3 Distance learning courses delivered online
How did you go about putting this together? Was it hard to design/conceptualise your exemplar?	The idea was not difficult to formulate, the type of materials that can be used are restricted by the context. The main requirements were for interactivity and self-assessment due to the distance delivery nature of these courses.
How did you approach this? How quickly were you able to come up with the activity design?	Initial searches were extremely time-consuming. It was easy to find resources on effective communication skills however in a way this made searching for very specific types of content harder. Once I found the NLN materials the design was extremely easy since this is a stand alone self-assessment activity that can be downloaded and used freely within educational settings.
Is this something the students were familiar with?	Online courses need to contain plenty of opportunities for consolidation of learning and self assessment to replace elements of tutor support therefore these types of activities are typical for the online courses.
How did you find/identify your third-party materials?	Searches for interactive materials on effective communication identified 'The Street' a highly interactive and involved resource provided by NLN. Through this I then searched the website and discovered various other resources from which I then identified the materials selected at an appropriate level.
Did you use ACETS and JISC listed links and sources?	I did look at these links and resources, however I did find some of the descriptions gave the impression that a resource was going to be particularly useful and then visiting the site showed otherwise included links that did not work or led to sites where I could not access the materials I was hoping to because of copyright and access issues.
Did you use commercial sources?	I didn't need to look at any commercial sites once I had found the NLN materials since these are as good as any others I came across and easy to use within an educational environment.
Did you have to get clearance/permission to use the third party materials?	These resources are provided specifically for educational purposes.
Did you require any help?	Some assistance was required in downloading these materials and converting them into a format that could then be used within the environment required. There may be some issues with download times of some materials for distance learning students on slower connections.
Did you engage with colleagues?	Searches for communication skills were carried out whilst working with Steve Goodfellow on the ACETS project and these resources were discovered as part of that process. The creation of online content is generally quite an independent activity.
Does it provide pedagogical benefit?	There is no real benefit above or beyond current methods since this type of activity is used already however self-assessment is always a useful activity and particularly assists tutors who are not

	able question their students face to face. Self assessment is less threatening and therefore this activity will aid the learning process and provide an assessment opportunity for tutors in communication skills that did not previously exist.
Has this changed your practice?	No, it has simply provided an opportunity to find some new resources and helped discover a good source to use in the future.
Has it been evaluated?	No.
Would you do it again?	Yes. It is always useful to investigate new possibilities although it has highlighted the need for reliable sources of information to use in education in a less time consuming manner than completing wide searches of the Internet. More sites like NLN would be very useful.

ACETS Exemplar 21: Reflective Diary

Stage one: resource discovery

Having already carried out searches for similar materials on communication skills in health and social care, it was possible to go directly to the best websites found previously and search there more specifically for resources relevant to the online course.

There appear to be many issues surrounding copyright on most well produced materials and plagiarism issues with most text based materials.

Before finding the interactive materials from NLN it appeared that it would have been as fast and effective to research the subject and produce my own resources as it would have been to carry out a search for relevant materials and then adapt them to avoid any problems.

Stage two: preparation

The main resource to be re-used is the NLN materials on effective listening skills.

Elements of the NLN materials have again been identified as most appropriate to use. It is extremely easy to incorporate these into an online course since they can be downloaded and used for educational purposes. The accessibility using a typical home pc and modem still needs to be tested before implementation however once this is complete incorporating a section on effective listening into current course content should be straightforward.

Stage three: creation

Some help will be required by the multimedia authors who currently put together the online content, this will be no different to normal procedure for content changes.

ACETS Exemplar 21: Semi-structured Learning Design Statement

Learning Design Name:	Effective Communication Skills
Learning Designer(s):	Tammany Allen
Institution(s):	Suffolk College
Course Context(s):	Online distance learning course
ACETS exemplar ID:	21
LD period:	Open-ended
LD duration:	Open-ended

<i>In order to attain the following learning objective(s):</i>	Specific learning objectives	Students will be able to recognise effective communication techniques.	
	General learning outcomes	Students will gain greater understanding of verbal and non-verbal communication skills.	
<i>With prerequisite(s):</i>	None		
<i>Trigger(s):</i>	Open-ended and elective		
<i>The following persons/roles:</i>	Name	Type (staff/student)	Description
	Subject expert	Staff	Supporting students
	Learner	Student	Working through online self-assessment.
<i>Perform:</i>	<i>Which roles?</i>	<i>Do what?</i>	<i>How?</i>
<i>Learning activity(s):</i>	Student	Uses LO to carry out self-assessment.	Work through activities and select answers.
	Staff	Support students	Communication through WebCT
<i>Support activity(s):</i>	Students	Working through other content	
<i>Using environment(s) or scenario(s):</i>	<i>Which roles?</i>	<i>Use what?</i>	<i>To do what?</i>
	Staff	WebCT	Deliver content
<i>Using:</i>			
<i>Tool object(s): (able to act on other objects)</i>	Staff	WebCT	Deliver content
	Students	WebCT	Learning
<i>Knowledge object(s):</i>	n/a		
<i>Test object(s):</i>	n/a		
<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>	n/a		

