



University of HUDDERSFIELD

University of Huddersfield Repository

Ousey, Karen

On line learning – a panacea for post registration students?

Original Citation

Ousey, Karen (2013) On line learning – a panacea for post registration students? In: On line learning – a panacea for post registration students?, February 2013, Perth, Australia. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/16872/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

On line learning – a panacea for post registration students?



Dr Karen Ousey
University of Huddersfield

Inspiring tomorrow's professionals



Where is Huddersfield?



Inspiring tomorrow's professionals



My office!



Inspiring tomorrow's professionals



Traditional TV and LU Modules

- Tissue Viability and Wound Management module = 30 M level credits
- Leg Ulcer Management = 30 M level credits
- Nurses and podiatrists
 - Collaborative practice is an essential component of modern wound care however the reality remains that there is often little collaboration between the professions
- Moved forward to include all professional groups and industry representatives
- Shared learning
- Practice element – mentors in clinical practice
- Specialist nurses/podiatrists involved in teaching
- Course management meetings x 3 per year
- Evaluated positively

- Why were the on line modules developed?

Challenges for practitioners

- Changing health care environment
- Funding pressures
- Staff release from clinical areas
- Updating for staff
- Evidence based care
- Research based care
- Sharing best practice

Challenges for Academics

- Time to develop!!
- Amount of information required
- Presentation of information to the user
- Varying levels of knowledge base of users
- IT skills
- Approaching relevant people to assist
- External Agencies

On Line Development

- User Involvement:
- Meetings with:
 - Practitioners
 - Specialist nurses
 - Specialist podiatrists
 - Students
 - Academic staff
 - IT specialists

- Benefits of on line learning

Benefits

- Learn at a time that fits in with personal and professional commitments
- Can review the sessions regularly
- Know the students well
- Students know each other
- Use of forums promotes discussion
- Use of group tutorials promotes discussion
- Mentor in practice is involved in the e portfolio
- Updating is relatively easy for academics

- Disadvantages?

Disadvantages

- Time:
 - Time for development of materials
 - Change of working practices
 - Student support
- IT abilities of staff and students
- Students 'scared' of technology

- What do the courses look like?

This symbol indicates that this slide has sound



Welcome

Tissue Viability & Wound Management Leg Ulcer Management

Menu



Leanne Cook



Dr Karen Ousey



The screenshot shows the UniLearn interface. At the top, it says 'uni Learn' and 'School of Human a'. Below that is a 'Course Content' section. On the left, there is a list of course items with a green 'Course Content' button highlighted. A red arrow points from this button to the main content area on the right. The main content area has a heading 'Course Content' and a sub-heading 'Welcome and Introduction Session'. Below this, there is a paragraph of text: 'Welcome to this area of UniLearn. This is the page you will always see when first entering you through the course. Each title on this page is a link, which when clicked will individual file, teaching session, activity etc.' Below the text, there is another paragraph: 'Please click on the title above, in order to access the first s in this session you will be introduced to the module, you w requirements are. We will also explain the many ways that are available for us supported and to provide any necessary assistance.'

Front Page



uniLearn

Scho

Course Content

HMN1025-O3-1213
(Tissue Viability and Wound Management / Leg Ulcer Management (Combined Distance Learning Space) –1213)

Course Content

Course Timetable

Staff Details

Module Information

Assessment Info

External Links

Reading List

MODULE MANAGEMENT

Control Panel

Online
Off campus
Out of hours

Course Content

Welcome and Introduction Session

Welcome to this area of UniLearn.
This is the page you will always see when first entering this course area – it is designed
Each title on this page is a link, which when clicked will open the item – this can be either


Please click on the title above, in order to access the first session.
In this session you will be introduced to the module, you will be informed about how to study
We will also explain the many ways that are available for us to keep in contact with you, and vi

Course Materials for ALL Students

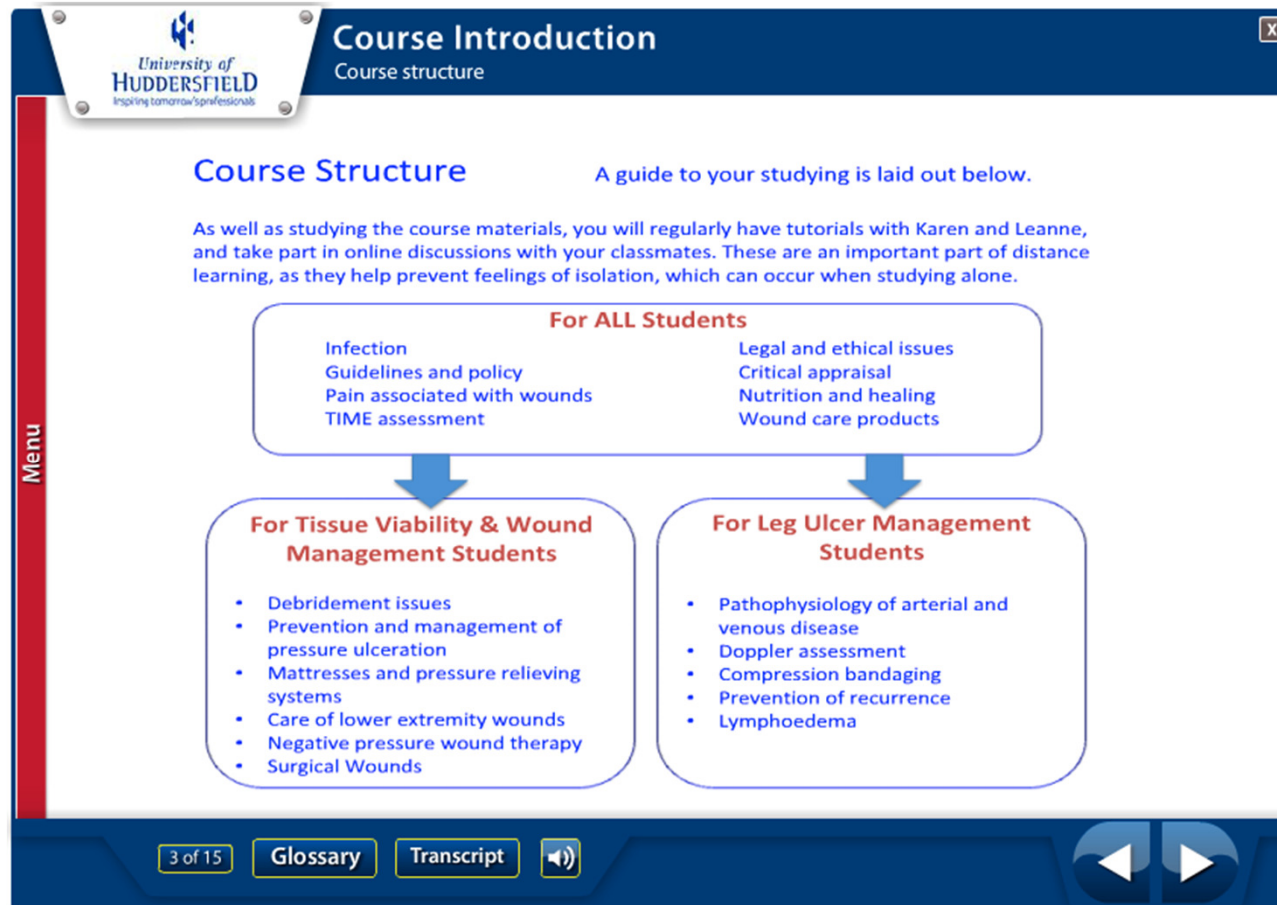
This course space in UniLearn is for students on both the Tissue Viability & Wound Management

Course Materials for Tissue Viability & Wound Management students ONLY

Course Materials for Leg Ulcer Management students ONLY

 © 1997–2012 Blackboard Inc. All Rights Reserved. US Patent No. 7,493,396 and 7,558,853. Additional Patents Pending.
Accessibility information can be found at <http://access.blackboard.com> .- Installation details

Uniformity and Consistency without stifling Creativity and Uniqueness



Course Introduction
Course structure

Course Structure

A guide to your studying is laid out below.

As well as studying the course materials, you will regularly have tutorials with Karen and Leanne, and take part in online discussions with your classmates. These are an important part of distance learning, as they help prevent feelings of isolation, which can occur when studying alone.

For ALL Students


- Infection
- Guidelines and policy
- Pain associated with wounds
- TIME assessment
- Legal and ethical issues
- Critical appraisal
- Nutrition and healing
- Wound care products

For Tissue Viability & Wound Management Students

- Debridement issues
- Prevention and management of pressure ulceration
- Mattresses and pressure relieving systems
- Care of lower extremity wounds
- Negative pressure wound therapy
- Surgical Wounds

For Leg Ulcer Management Students

- Pathophysiology of arterial and venous disease
- Doppler assessment
- Compression bandaging
- Prevention of recurrence
- Lymphoedema

3 of 15 | [Glossary](#) | [Transcript](#) | 



Calling

Stay in touch. Make free Skype to Skype calls or call mobiles and landlines home and abroad at low rates.



Video

Seeing is believing. Catch up face to face or get a whole group together on a video call.



Messaging

At your fingertips. You're always in the loop with instant messaging, video messaging and sending texts.



Sharing

Share your world. Send photos, videos and files of any size. Get that secret recipe off grandma in seconds.

New to Skype?

Learn how to get the most out of Skype

Skype.com > Support

Click [HERE](#) for Skype User Guides

Skype for Windows



Learn about...

- Setting up Voice Messaging (Windows)
- Making a conference call (Windows)
- Adding contacts (Windows)
- Making a video call (Windows)
- Calling mobiles and landlines (Windows)
- Sending text messages (Windows)
- Getting started with Skype (Windows)
- Making a group video call (Windows)
- Calling someone who's on Skype (Windows)
- Sending instant messages (Windows)
- Finding your way around Skype (Windows)
- Solving call quality problems (Windows)

Skype for Windows

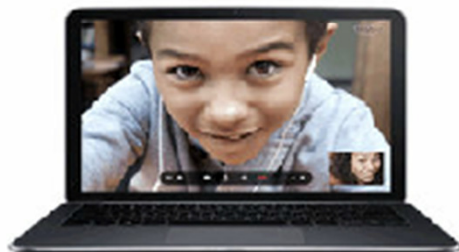
To see this information on the Skype site, click [HERE](#)

There's so much you can do with Skype—share a bedtime story, host a meeting or take a language class.

Here's just a few of the great things you can do:

- ✓ Free Skype to Skype calls
- ✓ Low cost calls and text messages to mobiles and landlines
- ✓ Video call on Skype and Facebook
- ✓ Free instant messages to your friends, family and colleagues.

All you need to get started is Windows XP, Vista or 7, a webcam for video calls and a microphone.



Skype for Mobile



Windows Phone

Download Skype for free from the Windows Phone Marketplace.



iPhone

The free Skype app is available in the App Store.



Android

You can download the free Skype app from Google Play.

What you'll need to get started

A webcam so you can let people see you (optional for bad hair days).

An internet connection.*



A computer or mobile device with a microphone and speakers.

Did you know? It doesn't matter what device your contact is using – you can still talk to them on Skype.

Assessment



- E portfolio – assessed by the mentor in practice:
 - Pre designed competency statements
 - Pass/fail
- 2,000 word report
 - Reflect on a change in practice

The Challenge

- What difference has all this education made?
- How do we measure the difference to:
 - Practitioners
 - Patient Outcomes
 - Knowledge
 - Skills
- Academic course evaluation:
 - Pre and post knowledge testing
 - Do you assess knowledge and skills in clinical practice?

Clinical/Practice Teaching



- Learning in practice:
- Share knowledge
- Assess practitioners knowledge and application to clinical practice
- Audience response systems (ARS); electronic voting systems (EVS); Quizdom
- Objective Structured Clinical Assessments
- 'Real life' models
- Simulation
- Mentors in practice
- Expert Patients

Summary

- Students access course content outside class – can learn at their own pace – can ‘replay’ as often as necessary
- Time in tutorials is opened for enquiry, discussion, critical thinking and personalised attention
- Reduces student dependency on the tutor to provide ‘the teaching’
- Promotes independence and autonomy in studying

Remember.....

- Flip Learning
- *Students need their tutors present to answer questions or to provide help if they get stuck; they don't need their tutor present to listen to a lecture or review content.*