

## **ACETS Exemplar 17**

# **Anatomy of the Oesophagus**

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ACETS Exemplar 17: Anatomy of the Oesophagus

***ACETS Exemplar 17: Baseline Survey***

A baseline survey for this exemplar was not taken.

**ACETS Exemplar 17: Interview**

<i>Exemplifiers</i>	Dr David Pallot (Senior Academic) Dr Hazel Derbyshire (Manager eLearning) Mr Richard Yates (eLearning Technical support)
<i>Exemplar description</i>	An on-line mini 'tutorial' on the Anatomy of the Oesophagus.
<i>Interviewer</i>	Erin Mills
<i>Date and location of interview</i>	7 May 2005
<i>Context of use</i>	Phase I Medical (MBChB) Students
<i>How did you go about putting the exemplar together? Was it hard to design and/or conceptualise your exemplar?</i>	The exemplar was based on a PowerPoint presentation delivered by the academic during a normal timetabled session. The presentation needed to be enhanced to enable it to be suitable for 'stand-alone' use, e.g. bullet point text was replaced with fuller sentences, navigation was improved. Also, some interactivity was introduced using some simple MCQs.
<i>How did you approach this work? How quickly were you able to come up with the activity design?</i>	The academic explained the intention behind the PowerPoint presentation to the technician who proceeded to enhance the resource as requested. This involved searching for additional images, videos etc. as well as addressing the points mentioned above.
<i>Was the kind of activity something the students were familiar with?</i>	Students receive Lectures in PowerPoint format, and using the local learning environment have access to many such presentations.
<i>How did you find/identify your third-party materials?</i>	The third party materials are used regularly in medical undergraduate teaching
<i>Did you use ACETS listed links and sources?</i>	We did look at these, however, as the as the subject area was so specific nothing appropriate was found
<i>Did you look at/use JISC sources?</i>	Yes – BioMed and Edina Web sites were searched
<i>Did you use commercial sources?</i>	Yes
<i>Did you have to get clearance/permission to use the third party materials?</i>	The external sources are site licensed to us and are for local use only. Another external source was identified and there appeared to be no copyright issues. However this source was not used as a courtesy email was not replied to.
<i>How did you go about getting clearance and with what success?</i>	Emails were sent to owners of web sites that appeared to contain useful resources. However, very few bothered to reply.
<i>Was the exemplar easy to put together?</i>	Technically, it was easy to put together but the pedagogical aspects proved a little more difficult since the technician had only just started developing learning resources. Time pressures on the teaching academic also made it difficult to coordinate review meetings.
<i>What tools did you use?</i>	PowerPoint was the major tool but in addition Photoshop was used for image manipulation. The evaluation form was setup in Question Manager and the results stored in the database.
<i>Did you get any</i>	The 3 team members had the required skills to produce the RLO

<i>help?</i>	
<i>Were you pushing your skills in doing this?</i>	As above, technically there weren't really any problems. There were a few manipulations that had not been used in PowerPoint before, but these were quickly mastered. The technicians inexperience on the learning design side needed to be addressed and this project acted as a stimulus to this process
<i>Did you use pre-existing services/tools?</i>	Yes
<i>Did you engage with colleagues in your own working context?</i>	No – it wasn't necessary
<i>Would that be the normal way you work?</i>	Yes – one academic would typically work with the required technical staff since the subject areas are typically concise and well defined
<i>Did you engage with the ACETS project or X4L programme?</i>	The 2 technical staff attended the 2-day workshop in Manchester run by the ACETS project in June 2004. The academic staff member could not attend as it clashed with teaching/exams.
<i>Did you engage with other external bodies?</i>	No
<i>Was the exemplar easy to deliver/use?</i>	Yes the exemplar was very easy to deliver. It was uploaded it into the learning environment in the normal way. An email was sent to the appropriate cohorts of students asking them to look at and evaluate the exemplar.
<i>Did it give pedagogical benefit</i>	Yes as the exemplar is on a very specific subject area we are fairly sure that the students will learn exactly what we require of them. Also, one of the advantages of delivering learning materials via a learning environment, is that students can revisit the materials at any time. Not only when they are studying the particular subject area but for revision purposes as they go through the remaining part of their course.
<i>Did it give economies of scale and efficiency</i>	No, but employing the same methodology to other subject areas should.
<i>Did it give diversity of approach and experiment</i>	Medical students require neither of these. They want the necessary info to pass the exam!
<i>Have you evaluated it?</i>	Yes
<i>What was the form of the evaluation?</i>	This was in the form of MCQ type of evaluation.
<i>What was the result of the evaluation?</i>	Overall, the feedback was very positive. Constructive criticism has already been acted on. One of the comments by the students who answered the evaluation form was:- 'very helpful and informative. I particularly liked the MCQ at the end - very useful'
<i>Did it meet your expectations?</i>	Yes
<i>How easy was it to use third-party materials?</i>	This was very easy as the materials are used in the teaching of anatomy. They have not been combined in this format before.
<i>Has this enhanced your teaching? In what way?</i>	No
<i>Has this enhanced</i>	On its own this particular RLO will be useful. However, we would like to use the experience to develop other RLOs to build up a library. This library of resources would

<i>your students learning? In what way?</i>	then be very useful to learners and staff (who could link them into their lectures as required)
<i>Can you report back on the success of this assessment?</i>	Of the limited number of students who looked at the exemplar they thought it was clear and concise and that it summarised all of the important things about the oesophagus.
<i>How important was it that you were able to get hold of third party materials to use in your teaching?</i>	It was essential that we obtained third party materials, as other materials were not specific enough. The video content was particularly important and this would have been very difficult (and probably expensive) to create 'in-house'
<i>Has the use of learning objects made your work easier?</i>	This is not clear yet.
<i>Would you do it again?</i>	Yes
<i>Was it hard to adapt materials or teaching practices to do this?</i>	No
<i>Has this changed your practice?</i>	No – these eResources are seen as 'extras' to the face-to-face teaching, designed to enhance the learning process. – they are not intended to replace the face-to-face teaching. The LMS is adopting the blended learning approach to eResources and RLO's will be part of this.
<i>Any other points or comments?</i>	It would have been useful to have more contact with the ACETS project team or other exemplifiers. We felt that we met at the start and then were simply left to get on with it without any help. The workshop was very useful – perhaps shorter (1-day) workshops/meetings would have been beneficial. As is often the case, the informal conversations between like-minded people are often as useful as the formal sessions and so simply getting exemplifiers together would have been useful.

## **ACETS Exemplar 17: Reflective Diary**

### **Stage one: resource discovery**

One of the team did some simple Google searches. One of the team consulted one of the clinical sciences librarians who showed them how to access find sites (eg. OMNI, BIOME) that have been evaluated and meet certain criteria (as opposed to engines like google that just link to anything). This was thought to be a better approach and sites found by Google could have been written by anyone from a specialist clinician to a high-school kid doing his science homework.

### **Stage two: preparation**

The RLO complements a PowerPoint presentation given by the lecturer as part of one of the standard modules

### **Stage three: creation**

The PowerPoint existed as a presentation to be given by a teacher. It needed to be adapted for stand-alone use (eg improved navigation, some MCQs) when students wouldn't be able to simply ask questions of the lecturer in real time (the learning environment does have a facility for this but its not as immediate)

### **Stage four: use and evaluation**

The students were asked via an on-line questionnaire how useful they found the RLO. There was overwhelming support for additional RLO's like the one developed. A few criticisms were valid and the RLO has already be changed to take these into account

### **Stage five: reporting and closure**

We had been planning to do something like this for a while. The ACETS project gave us the 'spur' to get on and do something. The actual RLO produced is not 'earth shattering' but the experience of producing it was very valuable

**ACETS Exemplar 17: Semi-structured Learning Design Statement**

<i>Learning Design Name:</i>	Anatomy of the Oesophagus
<i>Learning Designer(s):</i>	Hazel Derbyshire
<i>Institution(s):</i>	University of Leicester
<i>Course Context(s):</i>	As part of course on 'Gastrointestinal Systems'
<i>ACETS exemplar ID:</i>	17
<i>LD period:</i>	Used during first term only, but students can access throughout program, as on web
<i>LD duration:</i>	1 week, may take only 20 minutes to complete learning object, but can re-visit as necessary to understand material.

<i>In order to attain the following learning objective(s):</i>	<i>Specific learning objectives</i>	To understand the anatomy of the GI system, with specific emphasis on the oesophagus, and to identify parts of the oesophagus by name and location.	
	<i>General learning outcomes</i>	Basics of anatomy, familiarity with using university VLE. To demonstrate knowledge for the exam.	
<i>With prerequisite(s):</i>	Good standing with the university, and to be a second year medical student enrolled in program.		
<i>Trigger(s):</i>	Start: Term begins; students are introduced to the learning object during initial lecture. End: Students have worked through LO and understand material – independent study, can make use of LO throughout term. The instructor, students and a clinical demonstrator, as they have to dissect sections of the oesophagus and this is information that they will require.		
<i>The following persons/roles:</i>	<i>Name</i>	<i>Type (staff, student)</i>	<i>Description</i>
	Student learner (SL)	student	3 <sup>rd</sup> year medical student
	Subject expert (SE)	instructor	Teaches course on GI System
<i>Perform:</i>	<i>Which roles?</i>	<i>Do what?</i>	<i>How?</i>
<i>Learning activity(s):</i>	SL	Navigates through activity, understands material, reflects and draws on content for exams and assignments.	Logs onto university VLE, locates LO, navigates through activity.  They log on, on-line through the learning environment, and they can navigate through the tool bar. It is broken into sections, structure, vessels, methods of examination etc, 5 sections, and there are navigation buttons on each side. It is mostly images, videos, one x-ray.
<i>Support activity(s):</i>	All	Previous teaching and learning	LO reflects material discussed during class and in textbooks.
<i>Using environment(s) or scenario(s):</i>	All	University VLE	
<i>Using:</i>	<i>Which roles?</i>	<i>Use what?</i>	<i>To do what?</i>
<i>Tool object(s):</i>	All	Web-enabled computers	Access activity
<i>Knowledge object(s):</i>	All	<b>Learning object</b>	Learn specifics of the anatomy of the oesophagus
<i>Test object(s):</i>	SL	Evaluation form	There is an evaluation form on the resource, they can fill it voluntarily. But, normally, they don't evaluate individual resources

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<i>Search service(s):</i>	N/a
<i>Communicate service(s):</i>	Just a general discussion for the module as a whole. Part of the learning environment allows them to ask questions of the lecturer or each other.
<i>Announce service(s):</i>	N/a
<i>Other elements or notes:</i>	N/a

Completion Survey

Recorder:	Erin Mills
Date:	May 7th 2005 (via telephone)