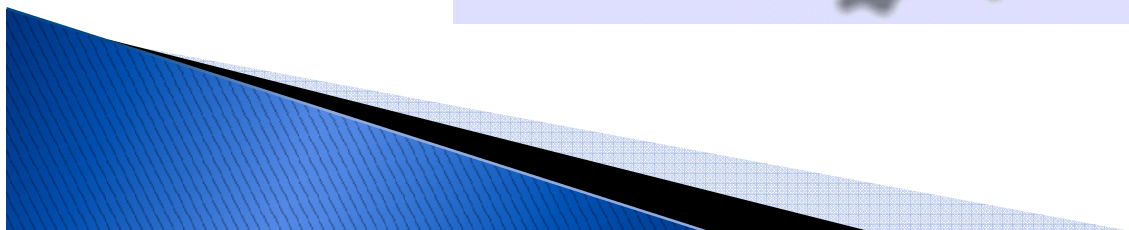


United Kingdom – University Campuses.



Bedford

Luton





The main
University Campus
Park Square

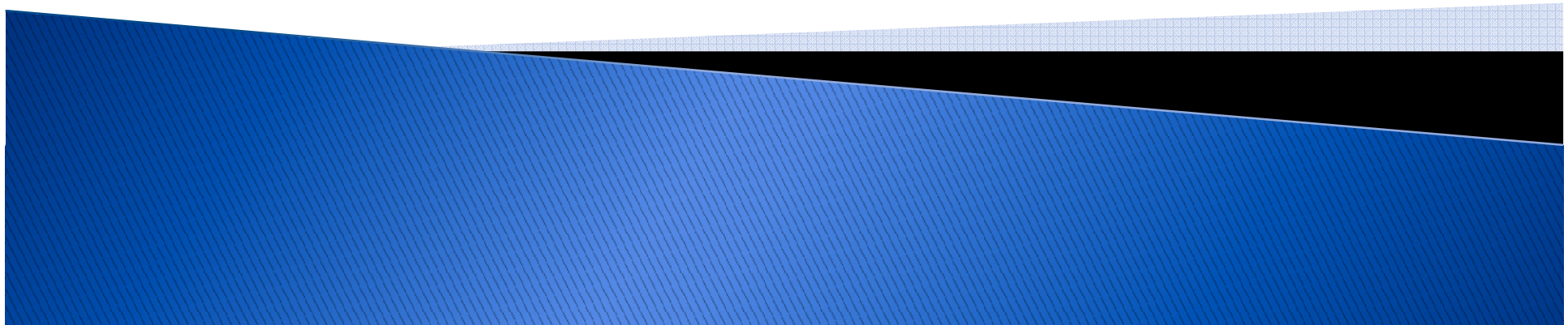
UNIVERSITY OF BEDFORDSHIRE




Opened October 2010

The Growth of the Public Health Masters at the University of Bedfordshire

Susan Sapsed – Senior Teaching Fellow
David Mathew – Learning Technologist
E-Leader Croatia, June 2011



Department of Health (2002) stated that the use of distance learning in the delivery of health care education is driven by the student.

- ▶ So as we are on the threshold the 10th anniversary of this statement - therefore it is a good time to reflect on our evolution and development of the MSc. in Public Health.
 - ▶ Firstly, it is easy to state the course has proved the DoH. Statement correct, in that it is definitely student driven but quietly and effectively manner.
 - ▶ What transpired between 2006-2011 the period of our 5 year review?
- 

A quick historic review

- ▶ 2006 – was the start of our distance learning pathway. The students were wonderful and worked with us when we made mistakes.
- ▶ Now we needed to review what had suited one project more than adequately for a number of years required a new approach.

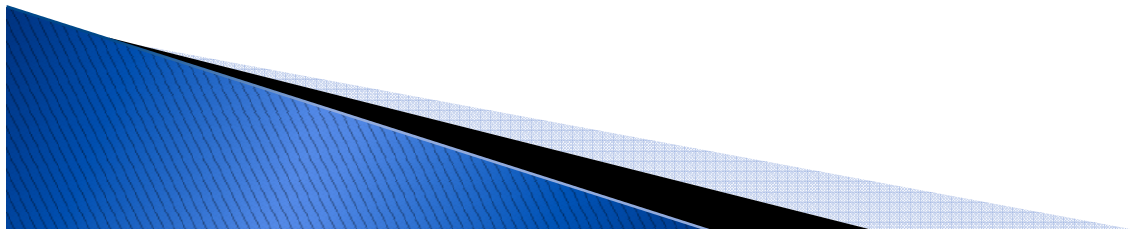


What were our initial problems?

Bielefeidt (2002) suggested that obstacles had been:

- ▶ Lecturers lack of the basic skills
- ▶ Hardware
- ▶ Technical help.
- ▶ Just to complex.

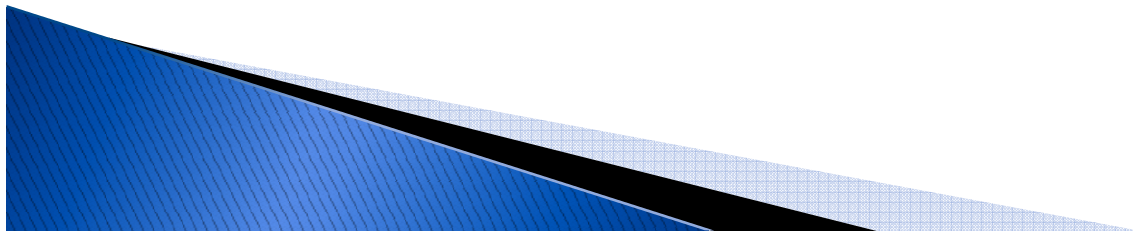
- ▶ Now we have arrived at a willingness to work together.



What did we need?

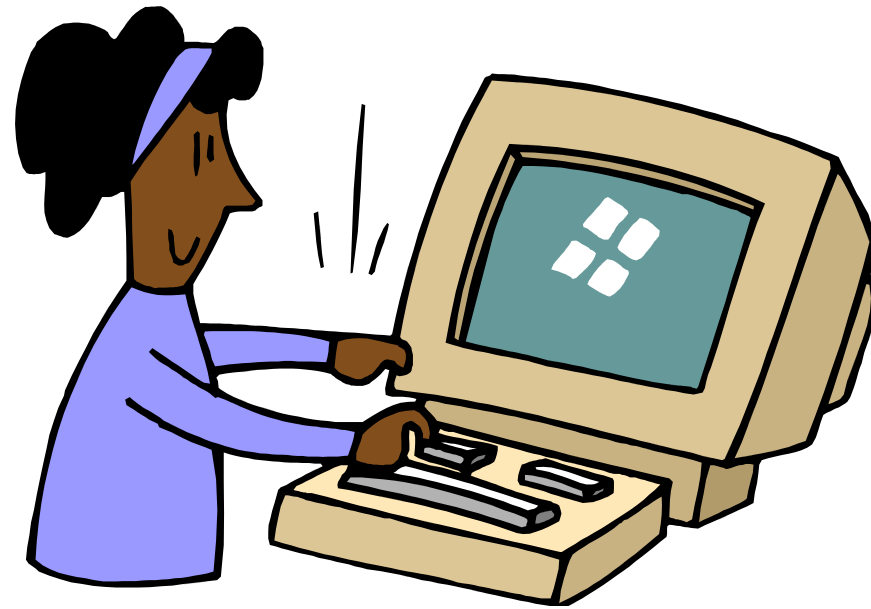
A system that was 'fit for purpose' and manageable and would work within the University IT system, which was always changing!

No longer, it has settled on Articulate.



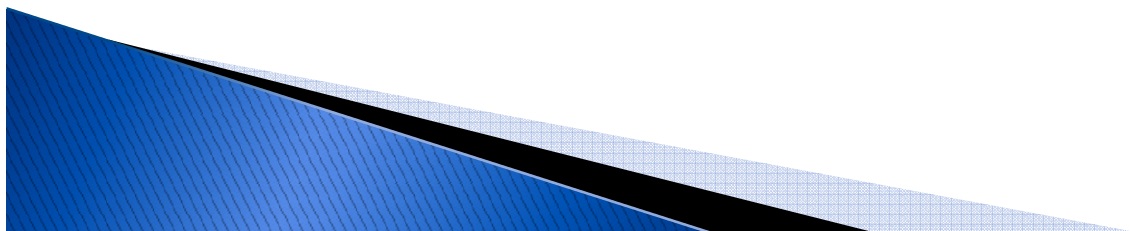
Where to do:

How to not only translate practice into the virtual classroom but make it more meaningful to the students of 2011 onwards.



The Need

- ▶ Educators need to adopt and foster the idea of learning versus teaching.
- ▶ Incorporating collaboration towards helping students with learning and knowing their styles.
- ▶ Utilising formative ongoing assessments with a focus on results to encourage continuous improvement based on the individuals responsibility to take action to build their understanding.



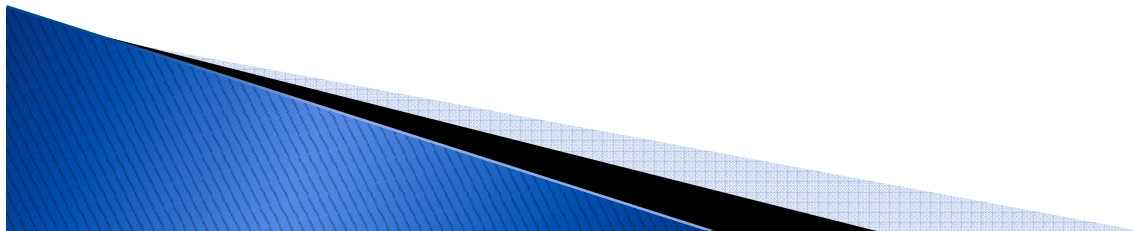
The need for change:

- ▶ Student evaluation of the online material identified that the majority found the format and styling '*boring*'
- ▶ The material was good.
- ▶ Wanted more ability to self test in an interesting and meaningful way, which would take minutes not hours!!
- ▶ Distance learners expected quality interaction both with their peers and their tutors.



Moving Forward

- ▶ Traditional modes of learning might not be suitable to prepare students for the autonomy and interdependence needed to engage with a virtual learning environment to their best advantage.
- ▶ Face to Face and Distance learning need different approaches.



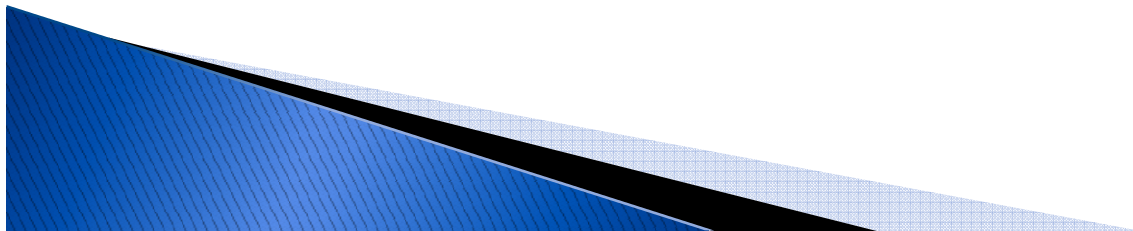
Learning Impediments

- ▶ Makes us aware that learners demand a good deal of attention.
- ▶ Makes us conscious of recent estimates that readers only absorb 25% of what is presented on screen.
- ▶ Makes acute aware of cultural pressures.
- ▶ Awareness it is easier for students to let us know they are HIV positive than they have dyslexia.



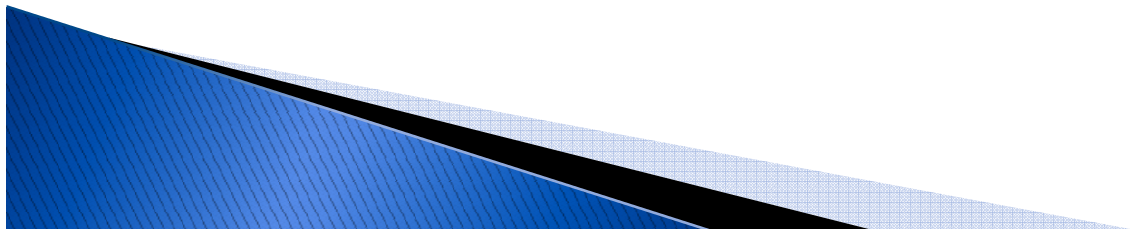
Health Awareness

- ▶ Being a symptomologist
- ▶ Total erosion of inhibitions – sexual frankness
- ▶ Bizarre behaviour



Computer Awareness


- ▶ Request all distance learners should be computer literate - Use word 7.
- ▶ Have an understanding of studying with the UK.
- ▶ Not in practice each year we have 2 or more who have limited computer understanding.
- ▶ No understanding of our approach to studying.
- ▶ Hidden needs




2011

Finds us transferring all our material into mode 3 which is the new acceptable format for distance learning in the higher education in England & Wales.

At the same time recognising our dream of a course with synchronous components was not a reality with our global working environment – these impose compromise.

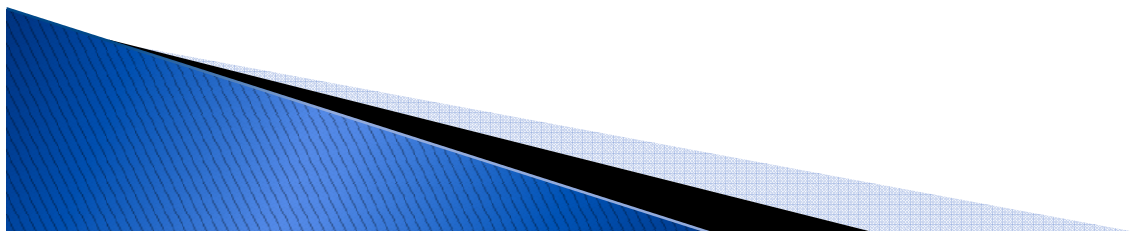


What is mode 3?

- ▶ Thomas Head - 'Modes as a technical system used to convey instructions to the intended audience is referring to as the delivery of a mode'.
 - ▶ Barbara Rogoff - 'The emphasis is on the process of learning with facilitation by those who understand, inherent motivation with responsibility for student choices and evaluation of progress during the process by the student'.
- 

Mode 3

- ▶ Makes sure we look at our texts ensuring they are:
- ▶ Not too wordy.
- ▶ Made important key statements where appropriate
- ▶ These were substantiated with relevant illustrations or diagrams
- ▶ Next step to include video to implement and enforce the cognitive alignment and complementarity.



BREO

Firefox Blackboard Academic Suite

http://breo.beds.ac.uk/webapps/portal/frameset.jsp?tab_id=_2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26

AVG Search Page Status

BREO
PARK SQUARE

Postgraduate Medical School

Home Help Logout

University of Bedfordshire

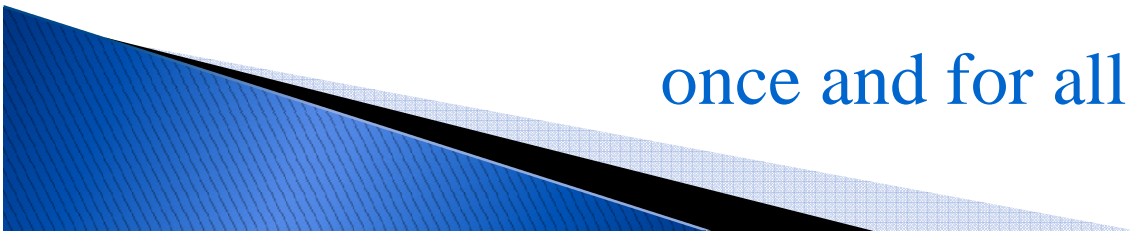
Gateway Help Expo Library Careers LearnTech Timetable

| | | | |
|--------------------------|---|--|--|
| Ethical and Legal | Block 1: Research Approaches | Research Approaches | Case Studies |
| Diversity in Publ | Introduction | Research Approaches: Positivism, Naturalism, Functionalism, Empiricism | Action Research |
| Public Health Pro | What is Research? | Methodological Approaches | Evaluation Research |
| HIV & Hepatitis P | Why Research? | Experimental Methodological Approach | Phenomenological Research |
| Dissertation PUBO | Deciding on the Focus of Your Study | Survey Method | Grounded Theory |
| Research & Practi | Activity Blog | Ethnographic Method | Statistics |
| February Group 20 | | Systematic Review | Basic Test |
| October Condensed | | Systematic Review - York Report 4 | Qualitative Data Analysis |
| February Condense | Block 2: Literature Review | | |
| Learning Resources | Introduction | Getting Started | Key Words? |
| Current Awareness | What is a literature review? | Use a systematic process | Critical Appraisal |
| Electronic Journa | | Activity Blog | Activity Wiki |
| Electronic Books | | | |
| Useful Websites | Block 3: Survey and Sampling | | |
| Items - news | Introduction | Seven Flaws of Memory | Confidence Limits and Sample Size |
| All discussions | Research Question | Group Administered Questionnaires | Correction Factors for Rare and Common Percentage of Variables |
| Group Wiki | Type of Question | Drop-off Surveys | Calculating a Sample Size |
| | | Oral Surveys | Designing a Survey |
| | | | Analysing Surveys |

Windows taskbar: 21:03 06/06/2011

Summary

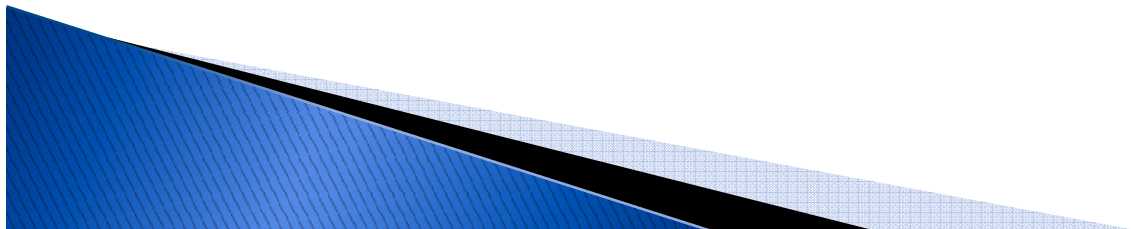
By allocating significant resources in order to design strong, engaging distance learning services to meet both the collective and individual needs of our students in different parts of the world the University of Bedfordshire has grasped the nettle of providing quality education in health care, with the barrier of geographical distance on its way to being overridden once and for all.



DL Student

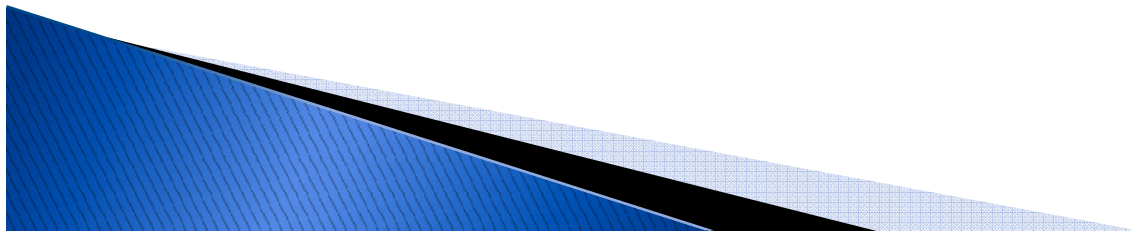
The student writes:

- ▶ *Hello good people. I just thought of you in the new season. I saw on Sky and BBC News that it was a snowy Xmas and new year. I gather things are almost back to normal now. I hope you are doing well in the New Year. I am fine here, still on leave but getting back to work next week. Bu the way, did I tell you I moved from the nursing school to the Ministry of Health? I joined the ministry in August last year, ARV Programme. It's interesting because we deal with the National ARV program's policy development, we ensure its roll out and monitor its progress and all [of this] we do based on evidence. There are lots of research issues and [I] am even engaged in some research project, still at proposal level though. I am enjoying the job so far.*
- ▶ *Wishing a prosperous year all the way!*



Can the students see benefits

- ▶ Dear Susan,
- ▶ Your letter requesting data of our rehabilitation centre for Narjan's dissertation has been well received. I am more than happy to help him in this regard. Milan Gurung is the programme supervisor to whom I have copied this email. She will be the right person to contact for the data. I am wondering if Narjan is in touch with other rehabilitation centres here in Pokhara which I think would also help him.
- ▶ Regards, Raju



Can the students see benefits



Conclusion

- ▶ Student numbers go up.
- ▶ Taught and distance learners have doubled this year.
- ▶ The programme has been recognised by the Royal Society of Public Health and from this next academic year is will be licensed to award local CPD certificates and all students gaining their masters from next year will be granted RSPH membership.

