

ENPHE Paris 2018

Designing successful E-learning programs in higher education



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Introduction

Before:

- **2011** UC Absalon declared e-learning in all educational programmes
- **On campus:** Seminars 3 days every 2 weeks
- \$ = NO
- **Off campus:** Psychology, Physiology, Anatomy and Pathology became subjects we **partly transformed** into broadcasting
- Physical therapy theories, hands-on techniques and physical movement and training became subjects we **didn't transforme** - still

F2F

Introduction

Now

- **Re-design**

Expectation Clarification

New Name?

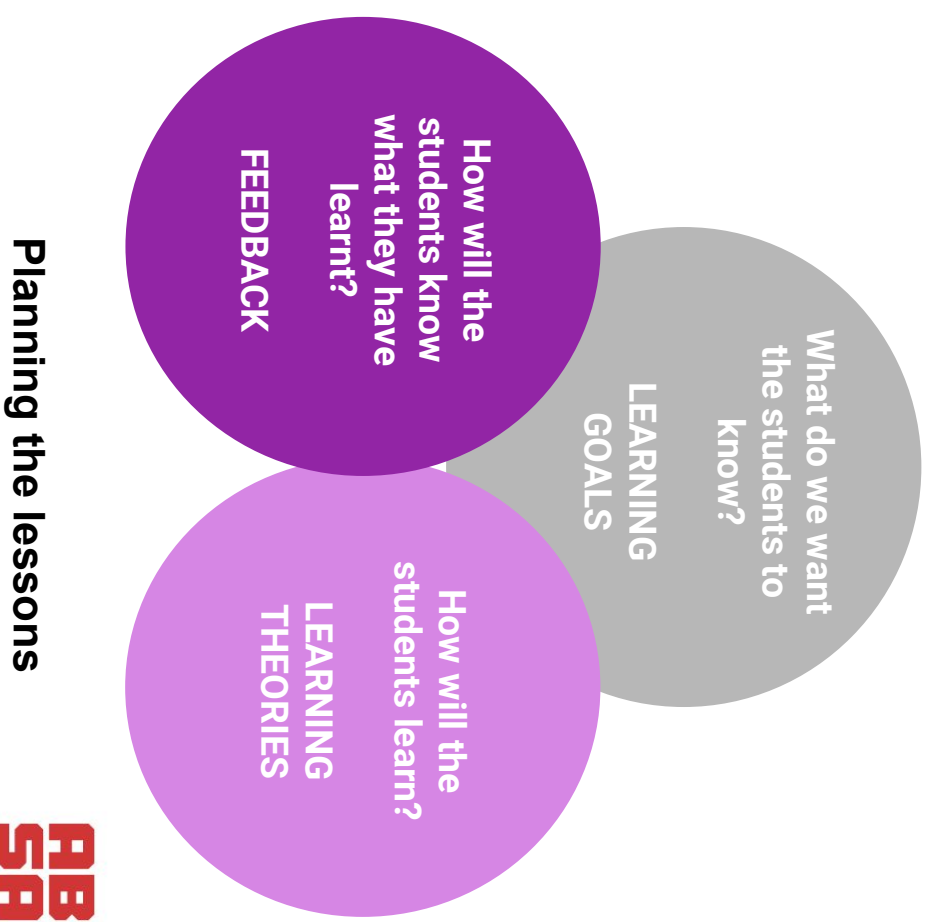
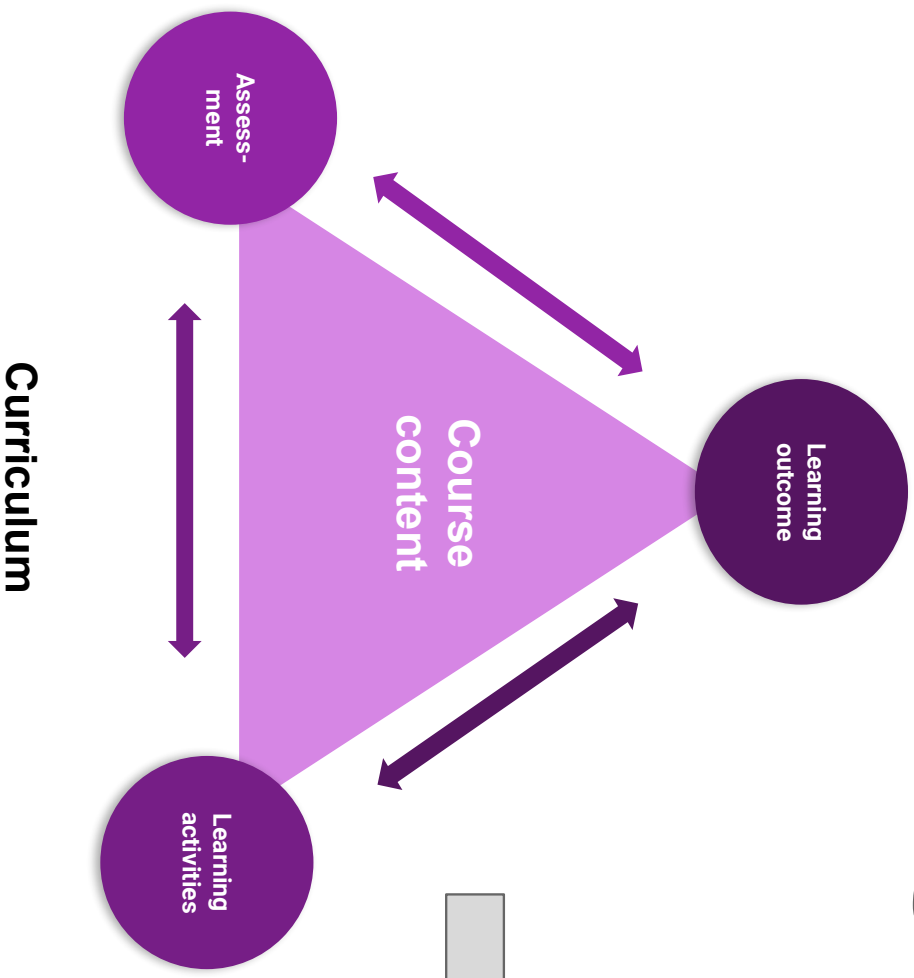
New set-up

New navigation system:

Didactical Pedagogical Reflection Model

- **Why? SYSTEMATICS**

Constructive Alignment



Planning the lessons

SOLO-TAXONOMY

UNISTRUCTURAL	MULTISTRUCTURAL	RELATIONAL	EXTENDED ABSTRACT
<p>"I CAN DO IF YOU SHOW ME"</p> <p>Define Name Find Match Identify Label Draw Recall Reproduce</p>	<p>"I CAN LIST, CHOOSE ONE AND DESCRIBE WHAT I'M DOING"</p> <p>Describe List Choose Outline Follow Procedure</p>	<p>"I CAN ANALYZE, COMPARE AND CHOOSE"</p> <p>Sequence Compare and contrast Explain effects Classify Explain Causes Analyse Apply in fixed settings</p>	<p>"I CAN ASSESS, EVALUATE AND COMBINE"</p> <p>Generalise Synthesize Predict Evaluate Create Construct Invent Compose Perform in various settings Reflect</p>

Knowledge	Skills	Competencies
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PDR-Model

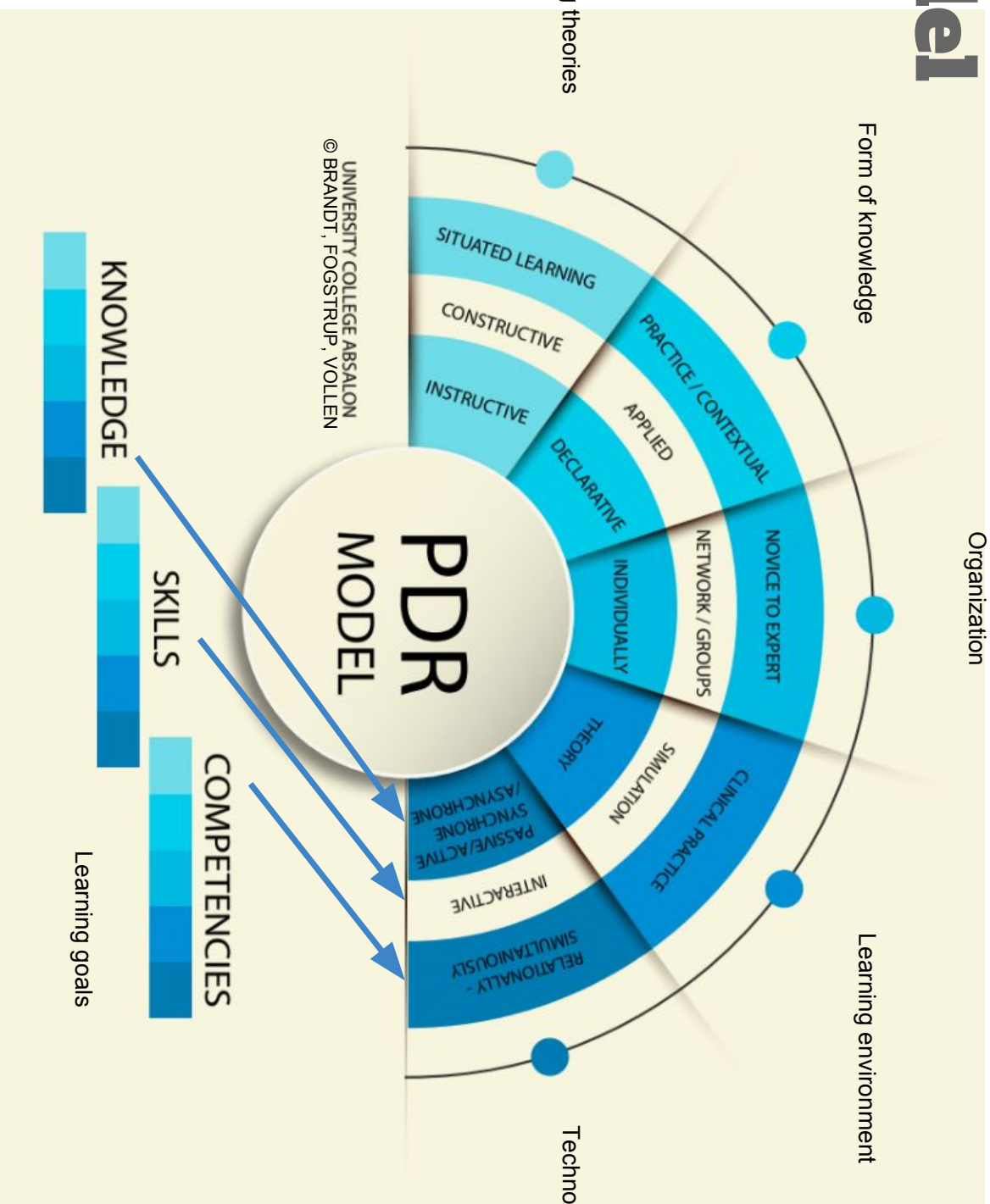
Form of knowledge

Organization

Learning environment

Learning theories

Technology

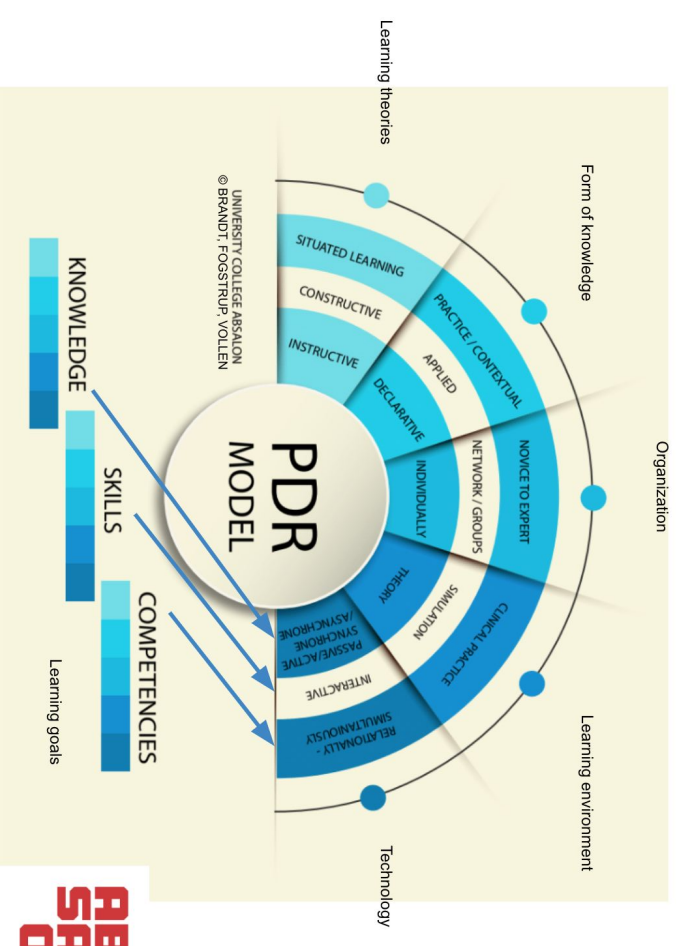




How we use the model - an example

Subject: History of physiotherapy

- Level of the learning goal - knowledge level
- Declarative knowledge at a multistructural level (Solo-taxonomy)
- Read textbook about the History of Physiotherapy
- Choose, describe, list and outline the important moments in the History of physiotherapy
- Individual work followed by group work
- Passive or active
- Synchronously or asynchronously
- Product: make their own timeline



Try it out - 10 minutes

- 1) Formulate or pick 1 learning goal for a specific subject/course you're planning or teaching
- 2) Identify the level according to SOLO-Taxonomy
 - a) Describe learning activities related to the chosen learning goal
- 3) Relate the activities to the PDR-model
 - a) Use the different boxes in the PDR-model to design your learning activity according to Knowledge, Skill or Competency level
 - b) Formulate suggestions on how to make the chosen learning activities F2F/non-F2F
- 4) Share your thoughts and describe your learning activities with the person next to you

How did we divide into F2F and non-F2F

40% F2F and 60% NON-F2F - This is where the students learn the theory - . E.g. muscles, bones, ligaments - where are they situated in the body? E.g. Physiotherapy Theories, Pathology, Anatomy... - **KNOWLEDGE**

50% F2F and 50% NON-F2F - This where the students apply their knowledge - E.g. measuring different fitness' (muscle strength, aerobic capacity...) - **APPLIED SKILLS**

80% F2F and 20% NON-F2F - This is where the students take knowledge into action - E.g. working with problem based case learning, simulation based training, in-house patients, practice palpation of muscles etc. - **FROM SKILLED TO COMPETENT**

100% F2F - Clinical placement - competencies in variabel contextual settings

Intro - Outro

Suitable for learning activities related to learning goals within the knowledge and skill level.

Intro: Purpose is to prepare the students to work with learning activities on their own or in groups. An intro will facilitate the students in the ongoing process. Introduction could be: E.g. concept introduction, manual techniques and tests introduced F2F, podcasts, videos, written instructions, P.P./speak, Quiz etc. Focus is on reducing confusion, perception of content, outcome and learning goals.

Outro: Purpose is to share questions, answers, reflections and problem solving. Teachers/lecturers can also use the “outro” to discover misconceptions/misunderstandings. Outro could be: E.g. live demonstrations, talks, written feedback, video production, roleplays, test manuals etc.



Try it out - again - 5 minutes

- 1) Think of your chosen teaching subject and the non F2F learning activity from before
 - Which tools/technologies are appropriate to use?
- 2) Consider how you shortly will introduce the OFF-campus learning activity (INTRO)
- 3) Consider how you will finish the OFF-campus learning activity (OUTRO)

Tools/technologies:
Video
Text
Pictures
Podcasts etc.

Example Physiology <https://www.youtube.com/watch?v=tNtuazQoZt0>

Example Physiotherapy - Function https://drive.google.com/drive/folders/0B8x7Mxq_r-irMEITRVBER0JNfK

Example Physiotherapy - Manual assessment https://drive.google.com/drive/folders/0B8x7Mxq_r-irLXY2eVBFWEJJMEK

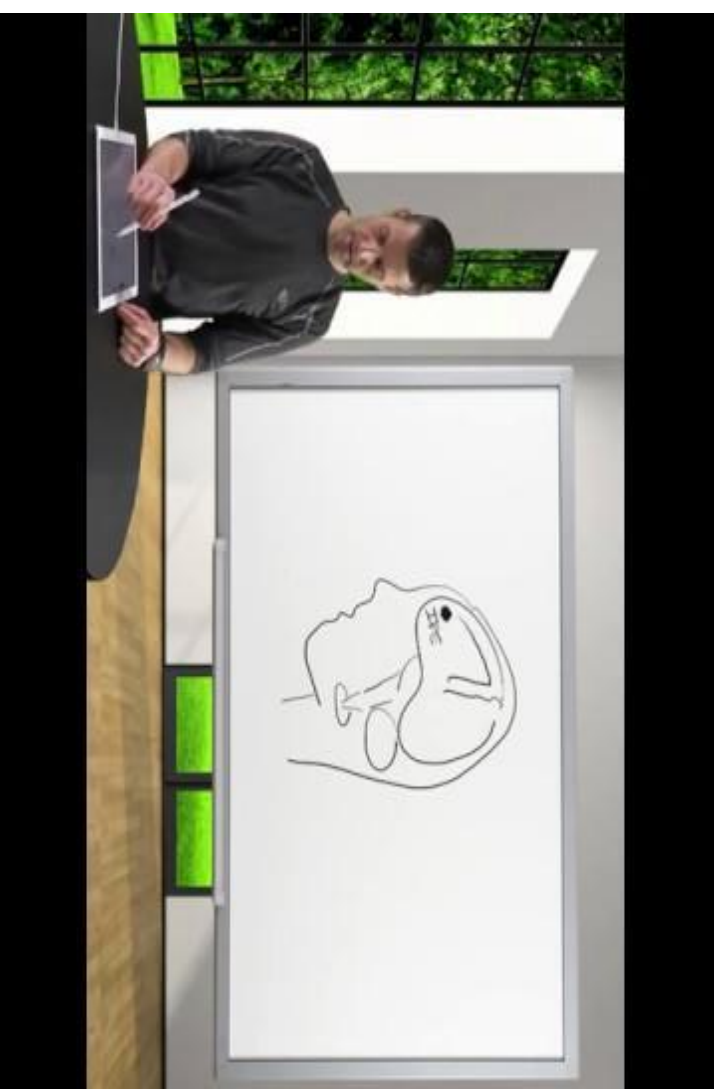
Example Anatomy <https://www.youtube.com/watch?v=-7YQvkkBVqkQ>

Example Multiple choice questions Hip/Art. Coxae: <https://goo.gl/forms/63smol0FBHvhDhEF3>

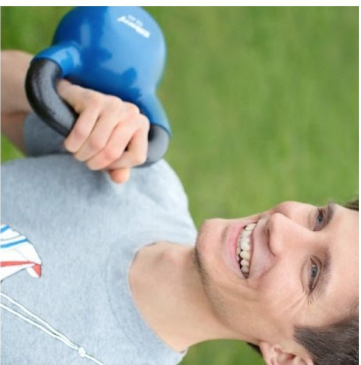
Example Statistics/Basic functions in Excel: <http://www.skoletube.dk/video/3160261/f235dbfc9a75071623b>

Pathology-site: <https://sites.google.com/pha.dk/sygdomslaeresiteabsalon/home>

Example Physiology -
Coordination of known movements



Example Physiotherapy -
Function: Climbing stairs



Belastning i arbejds- og fritidsliv

Stress

”Funktionelle lidelser”

Diagnose vs. symptomer

Mindfulness

Acceptance and commitment therapy

Kognitiv terapi

Fibromyalgi (e-objekt)

Whiplash (e-objekt)

Kronisk træthedssyndrom (e-objekt)

Akut belastningsreaktion incl PTSD (e-objekt)

Alkohol (afhængighed) (e-objekt)



Litt. til Belastning i arbejds- og fritidsliv

Kjeller M, Juul K, Kamper-Lørgensen F (red.) Folkesundhedsrapporten Danmark 2007. Statens Institut for Folkesundhed, Kap 22 Stress (FINDES PÅ FRONTEN)

Toscano, L. Funktionelle lidelser, Kbh.: Fædls Forlag 2015 - kapitel 1, 3, 5 og 6 (FINDES PÅ FRONTEN)

Schulze S, Schroeder TV (red). Basissbog i sygdomslære. Kbh., Munksgaard, 2010. 2. Udg. S. 173-174, s. 222-223, s. 88

Nyboe L, Johannsen S, Jørgensen P (red.). Psykiatri, Kbh.: Munksgaard Danmark, 2016. ISBN: 9788752814769. S. 60-68, s. 88



E-materiale til Belastning i arbejds- og fritidsliv

Konfrontationsundervisning 8 lektioner + nedestående e-objekter

[Etbromvalgi](#)

[Whiplash](#)

[Kronisk træthedssyndrom](#)

[Akut belastningsreaktion incl PTSD](#)

[Alkoholafhængighed](#)

[E-materiale til e-objekter](#)

Gynækologi & Obsterrik

Graviditetsrelaterede bækkenmerter (bækkenløsning)

Inkontinens (urnn + afløring)

Cystocele (urinblære)

Rektocoele (karm)

Descensus genitalis (fremfald af livmoder)

Vaginitiser

Psoas smerter

Den normale og komplicerede graviditet

Den normale fødsel (e-objekt)

Den komplicerede fødsel

Litt. til Gynækologi & Obsterrik

Schulze S, Schroeder TV (red). Basissbog i sygdomslære. Kbh., Munksgaard, 2010. 2. Udg. Kapitel 13, s. 565-566, s. 571-576, s. 590, s. 595.

E-materiale til Gynækologi & Obsterrik

Konfrontationsundervisning 3 lektioner + nedestående e-objekter

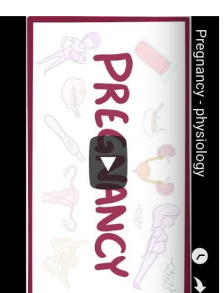
[Den normale fødsel](#)

[Veernes betydning i fødsel](#)

Små videoer som kan hjælpe dig ift. Gynækologi & Obsterrik



En lille film om fødselens faser



En lille film om graviditet



En lille film om svangerskabsforgiftning

Pathology-site

Quizzer

[Civilisations sygdomme - multiple choice quiz](#)



**Thanks for
listening**

**Our very best,
Anne & Iben**

Questions?

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