Health Professions Education ODL Programme

Director: Dr Susan Jamieson
Deputy director: Dr Camille Huser
**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
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
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 203.8KB PDF document

8: Standard setting

9: Formative assessment and feedback
Interactivity

**Constructed response: Essays**

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
Non-linearity
Assessment

- Individual essays
- Reflection point forum posts
- Group wikis
- Micro-lessons
- Peer-assessment
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)
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
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
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)
Thank you! Any questions?

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