
INNOVATION IN TEACHING GRANTS

FLEXIBLE LEARNING IN OCCUPATIONAL HEALTH AND SAFETY

HILDA FIRTH, PREVENTIVE AND SOCIAL MEDICINE, DUNEDIN SCHOOL OF MEDICINE

This project was established for distance learning students enrolled for the PG Diploma in Health Sciences (endorsed for Occupational Health), particularly the two core papers OCCX401 Occupational Health and OCCX402 Occupational Safety as well as the research methods paper INDX704 Research Methods in Occupational Health. The original educational objectives were to encourage knowledge sharing among students, to develop skills by sharing experiences, analysing errors, and discussing desirable preventative approaches, and to promote desirable attitudes and values. The course materials consists of a coursebook of readings, (which also contains weekly case studies and exercises), a recommended text, audioconferences and a study weekend (which includes a major site visit). The course was assessed by using Likert scale methods with questions regarding the value of the web based learning component of the course, accessibility, and usefulness of the components such as the Discussion Forum, extra readings, extra case studies and quizzes. The vast majority of students rated the web-based learning materials very highly giving them either a 1 or a 2 on a scale of 1-5, 1 being the highest.

ONGOING TRANSFER OF FURTHER CLASSICS COURSE MATERIALS ON TO BLACKBOARD

**DR PATRICIA HANNAH, DR JOHN GARTHWAITE AND ASSOC. PROF. ROBERT HANNAH,
DEPARTMENT OF CLASSICS**

A selection of Classics papers was first made available on Blackboard in 2000, an experiment which proved to be a great success. The feedback from those students who regularly made use of this alternative source of information was consistently positive, so much so that for some students the expectation was created that all Classics papers would be similarly supported in this way in the future. Consequently a research assistant was employed in 2002 to build on that experience for the benefit of the students in most of the remaining classical Studies papers from 100 to 300 level. Since all these papers incorporate extensive use of visual evidence, a major, time-consuming element in the process was the scanning of the slides shown in lectures and their linking as digital images to the web pages. A discussion forum was also set up for the papers at the highest level, but it

seemed to be viewed as superfluous by the students who were physically on campus and able to attend discussions in person. These papers on Blackboard now constitute an innovative self-learning and revising tool, which can be accessed at any time to suit the individual students where and as often as they wish.

DELIVERING HASX404 TO OFF-CAMPUS STUDENTS

PROF. K. HUNTER AND DR B.M. PEAKE, DEPARTMENT OF CHEMISTRY

Material for mounting this course for off-campus students has been developed and at this stage (July 31, 2003) involves 5 modules with detailed text which is accessible through the Web via Blackboard, a CD with relevant reference material and a Course Handbook. The material includes both modules derived from the former CHEM466 modified for off-campus delivery, and new modules that were developed in response to feedback. Specifically, some of the CHEM466 material was found to be unsuitable for off-campus delivery in its original format, i.e. a group learning exercise. This has been replaced with an equivalent module that will be assessed as individual case studies together with practical exercises that the students can undertake in their home locality (which was not possible with the campus-based version of the course). The textual material for each module contains a number of links to ancillary material also accessible through Blackboard. The course is currently being taken in semester 2, 2003 by 4 students but they have only just started and so it is too early to comment on their experiences as yet.

INTERACTIVE RESOURCE FOR TEACHING WORLD MUSIC

HENRY JOHNSON, DEPARTMENT OF MUSIC

This project has developed an interactive computer resource through which students can gain a comparative understanding of contextual music studies. The project provides an understanding of the diverse social and cultural associations connected to aspects of African music (in particular the Djembe drum), as well as the elements of music itself. Computer and web tools help provide immediate access to a broad comprehension of music in its cultural context. In this project, which is delivered through Blackboard, with a major interactive component using Flash, students learn through different media (e.g. video files, graphic images, and written information). They are encouraged to learn using carefully designed tools that link the media in meaningful ways, and they are given the chance to be creative in their use of what they learn and how they learned it in the ways

they are assessed. One part of the resource provides a place for students to play the djembe drum interactively with an opportunity to appreciate, recreate, and create music within a flexible learning environment.

ELECTRONIC PROCESSING OF PRESCRIPTIONS AND CUSTOMER ENQUIRIES

KATH RYAN, GORDON BECKETT, PATTI NAPIER, LISA REID, SCHOOL OF PHARMACY

The project produced a teaching tool (E-script) for the introduction of electronic prescriptions into the pharmacy undergraduate dispensing laboratory. E-script presents the student with an electronic prescription (which they can interactively amend prior to validation), an electronic dispensing manual (linked to several web-based resources such as online drug databases) and computer marked remedial exercises including pharmaceutical calculations and Latin abbreviations used in prescribing and dispensing. It can be accessed, via Blackboard, on and off campus at any time, thereby providing students with flexible learning, designed to encourage a systematic approach to the dispensing of medicines.

The E-script template enables staff to change the prescription details as required prior to practical classes and allows for implementation into all years of the pharmacy curriculum. Staff can access E-script on or off campus at any time.

E-script may present an opportunity for commercial users, such as dispensing programme software producers or other tertiary institutions to interface with systems developed for use in a course management system, such as Blackboard or Web CT.

ACCOMODATION SIMULATOR (EXTENSION)

**GORDON SANDERSON, OPHTHALMOLOGY SECTION, MEDICAL AND SURGICAL SCIENCES,
DUNEDIN SCHOOL OF MEDICINE**

The neurology section of the accommodation simulator has been extended to provide a topographical model of the visual pathways from the globe through to the visual cortex. It includes the optic nerves, optic chiasm, optic tract, optic radiations and lateral geniculate bodies (all of which are involved in the accommodation reflex pathway). Each of the significant nerve fibre bundles is rendered in colour and can be removed individually or collectively. The

complete MRI cross sections are shown while the specific components of the visual pathway are identified within them. The latest MRI data have been incorporated into this model so students can have an opportunity to examine the anatomical location of the visual pathways using modern imaging techniques. This allows integration to occur between classical anatomy and clinical imaging. Lesions can be interposed at various locations throughout the model. The differential diagnoses of these lesions are provided as are the visual consequences.

FIME 308 USING ON-LINE TECHNOLOGY TO ENHANCE QUALITY TEACHING AND LEARNING

JO SMITH, DEPARTMENT OF FILM AND MEDIA STUDIES

The objectives of this project were to produce a web based teaching resource in new media studies to serve as the basis for the on-line component of FIME 308 assessment, research and teaching procedures. This site provided a basic introduction to computing technologies and Internet research techniques for Film and Media students, as well as contributed to the development of an on-line learning community that emphasises peer-based learning skills, rigorous intellectual analysis, criticism and problem solving.

Students responded extremely positively to the web site and the course coordinator received a great deal of face-to-face positive feedback as well as recorded comments from the course evaluation report. The course web site set such a professional aesthetic standard in terms of its interface design that students were challenged to rise to this standard in their own internal assessment projects. The quality of these projects was impressive and demonstrated not only practical proficiency in new media technologies, but also critical and intellectual engagement with the tools at their disposal. The course coordinator is convinced that this is a direct result of student's day-to-day engagement with the web site.

ANTH321 ARCHAEOZOOLOGY ON-LINE LEARNING

RICHARD WALTER AND IAN SMITH, DEPARTMENT OF ANTHROPOLOGY

The Archaeozoology On-Line package provides computer based support for teaching archaeology students how to identify animal remains from archaeological sites. Such materials are often highly fragmented, and successful learning of identification skills requires repeated practice with both archaeological specimens and a comprehensive reference collection comprising specimens of known species and anatomy. It is impractical to have large numbers of students in training handle reference specimen that are often rare and fragile. The Archaeozoology On-Line resource allows students to call up images of any bone, tooth or shell likely to be encountered in a New Zealand or Pacific archaeological site. They can browse images to develop basic familiarity, compare images on screen to achieve low-level taxonomic identifications and zoom in on features of

individual elements or examples of taphonomic characteristics. The image database can be searched in ways that mirror the actual practice of comparative analysis undertaken in the laboratory. In conjunction with the physical reference collection, the Archaeozoology On-Line resource is both a teaching aid and a major research tool. We believe it to be the first interactive digital resource for archaeozoology teaching in the world.

INTERNATIONALISATION OF THE CURRICULUM GRANTS

THE ART OF BUSINESS IN CHINA

DR. MALCOLM CONE, DEPARTMENT OF MANAGEMENT

For the last six years Dr Malcolm Cone has been involved in collaborative research with partners in the Business School staff of Huazhong University of Science and Technology in Hubei province in China.

As a result of this research, Dr Cone has achieved what is believed to be a world first in gaining access to former industrial brigades, now called Town Village Enterprises and filming within these organisations. The organisations studied were all in the Hubei province in Central China and constitute a cross section of the TVEs found in China being involved in construction, high technology and light industry in rural China. The film is an investigation of the management of these organisations in a turbulent and rapidly changing economic landscape and the responses of these organisations to China's entry into the World Trade Organisation.

Camera work and editing by Ms Tiffany Cone. The film was produced and directed by Dr Malcolm Cone.