



Digital Excellence Impact Case Studies

2021/2022

Online Learning: BSc (Hons) Paramedic Science
(Top Up)

by James Bingham

Planning
Your
Module



Introducing
Your Module
to Students



Structuring
Your
Content



Design,
Collaboration
and
Construction
of Knowledge



Formative:
Putting Your
Learning into
Application

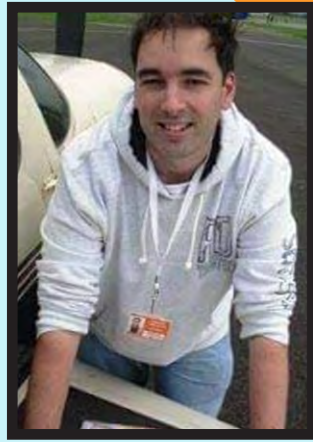


Designing Your
Summative
Assessment



Concluding
Your
Module





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Background:

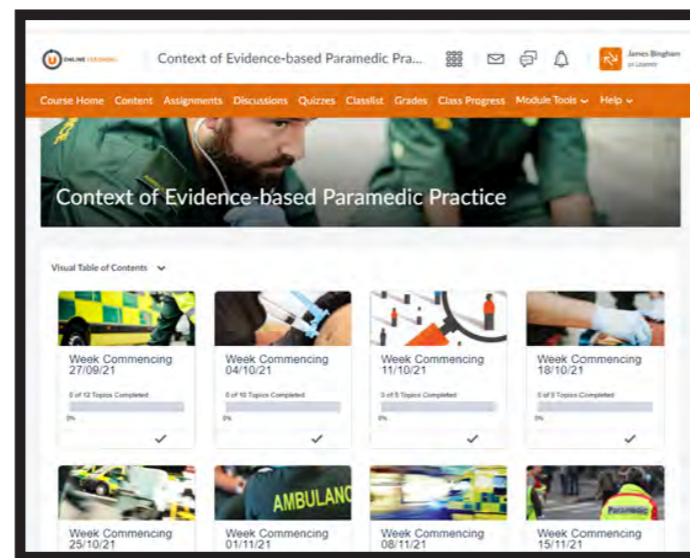
Teesside University has recently launched the BSc (Hons) Paramedic Science undergraduate top-up course. The course offers health care professionals the opportunity to develop their knowledge and skills as part of their ongoing career development. Paramedic practice is developing rapidly and there are new clinical roles being developed to meet local needs, often with a primary care focus and integrating with other services. There are also opportunities for paramedics to develop into leadership and management roles both within ambulance services and other organisations.

With a move nationally for pre-registration courses to be delivered at degree level, this online course provides existing paramedics who have qualified by other routes to gain recognition and parity with new entrants. This is especially important for those looking to develop into specialist and advanced roles as the College of Paramedics' Post-registration Career Framework identifies these roles as requiring Level 7 (Master's) education.

Approach:

The Online Learning team worked closely with the School of Health and Life Sciences to understand the course specification and how best to meet the needs of a diverse audience, many of which actively work within the scope of advanced clinical practice.

With such a wealth of experience, one of the primary objectives was to create a vehicle which established a community of practice through social interaction and collaboration as part of the L&T process. The discussion tools within TU Online are social and collaborative areas to post, read and reply to threads on different topics, share thoughts about course materials, ask questions, share files, or work with peers. Guided by the principles of problem-based learning, encouraging dialogue within the group can quickly move participants along the learning curve. Additionally, placing students at the centre of their learning can support their development as independent learners. Within the context of the BSc (Hons) Paramedic Science online course, the discussion groups are highly active and proved to be an invaluable learning and teaching tool.



Additionally, there was a requirement to create content with interactivity at its core, with challenge and activity as key elements of the course design, yet still being fully responsive and accessible across a range of platforms.

It is vital that we adapt our learning and teaching strategies and continually re-think our workflows to come up with new and innovative ways to provide the best learning experiences online. By integrating several educational technologies within the TU Online platform, each module was designed to foster self-regulated learning, provide resources for problem solving and allow small group collaboration. To foster self-regulated learning, the modules support monitoring strategies by providing self-assessment tools, quizzes and checklists. Through learning material, videos and literature links, each module supports a profound source for problem solving.

Onboarding and Learning Analytics:

The online learning platform is an important part of the University's strategic priorities, and hosts innovative and engaging resources, as well as highly useful data analytic tools. These technologies when combined, offer effective personalised learning experiences by transforming complex learner data into easily identifiable patterns of student engagement which drive forward student performance. For example, key data can quickly identify at-risk students and appropriate action taken to help mitigate problems with student retention.

In line with a data driven approach to enhancing student performance, every new member of staff undertakes onboarding sessions with a member of the OL team, which covers a detailed walk-through of the features of TU online, including the analytics tools within the platform. The onboarding session is also used as an opportunity to identify where key pedagogic practice can be embedded, further supporting learning and teaching excellence and positive learning outcomes.

Outcomes:

The effective use of online learning courses has been identified as a key priority in supporting the development of the healthcare workforce. Healthcare practitioners are notoriously short of time, constantly pressured to work efficiently while maintaining optimum performance.



The online learning platform is an important part of the University's strategic priorities

One of the biggest draws for online learning is its inherent flexibility, empowering users to complete modules at their own pace and according to their own schedule. Working with the academic team on this project, it was apparent that offering online courses for health care practitioners provides a platform for learning that can be instantly updated, ensuring that new training can be rolled out immediately. Consistency is also achieved, with online students receiving the same L&T across the board. This is difficult to maintain with face-to-face learning and teaching, as sessions can differ from tutor to tutor, class to class.

For a personal learning path to be truly successful for students or employees, online learners must feel as though they are in control of their learning experience. This is achieved by allowing them to choose which activities they complete next, how they receive the learning content, and which learning assessments they will take.

