



# C-SAP Project Funding 2002 - 2003 Application Form

This application form should be completed and emailed to Michelle Poole, Administrator, C-SAP, Email: [michelle.poole@c-sap.bham.ac.uk](mailto:michelle.poole@c-sap.bham.ac.uk) Tel: 0121 414 2993. Applications should address all relevant headings, as these headings also inform the selection criteria. Any additional information must be attached to this form. Closing date for applications is **22 March 2002**.

## 1. Name, position and full contact details of project leader/s

Principal Investigator:

Ms Dawn Leeder  
Senior Research Associate in E-Learning  
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Box 151, Clinical School  
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## 2. Title of project

Sociologies of Health & Illness E-Learning Databank (SHIELD)

## 3. Names and institutional affiliations of others contributing to the project

### Editor/overview:

Professor Bryan Turner, Professor of Sociology, Department of Social & Political Sciences, University of Cambridge

### Content authors:

Dr Darin Weinberg, University Lecturer in Medical Sociology, Department of Social and Political Sciences, University of Cambridge

Dr Mala Rao, Director of Public Health, South Essex Health Authority or Dr Damian Robinson, Consultant Psychiatrist, Newcastle General Hospital

Dr Tom Shakespeare, Director of Outreach Policy, Policy, Ethics and Life Science Research Institute (PEALS), Newcastle

Dr Tom Davies, University Lecturer, Department of Public Health & Primary Care, University of Cambridge

Dr John Benson, University Lecturer & GP, General Practice and Primary Care Research Unit, University of Cambridge

For brief biographies see Appendix 2

## 4. Timescale (Please specify Start & Completion dates)

1 July 2002 – 31 Dec 2002 (6 months) + continuation strategy

See attached activity chart and timeline for deliverables and milestones in Appendix 3

Justification for timescale: Many of the e-learning resources already exist as part of the Medical Sociology Interactive course. It is proposed to disaggregate the material currently embedded in this course and make it available as stand-alone e-learning resources. (Material will also be updated and newly created where required). Therefore it is envisaged that the timescale is adequate for this purpose. However, there is provision for an extension (without the need for extra funds) should this estimate prove to be inaccurate. The University of Cambridge is committed to upgrading these materials and ensuring their sustainability.

## 5. Summary (100 words): Rationale for the activity and hoped-for outcomes

Building on the success of the innovative Interactive Medical Sociology course at Cambridge, this is an interdisciplinary collaborative project to create a databank of e-learning resources to support teaching and learning in sociologies of health and illness.

Each resource explains/explores a 'stand-alone' concept or idea. The resources will be developed iteratively with experts, staff and students, whose evaluations will feed back into the product development life-cycle.

The emergence of metadata standards will be monitored and resources will be metadata tagged according to an appropriate and standard scheme to ensure interoperability and maximise uptake.

The resulting databank of e-learning resources will be available on-line free of charge, promoted and disseminated to the wider academic community. Nb. It is the actual resources that will be made available – not merely a catalogue.

## 6. Aims and approaches (max 500 words)

- Aims: What is the project trying to do?
- Learning and teaching dimensions of the project
- Research questions and relevant theoretical/educational literature
- Project design and methods (including student involvement)
- How does the project address C-SAP's working principles?

### **Aim:**

To create a sustainable and content-rich databank of re-usable e-learning resources which may be shared between disciplines and across institutions, supporting staff and students to embrace technological change and embed it into their practice.

### **Learning and teaching dimensions of the project:**

The project is predicated on three tenets:

1. The GMC's first goal of undergraduate medical education that: "the student should acquire a knowledge and understanding of health and its promotion, and of disease, its prevention and management, *in the context of the whole individual and his or her place in the family and in society.*"
2. The recognition that interdisciplinary collaboration can greatly benefit staff, students and institutions by harnessing existing expertise and sharing it across different subject areas.
3. "Connectivity, content, community". (Stokes, 200) The pedagogic value of sharing, using and evaluating high quality e-learning resources, contextualised through communication.

### **Research questions and relevant theoretical/educational literature**

Current practice in e-learning development is moving away from the delivery of complete courses towards the creation of much more flexible 'stand-alone' e-learning resources that can be shared and used by staff and students alike to support teaching and learning and promote understanding of a particular topic or concept. (Wiley et al, 2000). This approach raises a raft of research questions, broadly based around contextualisation of the materials; previously the role of the teacher: "The syllabus and the lecture notes are not an education. The education is what you do with the materials" (Lerman, 2000). This project recognises that education is a process that happens as a result of interpersonal interactions (Gilbert, 2000; Noble 2002), and will strive to facilitate this process through a number of mechanisms; discussion, face-to-face meetings, email support, telephone polling, on-line feedback forms etc). It is acknowledged that the focus of much e-learning activity is upon the development of courses and their resources yet successful e-learning takes place within a complex system involving the student experience of learning, teachers' strategies, teachers' planning and thinking, and the teaching/learning context (Alexander, 2001). Therefore teachers will be engaged in producing a comprehensive framework for the design, development and implementation of e-learning resources which the project will evaluate.

The practical and theoretical issues involved in the evaluation, quality assurance and engagement of operating an e-learning programme have also been reviewed (Roffe, 2002) and current quality assurance recommendations for e-learning will be adopted/adapted as appropriate. (Ismail, 2001)

### **Project design and methods (including student involvement)**

E-learning resources will be developed iteratively with experts, staff and students, whose evaluations will feed back into the product development life-cycle. Resources to be developed will be selected by a panel of experts from the existing online Medical Sociology course. These resources will be developed in appropriate media forms (video, animation, simulation, graphs, texts, audio etc) to suit different learning styles, levels of connectivity (bandwidth) and disability. Uptake will be encouraged by providing a collaborative support network and by recognising that resources are more useful to teachers and learners than courses and that by promoting a sense of ownership of these resources, they may be usefully shared and re-purposed. The resources will be used and evaluated, initially by two cohorts of students from Sociology and Medicine, and these evaluations will

## **How the project addresses C-SAP's working principles**

### **Localised agenda setting**

- This is an interdisciplinary project to encourage and aid staff and students to embrace new methods of teaching and learning, by engaging them in an iterative development and evaluation process. This is essentially a bottom-up 'bootstrap' exercise.

### **Scholarship**

- The project integrates teaching and research by focusing on and harnessing the drivers for change that contribute to successful pedagogical outcomes. This will be achieved through a critical assessment of (and contribution to) the current literature and debates, and by enhancing the pedagogic value of the resources to the wider academic community through peer-review and metadata descriptors. Through reflective practice, it aims to identify the pedagogical principles underlying the teaching and learning activities that constitute effective e-Learning

### **Disciplinary innovation**

- It aims to innovate through the creation and sharing of unique, high quality e-learning resources. The resources will be developed in different media forms to suit differing teaching and learning styles, and ensure equity of access. The interdisciplinary approach affords creative re-purposing of learning materials for different groups of students and different methods of teaching (chalk & talk, on-line, small group work, independent study etc.)

### **Lasting change**

- The project aims to ensure continuation by embedding these resources into institutional culture. The University of Cambridge is committed to maintaining the resource databank as part of its teaching and learning strategy, ensuring the perpetuation of the project beyond the end date of this proposal, and has already made a significant institutional contribution to the project. The project contributors are equally committed to collaborating in the future to strengthen teaching and learning in sociologies of health for the benefit of all students.

## 7. Activities (max 500 words):

- Details of proposed activity
- Staff and Student involvement
- Kinds of support requested from C-SAP

### Management, Organisation and Monitoring

- Set up and facilitate email discussion list
- Agree targets, responsibilities, deliverables
- Provide email user support (term time, office hours)
- Establish regular steering group meetings
- Monitor and liaise with similar initiatives (CETIS, ACETS, UCEL)
- Meet, brief and liaise with content authors
- Project evaluation
- Project review, final report, C-SAP findings

### Resource activities

- Conduct survey of existing e-learning material
- Peer review and catalogue of existing resources
- Set up, develop and maintain website as gateway to resources
- Identify relevant metadata schema subset
- Maintain editorial overview of content
- Metadata tagging of resources
- Commissioned content delivery from authors
- E-learning resource development
- User testing and resource evaluation

### Staff & student involvement:

Current online materials are in use by Cambridge undergraduates (and those elsewhere) on a daily basis. Key members of staff who are keen to adopt new methods of teaching have been identified and are contributors listed in 3. Student involvement from an early stage is crucial to effective development of e-learning resources and is a key part of the evaluation plan (see section 9 below).

### Kinds of support requested

Considerable resource has already been committed to this project. Funds to support key staff release of time, to commission content authors and a modicum of funding for administrative support and travel are requested. C-SAP's assistance and input is also requested for dissemination of the project to the wider community and contact details of others engaged in similar projects. Provision is made for travel to Birmingham to meet with

## Outcomes (max 250 words):

- Intended project outcomes and materials for dissemination
- Dissemination plans (including C-SAP Findings)
- Benefits to your institution and/or to the disciplinary community

### Project outcomes will be:

- a 'critical mass' of high quality metadata indexed e-learning resources to support teaching and learning in sociologies of health and illness, freely available to the whole UK academic community
- an understanding of the processes by which these resources are created, shared and re-used across disciplines. Evidence of what kinds of resources and subject areas are generalisable and what are not.
- an overview report, disseminated to all Sociology Departments and Medical Schools in the UK with the aim to encourage similar interdisciplinary practices

**Dissemination** will be by a dedicated web-site, a project report, C-SAP findings and by additional means to be discussed with C-SAP. A copy of the report will go to every Sociology Department and Medical School in the UK to encourage uptake embedding of innovation into teaching and learning culture.

**Institutional benefits** stem from the high value and usability of the e-learning resources so created, and from

## 9. Evaluation Plan: Including provision for student/peer feedback

The PI and project team have considerable experience of e-learning development, deployment and evaluation (Leeder & Davies, 2000; Leeder, 1999) and will engage both staff and students in three stages of evaluation:

1. Evaluation of the resources at an early stage of the development lifecycle – by interview and face-to-face discussions, The results of these evaluations will feed back into the product development.
2. Evaluation of the use of the resources. Once a 'critical mass' of resources have been developed these will be made available online and can then be evaluated in use. A comparison will be made between two cohorts of students from Sociology and Medicine to evaluate their uptake and use of the materials – by monitoring and web-based feedback form. The form will have sections addressing technical, pedagogical and aesthetic issues.
3. Evaluation of the project benefits and outcomes – a questionnaire focussing on the overall usefulness of the project and its benefits (or otherwise) for teaching and learning outcomes – supplemented by face-to-face and telephone interviews.

These evaluations will be documented in the project report, C-SAP findings and other publications arising out of the project.

## 10. Budget (Please also detail your institution's contribution, including support in kind)

- Release of time from teaching, research or administrative duties
- Administrative support costs
- Purchase of training or services
- Travel and subsistence
- Materials
- Other

Costs	Institutional contribution	Additional funds sought
SRA @ 15% FT for 6 months <sup>1</sup>		3011
RA1B @ 40% FT for 2 months <sup>2</sup>		1401
Dissemination/conference/publication	500	
Hardware & software <sup>3</sup>	4687	
Editor @ £200 per day for 4 days <sup>4</sup>	800	
Content authors commission x 2 @ £200 <sup>5</sup>		400
Cambridge University lecturers x 3 @ £600	1800	
Administrative support	60	60
Waiving of overheads on salaries (40%)	2804	
Meetings/subsistence <sup>7</sup>	30	120
<b>Total</b>	<b>10651</b>	<b>4992</b>

Notes:

- 1 Release of time: Dawn Leeder - Principal investigator & E-learning associate
- 2 Release of time: Research Assistant - Dept of Sociology (initial research, peer review, evaluation)
- 3 Supported by Marmaduke Sheild fund - Cambridge School of Biological Sciences
- 4 Bryan Turner - Dept of Sociology (Editorial and overview)
- 5 Commissioning fee for content authors Tom Shakepeare, Mala Rao/Damian Robinson
- 6 Content authors Tom Davies, John Benson, Darin Weinberg (Cambridge ULs) @ 3 days each
- 7 PI travel to Newcastle, Brentwood, C-SAP in Birmingham. (Institution to fund subsistence)

**Total funding requested from C-SAP: £4992.00**

**Value for money:** The project represents excellent value for money. Funds requested from C-SAP constitute less than a third of the total funding for the project.

## Appendix 1

### References:

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- Govindasamy T. (2001) Successful implementation of e-Learning - Pedagogical considerations *The Internet and Higher Education*, vol. 4, no. 3, pp. 287-299(13)
- Ismail J. (2001) The design of an e-learning system - Beyond the hype *The Internet and Higher Education*, vol. 4, no. 3, pp. 329-336(8)
- Alexander S. (2001) E-learning developments and experiences *Education + Training* vol. 43, no. 4, pp. 240-248(9)
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- Davies, T. & Leeder, D. (1999) *Medical Sociology Interactive* Online Version. Retrieved 14/3/2002, from the World Wide Web: <http://www.medgraphics.cam.ac.uk/medsoc/>
- Leeder, D. (2000) From linear lecture to interactive multimedia module: a developer's perspective *Education Media International* vol 37, no. 4, pp. 219-224

## Appendix 2

### Project Team and Contributors

**Professor Bryan Turner**

**Head of Department of Social & Political Sciences, University of Cambridge**

Areas of research: Sociology of ageing and generations; the body and society; medical sociology; citizenship, philanthropy and voluntary associations

**Dr Darin Weinberg**

**University Lecturer, Department of Social & Political Sciences, University of Cambridge**

Areas of research: Medical sociology, sociology of science, urban sociology, deviance, social theory, qualitative research methods

**Dr Mala Rao, Director of Public Health, South Essex Health Authority**

Areas of research: Ethnicity and health

**Dr Damian Robinson, Consultant Psychiatrist, Newcastle General Hospital**

Areas of research: Society and mental health

**Dr Tom Shakespeare, Director of Outreach, Policy, Ethics and Life Sciences Research Institute (PEALS), Newcastle**

Areas of research: Social and ethical implications of the new genetics, stigma, lay beliefs, (dis)ability

**Dr Tom Davies, Department of Public Health and Primary Care, University of Cambridge**

Areas of research: Public health, cancer, epidemiology, quantitative methods, evaluation

**Dr John Benson, General Practice and Primary Care Research Unit, Institute of Public Health, Cambridge**

Areas of research: Curricular design and evaluation, doctor/patient relationships, communication skills

**Ms Dawn Leeder, Senior Research Associate in E-Learning, Department of Public Health & Primary Care, University of Cambridge**

Areas of research: re-usability of e-learning resources, navigation of information space, appropriate media choices for e-learning, computer as medium, pedagogical issues of e-learning