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Health Professions Education ODL Programme

Director: Dr Susan Jamieson

Deputy director: Dr Camille Huser

**INSPIRING
PEOPLE**





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History of programme

- Existed as on campus/online programme
- 2014/15: Dr Jamieson and myself
- Part of the initial bid from MVLS to BOLD in 2014
- First year: 2015/16: PGCert
- Second year: 2016/17: PGCert and PGDip



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Overview of programme

- PG Certificate (Y1)
 - Learning in HP – Semester 1
 - Teaching in HP – Semester 2
 - Assessment in HP – Semester 3
- PG Diploma (Y2)
 - Choose 2 of 3 courses each semester *
- PG Masters (*with research) (Y3)
 - Dissertation






► 5: Critical appraisal

► 6: Study week




▼ 7: Assessment of transferable skills / professionalism

-  [Intended Learning Outcomes](#)
-  [Assessment of transferable skills / professionalism \(1 hr 10 mins\)](#) 29.7MB HTML document
-  [Reflection point forum 7](#) 2 unread posts
-  [End of week 7 quiz](#)

Interviews

-  [Professor Jill Morrison \(2'10"\)](#) 17.3MB video/mp4
-  [Professor Jeremy Bagg \(1'40"\)](#) 9.5MB video/mp4
-  [Dr Ann Marie Rice \(1'40"\)](#) 15.9MB video/mp4

Example peer assessment forms


-  [Peer ratings form](#) 370.9KB PDF document
-  [Peer nomination form](#) 167.1KB Image (PNG)
-  [P-Mex evaluation](#) 209.8KB PDF document

► 8: Standard setting

► 9: Formative assessment and feedback



Interactivity



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Menu

- Principles of assessment
 - Introduction
 - Validity and reliability: drag ...
 - Validity and reliability: answ...
 - Intended Learning Outcomes
 - Reflection: written assessm...
 - Assessment formats
 - Essays
 - MEQs
 - SAQs
 - Reflection: constructed resp...
 - Selected response formats
 - MCQs (single best answer)
 - Rules for writing MCQs (sing...
 - MCQs: Flaws to avoid
 - MCQs: Strengths and limitat...
 - Reflection: Improving MCQs
 - MCQs (true / false)
 - Extended matching question
 - EMQs: writing tips
 - EMQs: strengths and limitat...
 - Script concordance tests (S...
 - SCTs: example
 - SCTs: writing tips

Written assessments

Constructed response: Essays

Writing questions

Marking

Types





Strengths & limitations

Categorised as:

- 'seen' or 'unseen'
- adapted forms - e.g. reports
- extended response (traditional essay) or restricted response

Restricted response could make marking more objective ([Miller et al, 2013](#)) but too detailed a structure > loss in validity ([Schuwirth and van der Vleuten, 2003](#))


Examples



< PREV

NEXT >

Non-linearity



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Menu

- ▼ Workplace (-based) assessme...
 - Titles
 - Introduction
 - Intended Learning Outcomes
 - Pick PG features
 - Results
 - Assessment in PG environm...
 - Assessment in PG environm...
 - Reflection: list workplace as...
 - List of WBAs
 - Initial task
 - Types of WBAs
 - End of session task
 - Reflection: Your understandi...
 - Video – Staff and students
 - Effective Work-Based Asses...
 - Reflection: Concerns raised...
 - Activities
- ▶ Mini-CEX and DOPS
- ▼ CRS and CBD
 - Chart-Stimulated Recall (CS...
 - Dimensions assessed by CSR
 - Reflection: Rationale of CSR
 - Validity & Reliability of CSR...

Workplace-based Assessments







Types of WBAs

Mini-CEX and
DOPS ✓

Portfolio

CSR or CBD

MSF / 360
feedback





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Assessment

- Individual essays
- Reflection point forum posts
- Group wikis
- Micro-lessons
- Peer-assessment





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My role

Deputy Director and Assessment Officer

- Build the Articulate Storyline sessions
- Interact with students on forums
- Look after Moodle courses
- Create video interviews
- Design, plan, mark and moderate assessments
- Many various administrative duties

The team:

- Director (Dr Susan Jamieson)
- Administrator (Evelyn Nicol)
- E-learning specialist (Jenny Crow)
- Maternity cover in 2015 (Dr Yvonne Slater)
- Marking and course creation (Dr Sarah Meek, Dr Anna O'Neill)



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Transition to online learning – The challenges

- Moodle: how to make the most of it
- AV technology: how to film and edit videos (intros & interviews) & sound quality!
- Articulate Storyline: how to make the most of it (interactivity and non-linearity)
- Writing scripts and storyboards – time consuming and how to transmit enthusiasm
- Facilitate asynchronous teaching



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Transition to online learning – The solutions

Initial advisory meetings with Prof Jo-Anne Murray & Dr Vicki Dale

- Moodle: how to make the most of it

Google, E-learning specialists (Dr Linn & Jenny Crow)

- AV technology: how to film and edit videos (intros & interviews) & sound quality!

Google, trial & error, advice from multimedia unit, Jenny Crow

- Articulate Storyline: how to make the most of it (interactivity and non-linearity)

Google, trial & error, E-learning specialist (Jenny Crow)

- Writing scripts and storyboards – time consuming and how to transmit enthusiasm

Dr Slater (BBC experience)

- Facilitate asynchronous teaching

Tablet, few BBB sessions, compulsory forum posts... work in progress



Supporting our learners' transition

- Week 0: Induction week developed by Digital Education Unit
 - How to guides, etc
 - Direct them to the ones they need for our courses
- Week 0: Welcome forum
 - Encourage posting welcome videos to create digital identities (posted our own)
 - 2 BBB sessions
- Early weeks:
 - Keep close eye on students and make sure they are able to work through all the material (Gizmo, forums, emails)
- Challenge them:
 - Wikis and micro-lessons



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Support from our institution

- BOLD project
- Initial meetings with Prof Jo-Anne Murray & Dr Vicki Dale
- Equipment bought through MOOC funding bid
- Help from Digital Education
- Advice from Multimedia unit
- Medical School (our time)
- This meeting and future meetings (networking & sharing good practice)



Considerations for future development & support

- Staff time
 - development (more than for traditional courses)
 - re-development / updating of courses
 - assessment as numbers of students increase
- Staff training
 - to maintain and enhance technical skills
 - To increase digital education skills
- Networking events (University-wide and beyond)
- IT support to develop Moodle for online courses (eg: 30 mins delay on forums)



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Thank you! Any questions?

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