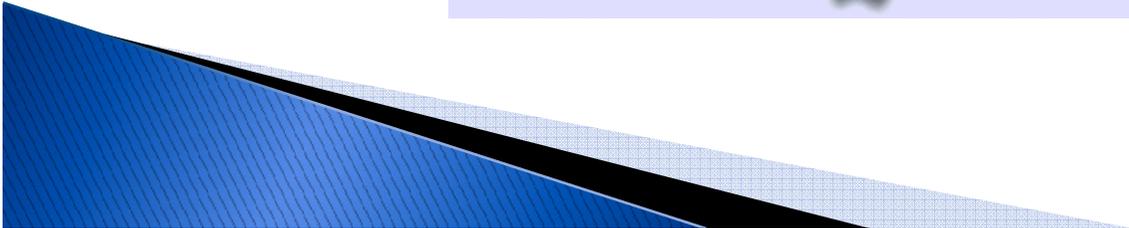


# United Kingdom



Bedford

Luton





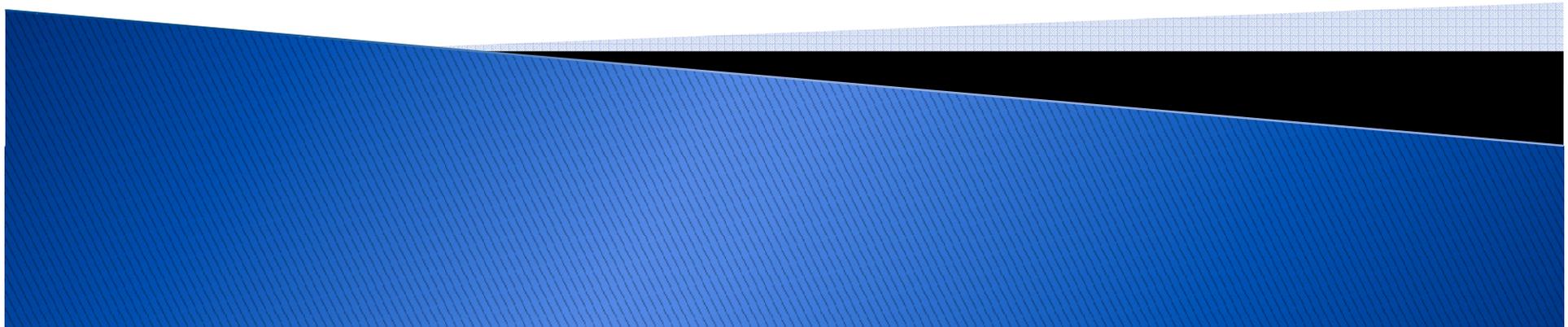
# UNIVERSITY OF BEDFORDSHIRE



***Reflecting on the creation of  
on-line Distance Learning  
teaching & learning materials***

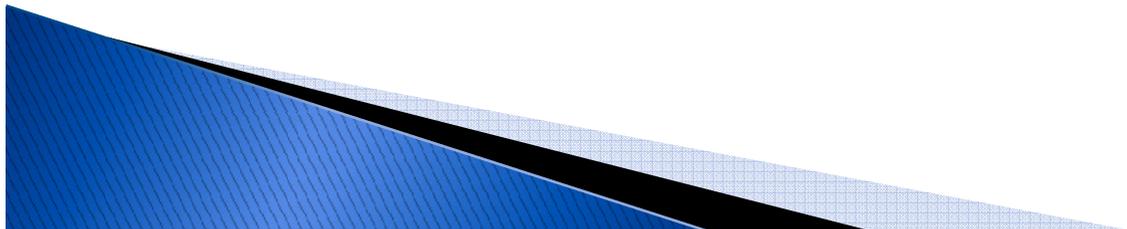
**University of Bedfordshire**

Susan Sapsed – Senior Teaching Fellow  
Sandra Leggetter – Senior Lecturer  
June 2010



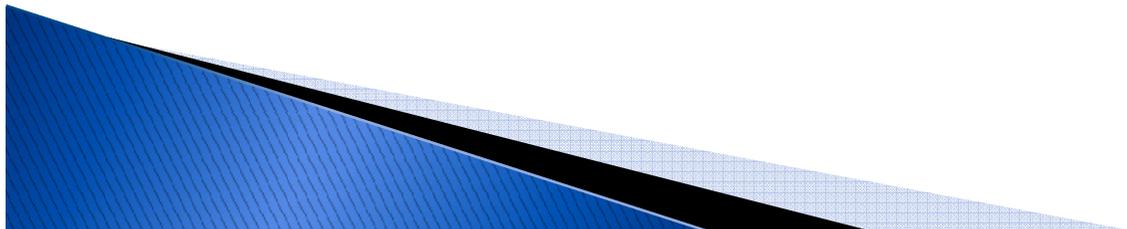
## In January, during the Learning and Technology World Forum in London (2010), Prime Minister Gordon Brown

- ▶ Said that the UK could become a “global education superpower”, with e-learning as one of its fastest-growing exports.
- ▶ Government is fostering this mode of education the evidence of e-learning development at a local level is not always immediately visible and it would seem as if there is a long way to go yet before Brown’s vision is realized



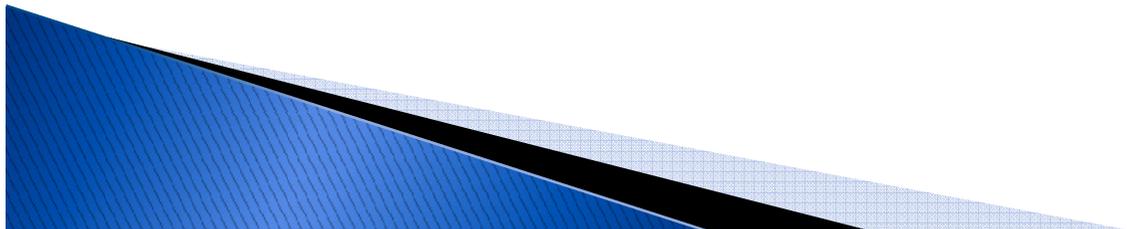
# Background

- ▶ **Universities encourage the growth of distance learning courses the development of staff skills, knowledge and IT development is slow and can leave staff floundering and, potentially, place online courses at risk of failure**



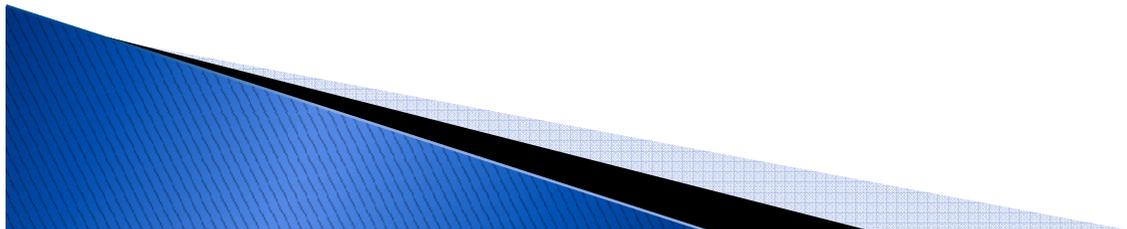
# Bielefeldt University

- ▶ **Bielefeldt (2002) university faculties do not always recognise the need for the staff developing these courses to have access to good and continual technical support.**



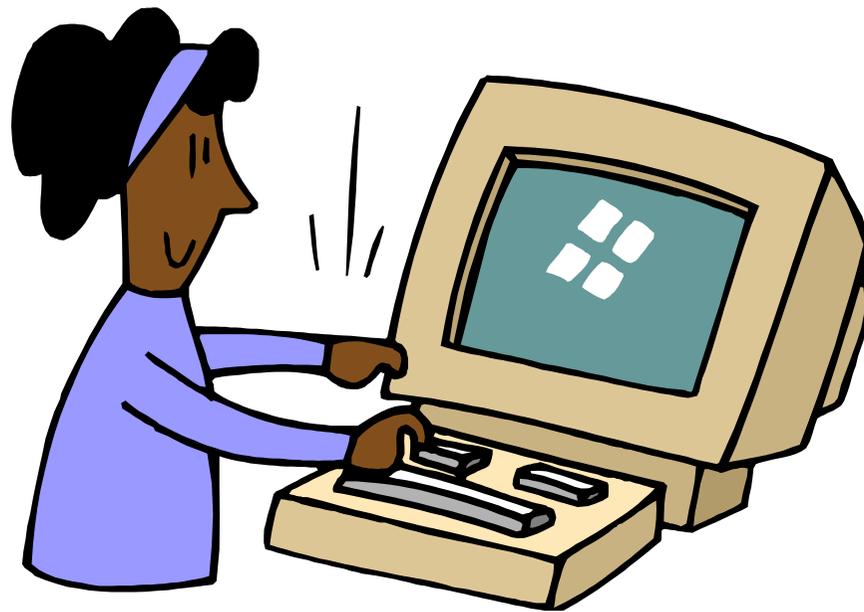
# Student evaluation

- ▶ Student evaluation of the online material identified that the majority found the format and styling *'boring'*
- ▶ The material was good.

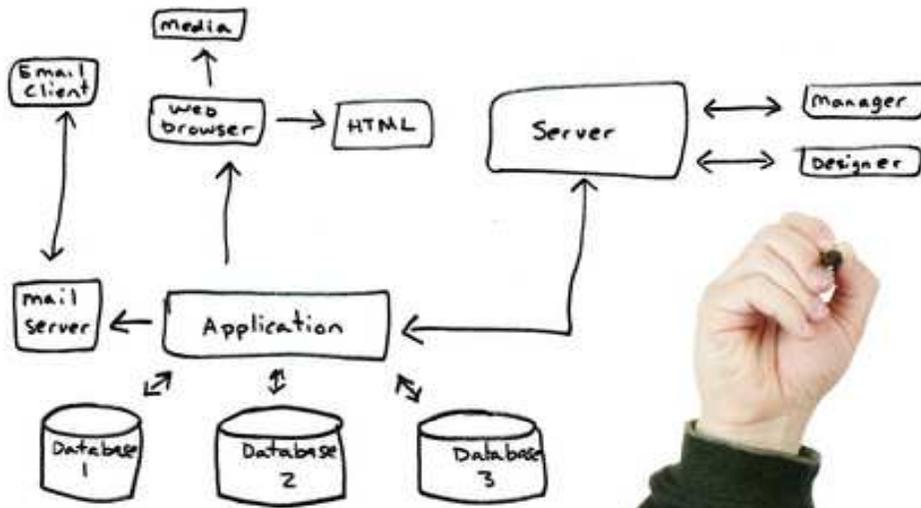


# What was wrong?

## Our ability

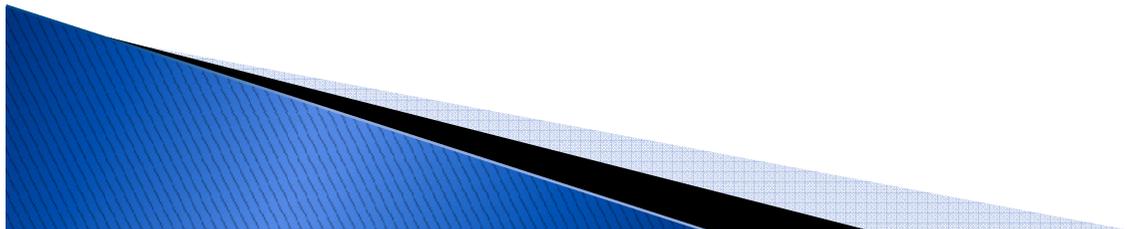


# What were our problems?



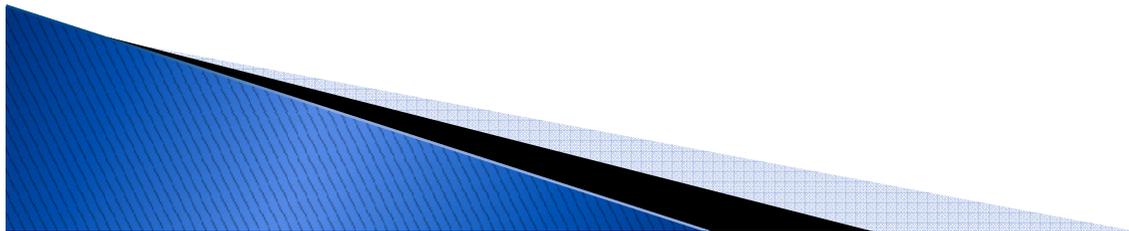
# What were our problems?

- ▶ **Bielefeldt (2002) suggested that obstacles were:**
- ▶ **Lecturers lack of the basic skills**
- ▶ **Hardware**
- ▶ **Technical help.**
- ▶ **Just to complex.**



# What did we need?

- ▶ **A system that was ‘fit for purpose’ and manageable and would work within the University IT system**



▶ **Day 5 Public Health and 'Green Issues' - Removal of Rubbish - Drains, Dustbins and Spread of Diseases**

▶ **Learning outcomes**

▶ *Learning outcomes*

▶ To consider how the removal of rubbish can be maintained in this 'throw away' society.

▶ To understand the need to prevent the spread of diseases.

▶ To recognise these issues have to incorporate recycling and general green issues.

▶ **Green Issues and Public Health**

▶ *Green Issues and Public Health*

▶ More and more peoples are becoming aware of the impact they have on the environment and this is especially true within the arena of Public Health. As global warming is making a major impact on the world,

▶ Environmental issues are at the forefront of both Public Health and business agendas. Organisations are increasingly assessing their environmental obligations and continually looking at ways in which they can deal or reduce their waste. Many suppliers and manufacturers are seeing the cost saving advantages of reducing waste and recycling. Local Authorities and companies are incorporating these policies into their daily duties, making it part of their corporate social responsibility as a result of Kyoto agreements.

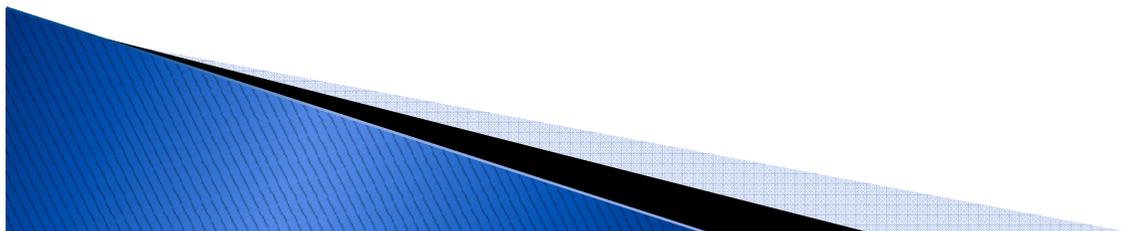


## ***250 Green Issues and Public Health***

251 More peoples are becoming aware of the impact  
252 they have on the environment and this is  
253 especially true within the arena of Public Health.  
254 As global warming is making a major impact on  
256 the world,

257

258 Environmental issues are at the forefront of both Public Health and business  
259 agendas. Organisations are increasingly assessing their environmental  
260 obligations and continually looking at ways in which they can deal or reduce  
270 their waste. Many suppliers and manufacturers are seeing the cost saving  
271 advantages of reducing waste and recycling. Local Authorities and  
272 companies are incorporating these policies into their daily duties, making it  
273 part of their corporate social responsibility as a result of Kyoto  
274 agreements.



Blackboard Academic Suite - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab\_id=\_2\_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d\_104618\_1% Go

Getting Started Latest Headlines

**BREO** PARK SQUARE  **Postgraduate Medical School** Home Help Logout  University of Bedfordshire

Gateway Help Expo Library Careers LearnTech Timetable

**Exploring Research Methodologies**

**Announcements**  
**Induction Day**  
**Course Information**  
**Teaching Team**  
**Administrative St**  
**Exploring Researc**  
**Policies and Issu**  
**Epidemiology in P**  
**Concepts in Publi**  
**Experimental Evid**  
**Ethical and Legal**  
**Diversity in Publ**  
**Public Health Pro**  
**Research & Practi**  
**HIV & Hepatitis P**  
**Dissertation PUBO**  
**Group Wiki**  
**Learning Resources**  
**Current Awareness**  
**Electronic Journa**  
**Electronic Books**  
**Useful Websites**  
**All discussions**

Communication

Table of Contents

- A. What is Research? - An Overview
  - 1. Learning outcomes
  - 2. Why Research?
  - 3. Other terms
  - 4. Definition of Research
  - 5. The Framework
- B. Methodological Approaches
- C. The Three Main Approaches
  - 1. The Experimental Approach
  - 2. The Survey Approach
  - 3. Ethnographic Approach
- D. Other Research Methods
  - 1. Case studies
  - 2. Action research
  - 3. Evaluation research
- E. Phenomonology - Husserl's Key Concepts
- F. Hierarchy Evidence (Evans 2003)
- G. Statistics basic points
  - 1. Two types of statistics
  - 2. Types of variables
  - 3. Frequencies
  - 4. Averages
  - 5. Variables
  - 6. Basic Tests

**Basic Tests**

T Test tests two variables one ratio and one ordinal, used to compare two means.

Chi Squared Test tests two variables both ordinals/nominal, used to compare frequencies to see how closely they fit to the expected or predicted outcome

Pearson's Product Moment Correlation tests two variables both ratio

Standard Deviation is a measure of dispersion, of one ratio variable

Frequency of distribution is the observation and values of one variable ratioT

These links will take you to websites that explore statistics:

ABC Statistics - <http://www.mdx.ac.uk/WWW/STUDY/glonumst.htm>

Knowledge Base - <http://www.socialresearchmethods.net/kb/index.php>

Start Novell GroupWise - Mailbox BREN CHAPTER 3 2010... Document2 - Microsoft ... Blackboard Academic... 09:39

Blackboard Academic Suite - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab\_id=\_2\_1&url

Norton Norton Safe Search Search Cards & Logins

WEB SEARCH

Blackboard Academic Suite

BREO PARK SQUARE

Home Help Logout

University of Bedfordshire

Postgraduate Medicine Gateway Help Expo Library Careers LearnTech Timetable

Teaching Team

Administrative Staff

Exploring Research

Policies and Issues

Epidemiology in Public Health

Concepts in Public Health

Experimental Evidence

Ethical and Legal

Diversity in Public Health

Public Health Practice

Research & Practice

A. Day 1 - Introduction

B. What is Public Health?

1. ACTIVITY 1

C. Defining Public Health

1. ACTIVITY 1

2-Your definition of public health

2. ACTIVITY 2- Public Health Strategies

3. Further Reading

D. The Emergence of Public Health and the Centrality of Values

1. Why study Public Health?

2. The Development

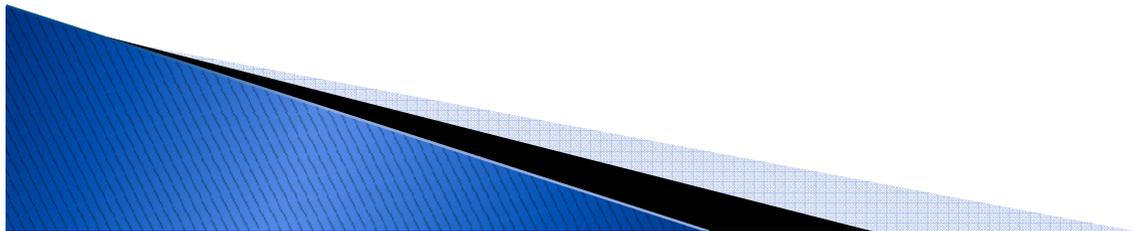


Done

start CAAS Present... Document2 (... Blackboard Ac... EN Type to search 11:12

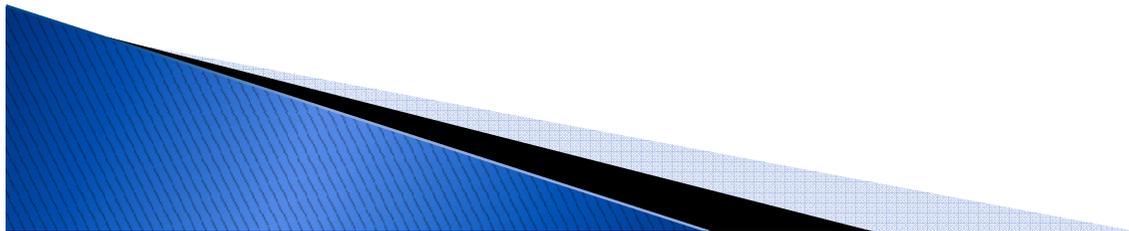
# How did we set about the change?

- ▶ **Conferences**
- ▶ **Trial soft wear**
- ▶ **Support**



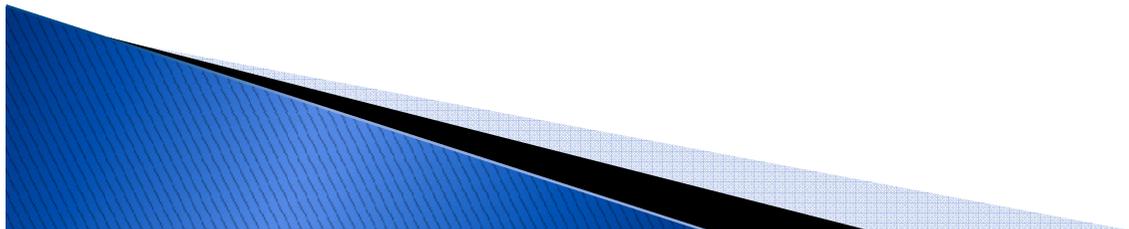
# Why did we make our choice?

- ▶ **They listened**
- ▶ **Offered time and support**
- ▶ **We could up load as a SCORM file**



# What did we purchase?

- ▶ **Elicitus and Raptivity**
- ▶ **Elicitus is the shell**
- ▶ **Raptivity are the activities.**



# 9 Packs are offered





**RAPTIVITY**

The interaction models are divided into various categories. Single-Click the category thumbnail to view all the interaction models included in the category. You can either single click the interaction model thumbnail to choose it or right-click the thumbnail and select the insert interaction model option. You can also use the right-click action to include the interaction model in My Favorites folder or preview it.

Search for  Go ?

**Thumbnail View** Explorer View

- All Packs
- All Categories
- All Select Packs
- All Select Categories
- All Interaction Models
- Bloom's Taxonomy
- Gagne's Nine Events**
- Keller's ARCS Model
- Experimental Learning
- My Examples
- My Favorites
- My Learning Theories

**Gagne's Nine Events**

Gagne's nine events of instruction support the design of interactive eLearning. Gagne outlines nine instructional events and their corresponding outcomes.

 Gain Attention	 Inform Learners of Objectives	 Stimulate recall of prior learning	 Present the content
 Provide learning guidance	 Elicit Performance	 Provide Feedback	 Assess Performance
 Enhance retention and transfer to the job			

**Gain Attention**

Arouse the attention of the learner using a mental model, picture, thought provoking question, or an analogy.



### Raptivity Media Explorer

The interaction models are divided into various categories. Single-Click the category thumbnail to view all the interaction models included in the category. You can either single click the interaction model thumbnail to choose it or right-click the thumbnail and select the insert interaction model option. You can also use the right-click action to include the interaction model in My Favorites folder or preview it.

Search for  Go ?

**Thumbnail View** Explorer View

- All Packs
- All Categories
- All Select Packs
- All Select Categories
- All Interaction Models
- Bloom's Taxonomy
- Gagne's Nine Events**
- Keller's ARCS Model
- Experimental Learning
- My Examples
- My Favorites
- My Learning Theories

**Gagne's Nine Events >> Inform Learners of Obj...**

Define the expectations by informing the learners on what they will learn and how it will be measured.

[Dynamic Bullet List](#)

[Animated List Display](#)

[Sound Text Synchronization](#)

#### Dynamic Bullet List

This interaction model helps display summary information in the form of bulleted points. Each bullet point is associated with a sound file. As soon as the sound file starts playing the description for a particular bullet point, the corresponding text is highlighted on the screen.

Elicitus Content Publisher

File Edit View Insert Format Design Properties Tools Settings Help

Course Explorer

- Exploring Research Methodologies
  - Master Topic
  - Exploring Research Methodologies
  - What is Research?
  - Why Research?
  - How to decide on a research approach?
  - Activity 1
  - Research Approaches
  - Muir Gray (1997)
  - Research Approaches
  - Research Approaches
  - Research Approaches
  - Methodological Approaches
  - The Four Main Methodologies
  - Experimental Methodologies
  - Experimental Methodologies
  - Experimental Methodologies
  - Survey Methodologies
  - Survey Methodologies - Case Studies
  - Ethnographic Methodologies
  - Ethnographic Methodologies
  - Systematic Review Methodologies
  - Systematic Review Methodologies
  - Systematic Review Methodologies
  - Other Methods
  - Case Studies
  - Case Studies - Yields
  - Action Research
  - Action Research - Case Studies
  - Seminar Paper and Presentation
  - Evaluation Research
  - Phenomenological Research
  - Phenomenological Research
  - Phenomenological Research
  - Grounded Theory
  - Grounded Theory
  - Grounded Theory
  - Research Methodologies
  - Activity Research
  - Statistics

## Exploring Research Methodologies

*Welcome to the Unit which explores research methodologies.*

These notes are written to enable you to reappraise your level of knowledge and understanding of research. They are not intended to be comprehensive, but a quick reminder of where you may need to undertake more reading. Research underpins all areas of Public Health, so unless you have a good comprehension of the principles you will find it very difficult to complete your master's studies and work effectively in this area.

Through this unit we hope to help you demystify research so that you feel competent to complete your research project.

*Learning outcomes are to enable you:*

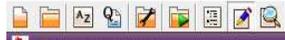
- To reassess your knowledge of the four main research approaches.
- To consider how to use of each research approach
- To recognise the types of data, which may be collected
- To understand how data may be analysed.
- To appraise your understanding of a literature review.

*The Glossary contains Research Terminologies*

Research

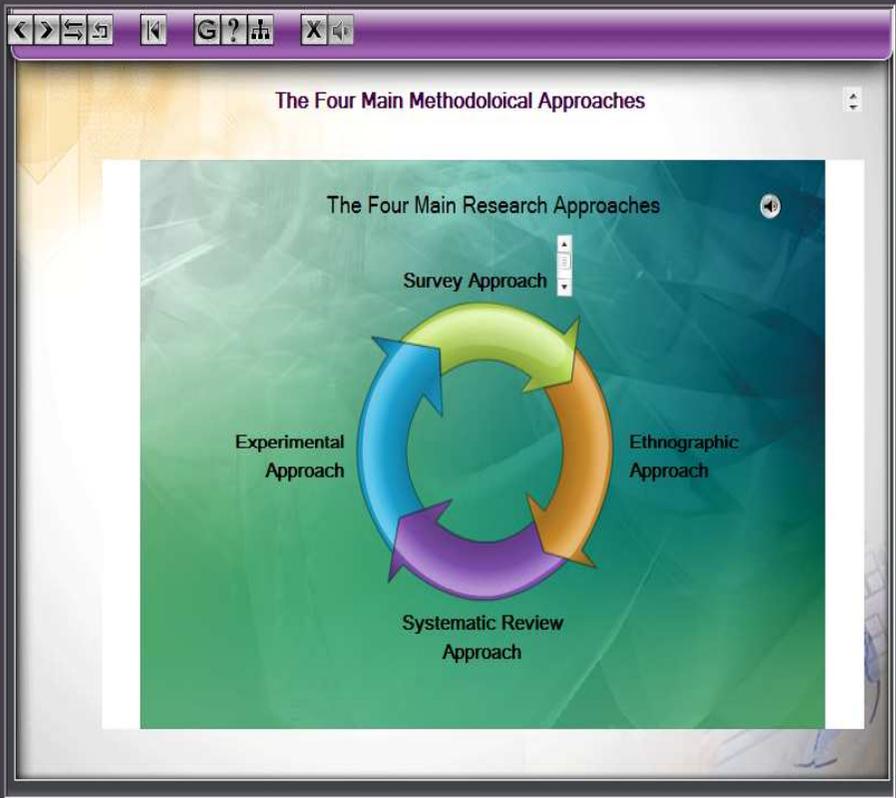
Design Quick View

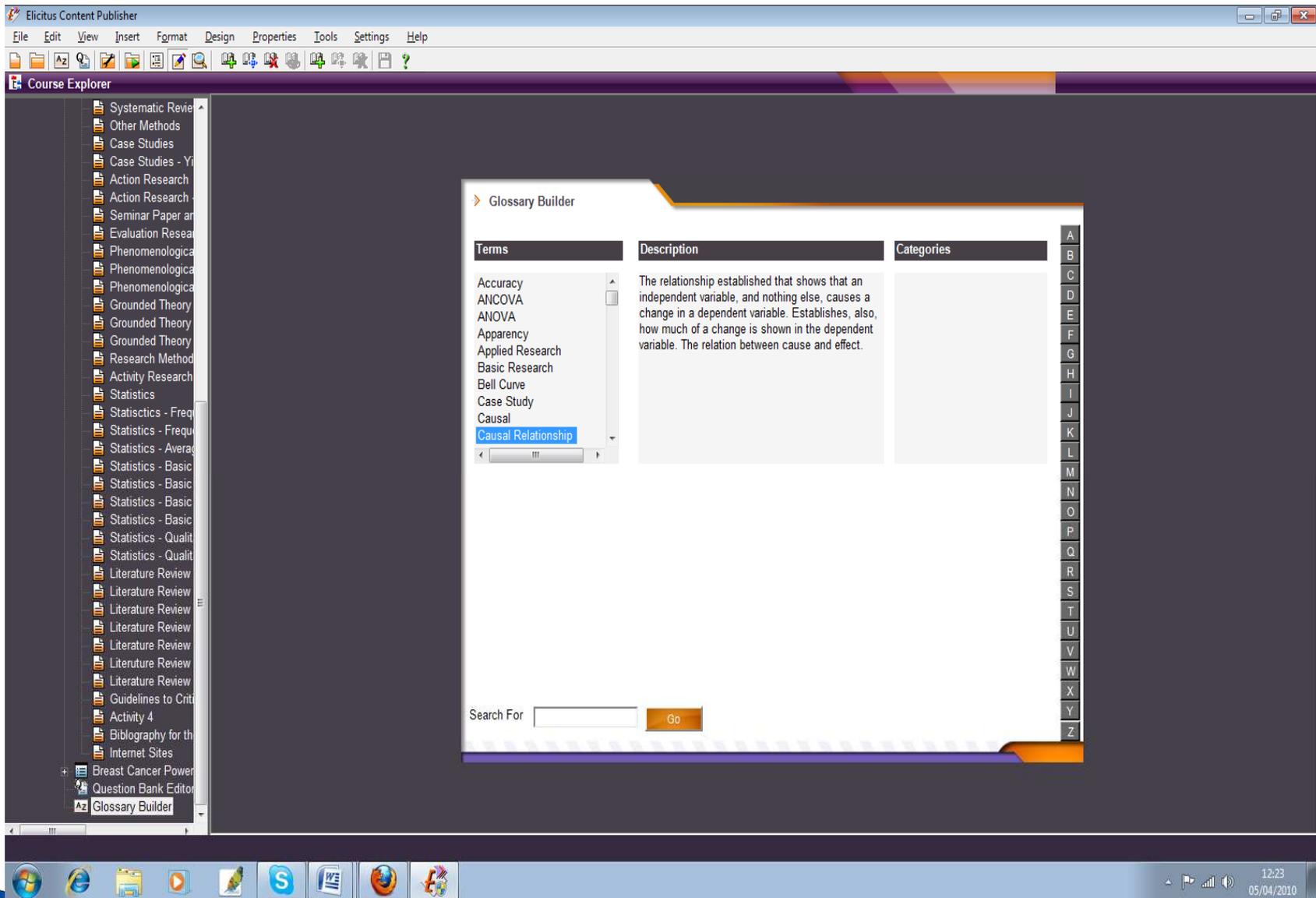
12:15 05/04/2010



Course Explorer

- Exploring Research M
- Master Topic
- Exploring Research
- What is Research
- Why Research?
- How to decide on
- Activity 1
- Research Approa
- Muir Gray (1997)
- Research Approa
- Research Approa
- Research Approa
- Research Approa
- Methodological A
- The Four Main Me
- Experimental Met
- Experimental Met
- Experimental Met
- Survey Method
- Survey Method - C
- Ethnographic Met
- Ethnographic Met
- Systematic Revie
- Systematic Revie
- Systematic Revie
- Other Methods
- Case Studies
- Case Studies - Y
- Action Research
- Action Research
- Seminar Paper an
- Evaluation Resea
- Phenomenologica
- Phenomenologica
- Phenomenologica
- Grounded Theory
- Grounded Theory
- Grounded Theory
- Research Method
- Activity Research
- Statistics
- Statistics





Delete Prev

Interactivity

Interactivity Editor Quick View

# Audio-Visual Crossword

This is an audio-visual crossword. The clues are in the form of audio and visuals. Use your keyboard to form the words on the grid.

All the best!

Click **Start** to begin.

Start

Interactivity Editor Quick View

# Ethical and Legal Issues in Public Health

? 🔊



Restart Leave Game Score 0

Click a box to answer the question. If you are not sure of the answer, you will get an offer.

▶

# Conclusion

**It is early days yet but the indication is that the students are more engaged with the online material and find the material more interesting and stimulating.**

