

Northumbria Research Link

Citation: Cochrane, Joan (2007) EEE- LEARNING; engaging the novice traditional student in E learning. In: Northumbria Conference 2007 Enhancing the student experience, September 2007, City Campus Northumbria University.

URL:

This version was downloaded from Northumbria Research Link:
<https://nrl.northumbria.ac.uk/id/eprint/15661/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items 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 are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

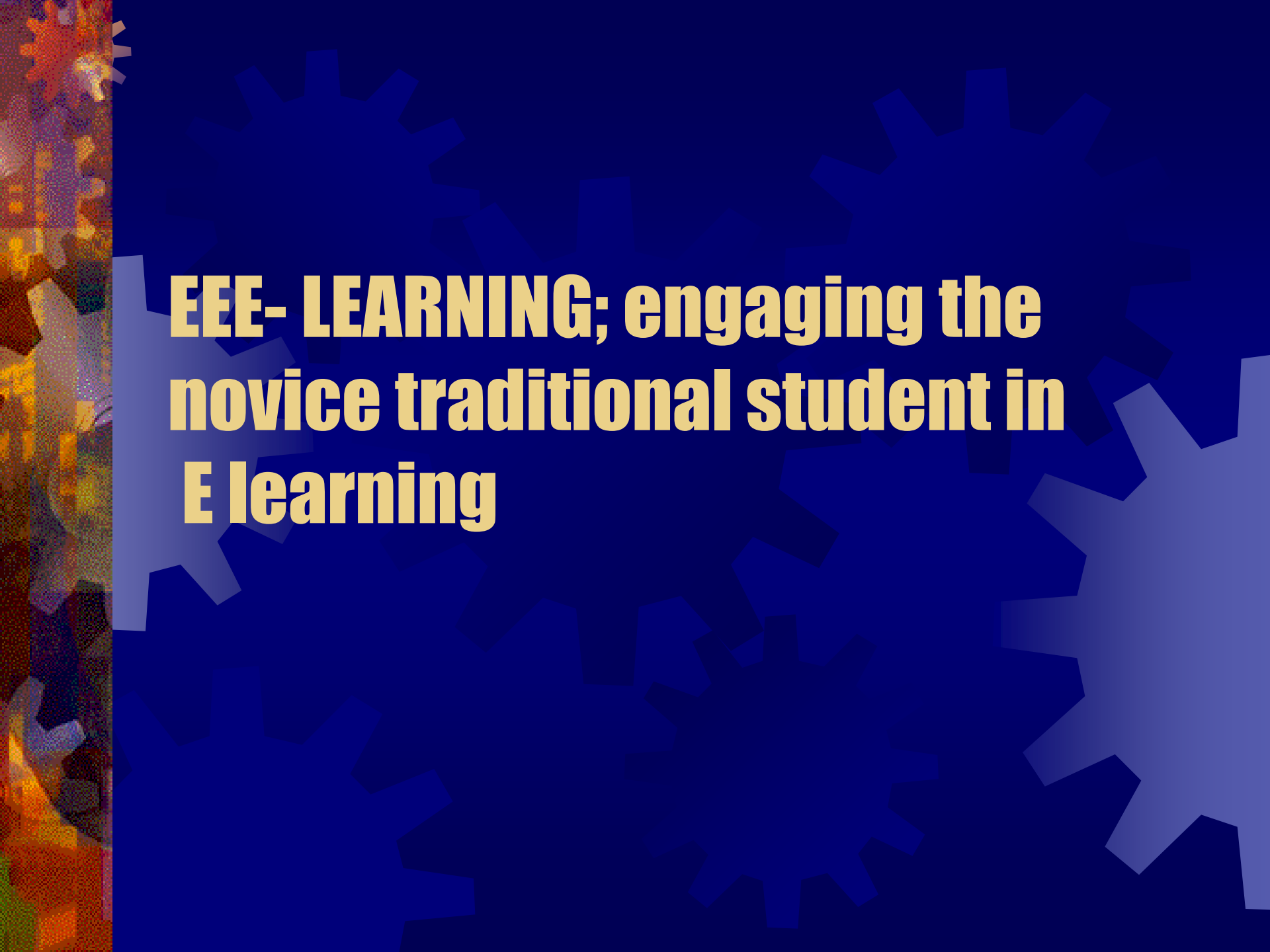
This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)



**Northumbria
University**
NEWCASTLE



UniversityLibrary



EEE- LEARNING; engaging the novice traditional student in E learning

WHY BOTHER?

- Rationale for development (external & internal)
- Funding opportunity
- Reach a higher audience
- Alleviate pressures within the workplace
- Can enable more flexibility for completion of awards.

Background

- Student population
 - majority professionally qualified health and social care professionals (minority fulfil access criteria)
 - Students attend (part-time)
 - some students have limited academic skills
 - Some students have limited computer literacy
- Module Sits within
 - Continuing Professional Development (CPD)
(School of Health Community & Education)



REFLECTION

Personal experience of DL/CBL

What helps me?

Collaboration with others

- student opinion

- expert advice

- technical help

Pitfalls and problems

Real World activity versus Virtual World

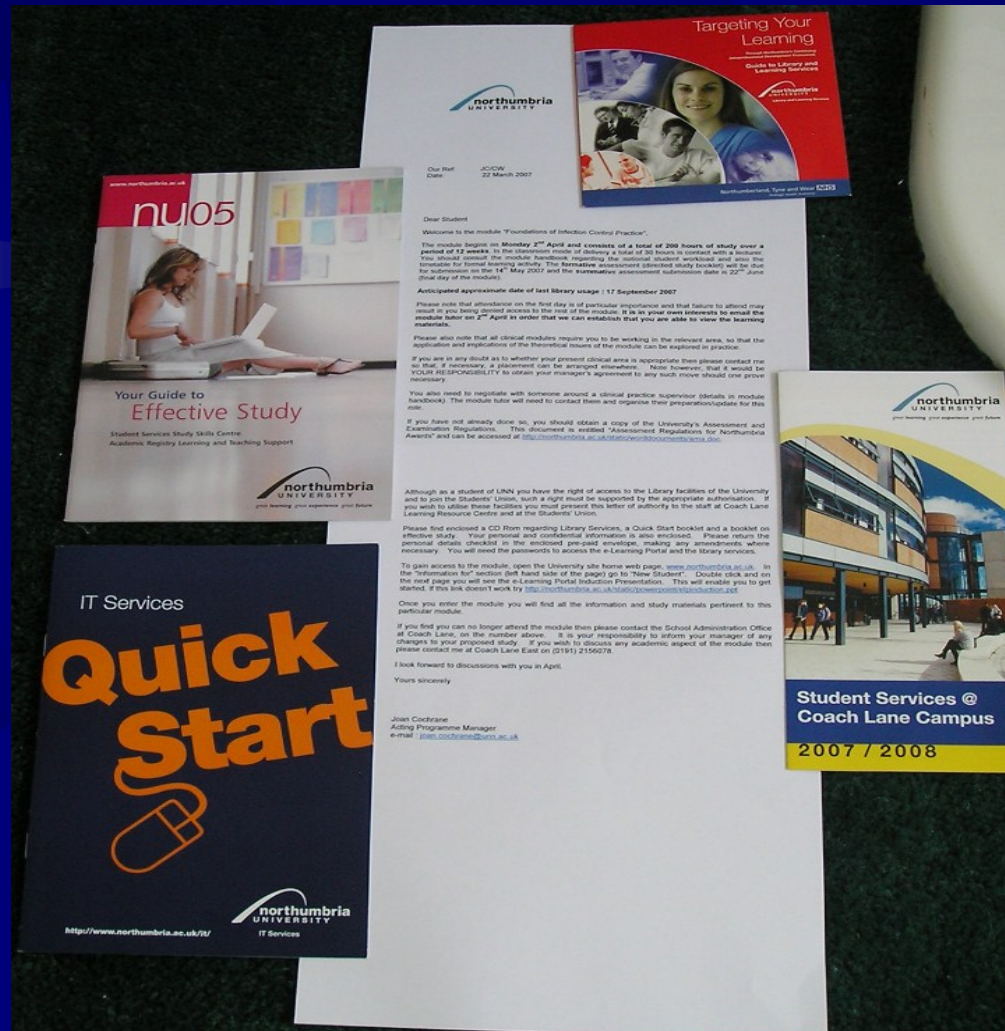
• Real World

- Face to face
- Expectations
- Help on site
- Don't need high degree of computer literacy
- Study leave from employer

• Virtual World

- Flying Solo
- May not access all materials
- Help from a distance
- Viewed by some as an easy option
- Need for computer literacy
- Study leave ? available

Pre - Commencement Information



Getting Started

Where elearning portal opens:

Announcement page!!!

Own experiences of Blackboard-

DON'T want announcement page as first page students encounter.

August 30, 2007 - September 06, 2007

Elearning Portal

No announcements found.



Blackboard Academic Suite™ (7.0.404.2)
Blackboard Learning System™, Blackboard Community System™, Blackboard Content System™
Copyright © 1997-2004 Blackboard Inc. Patents Pending. All rights reserved.
Accessibility information can be found at <http://access.blackboard.com>.

What student sees on opening module

[HOME](#) > [FOUNDATIONS IN INFECTION CONTROL](#) > [CONTROL PANEL](#) > [MODULE INDUCTION](#)



Module Induction



Item



Folder



External Link



Course Link



Test



Select:

Le:



1 [Welcome to the Module](#)

*Item is no longer available. It was last available on Jul 15, 2007 2:10 PM.
Enabled: Statistics Tracking*

[Induction To the module](#)

Hello! – A very warm welcome to the Foundations in Infection Control Practice.

I am assuming that if you are reading this then everything is working as it should, but if you are experiencing any difficulties then feel free to contact me. The best way is by e-mail (joan.cochrane@unn.ac.uk) but if you need to telephone me, my office number is

+944 +191 215 6078

You will find further details around my contact details etc by double clicking the **staff information** button.

[Getting started](#)

[You are undertaking this module by computer based learning and](#)



Aid to Study & Expected Learning Activity

Table of Contents

- **Aid to Study & Expected Learning Activity**
- [Participating in the Discussion Boards](#)
- [Guide Times](#)
- [Computer-based learning](#)
- [Handbook](#)
- [On day one](#)
- [The timetable and activities](#)

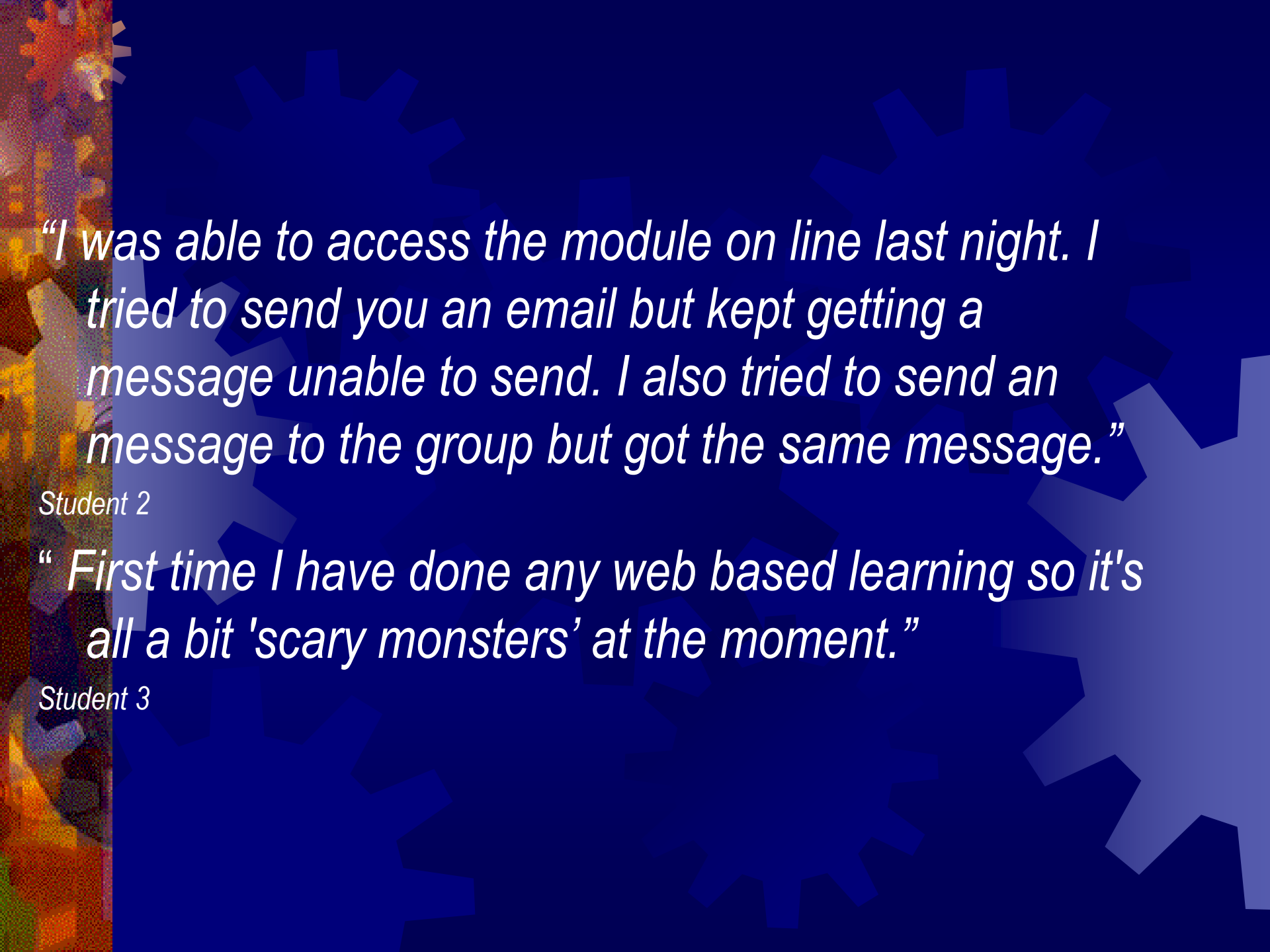
Aid to Study & Expected Learning Activity

Welcome

Hello and **welcome to the Foundations in Infection Control Practice Module**. You should by now have managed to access the site- **well done** for getting this far. Many of you have already identified that computer-based learning (CBL) is a new concept for you. **Don't worry** I am here to **support** as much as possible. Any **IT problems** associated with the web site can be rectified by accessing the **IT help button** within the Elearning portal. You should use the navigation buttons within this portal to familiarise yourself with things that are available to you while studying this module.

Student Comments at beginning

- *“As infection control is such an important part of my role, I have been keen to undertake this module. This is the first web based module I have undertaken so am hoping that my IT skills will get me through!”*
- *Student one – received by email 02/04/2007*



“I was able to access the module on line last night. I tried to send you an email but kept getting a message unable to send. I also tried to send an message to the group but got the same message.”

Student 2

“ First time I have done any web based learning so it's all a bit 'scary monsters' at the moment.”

Student 3

Evaluation of the Module

- Technical team collating own departmental evaluation on materials
- Very poor student return rate for evaluation
- Self evaluation – probably too critical



Questionnaires

“Scary at first but as I progressed developed more confidence in the programme. Found it difficult to get into some of the discussions as previous students had already said what I wanted to say.”

“Infection control is massive- I did not realize this until this module”

More comments from questionnaires

- *This is very hard- thought it would be easier than attending University.”*
- *“I’m not a nurse and I find the materials very user friendly and applicable to all disciplines- scenarios can be related to my own area of practice and the discussion boards help me develop more insight into the subject.”*

Telephone/email feedback

- *“Pre course information very useful”*
- *“This is harder than I expected”*
- *“Very impressive materials”*
- *“Difficult to log into site on occasions”*
- *“really feel I have developed my IT skills as well as increased my subject knowledge ”*

EXTERNAL EXAMINER COMMENTS

- *“What can I say!! I feel that you have developed an excellent e-learning portal which is student friendly and shares sound research based lectures and interesting theme orientated activities. I am particularly pleased that the discussion board is being used and that the study and support materials are subject orientated.*
- *I have worked with some good e-learning packages in the past but find this to be well mapped and student friendly.”*

Present and Future

- Some students reverted back to classroom delivery
- Share induction and study aid materials with other academics
- Continue to maintain module
- Add frequently asked Q & A section
- Academic development to change content etc
- Develop other modules for CBL
- Employers must invest in IT literacy for all levels of professionally qualified staff.

Useful References

- Hewitt-Taylor, J. (2002) Teachers' and students' views on self-directed learning *Nursing Standard* 17 (1) 33-38
- Light G & Cox R (2001) *Learning & teaching in Higher Education* London Paul Chapman Publishing
- McAllister, M. Mitchell, M. (2002) Enriching learning using web and computer technologies: how not to throw caution to the wind *Nurse Education in Practice* 2 125-132
- Mac Donald J (2006) *Blended Learning and On-line Tutoring A Good Practice Guide* Aldershot Gower
- Talbot, C (2007) *Studying at a Distance; A guide for students.* Maidenhead Open University Press