

Building capacity to support the social work degree

**A Scoping Study for the Department of Health
elearning Steering Group**

May 2003

The Scoping Study was commissioned by the Department of Health and researched and written by:

Jackie Rafferty and Julia Waldman, SWAPIts
with support from Melanie Ashford, Sue Orton and Mary Locke

The authors would like to thank all those who participated in the study through meetings, telephone calls and email discussions.

Social Policy and Social Work Learning and Teaching Support Network (SWAPIts)
Faculty of Social Sciences
University of Southampton
Southampton SO17 1BJ
023 8059 2925
j.rafferty@swap.ac.uk
www.swap.ac.uk

Contents

	Page
Executive summary	i
1 Introduction	1
2 Data collection activities	3
3 Elearning definition	6
4 Identification of subject related elearning resources	8
5. Adaptation of existing elearning resources and development of new resources	12
6. Models of development of elearning	20
7. Three year development plan	26
8. Production of elearning guidance	29
9. An outline for dissemination opportunities	30
10. Conclusion	31
11. References and bibliography	33
Appendices	
1 Elearning resource development guide	37
2 Good practice implementation guidance	42
3 An initial guide to computer aided assessment	46
4 List of study contacts	51
5 Elearning organisations contact list	52
6 Growing elearning resources – existing proposals	54
7 Technical issues – standards and interoperability	56
8 Existing elearning resources	58
9 Members of the elearning Steering Group	70

Executive Summary

Introduction

A Scoping Study commissioned by the Department of Health elearning Steering Group was undertaken between December 2002 and March 2003. It is the first phase of an outline programme that has been formulated during the reform project to build elearning capacity in the social work education sector over a five-year period. The aims of the two-phased study were:

1. To establish the current picture regarding elearning developments within social work higher education programmes;
2. To establish what elearning resources exist to support learning in the social work degree;
3. To commission a modest set of elearning resource development activities and;
4. To make recommendations to build elearning capacity to support the social work degree.

What do we mean by 'elearning'

Elearning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance
(Rosenberg 2001)

In the context of developing competent social workers and the social work degree the term 'elearning' is used as shorthand that can have multiple meanings:

- 1. Formal knowledge and learning resources**
 - a) A method of learning pre-developed curriculum content;
 - b) a means of 'packaging' various learning resources to tailor learning to the student;
 - c) access to knowledge and information through databases of research evidence, abstracts, full text journals, web based information, legislation, law and practice.
- 2. Learning networks**
 - a) a means of learning collaboratively: student to student, group to group, student to educator and educator to student;
 - b) an ability to learn across and within: courses, organisations and multi and inter-professionally.
- 3. Contact, administration & assessment**
 - a) a mode of formative and summative assessment;
 - b) a means of supporting the administration and tracking of learning;
- 4. Information management skills**
 - a) Ensuring the baseline skills of students and staff include appropriate levels of IT skills to support learning and practice;

- b) Development of information literacy, including the critical appraisal skills necessary to make use of online resources;
- c) As a subject in its own right in terms of learning about the effective and ethical use of IT within social care

The Study has focused its attention in relation to elearning on:

1. Formal knowledge and learning resources, and,
4. Information management skills in terms of delivery of the degree curriculum.

These are the areas that lend themselves to collaborative development and shared use whilst the modes covered in 2 and 3 below require much more localised implementation, though guidance can be compiled at a national level.

2. Learning networks, and
3. Contract, administration and assessment require local determination, support and infrastructure.

However, the report suggests that all four areas are of equal importance in the recommended approach, which is use of elearning as part of a mixed mode or 'blended' learning approach. In other words the report recommends a mix of learning methods including face to face learning, role play, group learning, etc. as well as the use of information and communication technologies for learning. The ability for learners and educators to use information technology for a range of communication modes between higher education and practice settings is essential to humanise the experience of learning online and to better integrate theory and practice in both settings.

It is recognised that this study is one of many contributions that need to be made to develop the ability of the social care workforce to make the best use of information and communications technologies to support elearning.

Key findings

There were a number of discrete and overlapping tasks delivered within the study and the key findings are presented in this report.

The study has identified limited and patchy historical developments in elearning in social work. This has had implications for consideration of models for both the adaptation of existing e-resources to the degree and the development of new resources.

The study has identified that considerable work needs to be done to provide a comprehensive range of accessible elearning resources to support programme providers in delivering the social work degree, and social work learners benefiting from elearning components to their study. No single approach will address the sector's needs for accessing and using elearning in England.

A range of e-resources have been discovered and this activity has informed recommendations for short-term and longer term capacity building initiatives and the curriculum areas to be covered.

Recommendations for short-term activities have focused upon three types of activities:

1. Development of a web store for sharing teaching notes, handouts, presentations and other materials that programme providers and individual academics would be willing to share
2. Adaptation of existing elearning resources through a commissioning process with outputs shareable between programme providers
3. Commissioning of a range of learning activities to enhance the learning potential of information-rich web sites associated with specific curriculum areas of the degree

Recommendations for longer-term activities have focused upon expansion of the short-term developments above and, additionally, the following areas:

4. Building of development partnerships between academic, practice and commercial sectors
5. Implementation of skills programmes to support educators in developing elearning
6. Implementation of skills programmes to support educators in embedding and using elearning
7. Commissioning of the development of resource learning objects in key curriculum areas

It is recognised that the recommendations in the report for collaborative models of development go against the flow of elearning development in higher education institutions in which the use of Virtual Learning Environments (closed software environments) have been embraced. These promote institution specific access and can work against sharing resources across higher education and practice settings.

The report identifies the different stages of development within higher education institutions to support the integration of elearning within academic programmes. There is acknowledgement that the gulf is wider in relation to elearning in practice settings and that the potential for elearning to provide greater coherence between learning in academia and practice has only been touched upon as a result, but remains the vision and goal.

Creative and skilled use of elearning resources can shift the model of social work education from:

Stage 1 - Replacement (Using online technology to do the same task as before); and
Stage 2 - Enhancement (using online technology to enhance what you did before) to :
Stage 3 - Transformation (using online technology to do what you couldn't do before)

The report indicates that whilst some progress can be made in the short term with limited sums of money, to achieve enhancement and transformation of social work elearning requires major investment of funds, energy and creativity.

The report has detailed the process involved in undertaking the tasks associated with the Scoping Study, has presented the findings and discussed their implications, supported by recommendations that are concerned with building capacity in elearning to support the social work degree, including the preferred development model and a possible three year development plan.

1 Introduction

1.1 Origins

The Reform of the Social Work Degree provided the opportunity to consider the role of elearning within social work education in England. Initially this was discussed within the practice learning context, but it was soon recognised that elearning needed to impact on the whole student learning experience and the work was extended to encompass learning in higher education institutions (HEIs) and practice settings. An important rationale for engaging in building capacity in this area is to provide the tools, resources and means to further support the move into a more fully integrated learning experience across academia and practice for the social work learner.

This Scoping Study is the first phase of an outline programme that was formulated during the reform project to build elearning capacity in the sector over a five-year period. In August 2002 the Department of Health established a Steering Group with key stakeholder representation to take the work forward (See *Appendix 9* for Steering Group membership). The study was commissioned to scope the capacity for building elearning to support the new social work degree. However the Steering Group's longer-term aim is to assist the social care community to make the best use of information and communication technologies for teaching and learning in order to deliver an improved service to users and carers.

SWAPItsn was invited to submit two single organisation tenders:

1. To undertake the Scoping Study, and
2. To commission the updating of some existing elearning materials and the development of new learning activities.

Tenders were submitted on 14th November 2002 and work started on 3rd December 2002, with an interim report due January 31st 2003 and a final report by 31st March 2003.

The findings of the work undertaken for both tenders and their implications are presented in this report.

1.2 Context

The study was undertaken within a societal context where e-government and e-society are major planks of government policy that include references to wired up communities, wired up services and elearning. The incorporation of elearning is now an expected part of the student learning experience. The evidence base for elearning shows it can be used to enhance the student programme experience and has both strengths and limitations.

Elearning and communication & information technologies offer a wide range of opportunities to support the development of effective, efficient and flexible open, distance and on demand learning; access to knowledge and evidence bases, legislation and guidance.

Although there has been some development and shift of culture in the use of elearning within the social work education and training community more change and growth is needed to enable learners¹, educators² and practitioners to take advantage of appropriate elearning and e-knowledge skills and opportunities across the social work degree, in both higher education and practice settings.

E-learning should be a thread running through all areas and methods of social work learning, teaching and administration - including curriculum development, student and staff support and assessment where it may be one solution among several options.

Elearning needs to be integrated into all areas of the implementation of the social work degree. In turn this requires expansion in the range and depth of elearning resources available and the management of change, as well as the learning of new skills, by educators within and between organisations to make effective use of such resources.

Increasingly online learning is a core part of national and global developments, for example: UkeU, LearnDirect, National Learning Network (NLN), NHSu and the Open University in the UK. Although there have been major new funding initiatives in other subject areas and sectors there has been to date little development resource available for social work.

1.3 Report structure

An outline of the report structure is provided to assist navigation. Section two of the report outlines the data collection methodologies adopted. The sections that follow detail the findings associated with each of the discrete tasks undertaken within the scoping study, with discussion integrated into each of the sections. A short conclusion ends the main body of the report. Appendices are used to present the various outputs produced as part of the study including the e-resource list and guidance documents.

¹ *Learner* refers in this report to a student on the social work degree but the same principles could be applied to a qualified social worker undertaking continuing professional development

² *Educator* as it is used in this report refers to anyone facilitating learning – lecturer, practice teacher, mentor, assessor, practitioner, service user

2 Data collection activities

2.1 Introduction

This section provides an overview of the data collection methods used in relation to the different tasks associated with the project.

Main task	Process
Contacting the field & dealing with feedback	<p>Emails were sent introducing the study to the following discussion lists social-work-ltsn, uksocwork & Husita (International network) and organisations and individuals who have been involved in earlier discussions. A list of contacts is included in <i>Appendix 4</i>.</p> <p>A discussion list was set up on JISCMail (Higher Education discussion list host) and Heads of Social Work Departments and key contacts in courses invited to join the list. 30 people took up the offer and as the study progressed further individuals from both higher education and other agencies joined the list.</p> <p>It had been hoped that this list would provide a forum for consultation during the study period. Unfortunately emails elicited very limited response to the specific questions asked. Some feedback indicated that the timing of the emails leading up to the New Year break and then in the first two weeks of term coincided with busy schedules. It was difficult for people to find the time to engage with the issues. A message was sent out after completion of the draft report informing members of progress with the study.</p> <p>However, as other sections below illustrate, a wide range of other email, telephone and face-to-face contact was conducted with organisations and individuals throughout the study.</p>
Defining elearning	<p>A range of definitions and descriptions were explored from web and paper-based sources to assist in developing a working definition to support other activities in the project</p> <p>The working definition supported by categories of elearning was developed. Feedback on the draft working definition developed was sought from the discussion group but there remains a need for further consultation to enable ownership and a dissemination plan is included to achieve this.</p>

Main task	Process
Identification of subject related existing UK elearning materials	<p>Two main methods were used to locate existing UK elearning materials that might currently, or with developments, be suitable for use in the new social work degree:</p> <ul style="list-style-type: none"> • desk research focusing upon primarily web site searches • active networking through email and discussion lists, individual email or phone interviews with developers. <p>Basic search criteria based on the broad curricula areas within the requirements for the degree, and the level of study involved, were adopted. The searches yielded information on a wide range of actual and potential resources that might currently, or with development, be useful to support the new social work degree. However, the general conclusion is that only a very small amount of material is available that falls within the category of open, interactive web-based resources.</p> <p>The working definition of elearning supported the categorisation of the materials. The amount of materials available meant that a sophisticated coding mechanism was not required. This may be an area for future development to be used in association with a database of resources.</p>
Broad assessment of gaps in elearning materials available	<p>To some extent the paucity of existing resources identified shifted the focus away from mapping gaps towards prioritising of a baseline set of resources in relation to degree requirements. A broad mapping of identified resources against the social work requirements was undertaken to assess gaps.</p>
Further development of existing elearning resources and Identification of approaches for building new resources	<p>A similar approach was used for the identification of models for the development of elearning resources:</p> <ul style="list-style-type: none"> • literature searches • telephone interviews and email exchange with key knowledge holders <p>Time constraints (for the researchers and subject community) did not allow for face-to-face discussion but extensive telephone and email discussions were held with a wide range of organisations (see <i>Appendix 5</i>) and with the subject community about models.</p>
Development of a criterion referenced framework	<p>Web-based and paper resources were reviewed to support the development of a criterion referenced framework to ensure products for upgrading will meet present and emerging good practice in terms of relevance to social work degree and CPD requirements, learning and teaching approaches, and embedding into learning and courses. The draft requires testing</p>

Main task	Process
	and refining as part of the commissioning process of adaptations of elearning resources.
Identification of generic elearning good practice implementation guide and guidance on use of e-assessment	A search of guides was undertaken and resources previously known to SWAPIts. An analysis of exemplars was undertaken and draft versions of guides produced.
Identification of three pilot authorities in which to test a range of models for elearning activities and to provide practice exemplars	Some of the networking activities undertaken for other tasks assisted with thinking about ways of identifying pilot partnerships. This work was not completed as originally anticipated due to time constraints.
Outline plan for dissemination opportunities	A short-term dissemination plan was produced that was integrated with the wider dissemination activities being undertaken as part of the Reform Project.

3 Elearning definition

Introduction

The collation of definitions of elearning was one of the early tasks of the scoping exercise. To some extent there was an interaction between defining elearning and the identification of elearning resources.

3.1 Findings

There are numerous ways of describing the width and depth of elearning. For example Rosenberg (2001) says:

Elearning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance

The following categorisation of elearning, adopted for the purposes of this study, is intended to show the different routes through which this enhancement may be supported:

Formal knowledge and teaching resources

- methods of learning pre-developed curriculum content;
- means of packaging various learning resources to tailor them to the learner;
- access to knowledge and information through databases of research evidence, abstracts, full-text journals, web-based information, legislation, policies and practice

Learning networks

- a means of learning collaboratively, learner to learner, group to group, educators to learner;
- an ability to learn across and within organisations multi and interprofessionally

Contact, administration & assessment

- a mode of formative and summative assessment;
- a means of supporting the administration and tracking of learning

Information Management skills

- ensuring the baseline skills of learners;
- and staff include appropriate levels of IT skills to support learning and practice;
- development of 'information literacy' including the critical appraisal skills necessary to make use of online resources;
- as a subject in its own right in terms of learning about the effective and ethical use of IT within social care.

Haughey & Anderson (1998) use the term *networked learning* to emphasise the contextual nature of elearning; learners and educators are using computers to exchange information and to

access resources as part of a wider learning endeavour. Elearning offers the opportunity in this context to move the locus of control towards the learner from the educator.

Elearning includes the use of a variety of media and techniques for learning, including text, sound, graphics, photography, animation, video, email, discussion forums, chat rooms, virtual meetings or tutorials, Problem Based Learning (PBL) approaches, case material, simulations and much more. Providers of elearning frequently offer a mix of these with more traditional learning approaches such as coursework, seminars, lectures and action learning methods, sometimes called 'blended' learning.

Elearning can be designed to suit different learning styles. For social work this often means ensuring there is an emphasis on a constructivist perspective, with learner activity and authentic problem-based situations as the focus of learning. It may encompass three kinds of learning activity:

1. transmission of information, theory and knowledge
2. interactive learning with self assessment through levels of knowledge and understanding
3. interactive dialogue with colleagues and or tutors/specialists

Online delivery has both strengths and limitations. As Bates (1995) points out, the extent to which any particular medium encourages interaction or active learning depends to some extent on the way it is designed and also perhaps by the nature of the medium. Appreciation of these issues inevitably has staff development implications.

As the descriptors above indicate elearning encompasses a broad range of activities. Within the scale of the study the focus is upon the areas described above as 'Formal knowledge and teaching resources' and 'Information management skills'. Specifically the study focuses on curriculum-based content-rich resources that meet the requirements of the social work degree and the skills for managing information both in learning and in practice. The rationale for this is that these areas offer the potential to collaboratively develop a pool of shareable web based resources for educators to draw upon according to their students' needs.

The communication potential within the 'Learning Networks' element and the implementation of elearning for 'Contact, administration and assessment' lend themselves less to national collaborative development and need to be developed and embedded in local infrastructure and policies. Nevertheless we would emphasise the evidence that both learning materials and communication mechanisms in combination best support effective learning.

4 Identification of subject related elearning resources

Introduction

A major task in the first scoping phase of the study was the identification of the range of subject related existing UK elearning materials, including those from health, social care and related organisations. This activity included:

- information on ownership and intellectual copyright holders
- whether free at point of use in higher education institutions / practice settings or costs of purchasing licences for multiple site use
- type of elearning material
- technology details
- access issues both in terms of meeting diverse students' needs and institutional systems.

4.1 Data collection

Four main strands of activity were involved in the search for e-resources.

1. Direct request to Heads of Social Work and combined departments (HODs) and other key contacts for information on existing elearning resources and development plans
2. Active networking through email and discussion lists and individual email or phone interviews with developers.
3. Search of key social work and cognate subject resource and information sites and an investigation of the relevant links within these sites
4. General web search using search engines such as Copernic, Google and Yahoo

A second request for information was sent to HODs and key contacts to ensure that they all had the opportunity to contribute to the scoping exercise. An indirect request for information and interest was made to the ADSS via the ADSS representative on the elearning Steering Group. A request was also sent to National Council of Voluntary Organisation's Charities' Trainers' Network and contact made with National Association of Training Officers in Personal Social Services (NATOPSS). It was expected that whilst most resources might be found in higher education institutions many voluntary organisations and social services departments could have a significant contribution to offer. In addition an initial question regarding prioritisation of curriculum areas for development was sent to the members of the elearning discussion list set up for the study.

Some exploration of European and international resources was also undertaken for resources that might have transferability to a UK context.

4.2 Findings

4.2.1 The range of elearning resources identified is presented in a table in *Appendix 8* with details of:

- The type of resource
- Title
- Brief description
- URL where relevant
- Ownership details and current accessibility, and
- Information on the curriculum areas to which the resource relates

4.2.2 Information on the curriculum area has been drawn from the 'Requirements' list of the teaching, learning and assessment requirements for the English social work degree, the National Occupational Standards and the Benchmarking Statement. Broadly these include:

1. Human growth & development
2. Mental health
3. Disability
4. Work with adults
5. Work with children
6. Assessment, planning intervention and review
7. Communication skills (with different groups and related to specific needs)
8. Law
9. Partnership working and information sharing across disciplines and agencies
10. Practice skills with individuals, families, carers, groups and communities
11. Decision-making
12. Advocacy
13. Risk management
14. Service delivery context
15. Values and ethics
16. Social work theory
17. Communication and information technology skills
18. Numerical skills
19. Problem solving skills
20. Self-management and accountability in practice
21. Skills in personal and professional development plus our own generic heading
22. Knowledge identification and management

4.2.3 The function and relevance of a particular resource for student learning will in part be dependant upon the format and accessibility of that resource, as well as how it is embedded within the teaching framework. For this reason resources on the list have been categorised by type as follows:

- Online Database, Gateway or Portal
- Content-rich information websites - exemplars

- Free-standing resources such as DVDs, CD-ROM's, video tapes, audio tapes, film - selection
- Materials in Virtual Learning Environments (VLEs) (e.g. WebCT, Blackboard, etc.)
- Virtual communication e.g. discussion lists, chat rooms, e-conferencing
- Multi-media virtual resources available on the web
- Online courses, tutorials or text-books; text-based only, or with graphics – non-interactive
- Online courses or tutorials; text-based only, or with graphics with some interactivity such as learning exercises
- Support materials

4.3 Broad assessment of gaps in elearning materials

The identification of the range of elearning resources available and initial negotiations regarding access to and possible adaptations of some of these enabled the assessment of gaps in relation to the requirements of the Social Work Degree.

Given that the majority of elearning resources found related to knowledge management and research skills, this left large areas of the degree requirements unsupported by elearning materials.

So in terms of describing gaps there is a dearth of interactive elearning associated with work with service user groups in different contexts. Similarly areas such as communication skills, advocacy, risk assessment, the law, intervention planning and evaluation, apart from the *Virtual Placement*, are all in need of attention in relation to e-resources

4.4 Conclusion

Overall information was obtained from approximately 40% of existing social work course providers and their responses, along with our wider searches, revealed there to be:

- A large number of web information sites, gateways and databases to support social work education but with limited focus upon the new curriculum
- Many examples of skills based e-courses and tutorials to support communication and information technology skills, research and knowledge management skills, most of them generic rather than written for social work learners
- Only a very small number of elearning content-focused resources currently available to support the degree. Some resources are still in development or are in a format that does not have wider accessibility.

The list of the range of available resources indicates that learners and educators are well-supported in the provision of resources related to knowledge management and research skills, although many of these are generic rather than social work orientated. However in terms of content rich, interactive resources to support theory and practice related to different areas of social work the resources available are very limited. There is evidence that there is a wealth of

teaching notes, reading lists and presentations held by individual lecturers or within closed-access web based virtual learning environments but these are not publicly accessible and will vary greatly in format, quality, relevance and currency. The limited number of open access resources specific to social work impacted on the associated task to be undertaken in the second phase of the Scoping Study, that of updating some existing resources, with recommendations for longer-term development strategies.

5 Adaptation of existing elearning resources and development of new resources

Introduction

The aim of further developing existing elearning resources was to ensure some elearning materials, related to the curriculum, are available to support implementation of the social work degree. The aim of Phase 2 of the study was to identify resources that could be updated in the short term and to make recommendations regarding longer-term capacity building for elearning to support the Social Work degree.

Time constraints (for the researchers and subject community) allowed for limited face-to-face and virtual discussion with the subject community regarding development models. Dissemination activities will provide the opportunity to engender engagement with the proposed models by the wider subject community.

The findings and recommendations in this section relate not only to the updating of materials but also to provide an evolutionary path to the use of elearning by educators who may themselves be at different stages of readiness to embed elearning as part of a menu of teaching and learning support. Findings are followed by specific recommendations and their rationale.

5.1 Findings - adaptation of existing resources

Three key findings emerged from the enquiry process that informs the further development of existing resources and the findings are discussed in more detail later in this section. These are:

1. The working assumption that social work lecturers have developed online learning resources locally (within institutional virtual learning environments such as WebCT, Blackboard) and are able or willing to share these within an open-access web-based format has not proved to be accurate.
2. The research confirmed that only a limited number of substantive U.K. H.E. related social work elearning modules have been developed by social work elearning developers and organisations. There is also a range of useful elearning resources developed for other target audiences that can be drawn upon to support the social work degree.
3. There is a substantial resource of information rich websites whose content could provide the focus for developing learning activities.

5.2 Priorities for development of learning activities

Due to the many gaps in existing resources discussed earlier it was necessary to consider prioritisation of curriculum areas in any developments of new learning resources for the social work degree.

Findings of the Scoping Study and additional information obtained from Programme Specifications for the social work degree informed the prioritisation for short and medium term e-resource development work, in particular building a web-based repository of teaching resources and the commissioning the writing of learning activities linked to information rich websites. The priority areas listed use headings based upon unit or module titles from programme specifications.

Year 1

1. Human Growth and Development
2. Professional Development: thinking and doing social work
3. Values and ethics for social work
4. Introduction to social work
5. Introduction to social policy, social problems and the law
6. Introduction to research skills and Information Management
7. Communication and practice skills
8. Contemporary social issues and every day challenges for social work

Year 2

1. Social work with adults
2. Community care and care management
3. Social work with children & families
4. Social work law
5. Interprofessional learning
6. Research methods and evidence-based practice
7. Working in groups, teams and organisations
8. Social work risk assessment, intervention & evaluation
9. Anti-discriminatory and anti-oppressive practice

These lists indicate that there are some common trends in the provision and progression of the curriculum through the first two years.

They provide a clear direction for the further commissioning and sharing of materials – with an emphasis on addressing the wider social context of social work in society and introduction to social work in Year 1, with a shifting emphasis towards work with specific service user groups, the legal frameworks and the organisational context of social work in Year 2.

At the time of writing more than fifty Higher education institutions have been 'licensed' by the General Social Care Council (England) to offer the Social Work degree and many of these are in the process of designing their programme specifications for internal validation. SWAPItsn has encouraged sharing of programme specifications by depositing copies within the SWAPItsn website. These detailed documents, outline learning objectives and module

contents, and allow a much clearer picture of how programmes are interpreting the National Occupational Standards and Benchmarking standards at a local level. This intelligence supports an analysis of which areas would most benefit from an elearning response.

5.2.1 - Finding 1

The working assumption that social work lecturers have developed online learning resources locally (within institutional virtual learning environments such as WebCT, Blackboard) and are able or willing to share these within an open-access web-based format has not proved to be accurate.

Recommendation 1: Development of a virtual social work store of learning and teaching support materials.

Rationale: Social work programmes that are introducing the degree in September 2003 are developing detailed programme specifications. Many will be producing new module outlines and over the next few months will be preparing to teach in the autumn by revising or writing handouts, reading lists, identifying chapters and journal articles, assignments and assessments, etc. They will also be deciding what teaching methods and approaches to use within and across modules. The concept of sharing what has traditionally been a semi-private activity will in itself require a culture change. This route is well evidenced as successful in the secondary sector where subject educators are able to download lesson plans, slide shows and exercises from the Internet. TeacherNet (www.teachernet.gov.uk or www.learn.co.uk) holds extensive resources categorised by subject and key stage. This approach is also being developed within F.E. (National Learning Network) and other H.E. subject disciplines such as Law and Psychology.

Development model: SWAPItsn³ encourages sharing of existing and new learning and teaching support materials as described above. Originating authors would be asked to map their individual resource to specific National Occupational Standards and Benchmarking elements. SWAPItsn would develop a process for holding and disseminating these resources through its website⁴. The resources would not be quality assured or reviewed but would be available on a 'use as you find' basis. Original author/s of the resource would retain copyright and their name would be embedded in the page if the resource is downloaded and adapted for use locally. An option would be to adopt a co-operative exchange model; to access the web store all users must contribute a resource and access would be password protected.

5.2.2 - Finding 2

The research confirmed that only a small number of substantial U.K H.E. related social work elearning modules have been developed by social work elearning developers and organisations.

³ SWAPItsn is the Higher Education funded UK wide Subject Centre for Learning and Teaching in Social Policy and Social Work. Its role is to enhance learning and teaching.

⁴ www.swap.ac.uk

Of these, two are already in a web environment. (*Research Mindedness, Internet Social Worker*⁵) and are freely accessible. The *Virtual Social Work Placement* developed by TSC Productions in collaboration with the University of Central England (Tarsem Singh Cooner and Mark Doel) is free to download and install locally. A law resource is available on the SWAP website⁶. This resource was developed by Robert Johns at De Montfort University and consists of four tutorials that examine key aspects of social work law. There are some other social work elearning developments that are in a proprietary non web-based format and include:

- *Core Competences in social work* developed by Ian Shaw and Sioned Rogers and colleagues.
- *Interpersonal Skills for social work* developed by Procare
- TSC Productions has other products such as the *Tackling Institutional Racism Vol. 2* CD-ROM on a purchase basis.

Recommendation 2: To commission proposals for updating and making nationally available existing elearning modules.

Rationale: Proposals have been developed by resource owners to update the content and online availability of two of the existing elearning resources by July 2003. These will be funded using the development monies available as part of the second phase of the study. They are:

- *Core Competences for Social Work*, (Ian Shaw and Sioned Rogers)
- *Internet Social Worker*, (Angela Upton, SCIE, Emma Place, Resource Discovery Network (RDN) and Debra Hiom, SOSIG)

The Social Care Institute for Excellence (SCIE) has separately commissioned an update of the learning resource, *Research Mindedness*.

Development model: Each resource will be subject to an individualised adaptation.

Core Competences for Social Work requires some updating of the content to meet the new requirements of the social work degree but the major redevelopment is to transfer the module from a proprietary authoring software environment (Guide) into a web-based format. This may mean some pedagogic redesign and will require intellectual property rights to be updated. The current format allows for more interactivity than the web version will allow.

Internet Social Worker -. There is already a contract from the Resource Discovery Network (RDN) to the Social Care Institute for Excellence (SCIE) for a minimal updating of links by August 2003. There is potential for mapping to the National Occupational Standards and Benchmarking standards and for more links to relevant

⁵ A free, "teach yourself" tutorial that supports student's learning of Internet Information Skills. It includes teaching activities and resources, a workbook for students and interactive quizzes

⁶ www.swap.ac.uk/external/Socialworklaw/index.htm

elearning resources and gateways. SCIE and RDN have agreed to undertake this work with additional material from the researchers.

The Research Mindedness for social work and social care update began in December 2002 with the commissioning of critical reviews of the current resource⁷. Content changes are underway.

5.2.3 - Finding 3

There is a substantial resource of information rich websites that could provide the focus for developing learning activities based on their content.

Recommendation 3: The commissioning of the development of a range of new learning activities to enhance the learning potential of information-rich, curriculum-related sites.

Rationale: A small selection from the wider range available of information-rich sites has been included in the list in Appendix 8. There is a variety of electronic resources that could be shaped to provide learning support, though few of them have been specifically designed to fulfil that function. For example SCIE, research in practice, CEBSS and Mind, all of which include web based evidence, research findings and information. Some are freely accessible, others are subscription sites aimed at social service agencies. They have potential as learning resources if tailored learning activities were created to enable learners to engage with the information on individual sites. This requires an organised response. Development monies available as part of Tender 2 would enable the commissioning of a range of learning activities by social work educators to enhance the learning potential of these types of sites. The use of Gateway sites such as SOSIG (Social Science Information Gateway) and SWAPItSn, which have extensive resource links, would assist in the identification of appropriate sites. Both have links to sites categorised by, for example, Adults, Ageing, Children, Families and Mental Health.

Development model: To commission the development of a learning and assessment activities bank firmly linked to NOS and Benchmarking standards. This would entail educators (in academia or practice), possibly in partnership with specific organisations, writing learning and assessment activities in specific topic areas. The resulting materials would be accessible through the 'SWAP bank' outlined in Finding 1. This should provide a low tech and cost effective route to making more use of these information resources for student learning. Although not strictly necessary, permissions would be sought from information site owners for their use in this way. This approach will be piloted before September 2003 and developed further in 2004/5.

⁷ <http://www.elsc.org.uk/skillsbuilding/researchskills.htm> or <http://www.sws.soton.ac.uk/rminded>

5.2.4 - Finding 4

A key task in the Study was to consider how to develop a substantive baseline set of web based elearning resources – the ‘virtual social work learning resource’, to support social work learners and educators, which would be available across higher education and practice settings to underpin the social work degree and continuing professional development.

A number of key issues influence the approach to building capacity. Most elearning developments in social work higher education to date have been small scale and undertaken by small partnerships or groups usually involving one or two higher education institutions and either using in-house content authors and software developers or freelance or commissioned expertise. For example Procure, which produced two modules: *Research methods for Social Work* and *Interpersonal Skills for Social Work*, involved a partnership between the Centre for Human Service Technology at University of Southampton and the Institute for Health and Community Studies at Bournemouth University. The work was funded by HEFCE money, and project managed at two universities. Subject experts wrote content from the respective universities with some elements commissioned from other academics. The development of *Virtual Social Work Placement* was a joint production between Professor Mark Doel at the University of Central England and Tarsem Singh Cooner of TSC Productions (now at University of Birmingham). *Core Competences in social work* was funded by the Higher Education Funding Council for Wales. Project leadership was provided by the University of Wales at Cardiff through Dr. Ian Shaw and a project group was brought together, including an advisory group.

To date there has been no social work tailored guidance or frameworks for developers who have relied on their own knowledge of good pedagogic and technological practice and skills.

Although small scale development projects can play a role, a scaling up is required in order to develop and support the use of a critical mass of elearning materials. The following recommendations for building resource capacity are perceived as the best fit with educators’ readiness to engage with elearning. They build from the short-term developments previously outlined.

5.3 Summary of recommendations from the findings

Recommendation 1 Collaborative development of a pool of teaching support materials – handouts, reading lists, notes, programme and outline specifications that can be drawn on by all educators and learners. A stable host with appropriate technological capacity needs to be found for this pool of materials. Its success will depend on educators’ readiness to co-operate and proactive work to support it.

Recommendation 2 Collaborative development with educators related to writing and pooling learning activities, exercises, including assessment activities to turn information rich websites into learning resources (following the same model as the short term

developments). This is a relatively low cost development activity that will require marketing and will be helped if small sums continue to be paid to support educators' time to develop shareable learning activities. The process will require management to recruit authors and obtain materials to a specified framework that reflects priorities, deadlines, good pedagogic practice and usability. Additionally there will be work in categorising the resources against learning objectives, developing metadata descriptors so that the resources can be found, as well as an ongoing cost to ensuring links to websites are checked and materials updated as information rich websites develop.

Recommendation 3 The major area of development recommended is of discreet 10 – 30 minute study time, multimedia learning Resource Learning Objects⁸ that can be used on a 'pick and mix' basis for the different elements of programmes of study. To build significant e-resource capacity requires the development of two web based multi-media interactive RLOs for each key topic area of the curriculum. Development should be phased to ensure maximum learning benefit for the progressive years of the degree. The RLOs can be used to support learning and if used in conjunction with face to face learning, they will provide a mixed method learning experience. RLOs can support case scenarios, simulations, skills and theory and practice content to cover the following key areas:

- Human growth, development, mental health, disability
- Assessment, planning, intervention and review
- Communication skills with children, adults and those with particular communication needs
- Law
- Partnership working and information sharing across professional disciplines and agencies

5.4 Moving forward

Some initial discussions have been held during the course of the Scoping Study with individuals who have already expressed ideas for developing elearning resources. A list of the suggestions to emerge from these discussions is included as *Appendix 6* as an illustration of the some of the development possibilities.

To move towards the goal of substantial increased capacity in elearning requires the following elements to be resolved:

- a. Resources – funding and people
- b. Implementation plan
- c. Plan for commissioning and developing the resources
- d. Sector buy in to the plan
- e. Further prioritisation of areas of the curriculum that lend themselves to elearning

⁸ Resource Learning Objects (sometimes referred to as Reusable Learning Objects). In their 'purest form' each RLO represents one learning objective.

- f. Design and development of a web 'home' for the resources
- g. A training and support structure for educators implementing elearning

A number of these issues are considered further in the next section.

6 Models of development of elearning

Introduction

Having considered the possibilities for building capacity in elearning this section considers the models of development that might be used to support the work. An underpinning expectation that informs the analysis of models is that, in line with the provision of social work education generally, organisation and agency collaboration and partnership will form the cornerstone of any model adopted.

Over the course of the Study initial telephone and email discussions were held with a wide range of elearning development and delivery service providers to establish whether there was a fit between the goals of the 'Building Capacity' project and the business models operating within their organisations. If some fit was identified then a further discussion was held to look at the feasibility of providing services to support a 'virtual social work elearning portal' and ballpark costings were also requested. *Appendix 5* provides an overview of the organisations contacted.

The discussions held with the organisations were exploratory in nature and the areas of discussion covered:

1. Range of services and skills on offer
2. Approximate costings of services available
3. Interest in partnership working with the social work education community
4. Potential of the organisation for contributing to the costs of developments.
5. Levels of understanding of the processes involved in developing degree level elearning, including project management, quality assurance, testing and trialling (where appropriate).
6. Adherence to national and international interoperability and metadata standards, specifically the UK Common Metadata Framework (CMF). See *Appendix 7 Technical issues – standards and interoperability*

This section draws upon these discussions and wider searches for examples of possible models of elearning development.

6.1 Phases for developing elearning

The following diagram shows the different phases involved in developing elearning resources. The model of development adopted to support capacity building for the social work degree needs to accommodate these different phases.

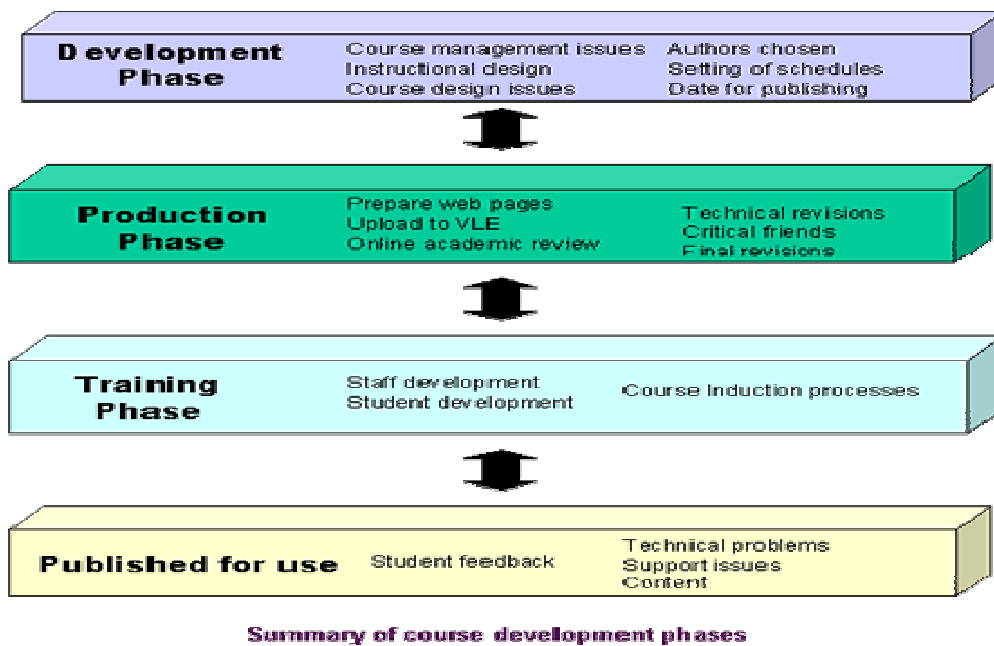


Diagram 1 - Working Models for Designing Online Courses and Materials Struthers, J. available from the Generic LTSN - www.ltsn.ac.uk/generic

The development model also needs to take into account, the range of roles, with associated skills, required for collaborative production of elearning multi-media resources. Diagram 2 below shows the interface between academic and technical contributors to the production process of elearning resources.

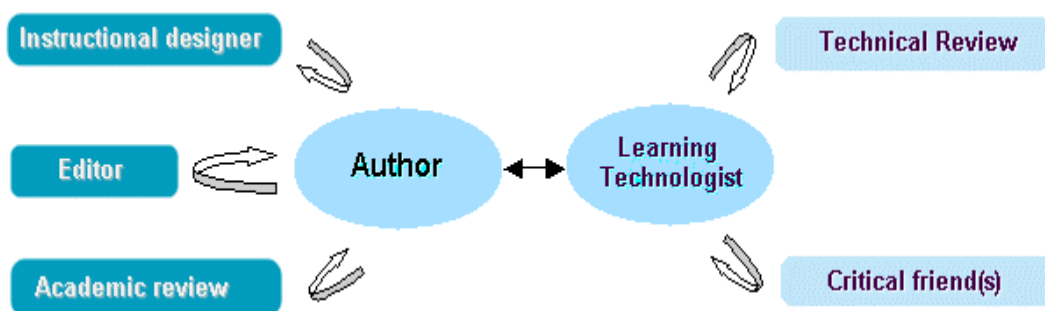


Diagram 2 - Process for content development (adapted from Oliver et al, 2001)

6.2 Elearning development trends in higher education

6.2.1 Virtual Learning Environments

Within higher education there has been an almost universal trend to adopt some form of commercial or in-house software content shell, the collective name for which is a 'Virtual Learning Environments' (VLEs). VLEs allow easy uploading of documents, schedules or seminar notes and also support more advanced uses such as bulletin boards, quizzes and formative assessment, and student tracking.

A current aim within higher education is to enable the institutional VLE to interface with the 'Managed Learning Environment' (MLE), which supports record keeping related to, for example, examination marks, student progress, and fee payments. This approach has the potential to provide routes to support the development of personal lifelong learning records (personal development profiles) for social workers during and post qualification. At present the licensing model for the majority of commercial systems is based on student numbers per institution. Access to a VLE from a practice setting requires the learner (who must be registered on an HE programme) to log on to their HE virtual learning environment. Access is not available for learners/practitioners who are not enrolled in a course in that institution. The UkeU will be offering a similar service through its bespoke learning environment and it may be possible to have access opened to a much broader group of learners. Discussions have been held with UkeU about potential business models for such usage.

6.2.2 Support and skills issues

There is great variability across higher education institutions in the support given to academic staff to make best use of their VLE. In some there are educational and technical developers who work with individuals or groups of academics. In others there is little or no support.

This is relevant here in the context of assessing the strengths of different models for developing resource learning objects as any model needs to fit into local circumstances and support available. This will be particularly important when practitioners and trainers become involved in resource development as it is unlikely there will be educational or technical development support available within social care agencies.

There are examples of higher education subject based teaching and learning units that would be able to develop the type of material required. There are also a range of large and small organisations and private companies who would be interested in tendering for contract work, with the social work community, to build capacity.

Another emergent model is that of the Universities' Collaboration in Elearning (UCEL) <http://www.medgraphics.cam.ac.uk/ucel/> This is an example of a distributed model. In this model academics write Reusable Learning Object (RLO's) content to a tight specification and the Cambridge Medgraphics Unit transforms the content elements into high quality objects. These are then sent to technical units for development into web based RLOs.

Additionally, early attention needs to be paid to two further key areas of delivering elearning within the degree:

Within the scope of the study it is important to note that there is a skills deficit for educators in terms of not only building elearning resources but also in the facilitation skills required to support student elearning. The study has produced two guides to support educator learning in these areas but higher education institutions and practice settings also have a responsibility to ensure educators are able to embed elearning effectively in their teaching practice.

Equally learners will need to have or to develop online learning skills. The ability to use information technology mechanistically, that is to have the skills to interact with the computer effectively, has been built into the requirements. There is, however, a further learning skills agenda in relation to being an effective eLearner, including skills in communicating effectively online, which programmes will need to address. This latter agenda has not been covered within the study but attention needs to be paid to guidance to programmes in this area.

First, a programme of skill development for educators needs to be supported both locally and nationally. It is a step change for the majority of educators who have traditionally prepared materials for face-to-face delivery to prepare learning materials for web delivery.

Secondly, delivering mixed method or 'blended' learning requires a conceptual shift for both the educator and the learner. This needs to be addressed both by programmes own HEIs and also contextualised to social work through a programme of support, training, dialogue and sharing of practice through a variety of dissemination activities.

Even where technological infrastructure and support are strong, and when worthwhile learning applications are developed, without staff development nothing is likely to happen beyond the pilot schemes.(Salmon, 2000)

This Scoping Study does not go into detail at this stage but the three year development plan provided in the next section includes providing an online training programme to support educators' who wish to write learning materials for web delivery. It also includes an outline plan to support educators' in implementing elearning.

6.2.3 Hosting the virtual social work learning resource

Existing elearning modules are normally hosted on the web server of the originating institution. It is unlikely any HEI would be able to host a substantial set of elearning resources for the number of learners, practitioners and educators who would want access without incurring additional support costs and needing more server space.

The literature identifies 'trust' as a major component of successful elearning. Educators need to know that the resources will be accessible at the time the learners want to

access them. This in effect means 365 days per year 24 hours a day operation. The implication of this is that it may be necessary to look to major web data distribution agents to hold the resources, such as JISC's MIMAS and Edina services or UkeU's platform. Nevertheless local university solutions where web servers are already serving up to 30,000 staff and students may provide an answer. Wherever the resources are hosted it is going to require access by resource owners to update links and materials and manage monitoring of usage etc. There remain issues about practitioners, trainers and managers having access without further cost if not linked to an HEI programme.

6.3 Model options

Two possible models of collaborative development are discussed below that reflect the issues raised previously.

6.3.1. Academic led development

An academic, or groups of academics, with in house technical and learning and teaching support teams, would tender to develop a specific learning resource/s and be responsible for undertaking the entire process and delivery of the product, including quality assurance and review. This is the model that has been used to date. Development would be within a set framework of good practice, which would include evidence of collaboration with practice agencies/individuals.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> • HE sector ownership / User controlled • Subject expertise and access to current social work policy and practice • Easy access to students for trialing and feedback • Costs – may be able to call on support from central elearning development units 	<ul style="list-style-type: none"> • Few experienced project teams within subject area • Technical and quality assurance development may be less rigorous and may involve an unreasonably steep learning curve for many • Unless academics have workload release, development time may be much extended • Costs – many universities now operate internal markets on par with commercial prices • Still requires the resource hosting issues to be addressed

6.3.2 Establishment of a new social work elearning development unit

A central project management group that includes instructional design and trainers is established to develop specifications, and oversee the commissioning of a baseline set of resource content from academics, trainers and the private sector. The project management group would ideally be a partnership between higher education and practice to ensure credibility with both sectors. The group takes responsibility for the preparation of educators to write elearning modules and support student learning. The central project group would seek contractors from higher education, voluntary sector or commercial organisations for separate technical development. The group would project manage quality assurance and review as well as hosting and maintenance arrangements.

Advantages

- Volume development would allow efficiencies
- Social work sector would control specification
- May speed up development time through experienced project management to ensure resources available for the degree as early as possible
- Would work to international standards and would have required skill set of, instructional designers web designers, graphic artists, video capability

Disadvantages

- Technical development will be at full commercial rates
- Sector not experienced at project managing this type of large scale elearning development
- Development decisions would not necessarily be social work sensitive.
- Access to students for trialing and feedback would need to be negotiated

The models outlined above all have advantages and disadvantages, however, overall Model 1 may not allow for the scaling up required to develop the baseline of resources, which leads to the conclusion that Model 2 is the most appropriate to fit with the development plan, to be outlined in the next section.

7 Three year development plan

Introduction

Much of the work associated with capacity building can be contracted or commissioned. However the support, process, quality and dissemination require project managing. The amount of resource required will depend on the model of development chosen. The scope of the co-ordination/ brokerage task calls for an experienced project management and elearning development team. This could be modelled on an overhead per resource model.

One possible description of tasks for the project management role is as follows:

- Establish and maintain a wide range of links to the social work and interprofessional education and training community, through higher education institutions and practice agencies, including work-based learning, CPD and PQ initiatives.
- Establish and maintain a wide range of links to generic learning, teaching and elearning organisations and project.
- Develop a detailed delivery plan for Sept 2003 – 2005
- Develop a sustainability plan post 2005
- Review good practice to fully specify commissions including: contracts, criteria, methodologies quality assurance and outputs.
- Provide induction and sharing of practice and dissemination workshops for contractors.
- Establish and work in partnership with relevant organisations to implement the approach to managing change and diffusing innovation to be used
- Plan and put into place skill development programmes for educators implementing elearning.
- Reporting and accountability
- Set up an evaluation strategy

The next page introduces a possible plan for development over three years.

A number of principles need to inform the implementation of the development plan. It should:

- Support the need to produce competent practitioners
- Be based on a collaborative, open network that provides access to social work learners and educators
- Link wherever possible with elearning initiatives in other professions
- Link wherever possible with elearning initiatives in Northern Ireland, Scotland, and Wales
- Be capable of integration into the main IT systems being used in higher education institutions and social work agencies
- Require materials to meet accessibility requirements for people with disabilities

Year 1 - 2003/2004	
Tender specification developed, advertised and appointment of project group	
Project group undertake:	
a.	Consultation on priorities, development of specifications, templates, development framework, quality assurance and commissioning and delivery processes. Development of partnerships with cognate organisations.
b.	Secure hosting and development partners Contract design and building of Social Work elearning Network site. Contract hosting of Network site Securing permissions and uploading of existing elearning resources
c.	Hold sector wide preparation to tender workshops Develop training programme for content authors Launch the Network through dissemination activities
d.	Commission initial developments from the sector (see list of expressions of interest in report)
e.	Commission good practice and innovation review of elearning supported learning partnerships between higher education and practice settings
f.	Commission evaluation of project

Year 2 - 2004/2005	
Project group undertake:	
A	Quality assurance and project management and delivery of Year 1 commissions
B	Roll out content authors' training programme (additional trainers contracted) Develop and pilot implementing elearning training programme Hold sector wide preparation to tender workshops Publicise the Network through dissemination activities
C	Contracting hosting and further development of Network site
D	Commission further tranche of elearning resource developments
E	Commission action research studies of effective practice across HEI and practice settings
F	Year 2 evaluation report

Year 3 - 2005/2006	
Project group undertake:	
a	Quality assurance, project management and delivery of Year 2/Year 3 commissions
b	Roll out content authoring and implementation of elearning training programmes (additional trainers contracted) Hold sector wide preparation to tender workshops Hold sector wide implementing elearning workshops Publicise the Network through dissemination activities
c	Hosting and further development of Network site
d	Commission further tranche of elearning resource developments
e	Implement results of action research studies of effective practice across HEI and practice settings
f	Feasibility study of internationalising Social Work elearning Network
g	Develop maintenance and sustainability plan and implement
h	Final evaluation report of impact

8 Production of elearning guidance

The Scoping Study incorporated three tasks associated with the production of Elearning Development and Guidance documents to support designers and users of Elearning within the social work degree. These are:

- Elearning resource development guide
- Good practice implementation guidance
- An initial guide to computer aided assessment

Web-based and paper-based searches were undertaken to identify existing materials that could be drawn upon and adapted for use. The documents produced are draft versions and field testing and further revision will be required.

8.1 Elearning resource development guide – *Appendix 1*

The purpose of developing a development guide was to provide a framework to support the commissioning of elearning development work and to assist programme providers who may be developing their own elearning resources.

8.2 Good practice Elearning implementation guidance – *Appendix 2*

This paper provides best practice guidelines to support the implementation of elearning for use within the new social work degree. The guidelines are not exhaustive but they emphasise the principles that should underpin e-learning implementation.

8.3 An initial guide to computer aided assessment (CAA) – *Appendix 3*

This paper provides an introduction to some of the principles and possibilities for use of CAA to support online learning within the new social work degree.

9 Dissemination opportunities

The Scoping Study has produced a number of outputs that will be disseminated as useful materials for the sector. The Scoping Study report itself also requires dissemination to ensure ownership and buy in from the relevant stakeholders. Below is outlined the dissemination activities planned in the short and medium term and are synergous with SWAPItsn future activities. Parallel dissemination would take place through the continuation project arising from this study, when funded.

The SWAPItsn website section on elearning can be redeveloped to include the following outputs from the study:

1. Elearning resource development guide
2. Good practice implementation guidance
3. An initial guide to computer aided assessment
4. Elearning definition
5. List of the range of subject related elearning resources found during the study

In addition SWAPItsn will:

- develop a series of information papers related to the same outputs
- present at all of the DH regional conferences
- present at JSWEC conference July 2003
- explore inclusion in 03 / 04 operational plans the provision of regional workshops for consultation/awareness-raising/involvement

10. Conclusion

The study has identified that considerable work needs to be done to provide a comprehensive range of open access elearning resources to support programme providers in delivering the new social work degree. No single approach will address the sector's needs for accessing and using elearning in England.

The report has detailed the methods involved in undertaking the tasks associated with the Scoping Study, has presented the findings from the data collected and discussed their implications. These have been supported by recommendations that are concerned with building capacity in elearning to support the social work degree.

The timescales involved in the study have been demanding for the key stakeholders involved but the current pace of reform within social work education heightens the urgency for fast growth in the provision of elearning to enhance and support student learning and to develop competent 21st century practitioners.

The Study has focused its attention in relation to elearning on resources to support delivery of the new degree curriculum, rather than addressing the full range of elearning activities, including communication modes between higher education, practice assessors and settings and learners. It is recognised that this study is one of many contributions that need to be made to develop the ability of the social care workforce to make the best use of information and communications technologies to support elearning.

The study has identified limited and patchy historical developments in elearning in social work. This has had implications for consideration of models for the adaptation of existing e-resources and the development of new resources.

A range of e-resources have been viewed and this activity has informed recommendations for short-term capacity building initiatives and the curriculum areas to be covered.

Recommendations for short-term activities have focused upon three types of activities:

Development of a web store for sharing teaching notes, handouts, presentations and other materials that programme providers and individual academics would be willing to share

Adaptation of existing elearning resources through a commissioning process with outputs shareable between programme providers

Commissioning of a range of learning activities to enhance the learning potential of information-rich web sites associated with specific curriculum areas of the degree

Recommendations for longer-term activities have focused upon expansion of these and three other areas:

Building of partnerships between academic, practice and commercial sector

Implementation of skills programmes to support educators in developing and using elearning

Commissioning of the development of RLOs in key curriculum areas

It is recognised that the recommendations in the report for collaborative models of development go against the flow of elearning development in Higher education institutions in which the use of VLEs has been embraced, which promotes exclusive access and mitigates against sharing across higher education and inevitably practice.

The report identifies the different stages of development within Higher education institutions to support integration of elearning within academic programmes. There is acknowledgement that the gulf is wider in relation to elearning in practice settings and that the potential for elearning to provide greater coherence between learning in academia and practice has only been touched upon as a result, but remains the vision and goal of the authors of the study.

Creative and skilled use of elearning resources can shift the model of social work education through three stages:

Stage 1 - Replacement (Using online technology to do the same task as before);

Stage 2 - Enhancement (using online technology to enhance what you did before)

Stage 3 -Transformation (using online technology to do what you could not do before)

The report indicates that whilst some progress can be made with limited sums of money, to achieve enhancement and transformation of social work elearning requires major investment of funds, energy and creativity.

11. References and bibliography

- Anagnostopoulou, K. (accessed 7/3/03) *Designing to learn and learning to design: an overview of instructional design models*, Generic LTSN <http://www.ltsn.ac.uk>
- ASTER (2/3/03) *Online Bibliography: A review of the literature concerning current practices, methods and the potential of electronic resources to assist small-group learning and teaching*, <http://cti-psy.york.ac.uk/aster/resources/bibliography/bibliography.html>
- ASTER (12/1/03) *Newsletter 1: The use of C&IT to support small-group teaching activities in selected disciplines*, <http://cti-psy.york.ac.uk/aster/publications/astern1.pdf>
- ASTER (12/1/03) *Investigating the use of electronic resources in small-group learning and teaching", November 2000*, <http://cti-psy.york.ac.uk/aster/resources/publications/csreport/csreport.html>
- ASTER (12/1/03) *Report 2: A survey of current practice in the use of C&IT to support small-group teaching activities in disciplines associated with the Humanities, Physics and Psychology*, http://cti-psy.york.ac.uk/aster/resources/publications/Report_2/report_2.html
- Bates, A.W. (1995) *Technology, Open Learning and Distance Education*, London: Routledge
- Becta (2/3/03) *Creating online learning material – a good practice guide*, National Learning Network, <http://www.nln.ac.uk/>
- Biggs, J (1999) 'What the Student Does: teaching for enhanced learning,' *Higher Education Research & Development* 18(1): 57-75
- Blackboard (7/3/03) *Blackboard*, <http://www.blackboard.com/>
- Boud, D., R. Cohen, et al., Eds. (1993) *Using Experience for Learning*, Buckingham: The SRHE
- Boud, D. and Feletti, G. (1992) *The Challenge of Problem Based Learning*, London: Kogan Page
- BSI (26/11/02) *Summary of BS7988* BSI
<http://www.bsiglobal.com/Corporate/News+Room/exams.xalter>
- Burns, I., Glen, S. and Wilkie, K. (2000) *A New Model for a New Context in Problem-Based Learning in Nursing*, London: Macmillan
- Calder, J. (1995) *Programme Evaluation and Quality*, London: Kogan Page
- CETIS (12/1/03) *Who's doing what*, <http://www.cetis.ac.uk>
- Collins, M. and Berge, Z (2001) *Welcome to emoderators*,
<http://www.emoderators.com/flcc.html>
- Court, S (2001) 'The academic is dead, long live the academic', *The Times Higher Education Supplement. February 02, 2001*: p.2.
- Crisp, Swerissen & Duckett (2000) 'Four approaches to capacity building in health', *Health Promotion International Vol. 15. No. 2*, OUP
- Crook, C. (1994) *Computers and the Collaborative Experience* London: Routledge
- DfES (2002) *Curriculum on-line - product information*,
<http://www.curriculumonline.gov.uk/Curriculum+OnLine/using+this+site/productinformation.htm?Nav=using+this+site>
- DH (1995) *Disability Discrimination Act 1995*, HMSO
- DH (2001) *Disability Discrimination Act (Part 4) (the Special Educational Needs and Disability Act (2001)* HMSO
- Dick, E., Headrick, D., and Scott, M. (2002) *Practice learning for professional skills: A review of literature* Scottish Executive

- Draper, S. W., et al. (1996) 'Integrated evaluation: An emerging role for classroom studies of cal'. *Computers and Education* 26(1-3) 17-32.
- EASSW (27/1/03) *EASSW home page*, <http://www.eassw.org/>
- Frampton, D. (1994) 'Analysing cognitions in a hypermedia learning environment', *Australian Journal of Educational Technology* 10 (2): 81-95
- Gould, M. (2002) *Cambridge training and development ltd*, <http://www.ctad.co.uk/home/home.htm>
- Griffiths, R. & Woodman, M. (1999) *Group Working for Budding Software Developers, ED-MEDIA* Seattle: Association for the Advancement of Computing in Education, <http://www.aace.org/>
- Gunn, C. (1997) 'CAL evaluation: future directions', *ALT-J* 5 (1) 46-53
- Gunn, C. (1999) 'They love it, but do they learn from it? Evaluating the Educational Impact of Innovations,' *Higher Education Research & Development* 18(2): 185-199.
- Hammond, M. (15/12/02) *Professional learning and the on line discussion*, netskills, <http://www.netskills.ac.uk/>
- Hardy, D. (2000) E-dream will only come true through teamwork. *The Times Higher Education Supplement*. 13 October 2000,
- Harvey, J., Ed (19/3/03) *LTDI Evaluation Cookbook*, Edinburgh: Learning Tech. Dissemination Initiative, <http://www.icbl.hw.ac.uk/ltidi/cookbook/>
- Haughey, M., & Anderson, T (1998) *Networked learning: The pedagogy of the Internet*, Quebec: Chenelière/McGraw-Hill
- HEFCE (2002) Information on quality and standards in higher education *The Cooke Report*, HEFCE, http://www.hefce.ac.uk/pubs/hefce/2002/02_15.htm
- HR Gateway (27/1/03) *human resource gateway*, <http://www.hrgateway.com/>
- J.M. Consulting (18/3/03) *Efficient Cost of Teaching - report for the SHEFC prices working group*, <http://www.shefc.ac.uk/content/library/consult/2000/hec0800/hec0800rep/hec0800jmsum.pdf>
- JISC (12/12/02) *Information Environment Development Strategy*, <http://www.jisc.ac.uk>
- Jolliffe, A., Ritter, J. & Stevens, D. (2001) *The online learning handbook - developing and using web-based learning* London: Kogan Page
- King, A. (1989) 'Verbal Interaction and Problem-Solving within Computer-Assisted Cooperative Learning Groups', *Journal Educational Computing Research* 5(1): 1-15
- Kirkwood, A. (2001) *Evaluation from plum: Institute of learning technology*, Open University
- Kirriemuir, J. (2/1/03) *The relevance of video games and gaming consoles to the H& FE learning experience*, <http://jisc.ac.uk>
- KnowledgeTech (21/3/03) *The ADDIE Instructional Design Model*, <http://www.knowledgetech.cc/Information/Methodology/ADDIE.html>
- Knowles, M. (1984) *Andragogy in Action*, San Francisco: Jossey-Bass
- Knowles, M. (1985) *The Adult Learner: A Neglected Species (3rd Ed.)*. Houston, TX: Gulf Publishing.
- Kolb, D (1993) *Experiential Learning: Experience as the Source of Learning and Development*, New Jersey: Prentice-Hall
- Kraan, W. (7/3/03) *Learning content; Theirs, yours, mine and ours*, CETIS, <http://www.cetis.ac.uk/>
- Laurillard, D (1993) *Rethinking University Teaching*, London: Routledge
- Learn Direct (15/12/02) *What is e-learning*, <http://www.learn-direct-corporate.co.uk/e-learning/whatislearning/>
- Lee, W. W. and Owens, D. L (2000) *Multimedia-based instructional design*, San Francisco: Jossey-Bass, Pfeiffer.
- Leeder, D. (7/3/03) *Medagraphics*, <http://www.medagraphics.cam.ac.uk/ucel/Default.html>

- Lefoe, G., Gunn, C. D. and Hedberg, J. (2001) *Recommendations for teaching in a distributed learning environment: The students' perspective*, ASCILITE
- Light, V., E. Nesbitt, et al (2000) Let's You and Me have a little discussion: computer mediated communication in support of campus-based university courses, *Studies in Higher Education* 25(1): 85-96.
- Limb, A. (2002) *Introductory speech*, Ufi
<http://www.ufilted.co.uk/press/presentations/default.asp>
- Local Government Association/UK online (2002) *the national strategy for local e-government* Local Government Association/UK online,
<http://www.ukonline.gov.uk/Home/HOHome/1,1031,~801b22~fs~en,00.html>
- LTDI (7/3/03) *A practical guide to evaluation methods for lecturers by learning technology dissemination initiative*, <http://www.icbl.hw.ac.uk/ltdi/>
- Marino, T. (2002) *Personalizing Pedagogy- Different Gifts for Teaching and Learning*, Temple University Medical School,
<http://www.tltgroup.org/PersonalizingPedagogy/Marino.htm>
- Mason, R. (1998) *Models of online courses*, *ALN Magazine*, 2(2).
<http://www.aln.org/alnweb/magazine/alnMaga.htm>
- McLoughlin, C. and R. Oliver (1998) 'Maximising the Language and Learning link in computer learning environments.' *British Journal of Educational Technology* 29(2): 125-136
- Media Relations, OU (15/12/02) *E-learning at the Open University*,
<http://www3.open.ac.uk/media/factsheets/Information>
- MERLOT (3/7/03) *Evaluation standards for learning materials*, MERLOT
<http://www.netskills.ac.uk/reports/conferences/netlinks97/hammond.htm>
- Mind (17/12/02) *Mind fact sheets* Mind <http://www.mind.org.uk/information/information.asp>
- Mogey, N. (1999) *The Sweet Smell of Aromatic Substitution*, <http://www.icbl.hw.ac.uk/ltdi/>
- Mortimore, P., Ed (1999) *Understanding Pedagogy and its impact on learning*, London: Paul Chapman publishing Ltd.
- NHS university (17/12/02) *NHSU learning for everyone*, NHSU
http://www.nhsu.nhs.uk/learn/learn_020.htm
- Oliver & Conole (1998) *Evaluating Learning Technologies (ELT) Toolkit*, Learning Teaching Support Service Bristol University
- PRO/National Archive (12/17/02) *Crime and Punishment* PRO
<http://learningcurve.pro.gov.uk/candp/default.htm>
- Reeves, T. C. (2000) *A Model of the Effective Dimensions of Interactive Learning on the World Wide Web*, University of Georgia
- Rimmershaw, R. (1999) 'Using conferencing to support a culture of collaborative study' *Journal of Computer Assisted Learning* 15: 189-200.
- Rosenberg, M. (2001) *elearning*, McGraw-Hill
- Russell, A (1995) 'Stages in Learning New Technology: Naive Adult Email Users.' *Computers Education* 25(4): 173-178
- Salmon, G. (2002) *etivities*, London: Kogan Page
- Schon, D. (1987) *Educating the Reflective Practitioner*, London: Jossey-Bass
- SCIE (2002) *Best Practice Guide : Managing Practice - Elearning and Best Practice*,
<http://www.scie.org.uk>
- SCILS (accessed 15/12/02) *about Scils*, <http://www.scils.co.uk/About/exampleOne.php>
- Seale, J. and Cann, A. (2000) *Reflection on-line or off-line: the role of learning technologies in encouraging students to reflect.* *Computers & Education* 34: 309-320
- Shank, P. (10/3/03) *XML and the Future of E-Learning*,
<http://www.learningcircuits.com/2002/dec2002/shank.htm>
- Softarc (7/3/03) *Softarc*, <http://www.softarc.co.za/>

- Southampton University (7/3/03) *Southampton CATS* Southampton University
- Spicker, P. (17/12/02) *An introduction to social policy*
<http://www2.rgu.ac.uk/publicpolicy/socialpolicy.htm>
- Struthers, J. (7/3/03) *Working models for designing online courses and materials*, LTSN generic centre,
http://www.ltsn.ac.uk/application.asp?app=resources.asp&process=full_record§ion=generic&id=197
- support4learning (13/1/03) *Support4learning*, support4learning
<http://www.support4learning.org.uk/community/>
- SWAPItsn (7/3/03) *Writing for SWAPItsn*, SWAPItsn, <http://www.swap.ac.uk>
- Taylor, C. R. (2002) *E-Learning: The Second Wave*, American Society for Training and Development
- Techdis (7/3/03) *Techniques for implementing the web content accessibility guidelines*,
<http://www.techdis.ac.uk/>
- Thorne, K. (2003) *Blended learning*, London: Kogan Page
- Todd, S. (1992) Preparing Tertiary Educators for Problem-based learning in *The Challenge of Problem Based Learning*, Boud, D. and Feletti, G. London: Kogan Page
- TOPSS England (2001) *The Care Training Code*, <http://www.topss.org.uk/>
- Turner, R. (15/12/02) *Page Design and Tips* Lancaster University
<http://www.natdisteam.ac.uk/details.php?code=128>
- ufi/learn direct (15/12/02) *press release - are employers investing smartly?* Ufi/learn direct
<http://www.ufiltld.co.uk/press/releases/release.asp?id=87>
- UK EU (7/3/03) *Company Background Information - UK EU* <http://www.ukeu.ac.uk>
- ukoln (7/3/03) *Information Environment Architecture*, JISC, <http://www.jisc.ac.uk>
- Underwood, G.E.A (1996) 'Collaboration and Discourse while programming' in KidSim Microworld Simulation, *Computers and Education 26: 51-60*.
- University of Huddersfield (17/12/02) *INHALE Project website* Inhale
<http://inhale.hud.ac.uk/cgi-bin/displayindex.pl?folio=1&id=7d8aec5b4d67bc3cb6e94101de7d02fd>
- vccslit online (27/1/03) *learning Ware - learning objects*, <http://vccslitonline.cc.va.us>
- Virginia Community College System (21/1/03) *Learning Objects* Virginia Community College System http://vccslitonline.cc.va.us/LearningWare/learning_object.htm
- VTS/ ILRT (12/17/02) *Internet tutorial for allied health* VTS
<http://www.vts.rdn.ac.uk/tutorial/allied?sid=241146&op=preview&manifestid=75&itemid=6341>
- Vygotsky, L. (1978) *Mind in Society: the development of Higher Psychological Processes*, Harvard University Press
- Webct (3/7/03) *Webct*, <http://www.webct.com/>
- webopedia (10/3/03) *Extensible markup language information*,
<http://www.webopedia.com/>
- worldwidelearn (3/7/03) *social work degrees online*, <http://www.worldwidelearn.com/>
- Zhao, Y. and Campbell, K. (1995) *Refining Knowledge in a Virtual Community: Computer Supported Collaborative Learning*, Indiana University, <http://www-cscl95.indiana.edu/>

Appendix 1

Elearning resource development guide

Some core principles

- Learners should be exposed to a range of teaching styles and methods which should be appropriate to the nature of the discipline and designed to deliver the programme aims.
- Web-based materials must be more than simply 'text on screen' because the learning medium is not the same as reading from a book.
- Whatever the learning resource used there should be evidence of adequate student support and of encouragement of independent thought and the development of skills which will enable learners to take increasing responsibility for their own learning within the framework of their chosen programme.
- By using a range of technologies web publications should be easily accessible and useful to both learners and educators in supporting learning and teaching.
- Use less text you would have used in a hard copy publication because learners cannot absorb the same quantity of material.
- Learners gain more benefit from subject specific elearning materials than those designed for generic consumption. (LTSN Generic centre, 2002:1)
- Communication around content for learners is critical to the learning process (UKeU, 2002:4)

Criteria to be addressed in development of e-materials

Why is there a need for this resource?

An explanation of how the planned resource contributes to the availability and scope of elearning resources to support social work qualifying education in England.

Who will you involve in the development of the elearning resource?

For example colleagues, in-house technical experts or advisers

Level

The learner level the resource is designed for must be identified. HE credit levels provide an indicator of the relative demand, complexity and depth of learning and of learner autonomy. The following table is designed to assist with expectations associated with each level of the SW degree.

Level 1	Foundation	Awareness	Introduction to material and concepts that will form the basis of subsequent study
Level 2	Development	Application	Building on the introductory work

Level 3	Consolidation	Critical evaluation and appraisal	More advanced work
---------	---------------	-----------------------------------	--------------------

Who is it for?

Describe the target audience. What should you know about their characteristics, both individually and collectively?

Pre-requisites

Justifiable and non-discriminatory pre-requisites should be identified for learners using the resource in relation to:

- Skills, particularly ICT related
- Knowledge

Value Base

The value base underpinning the resource should be clear and expressed explicitly within the material in relation to

- Equal opportunities
- Anti-racist, anti-discriminatory and anti-oppressive practice
- Learner-centred approach
- Service user involvement
- Inter-professional practice

Learning resource type

Describe the type of learning resource you want to develop. For example is it:

1. an information-based resources
2. Resources stored on any of the following: DVD, CD-ROM, video tape, audio tape, film
3. Materials to be accessed from a Virtual Learning Environment (VLE) (eg. WebCT)
4. a form of virtual communication eg. discussion list, chat room, e-conference
5. a multi-media virtual resource available on the web
6. an online course that is text-based only, or with graphics but non-interactive
7. an online courses or tutorials that is text-based with some interactivity such as exercises

Learner support

Consideration should be given to the following issues, framed as questions:

1. How might different learners' abilities and styles affect what they will learn from the planned resource?
2. How can you check learners are using and learning from the resource?
3. What type and level of support (related to people, equipment and environment) will be required to use this resource?

Content map against Social Work degree requirements, Benchmarking statement and NOS

The content of the planned resource must be mapped explicitly against the NOS units and elements, the Benchmarking statement and degree requirements.

Learning Objectives

Learning objectives should be identified for the resource. It is recognised that the resource may be used in different ways and that outcomes may not be specifiable.

1. What are the learning objective(s)?
2. What should learners be able to do after successfully learning with the materials?

Associated questions:

1. What are the main ideas and concepts I want to get across?
2. How can I structure the content interactivity and feedback to achieve these objectives?
3. Is there compatibility between the nature of the subject matter and the method of learning outcomes if applicable, assessment.

Content Design

- Content should be described in relation to
 - Knowledge
 - Understanding
 - Skills
- Interactivity between student and resource in terms of exercises and activities should form a balance of approximately one third of the overall content.
- Ordering should be presented in a way that promotes effective and efficient learning.
- Critical reflection should form a key element of exercises.
- Referencing should meet standard academic requirements
- Student and teacher guidance on using the resource should be included with the resource.

Usability requirements

Accessibility

Designing accessible curricula is good practice and is now a legal requirement. Part 4 of the Special Educational Needs and Disability Act (2001) requires compliance from Higher Education institutions. The W3C's Web Accessibility Initiative⁹ has many useful resources, including Techniques for implementing the Web Content Accessibility Guidelines¹⁰ (Accessible curricula: good practice for all, 2002)

Scan ability

Users tend not to read streams of text fully from computer screens. Instead, they scan text and pick out keywords, sentences, and paragraphs of interest to them, whilst skipping over parts of less interest. Skimming instead of reading is a fact of web use that has been confirmed by many usability studies. Authors writing for the web need to acknowledge this and write for scan ability by:

⁹ (<http://www.w3.org/WAI>)

¹⁰ <http://www.w3.org/TR/WAI-WEBCONTENT-TECHS/>

- Be succinct: as a guide write no more than 50% of the text you would have used in a hard copy publication to keep the material user-friendly
- Structure content with two or even three levels of headlines - a general page heading plus heading (bold) and sub-headings (italic) where appropriate. These 'nested' headings also facilitate access for blind users using screen readers.
- Using headings and graphics that are meaningful rather than 'cute' or 'clever'. A heading should tell the user what the page or section is about.
- Use highlighting and emphasis such as bullet points to make important words catch the user's eye. The addition of relevant diagrams and charts help considerably to add interest, but without the reproduction costs associated with print.

Hypertext structure

- To avoid excessive scrolling keep each web page short by use of hypertext
- Relegate background information to secondary pages
- Make information of interest to a small number of readers accessible through a hypertext link
- Use *pop-ups* to display reference information but with caution
- Hypertext should not be used to segment a long linear story into multiple pages:
- Coherence is important - allow readers to select those topics they see as relevant to their needs and then only download those pages.
- Try using inverse pyramid principle and start with a short conclusion
- Do not over format critical content
- Avoid left to right scrolling, up and down is preferable

Navigation

Navigation through the resource should be clear and easy for users. MERLOT (2000) suggests that questions to help test this include:

1. Are the labels, buttons, menus, text, and general layout of the computer interface consistent and visually distinct?
2. Does the user get trapped?
3. Can the user get lost easily?
4. Does the software present information in ways that are familiar for learners?
5. Does the software present information in ways that would be attractive to learners?

Reviewing

Ongoing review and editing should be part of the normal writing and production process. Testing out an initial section first makes sense before you proceed with substantive sections of the resource. Proofreading is an essential element of the review process. An evaluative framework should be developed to support this work.

MERLOT suggests that the following questions may assist with the review process.

1. Does the interactive/media-rich presentation of material improve faculty and learners' abilities to teach and learn the materials?
2. Can the use of the software be readily integrated into current curriculum and pedagogy within the discipline?
3. Can the software be used in a variety of ways to achieve teaching and learning goals?

4. Are the teaching-learning goals easy to identify?
5. Can good learning assignments for using the software application be written easily?

Development planning

An action plan should be provided for development of the resource that includes:

- Development team details
- Outline timelines
- Costs

Appendix 2

Good practice elearning implementation guidance

Introduction

This paper provides best practice guidelines to support the implementation of elearning for use within the new social work degree. The guidelines are not exhaustive but they emphasise the principles that should underpin elearning implementation. The principles are supported by points or questions that programme providers should feel confident about answering before incorporating an elearning component or resource into their course(s).

Rationale for using elearning/resource

- What sort of educational experience are you seeking to provide?
- Does the elearning meet the learning objectives of the module and course?
- Are you enhancing the learning rather than replacing an existing method with technology?
- How well does this component link to other learning resources and curricula areas of the course?

Student factors

- Do learners have the necessary IT skills (e.g. keyboard skills, mouse use, using a browser, search engines, word processing) to access the learning?
- Do learners need additional skills to use effectively the resource or model of elearning required?
- Where can learners access computers and are these computers adequate to use the resource?
- Do they have adequate access to IT support?
- Do you provide alternative additional resources or reading for those who may request it?
- Will this learning incur additional expenses for learners? (e.g. printing of materials, costs of using modems)
- Do learners have access to a guide or student handbook that sets out clearly all the information they need?
- Research indicates that learners will skip any optional elements to their course, so does the elearning address this issue?

Staff factors

- Do all staff involved have the IT skills that learners are expected to have?
- Who else needs to be involved in the implementation? (e.g. learning technologist, other faculty/department/school members, web developers)
- Has all the necessary preparation been carried out to support implementation?
 - familiarity with the elearning/resource
 - ability to support learners

- adaptation to personal teaching styles and content delivery methods
- time and motivation

The learning experience

- Is the learning 'student-centred'?
- How active is the design of the learning? Does it incorporate any of the following?
 - collaborative learning
 - problem-based-learning
 - peer-learning
 - use of experts and additional resources.
- Does the learning/resource engage learners in higher-order thinking tasks such as synthesis, analysis, reflection and evaluation?
- Are there opportunities for learners for peer interaction and/or support?

Infrastructure

- How well does the proposed use of learning technologies fit in with institutional teaching and learning policies and strategies?
- Are there sufficient resources to implement and sustain elearning?
- If you are using resources other than your own, do you have copyright permission?
- Is there a balance between face-to-face sessions and elearning?
- Are there enough computers and associated technical support within the overall learning experience?
- Is there relevant software on the computers and do the learners need copies/permissions for home use?

Quality assurance of elearning/resource

- Does the resource meet the level required?
 - Will they find the tasks too simple?
 - Are the learners stretched?
 - Does the design motivate learners?
 - Will this learning deliver variety to their learning experience?
- What is the quality of the presentation of the e-resource and does it meet standards required to enable all learners to use it fully?
 - Is the content where it should be?
 - Does the learning rely on colour alone?
 - Is the font appropriate and not using flickering, blinking or moving text?
 - Do the graphics and/or tables allow for the browser to display them correctly?
 - Can your learners pause or stop moving, blinking, scrolling, or auto update pages?
 - Do your pages support device-independence?
 - Does the design support older browsers and software?
 - Does the design comply with SENDA¹¹ legislation?

¹¹ The Special Educational Needs and Disability Act 2001 (SENDA) establishes legal rights for disabled students in pre- and post-16 education

- Do all the hypertext links¹² work?

Piloting and evaluating

How will you test the elearning, perhaps as a prototype, before full implementation?

- Have you built in strategies for using appropriate feedback from the learners and staff involved?
- Do learners value the use of elearning?
- Do staff value the use of elearning?
- Does it meet the needs of the course and the learners?
- How quickly can local changes be implemented before it is available for the learners?
- Does the elearning work on different browsers¹³?
- How easy is it to make changes to the elearning resource?
- What financial and other resources are required to maintain use of the elearning and to keep it up to date?
- Test again after changes have been made as a result of piloting

References

Bates, A.W. (1995) *Technology, Open Learning and Distance Education*, London: Routledge

Bayne, S. (1999) *Implementing Learning Technology*. [online] accessed 24.01.03 available from <http://www.ltss.bris.ac.uk/pdfs/Implement.pdf> Learning Technology Support Service, University of Bristol

Calder, C and Milne J. *Introduction to learning technology* [online] accessed 23.01.03 available from <http://www.abdn.ac.uk/%7Eltu006/guide/> Learning Technology Unit, University of Aberdeen

Chickering, A. and Ehrmann S.C. (1996) *Implementing the Seven Principles: Technology as Lever*, *AAHE Bulletin*, October, pp. 3-6.

The Free On-line Dictionary of Computing (accessed 16/6/03)
<http://foldoc.doc.ic.ac.uk/foldoc/contents.html>

Griffiths, S. (2001) *Implementing learning technology: best practice* [online] accessed 23.01.03 available from <http://cf.ac.uk/ls/quilt/apr01.html> Cardiff University

Haughey, M. and Anderson, T. (1998) *Networked Learning. The pedagogy of the Internet*. Montreal: Chenelière/McGraw-Hill

Heslington, A. and Jupp, V. (2000) Section Five: Computer-assisted Assessment in Sociology, *Assessment Strategies and Standards in Sociology A Resource Handbook* <http://users.bathspa.ac.uk/socassess/caa.htm> [accessed 16/6/03]

TechDis [online] accessed 23.01.03 available from
<http://www.techdis.ac.uk/seven/precepts.html>

¹² The World Wide Web is held together by HYPERTEXT links, and the only way to move from page to page, using the web, is by clicking on these links. Links can come in many shapes and forms (text and picture links) are dotted throughout a web document

¹³ A program that allows a person to read hypertext. The browser gives some means of viewing the contents of nodes (or "pages") and of navigating from one node to another (taken from *The Free On-line Dictionary of Computing*)

White, S and Mathias, H. (1997) *Strategies for implementing learning technologies*, [online] accessed 23.1.03 available from <http://www.tsms.soton.ac.uk/ilc/su/pptfiles/Napier/strategies/Default.htm> University of Southampton

Witt, N.A.J. and McDermott, A.P. (2002) Achieving SENDA-compliance for Web sites in further and higher education: an art or a science? In Lawrie Phipps, L, Sutherland, A and Seale, J (Eds) *Access All Areas: disability technology and learning*. JISC Techdis and ALT

<http://www.businessbureau-uk.co.uk/ecommerce/starting-out/iexplorer/explorer-p3.htm>
Social Work - School Social Work Competency Series
Michigan State University

Appendix 3

An initial guide to computer aided assessment

Introduction

The development of communications and information technologies has led to new opportunities for the delivery of online activities. Computer Assisted (or Aided) Assessment (CAA) is a commonly used term that refers to the use of computers in the assessment of student learning. It might refer to the use of computers in the construction, administration, delivery, marking and analysis of formative or summative assessments¹⁴ or examinations. The emphasis in the development of CAA has focused upon the provision of objective tests to support traditionally taught courses, for example multiple-choice tests. With the expansion of online teaching methods the need to consider a broader range of assessment methods has also increased. There is a growing literature related to the use of online assessment. Biggs (1999), Salmon (2002) and others have argued for alignment between e-learning tasks and assessment activities.

The paper provides an introduction to some of the principles and possibilities for use of CAA to support online learning within the new social work degree.

Types of CAA

- online tests and questionnaires
- online submission of assignments
- worksheets signed off online
- online peer assessment
- group projects online that assess participation levels and quality of interactions
- individual student progression profiles completed online
- self-assessment
- diagnostics of learners skills and knowledge

Some reasons for using CAA and limitations

(derived from http://www.lboro.ac.uk/service/ltd/flicca/why_caa.html)

There are a number of reasons for using CAA as a mode of assessment delivery. A key aim should be to enable more efficient assessment of student learning. Potential benefits of using CAA include:

- To broaden the range of knowledge assessed
- To place the emphasis and time spent on assessment design rather than marking
- To increase consistency and objectivity of marking and minimise human error
- To decrease staff marking loads
- To aid administrative speed and efficiency
- To expand optional tools not available for use with paper-based exams, for example multimedia

¹⁴ Formative assessment is used to help determine how a student is progressing. It may be informally assessed or formally, contributing to the summative assessment <total mark for a course, unit or module>.

- To facilitate an increase in the frequency of testing, which may assist with student motivation
- To increase the amount of feedback both learners (scores, hints, praise, guidance) and lecturers receive (question statistics, scores, reports)
- Quality of questions can be monitored easily using statistical analysis produced by course management software
- Potential for sharing questions with other team members
- Provides opportunities to practise skills learned
- May help to identify individual student and cohort difficulties and weakness

Limitations of CAA include:

- Hardware and software failure possibilities
- Secure servers are required to ensure learners cannot go elsewhere on the Internet to gain the answers
- Security issues need to be addressed to ensure the identity of each student is verifiable
- Learners need to demonstrate a minimum level of IT skills prior to taking the assessment
- The development of rigorous and appropriate questions requires training and staff time
- High level of coordination is necessary between department, computer support, invigilators and administrative staff
- There are limitations on the knowledge and skills that can be assessed
- Most assessment development software does not support textual responses beyond a sentence. Higher order skills are required to develop appropriate questions and alternative answers for 'soft knowledge'.

Deciding whether to use CAA

(derived from Educationwise (<http://www.educationwise.co.uk/>))

A number of questions can be asked to assist in the decision-making process about whether to use e-assessment. Educationwise have developed what they term *The e-Assessment Decision Litmus Test*. This is adapted here.

- Is the mode of assessment fit for purpose?
- Does the assessment measure what it was intended to measure? Has the process got in the way?
- How does it motivate student learning?
- Is it appropriate to the developmental level of student and does it test understanding?
- Is the test made up of explicit, unambiguous questions, able to produce consistent results?
- Is the test ethical?
- Is the test accessible to all candidates?
- Are there valid alternatives?
- What are the costs?
- Can the results be accessed and used?
- Is the assessment secure and cheat proof?

Development Stages

(drawn from <http://www.itembank.co.uk/>)

Incorporating e-assessment into an assessment schedule involves a number of stages.

1. develop - author, develop and store questions or tasks in an item bank or repository
2. produce - assist the selection of a subset of questions or tasks, and gather together in an electronic 'paper' or assignment
3. deliver - display of computer stored questions or tasks
4. process - collect responses from candidates in a controlled and secure manner
5. mark - by computer or support human marking of responses
6. feedback - return results to candidates and administration systems

Assessment tools

(derived from <http://alto.aber.ac.uk/pastprojects/evaluation/caaevalhome.asp>)

A large number of commercial software packages provide e-assessment tools for either formative or summative assessment activities. In addition programme designers may develop their own or buy in commercial support to develop their own assessment tools.

Formative assessment activities may usefully provide check points for supporting student progression and learning. For example Blackboard and QuizPlease both provide formative assessment tools, although they are not suitable for assessments that contribute towards module marks. Objective tests can be good at examining recall of facts, knowledge and application of terms, and questions that require short answers

Software that is to be used for summative assessment must be extremely robust, very secure and must provide the flexibility to enable the tester or examiner to set the types of questions and tasks suitable for their needs. An example of this type of software is Monitoring Assessment and Provision (MAP) or one of the most commonly used within higher education, 'QuestionMark Perception'.

Pedagogy

(sourced from the <http://www.caacentre.ac.uk>)

Academic staff may be worried about the pedagogical implications of online testing. Bull and McKenna (2001) identified in their research that there is a common worry amongst academics that objective testing cannot assess learning beyond basic comprehension. However they go on to argue that the capacity of objective tests to assess a wide range of learning is often underestimated.

Bull argues that CAA has been proven to be able assess all six levels on Blooms Taxonomy scale¹⁵. Various techniques such as adaptive testing¹⁶ can be used, but question design combined with creativity can challenge learners on all levels.

The effects of guessing can be greatly reduced through good question design and scoring techniques (e.g. negative marking).

¹⁵ See <http://faculty.washington.edu/krumme/guides/bloom.html> for a quick guide to the scale

¹⁶ students with differing abilities are directed to different sets of questions

E-assessment does not replace traditional methods of assessment, but can be an addition or amendment to an existing scheme. This is termed 'blended learning'.

Course exemplars

Two examples of a social work courses that uses CAA are provided.

Name of course	Institution and weblink	Online assessment details
Social work school assessment – Integrating psychological and educational testing	Michigan State University, USA http://vu.msu.edu/preview/sw892pst/#grading	<ol style="list-style-type: none"> 1. <i>Five Short Quizzes:</i> For each of the first five topical units contained in the course, students complete multiple choice quizzes via the Internet. The answers to these quizzes become immediately available to the students and provide opportunities to monitor mastery/learning of the materials in each unit. 2. <i>Class Participation:</i> For the first five units in the course students participate in an on-line discussion using MSU Web-Talk¹⁷. Participation on each of these unit discussions comprises the student's class participation portion of the course grade. 3. <i>Midterm and Final Writing Assignments:</i> Students submit written responses in essay form to short answer questions pertaining to course materials. No outside research is required. These writing assignments display the student's mastery of course content.
Family and Lifespan Development" - focussed on learning about sociology of the family and lifespan developmental psychology.	University of Strathclyde http://cvu.strath.ac.uk/courseware/socialwork/fal/	<p>The course involves students working collaboratively in small study groups reading relevant literature, discussing ideas (face-to-face and online), making online submissions on their hypotheses about multimedia case studies of family situations, and receiving tutor feedback.</p> <p>Two short formative online assessments and a summative assessment (a tutor marked case study) are required.</p>

¹⁷ MSU WebTalk is an in-house designed virtual communication tool for used with an authenticated Web server running on a UNIX system. It is available for free to use by members of the Michigan State University community. It is available for a fee to people outside of MSU

Additional references and weblinks

Biggs, J.B. (1999). *Teaching for quality learning in university*. Buckingham: Society for Research in Higher Education and Open University Press

Bull, J and McKenna, C (2001) Blueprint for Computer Assisted Assessment (Draft Version 4, February 2001, Computer Assisted Assessment Centre. (see <http://www.caacentre.ac.uk/> for further details).

McKinley, C. & Bull, D. (1999) *Designing Objective Test Questions: an introductory workshop*, Computer Assisted Assessment Centre, <http://alto.aber.ac.uk/pastprojects/evaluation/guide%20to%20writing%20obj%20tests.pdf>

R1edu.org, a US based site for searching and previewing stance learning courses
<http://www.r1edu.org/>

Salmon, G. (2002) *etivities*, London: Kogan Page

Appendix 4

Contacts with Higher Education Institutions

30 Responses to SWAPItSn email to Heads of Department and Departmental Key Contacts

Question			
General reply only to email, not to specific questions - 7			
	Yes	No	No reply/not sure
Have you, or your colleagues, developed elearning resources that might support the degree? Would you be willing to develop a version of these materials that could be shared with other social work educators, if funding were made available?	15	6	2
Are you, or your colleagues, planning to develop relevant elearning resources in the near future?	22	0	1
Do you, or your colleagues, have learning materials (such as video, powerpoints, paper based) that you feel have the potential to be developed as elearning resources?	17	3	3
Would you or your colleagues be willing to be available to act as independent reviewers in relation to elearning?	16	2	5
Would you be willing to act as part of a discussion list based reference group for this work: to keep you in touch with what is happening, and to provide input/feedback on the direction of the work?	18	2	3

Discussion regarding specific resource with individual members of staff	10
Awaiting replies/information	4
No further action – no resources available or no access	13

Appendix 5

E-learning organisations' contact list

Organisation	Aims & Business Model
LearnDirect	<i>Learning Through Work</i> programme of LearnDirect offers a range of recognised higher education qualifications. Work based learning party online from hubs with support through an HEI, UWE for example. Learning is delivered through work based 'hub's, as in the Unison hubs delivering the Social Work Induction Programme.
National Learning Network (NLN)	A national programme designed to provide a network infrastructure through JISC and a programme of support, information and advice, as well as the development of ILT materials for teaching and learning in Further Education. Business model includes project managing the relationships between content providers (educators) and instructional designers and technical experts, including testing and trialling. The costings for this model are estimated at anywhere from £12k - £25k per hour of online study depending upon complexity. NLN are interested in developing partnerships with higher education.
National Health Service e-University (NHSu)	NHSu will provide online education & training pre and post degree from September 2003. One of their aims is: Multi-professional working – "NHSU will develop programmes to promote team working in support of the National Service Frameworks, Care Group Workforce Teams and collaboratives. In time it is hoped that staff working in social care and the voluntary sector will have access to our programmes and services". It is early days for NHSu and though they have a remit for health and social care it will be sometime before social care will be on the agenda. Nevertheless this is a partnership opportunity, particularly around interprofessional education that needs to be developed.
UK eUniversities (UKeU)	UK eUniversities Worldwide aims to support the online provision of degree courses from UK universities to students outside of the UK and businesses worldwide. UKeU also has a mandate to help widen access to higher education in the UK. In December they announced the UK Healthcare Education Partnership between Royal College of Nursing (RCN), City University, the University of Leicester and the University of Ulster. The business model is to fund the development of high quality full courses for the international and UK markets and to deliver the learning direct to the student in partnership with Higher education institutions. The development is undertaken by the HEI and hosted within a bespoke VLE that has been developed with Sun and Fujitsu. However there is room for further exploration of partnership possibilities through the LTSN programme and UKeU liaison group.
Universities Collaboration in e-learning	A collaborative project producing high quality e-learning resources for medical and health professional education in order to develop, manage and evaluate a cost-effective bank of web-based interactive e-learning resources to support generic education of doctors and other healthcare professionals in statistics, epidemiology and research skills.
Joint Information Systems Committee (JISC)	JISC provides the network infrastructure for higher education and research. JISC funds the following four listed services and projects: Athens, MIMAS, Jorum, Heron/Ingenta and Angel.
Athens	JISC service that provides authentication (password) services to e-resources. Costings for social work agencies using the service, free to H.E. are available .

MIMAS	Provides server-hosting services for datasets for H.E. Plus Jorum+ project which could be useful in the medium to long term as it focuses on e-learning content access to international standards.
Jorum+	Jorum aims to offer sustainable technical infrastructure for the storage of learning and teaching objects and their re-use within UK further and higher education. Initially this is only for projects that are part of a programme called X4L.
Heron / Ingenta	HERON is the only UK service to offer the Higher and Further Education (HE/FE) community a one-stop copyright clearance and digitization service for book extracts and journal articles, enabling publishers' content to be made more widely accessible online. A sample price is £200 for a journal paper to be available to up to 100 students.
Angel	Angel aims to create middleware services to integrate 'open' library resources into 'closed' online learning environments and courseware portals.
Unison	Partner with TOPSSEngland and LearnDirect in the development of the Social Care Induction e-learning program.
TOPSSEngland	Overview of social care workforce training needs. Social work induction programme with Unison and LearnDirect and has responsibility for training in the social care sector.
Epic Group plc	Commercial developer of integrated knowledge and learning solutions. Used by NLN, LearnDirect and UKeU. Project manage the developments in partnership with (usually) an HEI.
School of Health, Psychology and Social Work, London Metropolitan University	Interested in being involved in e-learning developments with access to in-house IT development unit.
University of Southampton	Initial discussions as to the costs of developing elearning within the University of Southampton. Rough estimates are: £6,000 for buying a web server, £8,000 per year to host a national Virtual Social Work Learning Resource. E-Media have developed e-learning modules in partnership with NHS and others and estimate £25,000 - £60,000 per hour of teaching time, dependant on whether mostly text based or included originating video.
CHI@D, Open University and Jean Roberts Associates	Joint development of Health and Social Care Informatics and Knowledge Management modules for the Open University. Potential to deliver Social Informatics modules. Commercial costs. An initial discussion has taken place. To be followed up with the working group looking at the development of a Social Informatics module that includes OLM Systems, Anite, SWAP and the Social Care Information Unit.
Learn2eLearn	Web and e-learning developer. Letter received expressing interest in partnership developments.
Northern Techs.	Member of the Practice Learning working group on elearning in 2001.
OLM Group plc	An OLM representative joined the working group developing a proposal on social informatics. Initial discussions on cost of opening up CareKnowledge to Higher education institutions and students.
Anite plc	Anite has agreed to support the development of a proposal on social informatics. Has agreed to the equivalent of half a day per month to work on a development.
Scottish Executive	The Scottish Executive is developing an e-learning strategy and it will be important to ensure synergy between the two countries.

Appendix 6

Growing elearning resources

Below are listed proposals where people have expressed an interest in developing elearning responses prior to the Scoping Study

Resource	What	Who
Research evidence for students – access from practice settings		
Digital library access	HEI's have increasing web based access to full text journals and abstract databases. High level aim for access to be available to practice and for CPD purposes. Access is available through Athens Authentication (passwords) to digital library full text and abstract resources.	JISC, Publishers, Government, Social Work agencies
Practice and research evidence for students – access from HEI settings		
Evidence base web resources, such as research in practice, CEBSS, Careknowledge	There is evidence based guidance developed for practice available only to subscribing agencies that would be valuable for student learning in HEI's. There are plans for the 'research in practice' web resource to be open access. Requires negotiation between relevant stakeholders to find a business model that would open up access to HEI students.	.
Practice based web resources	CareKnowlege – new social care knowledge base developed for practice Health and Social Care Community Care	OLM Systems
Identifying and developing new elearning resources aligned to the prescribed curriculum and benchmarks		
1. Elearning Module for practice assessors, supervisors and mentors	It is proposed to develop web based modules to support practice assessors from updated versions of the current practice educators' award.	University of Southampton, Kish Bhatti Sinclair,
2. Women and mental health – from research through learning to practice	Proposal if for a number of elearning modules of 5 to 20 minutes duration are produced to transmit the findings of the research multimedia web based learning materials	University of Birmingham, Tarsem Singh Cooner
3. Social Informatics (the impact of information systems and information management and handling on the social work process.	A working group chaired by Roger Staton and including representatives from two information systems' companies have begun work on developing a module outline to address the many information competences in the NOS. An outline of a possible module has begun to be developed.	Social Care Information Unit, Anite plc, OLM Group, Centre for Human Service Technology

4. Child welfare across borders	This existing online course promotes the need for child welfare practitioners to act more effectively locally by thinking globally. A social justice perspective and the belief that children are unique live in diverse environments, and share common rights and needs underpin the course. It was developed through an EU-Canada funded project entitled Child Abuse, Protection and Welfare. It now requires updating and relating to NOS and Benchmarking Standards	University of Southampton Julia Waldman and Professor Lena Dominelli
5. Child protection, Anti oppressive practice Human rights	Interest has been expressed in developing elearning resources in the areas of: Child protection, Anti oppressive practice Human rights	London Metropolitan University, Stephen Fox
6. Online assessment	Review and subject development of e-assessment methodologies and question banks relevant to the new degree	Using experts in online assessment
20 10 – 30 minute study time Resource Learning Objects (RLOs)	Mapped to key topic areas, equivalent to 10 hours of study	

Appendix 7

Technical issues - standards and interoperability

A concern about the prevalence of Virtual Learning Environments in higher education institutions¹⁸ was that this might prove a deterrent to the creation of a shared virtual social work learning resource. It is clear that the direction technical developments are taking is of interoperability. This is related to two sets of issues about standards.

1. The development of national and international technical standards that enable content in a variety of applications to 'talk to each other'. For instance it is possible for an educator to develop local materials for their course within the VLE and to host learner to learner, or tutor to learner dialogue, administer formative and summative assessment and track student learning. The interoperability standards that are evolving should allow educators to access elearning resources on the web and for the local VLE functionality to work in relation to these external resources.
2. The development of national and international standards to allow the cataloguing of content, level of learning and type of materials. This is similar to a library cataloguing function but embeds the ensuing coding, called 'metadata', into the web pages. This allows search engines to search across a large range of materials and to return highly specified and appropriate results.

The standards are evolving and it is likely there will a widely accepted route. Meanwhile it is important to develop elearning resources that meet minimum requirements and currently this means web development using XML¹⁹.

Recent work in the UK has recommended the adoption of the UK Common Metadata Framework. A report on this issue titled "Draft X4L Application Profile" published by the Jorum + project on its website explains it thus:

The development of the UK Common Metadata Framework stems from a position paper presented to the UK Metadata for Education Group in April 2002. This paper called for the formation of a community of practitioners to identify common UK practice in the use of metadata in packaged elearning content.... As a result of this comparison, a set of guidelines has been drafted to inform UK practitioners on the implementation of a minimum common core of LOM elements and associated vocabularies. This document seeks to record common practice rather than recommending best practice. The aim of the

¹⁸ Two popular commercial VLEs are WebCT, Blackboard

¹⁹ Short for **Extensible Markup Language**, a specification developed by the W3C. XML is a pared-down version of SGML, (**Standard Generalized Markup Language**) designed especially for Web documents. It allows designers to create their own customized tags, enabling the definition, transmission, validation, and interpretation of data between applications and between organizations. (Taken from <http://www.webopedia.com/TERM/X/XML.html> on 31st January 2003)

UKCMF is not to be prescriptive, but rather to identify common practice and provide guidelines for metadata implementers, creators and users.
(http://www.jorum.ac.uk/support/docs/UKCMF_X4L_v0p2p2.doc, accessed 3/3/03)

Appendix 8

Existing elearning resources

Findings

The range of elearning resources identified is presented in a table with details of the type of resource, title, brief description, URL where relevant, ownership, current accessibility and information on the curriculum areas to which the resource relates.

At this stage a detailed mapping to learning outcomes has not been possible or is not appropriate. Information on the curriculum area has been drawn from the requirements listed in bulleted list of the teaching, learning and assessment requirements, the NOS and the benchmarking statement. Broadly these include:

1. Human growth & development
2. Mental health
3. Disability
4. Work with adults
5. Work with children
6. Assessment, planning intervention and review
7. Communication skills (with different groups and related to specific needs)
8. Law
9. Partnership working and information sharing across disciplines and agencies
10. Practice skills with individuals, families, carers, groups and communities
11. Decision-making
12. Advocacy
13. Risk management
14. Service delivery context
15. Values and ethics
16. Social work theory
17. Communication and information technology skills
18. Numerical skills
19. Problem solving skills
20. Self-management and accountability in practice
21. Skills in personal and professional development plus our own generic heading
22. Knowledge identification and management

The resources have been listed against particular curriculum areas, with sub-headings when it is felt helpful.

The function and relevance of a particular resource for student learning will in part be dependant upon the format and accessibility of that resource. For this reason resources on the list have been categorised by type using the groupings at the top of the next page. The focus of these categories is on content-rich materials rather than elearning resources such as systems for tracking students through courses and assessment software.

Category
8. Online Database, Gateway or Portal
9. Information-based resources – selection only
10. Selection of wide range of free-standing resources such as DVDs, CD-ROM's, video tapes, audio tapes, film – examples viewed during study
11. Materials in Virtual Learning Environments (VLEs) (eg. WebCT)
12. Virtual communication eg. discussion lists, chat rooms, e-conferencing – examples accessed during study
13. Multi-media virtual resources available on the web
14. Online courses, tutorials or text-books - text-based only, or with graphics – non-interactive
15. Online courses or tutorials - text-based only, or with graphics with some interactivity such as exercises
16. Support materials

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
1. Online Database or Gateway						
	Bath Information and Data Services (BIDS)	Bibliographic services for UK HE and research communities, enables detailed literature searches of Journals	www.BIDS.ac.uk	JISC	Password access by registered students and staff in HE	Knowledge management
	Criminal Justice Portal	The Community Justice Portal is an information sharing and networking facility with e-learning opportunities. Registration is free and only takes a minute	http://cjp.org.uk/servlet/PageServer	Managed by Sheffield Hallam University	Free access to many parts of site, some e-learning courses fee-based	Work with adults
	Electronic Library for Social Care (eLSC)	Developing resource related to SW knowledge/skills/best practice. Includes sections on: Best Practice Guides CareData Social Care resources Skills building Users and carers	www.elsc.org.uk	SCIE	free	Knowledge management
	Social work and social policy learning and teaching support network SWAPItsn	Searchable web based resource lists categorised into key social work related topic areas.	www.swap.ac.uk	SWAP	Free	A range covered
	Psychology LTSN	Searchable databases related to specific areas of human development and behaviour including: Bibliography of articles related to teaching specific areas of psychology Web-resources, videos & software for teaching and learning teaching tips	http://ltsnpsy.york.ac.uk/LTSNASP	LTSN Psychology	open site	Human growth and development, specific behaviours, mental health etc.
	Webct Social Work	Webct is a commercial virtual learning	http://www.webct.co	Webct		

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
	library	environment package. Their home website contains links to various online social work resources	m/socialwork/library/browsecommunity			
2. Information based resources – selection only						
	Centre for Evidence Based Social Services (CEBSS)	Links to research databases (lot of health ones) Plus Evidence, Policy, Events, Links sections for Children & families, Adults & older people, mental health, Learning disabilities, physical disabilities, Joint working, Organisational, professional and managerial. Most evidence will be on the subscription site.	www.ex.ac.uk/cebss/	CEBSS	Some areas free, some subscription	Knowledge management
	Be-evidence-based	Developing Evidence Based Practice in Social Care Due Jan 2003 New website from CEBSS, containing a database of key findings from critically appraised social care research articles, an evidence-based skills section, web links to relevant organisations, policy documents, research resources and much more related to all areas of social work	www.be-evidence-based.com	CEBSS	Access by subscribing authorities only	Knowledge management
	Research in practice (rip)	Site aimed at evidence for children and families practice with range of searches for significant research reviews, researcher lists	www.rip.org.uk	rip	free	Knowledge management Research skills
	Social and health electronic resources portal (SHERPA)	Includes small social care section Number of useful links to Information skills training – includes TRIAGE (see next entry) Information skills url http://www.sherpa.nhs.uk/Training/html_files/training.htm#skills	http://www.sherpa.nhs.uk/index.htm	NHS	free	Knowledge management
	Trent research information	Gateway to hundreds of web sites containing teaching tools, tutorials, articles,	http://www.shef.ac.uk/uni/academic/R-	Trent Institute for	free	Research skills

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
	access gateway (TRIAGE)	and other educational materials relating to health research. Links to online tutorials and books e.g. statistics ethics, critical appraisal, qualitative research, reference management and consumer involvement	Z/scharr/triage/	Health Services Research		
	Social Science Information Gateway (sosig)	Gateway to a range of information and resources related to social sciences	www.sosig.ac.uk	SOSIG	free	Knowledge management
	Social Care Institute for Excellence (SCIE) including Electronic Library for social care	Range of information and links to support excellence in social care	www.scie.org.uk	SCIE	free	Knowledge management
	Mind	Extensive information resource, including a range of theory-grounded fact sheets and links to other support related to adult and child mental health	www.mind.org.uk	Mind	free	Mental health
	Save the Children	Extensive information, reports, links to other sites on children's issues in UK and internationally and includes teacher resources	http://www.savethechildren.org.uk	Save the Children	free	Work with children
	National Society for the prevention of cruelty to children (NSPCC) Inform	Information and resource section of NSPCC site on child protection includes section on communication using pictures with children.	www.nspcc.org.uk/inform	NSPCC	free	Work with children
	Help the Aged	General site with information sheets on benefits, kept up to date, campaigning information etc.	http://www.helptheaged.org.uk/default.htm	Help the Aged	free	Work with older persons
	The Foundation for People with Learning Disabilities	This website is the largest website on learning disability issues. It has been designed to provide information "about <ul style="list-style-type: none"> issues which affect the lives of people with learning disabilities the work of the Foundation for People with Learning Disabilities It has also been designed to act as a gateway to some of the other resources on	http://www.learningdisabilities.org.uk	FPLD	free	With people with learning disabilities

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
		learning disabilities, both in the UK and overseas.”				
	Careknowledge	CareKnowledge “organises and presents social care knowledge in a user-friendly format. It has exclusive licensed and commissioned content aimed at the practitioners and managers.”	/www.careknowledge.com/	Mark Watson Olm Group plc	Subscription only	Knowledge management
	Care and Health	Care and Health magazine site with information and discussion forums	www.careandhealth.com/carelearning.asp	Care and Health Magazine	free	Knowledge management
	Careandhealthlaw.com	Online law resource with variety of information and support materials	www.schwehrcare.co.uk/displayTopic.asp	Care and Health Ltd	Some areas free, some subscription only (varies)	Law
2. Free-standing resources such as DVD's, CD-ROM's, video tapes, audio tapes, film						
	Procare	Procare computer assisted learning modules – research and inter-personal skills for social work	www.chst.soton.ac.uk/procare/	CHST	Free demo.	Inter-personal skills Research skills
	Virtual Placement	CD -ROM interactive placement preparation course- downloadable free from internet	www.hcc.uce.ac.uk/virtualplacement/About.htm	T.S. Cooner/ M. Doel	free	Preparation for practice – Key role 1
	Virtual Social Work Volume 1, Race and Social Work Volume 2, Institutional racism	CD-ROM resources The aim of the volume 1 CD-ROM is to provide elements of knowledge and experience to prevent racist social work practice. The content is divided into to three sections: issues of racism, issues of racism and social work and virtual case studies. Volume 2 is about tackling institutional racism using ten virtual case studies the program encourages you to identify, critically analyse and counter the processes of institutional racism present in	www.virtualtraining.co.uk/	Tarsem Singh Cooner	£	Underpinning values Work with diverse groups

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
		a virtual social care agency.				
	Iolis	Iolis consists of computer based learning materials covering seven key undergraduate law courses in England and Wales. It includes a section on Law for Social Workers along with section on criminal law, civil law and others. It is not a full course, but intended as a supplement to traditional methods with a focus on using case law, legislation and examples to teach principles of law. Extensive use of graphics and interactive features. It is a product of the Teaching and Learning Technology Programme (TLTP). Includes section for Social Workers Law Courseware Consortium, University of Warwick Windows CD-ROM	www.law.warwick.ac.uk/lcc/iolis/othsubj.htm	Law Courseware Consortium	£	Law – all areas
	Are you in zennor? - The Client, the Counsellor and the Unsuitable Friend - Reflections in Counselling	Counselling skills DVD, video or CD Rom	http://hscare.newport.ac.uk/	Amelia Lyons, Newport	£	Communication skills Skills in working with others
3. Materials in Virtual learning environments (VLEs) (eg. WebCT)						
	Community Portraits	Developed within an EU initiative to provide resource for isolated communities in Sweden, Germany and Scotland	No web access at present	Liz Timms, University of Stirling	Closed intranet	Advocacy Work with communities
	Introduction to adulthood	Level 1 online learning in WebCT	No web access at present	Alan Howe, Gloucester College	Closed intranet	Human growth and development
	Communication tools	HEI's have virtual learning environments		Communica	HEI	Skills in personal

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
		(VLEs) that support student to student, tutor – student dialogue. There are also a wide range of 'bulletin' boards and 'chat facilities' on health and social care media websites and numerous 'chat' facilities through commercial facilities such as AOL's Instant Messenger, Microsoft's Netmeeting, etc.		tion, ideas and info exchange	services closed Media & commercial services require registration	and professional development Knowledge management
	Professional development	It provides opportunities to practice these skills, prior to placement, as part of a year one unit, Professional Development. This unit aims to bring together student support, study skills, introduction to IT skills, introduction to research and self evaluation. It is this unit which has been changed to incorporate Key Skills On-line.	http://www.shu.ac.uk/keytokey/docs/CaseStudy/casestudy4.doc (case study info.)	Janet Williams, SHU	closed	Communication and information technology skills Introduction to social work
4. Multi-media virtual resources available on the web						
	Patient Assessment Training System	Described as a patient database for teaching and research, used in 15 medical schools in UK – multi-media case studies – health focused but relevant to inter-disciplinary issues Case studies Dyslexia Medical rehabilitation Neuropsychology	www.patsy.ac.uk/main.html	University of Edinburgh	Free browsing of exemplars, but access is password protected to main materials	Assess needs Work with other professionals Partnership working
	Family and Lifespan	It is a web-based learning environment designed to support student social workers learning about sociology of the family and human developmental psychology. Includes a visit to Clydetown, a Virtual Community containing rich problem-based case material to anchor learning in the complexity of 'real' world situations. There is also an Encyclopaedia of key concepts	http://cvu.strath.ac.uk/courseware/socialwork/fal/	Neil Ballantyne Uni of Strathclyde	free	Human growth and development Sociology of the family Work with individuals and communities

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
		and theories from the sociology of the family, and lifespan developmental psychology to support reflection on case situations				
5. Online courses or tutorials - text-based only, or with graphics – non-interactive						
	Introduction to Social Policy	Aimed mainly at Social Policy Students	www2.rgu.ac.uk/publicpolicy/socialpolicy.htm	Paul Spicker	free	Social work history and context – social policy underpinning knowledge
	I have a right to	Introduction to human rights – not degree level	www.bbc.co.uk/worldservice/people/features/ihavearightto/	BBC	free	Advocacy values
	Crime & Punishment	Produced by the Public Records Office. Aimed mainly at AS level but useful information of history of crime and punishment and attitudes from 19 th 20 th centuries – mainly AS level	http://learningcurve.pro.gov.uk/candp/default.htm	Public Records Office	free	Context of social work Knowledge to support work related to offending behaviour
	Research Methods Knowledge Base	US based online book of research methods	http://trochim.human.cornell.edu/kb/	William Trochim	\$19.95	Research skills
	Making ethical decisions	Whole online 'book', US based covering different aspects of ethics and making ethical decisions	/www.josephsoninstitute.org/MED/MED-3groundwork.htm		free	Values and ethics Support to individuals Issues affecting decision-making
6. Online courses or tutorials - text-based only, or with graphics with some interactivity such as exercises						
	Internet Detective	A free interactive tutorial on evaluating the quality of Internet resources	http://www.sosig.ac.uk/desire/internet-detective.html	SOSIG/Desire Project	free	Research skills Knowledge management
	Internet Social	A "teach yourself" tutorial that lets you	www.vts.rdn.ac.uk/tu	SOSIG	free	Research skills

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
	Worker	practise your Internet Information Skills by providing advice on making effective use of the World wide Web, search skills, key social work internet sites and what to trust on the Internet.	torial/social-worker/			Knowledge management
	CASP – Critical Appraisal Skills Programme	Includes pdf assessment tool for appraising qualitative research. Plus more	www.phru.org.uk/%7Eecasp/resources/Qualfrontpage.htm	PHRU	free	Research skills Knowledge management
	Research Mindedness	This site has been funded by the Department of Health to help social care and social work practitioners make greater and more effective use of research in their work by offering a range of resources to improve 'research mindedness'. This includes advice on locating useful research and how to apply it to practice.	www.sws.soton.ac.uk/rminded/ Currently being updated by CHST with funding from SCIE	CHST	free	Research skills Knowledge management
	Child Welfare Across Borders	EU funded course focusing on children's rights & lives with international case studies and perspectives, exercises, links, text	www.sws.soton.ac.uk/cwab	University of Soton	free	Work with children Advocacy and children's rights
	Teaching Resources and Materials for Social Sciences (TRAMSS)	A series of training modules for data discovery and statistical analysis. Examples are presented in a substantive framework with specially prepared datasets. Data and software can be downloaded to run analyses.	http://tramss.data-archive.ac.uk/		free	Research skills
	Inhale	INHALE is a JISC-funded project that will create a set of web-based learning materials which will enable students to exploit relevant, high quality electronic information. This will include sources and services available to students locally and also those which form the Distributed National Electronic Resource (DNER) 7 modules.	http://inhale.hud.ac.uk/	University of Huddersfield	free	Research skills Knowledge management

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
	Core Competencies	The application contains 6 core Units covering the core competencies of: Assessment, Planning, Communicate and engage, Promote and enable, Intervene and provide, and, Evaluate	n/a	Ian Shaw & Sioned Rogers	free	Preparing for practice
	Sociology Central	Aimed at A-level : includes Sociological Outlines, as the name implies, are an attempt to provide students with relatively small, relatively simple, overviews of general sociological theories, concepts and perspectives. The Outlines are designed primarily for on-line use. They are, in effect, the on-line equivalent of paper-based worksheets. Also Puzzles, worksheets, teaching notes, pathways etc.	http://www.sociology.org.uk/outline.htm	Sociology central	Free Videos £	Context of social work
	Social Work Law Tutorials, De Montfort University-	These tutorials are a part of a second level Diploma in Social Work module entitled Law and Practice in Adult Care at De Montfort University which is making them more widely accessible via SWAPItsn (Social Policy and Social Work learning and teaching support network). An introduction to the tutorials is given. The four tutorials cover basic principles of law and practice with special reference to the law regarding discrimination and role of public bodies. Also covered is law and practice as it relates to: people needing social services in the community; people needing protection from abuse by others; people needing protection from themselves.	http://www.swap.ac.uk/external/Socialworklaw/index.htm	Robert Johns, De Montfort University	Free	Law – Adult Care
	Action research and evaluation online	Australian online course with text, activities	www.scu.edu.au/schools/gcm/ar/areol/	SCU	free	Research skills
	Protection of Human Research Subjects	Computer-Based Training for Researchers (1 specifically for social sciences)	www.research.umn.edu/consent/		free	Research skills ethics

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
	Get confident	Web based self-assessment activities – not degree level	www.bbc.co.uk/cgi-perl/health/gigaquiz	BBC	free	Skills in personal and professional development
	National Health Service University (NHSu)	Online university due to open Autumn 2003 – unclear as yet which courses may involve elearning	www.nhsu.nhs.uk/learn	nhsu	£	Not known
	Learn Direct Learning through work – University of the West of England	BSc(Hons) Health and Community Studies: Social Work BSc(Hons): Care of the Older Person, Child Health, Children and Young Persons Mental Health, Learning Disability Studies, Mental Health	www.learn-direct-ltw.co.uk/ep/web/home/ltwhome/homepage/	UWE	£	Information Management
	Understanding Health and Social Care	KZX100 offers a broad practical introduction to health and social care. (Level 1) Using real examples, it explores the nature of modern caring, the effects of technological, social and political change, and the shift to more flexible, interprofessional ways of working. A Certificate in Health and Social Care is awarded for successful completion. KZX100 offers the flexibility of online contact with tutor and students and includes a project exploring the potential of care-related information on the world wide web.	www.open.ac.uk	Open University	£	social work theory inter-professional practice
	Knowledge, Information and Care	Information awareness for health and social care workers	www.open.ac.uk	Open University	£	social work theory inter-professional practice Knowledge management
	Law, the Internet and Society: technology and the future of ideas	This ten-week online course is based on a dedicated website and the book <i>The Future of Ideas</i> by Lawrence Lessig. It explains how the Internet has enabled massive innovation. By analysing the	http://www3.open.ac.uk/courses/bin/p12.dll?C02T182	Open University	£	Knowledge management

Category of resource	Title	Summary of content	URL	Owner	Access	Curriculum area
		sometimes controversial case law, the course examines how Internet innovation has affected certain kinds of businesses, the response of those businesses and the social and economic significance of all this. There are intensively-moderated online conferences where students can seek help and advice and exchange ideas with other students				

Appendix 10

Department of Health elearning Steering Group membership

Attending members

Anne Mercer	Department of Health	Chair
Richard Banks	Training Organisation for the Personal Social Services (TOPSS)	
John Bates	North East Wales Institute of Higher Education	
Janis Blackburn	ARK UK	
Mary Cousins	General Social Care Council (GSCC)	
Mike Fisher	Social Care Institute for Excellence (SCIE)	
Jane Hare	National Health Service University (NHSu)	
Felicity Harrison	Department of Health	
Maggie Hayhurst	Suffolk Social Services	
Carol Holloway	National Association of Training Officers in Personal Social Services (Moved to Practice Learning Taskforce)	
Nigel Horner	Joint University Council – Social Work Education Committee (JUC-SWEC)	
Anne Jenkins	Nottingham Trent University	
Ros Kingston	Department of Health	
Simon Lowles	Association of Directors of Social Services	
Jackie Rafferty	Social Policy and Social Work Learning and Teaching Support Network (SWAPItsN)	
Jane Seale	Association of Learning Technologies (ALT)	
Roger Staton	Department of Health Social Care Information Unit	
Julia Waldman	Social Policy and Social Work Learning and Teaching Support Network (SWAPItsN)	
Neal Trupp	City and Guilds	
Helen Wenman	General Social Care Council (GSCC)	

Corresponding members

Professor Jane Aldgate	Open University
Tony Chandler	Unison
Amanda Edwards	Social Care Institute for Excellence (SCIE)
Mick D. Jones	Open University
Sarah Porter	Joint Information Systems Committee