Moodle as teaching support in the Health Classroom

### EDGCT5008 – Leonie ‘Tilly’ Waite (30120209)

# Objective

To develop supporting and interactive learning resources and activities to assist students to better grasp the theory and practical components associated with specialised physiotherapy units and become highly skilled and knowledgeable physiotherapy assistants.

# Background information

For the past three years I have been delivering a cluster of units associated with the Physiotherapy Stream for Allied Health Assistance students. This cluster consists of three units of competence out of the Health Training Package and is associated with the Certificate IV in Allied Health Assistance. This qualification prepares students to work side-by-side with an allied health professional and with a physiotherapist in particular when they have successfully completed this cluster.

The three units have overlapping elements hence the clustering. Elements have both a large theoretical components as well as practical aspects; it is imperative that the student has a good understanding of the theory to be able to master the practical parts such as objective testing.

As there were no supporting resources available when I first started to deliver these units I have developed my own resource, in the form of a very informative workbook, containing both the theoretical background as well as information about the practical components. As delivery only takes place over a total of 18 hours, students are required to do a fair amount of self-directed learning using the workbook. This is quite difficult when it comes to practical, hands-on skills. My main focus has been on refining this resource, including more pictures, photos and diagrams, better descriptions, and revision questions.

Although I have had requests from teachers from other TAFEs in regards to purchasing this workbook, I feel this resource assists those students whose intelligence is mainly linguistic and/or intrapersonal, but does little for students with a dominance of the other intelligences. I also feel that students have some idea in regards to the practical testing components but do not feel competent enough to apply it in a real life situation. As such I would like to make some changes.

# Proposal

### Literature

The changes that are going to be made will be influenced by Gardner’s Multiple Intelligences theory as well as Blooms Taxonomy; instead of just accommodating students with linguistic and/or intrapersonal intelligence it is anticipated that the delivery and the associated resources will benefit students with dominance in the other intelligences as well. Activities will also constructed with Bloom’s taxonomy of learning domains and the lower and higher order of thinking skills in mind.

### Delivery

Delivery will still take place over 6 sessions, which each session consisting of three hours class time. Changes will be made to the session plans to incorporate a mixture of theory and practical during all sessions and students will be introduced to Moodle. Explanation will be provided on the role of Moodle – as a supportive tool in their journey to become a physiotherapy assistant and master clinical skills with a good theoretical grounding.

### Assessments

Instead of having one set of assessment tasks for all students, certain assessment tasks will now have different options so that students can choose the assessment task that best suits their mode of learning. One assessment task I would like to include is one discussed during 5007 – the reversed/flipped classroom, where students teach each other. I first introduced this during the latter part of semester two with high school students and I was amazed of the results.

### Resources

The main resource will still be the workbook, but this will now be supported by Moodle. This will be in the form of power-points with voice over, YouTube clips to explain theory aspects, and videos providing an opportunity for students to see the objective tests as often as they would like to name a few. Although I have had some experience with Moodle I have not yet developed a unit on Moodle or used it as a resource in my delivery.

# Review

This cluster is scheduled to be delivered again by the end of February and as such, this is all very timely. I plan to evaluate the changes I have made by providing the students with an evaluation form by the end of the delivery. This evaluation form will be specifically developed for this delivery as it will have specific questions related to the delivery, assessments and resources.

I will organise for specific teachers from Federation University and associated with EDGCT5008 to have access to the physiotherapy Moodle units when marking my work.

### Documentation

Documentation of this process will take place in my e-Portfolio. This will also house new and old lesson plans, assessment tasks and the student learning program, which provides information about the assessment tasks and session plans.

I believe this negotiated task is the centre-piece fitting in nicely with my chosen modules:

* Day 1, Workshop 4 – Blended training for national industry
* Gardner’s MI Theory
* Introduction to Learning & teaching online
* Flow Theory – Application to learning