

Definition: A reusable learning object (RLO) is based on a single learning objective, comprising a stand-alone collection of three components:

1. Content: a description of the concept, fact, process, principle or procedure to be understood by the learner in order to support the learning objective
2. Activity something the learner must do to engage with the content in order to better understand it
3. Assessment a way in which the learner can apply their understanding and test their mastery of the content

Reusable Learning Object Specification V1.1 – notes to accompany template

Date: dd/mm/yyyy

Duration: In minutes. How long (approximately) do you think it should take a learner to work through this?

Topic: "Medical sociology"

ID: For admin purposes - leave blank

Title: Title of RLO

i.e. "Confounding", "Prevalence", "Incidence", "Variability", "Quantifying uncertainty"

Author: this means you!

Learning objective: A single learning outcome, perhaps derived from your curriculum or course objectives.

Keywords: Up to 7 ± 2 keywords to index the RLO.

Summary: A single sentence summarising this RLO

RLO starts here -----

Content: 7 ± 2 "chunks" (short paragraphs or sentences) written in spoken English (try saying it aloud) to convey your message. Use rhetorical questions as a device to get the learner to think. Use examples from different contexts (and non-examples if there are easily confused ones) Keep it short, to the point, use informal language where appropriate (even humour!) Underline any terms that need explanation and define them in the glossary. Think visually: what illustrations, animations, photos, charts or diagrams would support this? (But need to avoid copyright images). Type descriptions of the images etc or you can print out and draw them if you prefer.

Activity: Linked to content and learning objective. What could the learner **do** to engage with the content in order to better understand it? Examples: drag and drop, click on graph to reveal points, fill in or select a value, move cursor over hot spot. Keep it simple! The activity should serve to reinforce your message. These activities should make an RLO a "learning event" rather than just a transfer of information.

Assessment: For the learner's benefit. How can they gauge that they have understood your message? Short quiz, True or False, MCQ, calculation, plot points on graph, matching. Provide feedback, especially if you are aware of common errors or areas of difficulty associated with this subject. Note: activities *teach*, whilst assessment *tests*.

----- RLO ends here

Prerequisites: Does the learner need prior knowledge or skills in order to complete this RLO?

Identify other RLOs that the learner may need to complete this one.

Related concepts: What other subject areas (and other RLOs) is this RLO related to?

Glossary: Underline terms in "Content" and define them here.

Additional resources: List URLs, PDFs, documents and other resources that will help the learner learn more about the knowledge and skills provided by this RLO.

Provide a short description of each resource.