

# Northumbria Research Link

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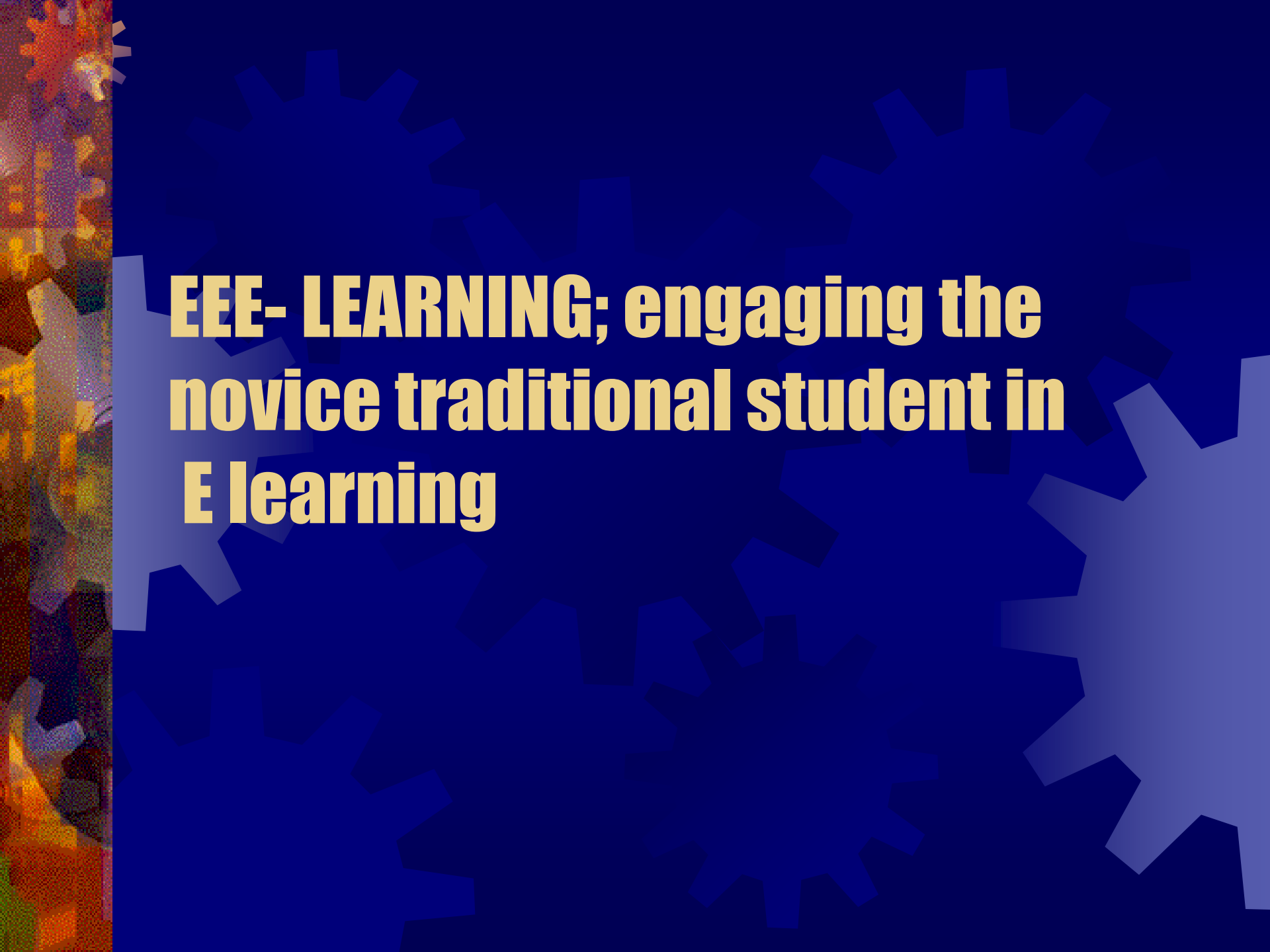
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**EEE- LEARNING; engaging the  
novice traditional student in  
E learning**

# 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

**Targeting Your Learning**  
Module 1: Introduction to Library and Learning Resources

**Dear Student**

Welcome to the module "Epidemiology of Infectious Control Practice".

This module begins on Monday 27<sup>th</sup> April and consists of a total of 200 hours of study over a period of 12 weeks in the classroom mode of delivery a total of 20 hours is devoted to learning outside the formal evening activity. The Alternative assessment (limited study booklet) will be due for submission on the 14<sup>th</sup> May 2007 and the Alternative assessment submission date is 22<sup>nd</sup> June (four days of the module).

Anticipated approximate date of test library usage: 11 September 2007

Please note that attendance on the first day is of particular importance and that failure to attend may result in you being barred access to the rest of the module. It is as great your interests to email the module leader on 27<sup>th</sup> April in order that we can establish that you are able to view the learning materials.

Please also note that all clinical medicine requires you to be working in the relevant area, so that the application and implications of the theoretical issues of the module can be explored in practice.

If you are in any doubt as to whether your present clinical area is appropriate then please contact your Unit, if necessary, a placement can be arranged elsewhere. Note however, that it would be YOUR RESPONSIBILITY to obtain your manager's agreement to any such move should you prove necessary.

You also need to negotiate with someone around a clinical practice supervisor ideally to monitor handbook. The module tutor will need to contact them and organise their preparatory work for this role.

If you have not already done so, you should obtain a copy of the University's Assessment and Certification Regulations. This document is entitled "Assessment Procedures for Northumbria Awards" and can be accessed at <http://www.northumbria.ac.uk/staff/northumbria/academic/assessment.htm>.

Although as a student of LNKH you have the right of access to the Library facilities of the University and to join the Students' Union, such a right must be supported by the appropriate authorisation. If you wish to utilise these facilities you must present this letter of authority to the staff at Coach Lane Learning Resource Centre and at the Students' Union.

Please find enclosed a CD Rom regarding Library Services, a Quick Start booklet and a booklet on effective study. Your personal and confidential information is also enclosed. Please return the personal details checked in the enclosed pre-paid envelope, making any amendments where necessary. You will need the passwords to access the e-Learning Portal and the Library services.

To gain access to the module, view the University site home web page, [www.northumbria.ac.uk](http://www.northumbria.ac.uk), in the "Information for Student" link hand side of the page go to "New Student". Double click and so started. If this doesn't work try <http://www.northumbria.ac.uk/northumbria/academic/assessment.htm>

Once you enter the module you will find all the information and study materials pertinent to this particular module.

If you feel you can no longer attend the module then please contact the School Administration Office at Coach Lane, on the number above. It is your responsibility to inform your manager if any changes to your proposed study. If you wish to discuss any matters, agreed of the module then please contact me at Coach Lane East on (0191) 2156278.

I look forward to discussions with you in April.

Yours sincerely

Jean Cochrane  
Acting Programme Manager  
email: [jcochrane@burn.ac.uk](mailto:jcochrane@burn.ac.uk)

**nu05**  
Your Guide to Effective Study  
Student Services Study Skills Centre  
Academic, Registry Learning and Teaching Support

**IT Services**  
**Quick Start**  
<http://www.northumbria.ac.uk/IT/>

**Student Services @ Coach Lane Campus**  
2007 / 2008

# 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](mailto: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](#)

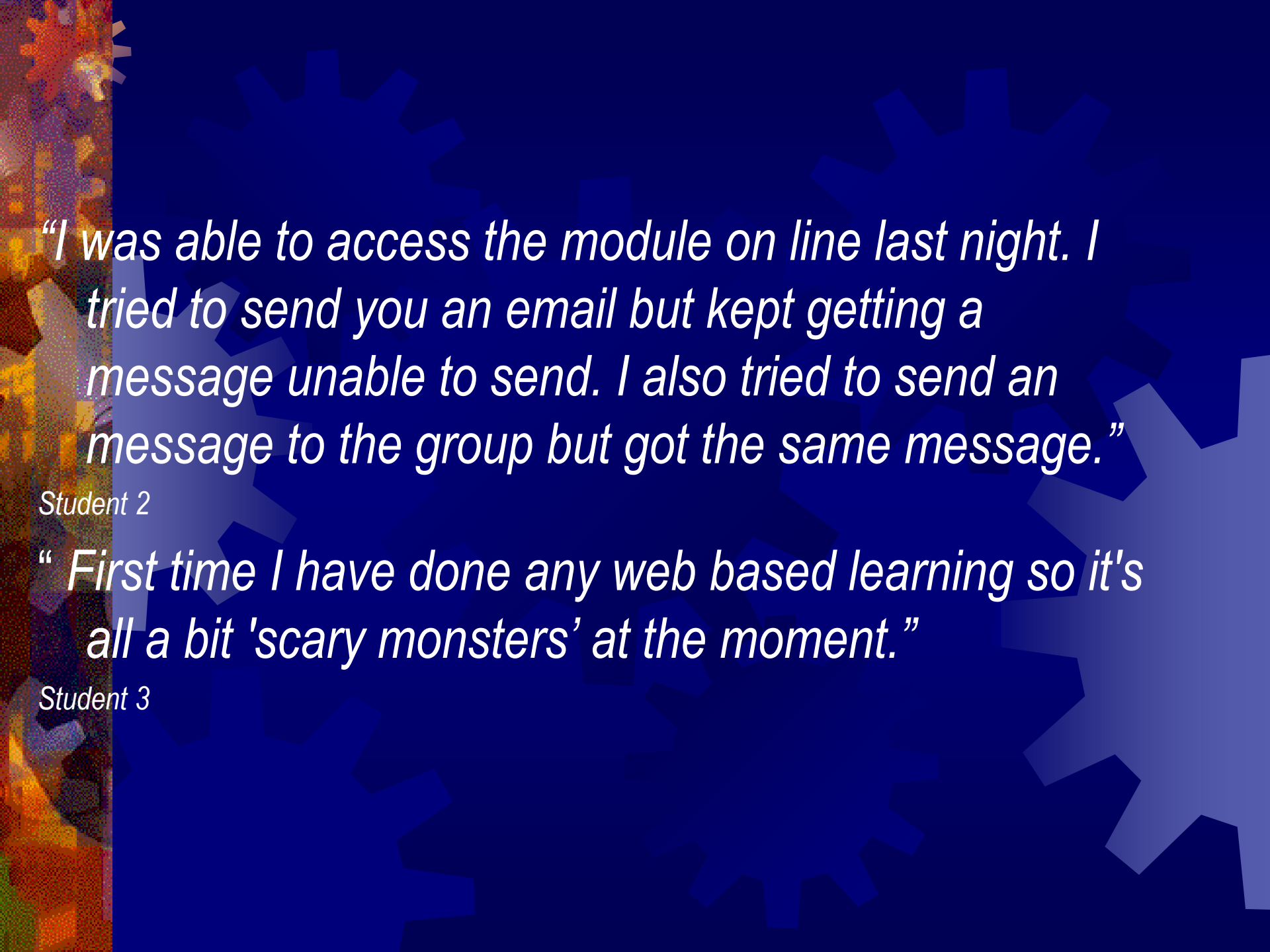
Aid to Study & Expected Learning Activity

## 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* 2125-132
- 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