

Anne Misselbrook

POD2105 – Podiatry

Knowledge Statistics

BLOG

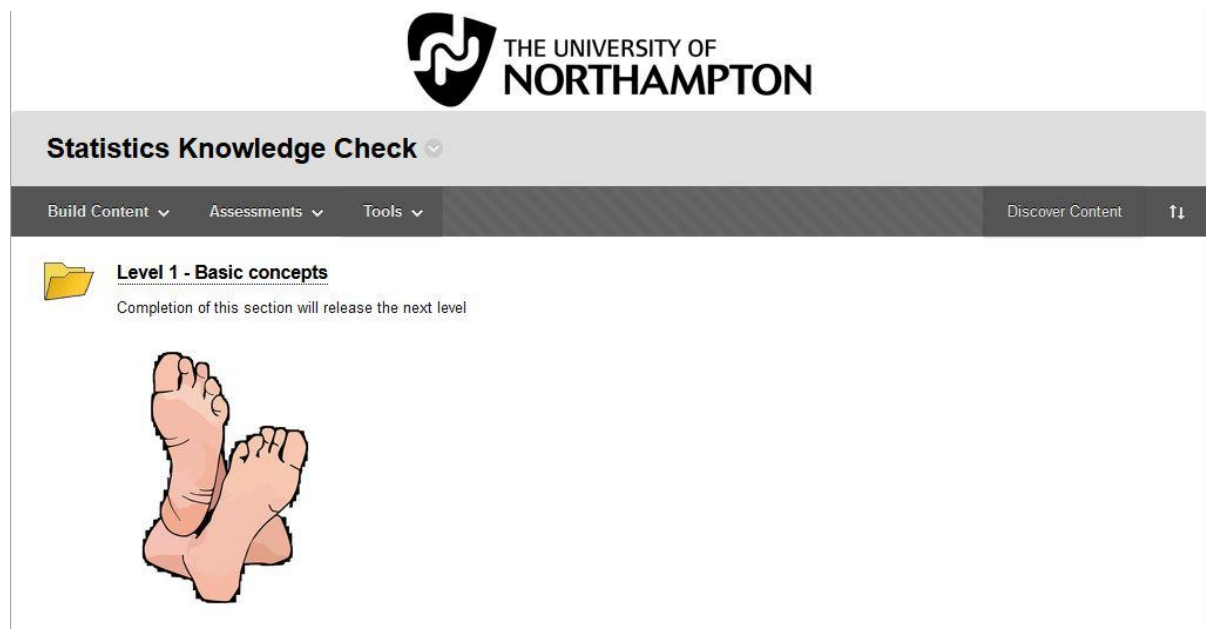
Delivering effective online learning can be a challenge, but when the components are right, the resulting payoff is hugely beneficial.

Dr Michael Curran PhD, MBA, MPhil is an Associate Professor (Podiatry) at the University of Northampton. Dr Curran is module leader for research methods in Podiatry. He wanted to create online content to help with the teaching of inferential statistics, and this resulted in the Statistics Knowledge Check. He has just completed the cycle of transferring content online. The Statistics Knowledge Check forms one of the research methods modules that are taught over three years of the BSc Hons Podiatry course.

In this blog we take a look at how he got on and the challenges and successes.

Rob Howe and Mike Curran commenced work on the site with no budget or funding. To this end they had to rely on existing resources, for example, the videos used in the package were captures from the skills hub using Kaltura video software.

Anne Misselbrook the Content Developer at the University helped bring the ‘Statistics Knowledge Check’ together at the end and we added the foot prints as ownership and this added the final touch. Everyone recognises this site as ‘something to do with feet’.



The screenshot displays the user interface for the 'Statistics Knowledge Check' at the University of Northampton. At the top, the university's logo and name are visible. Below this is a navigation bar with three dropdown menus: 'Build Content', 'Assessments', and 'Tools', followed by a 'Discover Content' button with an upward arrow icon. The main content area features a yellow folder icon next to the text 'Level 1 - Basic concepts'. Below this, a message states 'Completion of this section will release the next level'. At the bottom of the content area is a cartoon illustration of two feet, one slightly behind the other, rendered in a simple, friendly style.

As Anne joined the team part way through, she could look at the content from an outside perspective and passed her constructive critical eye over the site.

Improvements were made to navigation, text content and signposting on the site. Titles were changed and clear title labelling was added to headings such as Level 1 – Basic Concepts, Level 2 – Descriptive statistics etc. Activity types needed clear labelling, eg 'Knowledge Check – Basic concepts' and if the content was a Video, the activity item needed to be stated, eg 'Video – Which test'. The labelling was standardised throughout the site. Any duplicate items were removed and left menu items were reduced.

The usability was improved by using the function called Adaptive Release and grade criteria. The use of Adaptive Release function meant that the content could be released in stages, therefore only one piece of content is on the screen at one time.

Relevant engaging images were added and a humorous video at the end as a treat. Added menu items, eg 'Congratulations' encouraged the learner. This improved user motivation as they felt that they had achieved something at the end of each stage.

The screenshot shows a user interface for 'Level 1 - Basic concepts'. At the top, there is a navigation bar with 'Build Content', 'Assessments', and 'Tools' menus, and a 'Discover Content' button. Below this, a 'Steps' section contains the instruction: 'Please read the document on sample populations and then check your knowledge'. To the right of this text is a large graphic of two black footprints. Below the 'Steps' section, there are three content items: 1) 'Sample, Population, Hypothesis testing value and variables' with an attached file 'Sample and Population.docx' (16.205 KB) and a description of the document's purpose. 2) 'Knowledge Check - Basic concepts' with instructions on how to proceed to Level 2 or return to Level 1 based on performance. 3) 'Congratulations' with the note 'Enabled: Adaptive Release'.

Adaptive Release directs the system to release content separately. To find out how to set up Adaptive Release on your content, click on the link in the blog posting.

## Left menu

It was decided to change the standard left menu called 'Module Materials' to 'Knowledge Statistics Check'. This is because it was felt that the students need to be directed to specific area on the Announcements page, using clear labelling.

<p><b>Welcome</b></p> <p>Posted on: Monday, September 21, 2015 12:50:19 PM BST</p> <p>Welcome to research methods 2</p> <p>The timetable and the work are available under Module activities</p> <p>The Statistics Knowledge Check package is available on the left hand menu under contents. There is a discussion forum for use between yourselves and me under the left hand menu discussion forum.</p> <p>Dr Mike Curran Module leader</p>	<p>Posted by: Anne Misselbrook Posted to: 15/16 Research Methods 2 (POD2105-STD)</p>
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- 15/16 Research Methods 2 (POD2105-STD)
- Announcements
- Information
  - About this module
  - Contacts
- Contents
  - Module activities
  - Statistics Knowledge Check
  - Discussion forum
  - Reading list

## **The survey**

It was important to get the feedback from the students who had used the test. So we included a survey which the students were asked to complete after undertaking the whole package. It was then proposed to elicit more information from the students using a focus group undertaken by Rob and Anne. This was undertaken within one week of the students completing the test.

## **Focus group**

We quickly arranged a Focus Group to discuss face to face the online learning.

### **What worked for the students**

**Navigation**

**Useful resource**

**Great way to revise**

**Accessible all the time**

**Simple approach**

**Play back ability**

**Ability to revisit throughout the course**

**Provided humour to conclude the test.**

### **What the students would have liked**

**Face to face prior to the online session**

**Hints for correct answer**

**Feedback on why answers were wrong**

**More context regarding statistics at the beginning and a link to further reading**

**More basic introduction before the release of the content**

**Higher quality video with content referring to Podiatry and a summary**

**Subtitles on the video to accommodate all learners.**

## **Quote from a podiatry student**

**“I found tackling the Knowledge Check in 4 separate stages hugely useful and much more manageable than being exposed to a larger test. I found the separate stages less intimidating”.**

## **Quote from Dr Currans feedback**

“It is interesting to me how to blend the concept of e packages with actual face to face teaching. I guess it is the future.

Anne Misselbrook

On reflection I think we have hit the middle ground of evaluation with no very favourable student comment, but equally no very unfavourable comment. Considering this is teaching statistics that is probably pretty good!!

My reason for doing this is to try and look at alternative ways of delivering a potentially dry subject, with ability for the students to reflect on the statistics at a future date.

I would consider repeating this approach for other areas of my teaching". Dr Mike Curran