



## ***The e-Learning boom: the challenge to ensure that the e-Learning experience is educational***

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e-Learning Manager  
*Australia and New Zealand College of Anaesthetists*

## ***My experience***

### The University of Manchester (UK)

- 2001-04 BSc (Hons) Biomedical Science
  - » Computer assisted learning in Advanced Level / Tertiary Human Biology project for student study support
  - » [http://www.elp.manchester.ac.uk/pub\\_projects/2005/Jones/Index.htm](http://www.elp.manchester.ac.uk/pub_projects/2005/Jones/Index.htm)

### Royal College of Obstetricians and Gynaecologists (UK)

- 2004-06: Editor (Distance learning)
- 2006-08: Managing Editor (e-Learning) [www.stratog.net](http://www.stratog.net)
- 2008-10 Education Projects Manager

### The Open University

- 2007-2009

MA in Online and Distance Education

### Australia and New Zealand College of Anaesthetists (Australia)

- 2011+ e-Learning Manager

## ***Aims of the presentation***

- Why e-Learning
- Designing e-Learning
- The considerations
- The potential options
- Practical advice

## ***Why e-Learning?***

- The current industry
- Why?
- Career changes
- Proof of competency
- More accessible?
- More affordable?
- Higher quality?

**The booming e-Learning  
industry video**

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Double click video above and open in QuickTime  
(recommended)

***Where to start?***

Platform?

Software?

Media  
types?

Know the  
learners  
FIRST

## ***What learning style suits you?***

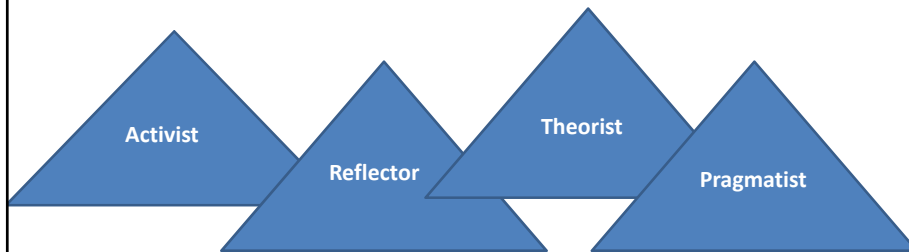
**Complete the very short  
questionnaire**

***So.....***

- Who is an activist?
- Who is a reflective learner?
- Who is a theorist?
- Who is a pragmatist?

## *The learners*

- Is there such a thing as a standard type of learner?
  - There are categories of learners
    - Honey and Mumford



## *Styles*

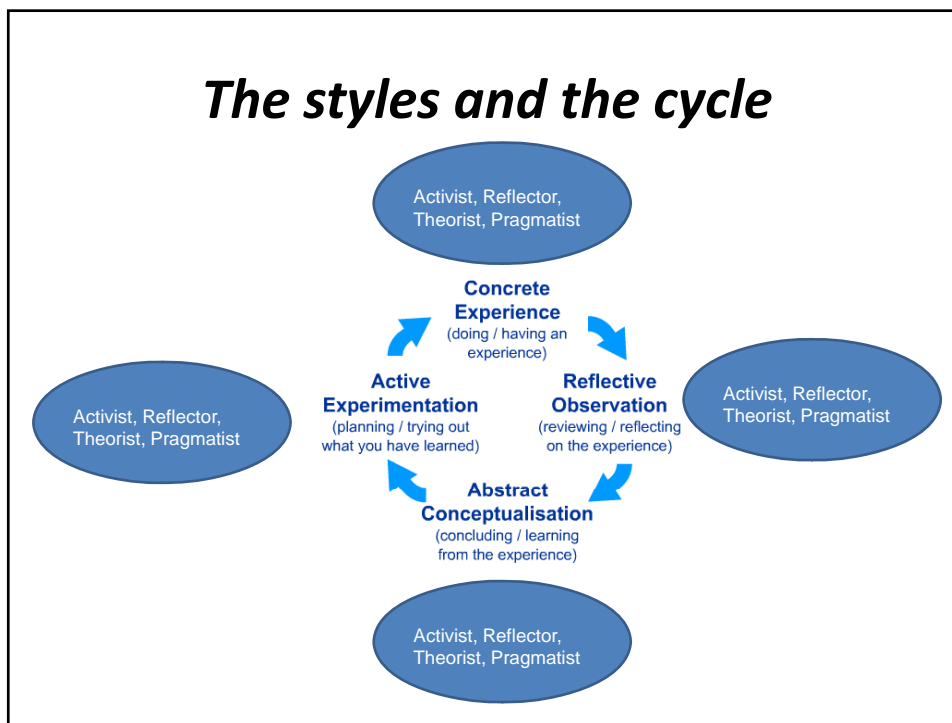
- **Activists** - who are 'hands-on' learners and prefer to have a go and learn through trial and error
- **Reflectors** - who are 'tell me' learners and prefer to be thoroughly briefed before proceeding
- **Theorists** - who are 'convince me' learners and want reassurance that a project makes sense
- **Pragmatists** - who are 'show me' learners and want a demonstration from an acknowledged expert.

## ***What does this mean online?***

Honey and Mumford (applied to online discussion forum)

- **Activist**
  - Post early on / Have a go without reading instructions/ Interact straight away / Post now think later (trial and error)
- **Reflector**
  - Read the instructions and guidelines first / Lurk in discussion forums to see other comments and interpretations / Occasionally posts later on once a period of contemplation has occurred
- **Theorist**
  - Initially lurks / Post after collating initial ideas based on theory or the research / Want to create and progress concepts into a rationale order / Relates ideas to theories (Facilitates later discussion)
- **Pragmatist**
  - Post early on / Impatient / Act quickly and want to get on with the learning / Need sources logically and efficiently presented / Not a big collaborator

## ***The styles and the cycle***



## ***Mentalities***

- Learners question the reliability of online content
- The more senior an academic is in their profession, the more likely they are to question the origin of the content and look for content from a known/recognised/accredited source
- A journal article is clearly dated and referenced- academics accept this
- Editions of a book is clearly dated and referenced- academics accept this
- If an organisation doesn't treat web-based publications professionally, learners will doubt the accuracy and validity of the content in its entirety

## ***The practicalities***

- The average adult learner can concentrate on a screen for anything between 7 and 13-minutes before their mind drifts or eyes leave the screen..
- Any more than 5-6 clicks to get to 'the learning' from arriving at computer, then ... forget it.. Why bother?
- If it is not clear where the learning is upon registration/access, or there is no search tool to locate the learning, the learner won't be impressed

## ***Different designs***

### ***Concrete experiences (doing / having an experience)***

- A real life event?
  - Observe a clinical situation
  - Be presented with an overview of a guideline
  - Attend a presentation
  - Read an article
- A web-based event?
  - Watch a video
  - Watch an animation
  - Be presented with a podcast
  - Read an article



## ***The quality of the concrete experience***

- The presenter / presentation / media asset must be interesting and motivating
- Distractions must be absent
- The level must be appropriate
- It must have a clear start, middle and end
- The aims and objectives must be presented at the onset
- The aims must be summarised at the end

## ***Remember that...***

- in a f2f situation, the subject is introduced and aims are introduced at the onset
- a presenter regularly recaps content as they go through to reinforce comprehension
- a good teacher will facilitate the learning journey and maintain momentum
- a good teacher regularly pauses to gauge understanding and allow for questions
- a good teacher always gives feedback during and after an experience

### ***In an online setting***

- Have clear objectives at the start
- Use narrative to direct the learner through the session
- Recap your objectives throughout
- Remember how long the learner can mentally commit – break the content up otherwise they will be distracted
- Imagine what questions the learner might ask and don't worry about repeating key points

### ***In an online setting***

- Use rhetorical questions and accompanying answers for stimulation
- Use diagrams to show processes
- Maximise interactive 'what next' graphical assessments so the learner drives the learning
- Give standard feedback or tailored feedback depending on the learner actions
- Include statements about what the experts think- validation

## ***A memorable message***

- A PowerPoint presentation of 20 slides to an audience can take around 30 minutes to present with an audience to interact with
- A recorded PowerPoint presentation of 20 slides with no audience can take around 15 minutes to present with no audience to interact with

*Is anything lost when its online  
... Or is anything gained?*

## ***Reflective observation***

- Analysis and judgments from the concrete experience
- Most likely to reflect if
  - They enjoyed the learning
  - They are new to the area
- Need guidance and feedback as part of the reflective process
- Reflection alone is insufficient for deep learning



## ***The quality of the reflective experience***

- Learners must work with the new knowledge
- Look at exploration exercises
- Look at problems
- Feedback is required: consider this and if a discussion forum can provide it
  - Facilitator / Moderator
- If reflection is self-directed, think of exercises to trigger thoughts which are out of the box

## ***In an online setting***

- Reflect on an experience
  - Personal notes or personal blog
- Share reflections? Asynchronous discussion forums
- Real-time chat forums
- Real-time webinar
- Face-to-face collaboration (videoconference / presentation)

## ***Abstract conceptualisation***

- What would the learner do differently next time?
- Be informed by the theories, guidance from supervisors guidance from fellow learners
- Begin to look at current knowledge and past actions
- Begin to come to conclusions about self



## ***The quality of abstract conceptualisation***

Prompt learner to:

- look at their current knowledge / experience
- apply new knowledge to current knowledge / experiences
- begin to investigate in more depth; e.g. read the theories, investigate the works of the opinions of different authors
- analyse self and make conclusions

## ***In an online setting***

- Provide further reading that builds on the introductory information
- Encourage the learner to look at the subject from different angles and collate information from different sources
- Prompt learners to share experiences- more memorable and personalised- wiki?
- Review the current situation and the learner's own understanding / practice

## ***Active experimentation***

- Conclusions formed means the learner plans change or plans an experiment
- Personalised learning
- The learning has had depth
- Experiment with the new knowledge
- The cycle starts again with new 'concrete experiences'



## ***The quality of abstract experimentation***

Prompt learner to:

- look at what this means to me?
- analyse self and make conclusions
- plan changes and experiment ideas
  - this is how I will change / what I will experiment
- What are the lessons learnt?
- What are the new questions for next time?

## ***In an online setting***

- Encourage learner to present new knowledge: e-presentation
- Ask learner to critique own work and work of others
- Personal development planning
- Log of experiences to evaluate new knowledge
- Maintain a portfolio of work to demonstrate progression and development

## Summarising the cycle

- Remember the key points of the cycle and apply this to the learning design
  - Many different media types are available
  - Look at the purpose for each exercise, and then what media type could work
- Consider when collaboration is required
  - Consider timing of synchronous and asynchronous forums
  - Make sure feedback can be given when required

## ***Recap: What were we trying to achieve?***

- Know your stakeholders
  - Profile them
  - Work on designs with them
  - Test early prototypes on them
  - Take on board all feedback
    - Level of content
    - Appropriateness of content
    - Usability of system(s)
  - Realise that you can never suit all learners' needs

***You cannot suit all needs  
however...***

- Some learners may always be defeated by the technology... however, try and give advice / options about printing hard copy versions
- Not all learners will like the learning style .. however, with many media types, learners usually like some learning tools more than others- only clear after testing and piloting
- Pilots are notoriously problematic in e-Learning because there are so many factors to get right... Don't give up

**A different perspective**

- Younger e-Learners... your learners of tomorrow
- Imagine how people learnt ten years ago?
- Imagine how they will learn ten years from now

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The Future of Publishing - created by DK (UK).3gp

## *Summary*

- Why e-Learning
- Designing e-Learning
- The considerations
- The potential options
- Practical advice
- The future

# Questions?

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**References:**

Reference. Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall  
Honey P, Mumford A (1992) *The Manual of Learning Styles* 3rd Ed. Maidenhead: Peter Honey.

**Acknowledgements**

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