

X₄Learning for a Healthier Nation





Project Aims

Promote the use of online learning content and resources to Health Care professionals and enhance the delivery of health care education and vocational training across FE and HE in the UK



Repositories

- identify and evaluate a range of health care learning resources
- upload the resources to a digital repository which will enable tutors to search for and download resources and also contribute resources

Re-purposing

- develop and test approaches to re-purposing learning resources that will meet a range of teaching scenarios
- develop guidelines for tutors to enable them to create their own learning/teaching packages using online resources

Accessibility

- evaluate the type and amount of data required to describe the accessibility of a resource
- investigate the usability and functionality of the concepts of accessibility metadata



Repositories

Progress to date

- 235 relevant health care resources have been identified and evaluated by tutors
- resources have been classified using Dewey and MeSH
- JORUM test repositories were reviewed by tutors, librarians and accessibility experts for functionality and usability

What's next

- the next release of test repositories will be reviewed
- one repository will be selected and resources will be uploaded
- guidelines for tutors on the use of repositories (searching, uploading, downloading) will be developed and tested

Current findings/issues

- researchers and tutors were not able to find significant amounts of relevant resources within current JISC services/repositories - this was partly due to gaps but also to poor metadata quality and search options
- the use of standard criteria helped tutors to develop a consistent approach to the evaluation process for resources
- a number of key issues for the effective use of repositories have been identified and will be investigated - what search methods tutors are looking for; how metadata will be created; what impact interoperability issues will have on tutors' ability to upload and download resources; accessibility of repositories



Re-purposing

Progress to date

- design guidelines have been prepared to assist tutors to identify appropriate approaches to re-purposing resources
- tutors are currently completing storyboards and will be creating learning packages within their institutions' VLEs

What's next

- the learning packages will undergo heuristic, peer and accessibility reviews
- the learning packages will be piloted with learners
- tutor guidelines with suggested approaches/models for re-purposing resources will be developed and tested with inexperienced tutors

Current findings/issues

- the design phase of this work highlighted the important of identifying approaches to re-purposing that can be replicated by tutors, within minimum technical support
- the tutor guidelines should be able to demonstrate that re-purposing resources can support a range of teaching scenarios
- a number of potential barriers have been identified and will be explored - for example the impact of IPR on how resources can be used; interoperability issues such as how resources can be embedded within VLEs and how learning packages can be shared between VLEs; and tutors perceptions of the use and sharing of online resources

Accessibility

Progress to date

- the project is contributing to the work of Pete Rainger at TechDis to investigate accessibility evaluation criteria and metadata
- resources are currently being evaluated for accessibility using both existing IBM criteria and Pete's proposed criteria

What's next

- the results of the evaluation exercises will be compared
- use cases for how accessibility information may be used by tutors will be developed
- recommendations on how accessibility metadata could be handled will be made to JORUM

Current findings/issues

- the amount and type of data required to describe accessibility of resources needs to be investigated
- a framework to support a consistent evaluation of resources needs to be established
- how people are going to use accessibility metadata, in particular how it can help with resource identification and selection, needs to be investigated
- at present it is difficult to store accessibility information using current standards - this is an issue which needs to be considered by the larger community

The Tutor's View



**Andy Hutton,
Edinburgh's
Telford
College**

I have already tried creating my own resources. I am keen to put them into the VLE but would need some technical support. Creating resources can be time consuming and guidelines on how to use packages would be very useful. I am particularly keen to create resources that could be used by students in their own time.

Andy teaches biology, physiology and medical terminology from higher to A-level standard. A lot of his students are nurses from Napier University. He has built his own website for teaching which includes flash movies. In addition he has experimented with the TechniCAL VLE.

The Tutor's View



**Frances
Rhodes,
Lauder
College**

I would like to use online resources to stimulate discussion in my mental health classes. Mental health is all about attitudes and this format of learning will help us to address any issues before students come to class. Being able to access a range of global websites through the VLE will also allow us to look at cultural differences in attitudes to mental health.

Frances lectures in care and has previously worked as a psychiatric nurse in hospital and community settings. Frances has been using some web based resources with students but has limited experience of using a VLE.

Contact us

Project partners are Lauder College, Edinburgh's Telford College, Napier University, Heriot Watt University and the Royal National College for the Blind.

**For more information visit our website at
<http://extranet.lauder.ac.uk/x4/>**

or

**contact our Project Manager on
heather@kerson1.freeserve.co.uk**