

Interim report on IATL funded project

Remote training of practitioners: An interdisciplinary approach to delivering eLearning courses by Professor Caroline Meyer

We have made significant progress towards our milestones. We have one course ready to launch, and a second currently being captured. We have also got verbal agreement for some continuation funding from local government.

Project aims

The aim of this project was to develop and pilot the first in a series of innovative new courses at the Institute of Digital Healthcare (WMG). The pilot funding has been enormously helpful in allowing us to realise our vision.

Achievements to date:

During the course of this project, significant time and energy has been spent scoping best practice in terms of co-production, content and structure, capture of content and delivery. This has been a very complex process involving numerous colleagues, both at Warwick, across the UK and globally. At Warwick, significant help and support has been provided by Amber Thomas and Jim Judges, Chris Evans, David Davies, Amanda Dowd, and other colleagues at WMS and WBS.

An external scoping review of other globally leading e-learning providers (e.g., Harvard, MIT, OU etc) was undertaken. Following analysis of skills gaps, it was decided that the first course should be a training course for teachers and schools about eating disorders.

Development and launch of digital course - *Eating Disorders: For Teachers and Schools*

- The course documentation was prepared and received all necessary approval.
- The financial considerations were discussed with WMG Head of Finance with respect to costs associated with producing and running the proposed course and the pricing structure.
- Initial market research was undertaken to identify the likelihood of the course being a success.
- The course materials were written in collaboration with stakeholders (lecture content derived, PowerPoint slides prepared, handouts developed, reading lists identified, quiz questions and answers identified)
- The lectures (n = 5 x circa 15 minutes) were digitally captured and edited (using an external production company; Lightyear Productions),
- The lectures were piloted and refined based on participant feedback.
- The edited lectures were shown to a group of 6 teachers who all provided feedback and were encouraged to ask any questions they had (as if they had been sat in the audience).
- The one teacher was brought into the studio and was videoed asking all of the raised questions and having discussions about their experiences with CM.
- Once all course materials were finished the Moodle site was created and all materials uploaded.
- The landing page, payment and access portals are developed and currently being finalised and piloted.

- Significant marketing of the course has occurred and partnerships with relevant external organisations established (e.g., Independent Schools Association; Health Education England;
- The legal disclaimers and terms and conditions have been thought through with the University lawyers and are all now being signed off.

The second course Clinical IT safety led by Dr George Despotou has also been designed, developed and is currently being captured. The same processes and procedures as above have been followed.

I was somewhat naive regarding the complexity and the number of considerations, and also the length of time required to produce such courses. In particular, it has taken considerable time to organise the payment site and the legal documentation. I am capturing all of the information (as agreed) in a “how to” manual for distribution both as PDF and as a training video. I am involving all important stakeholders from WMG and across the University to contribute to the manual and also to a check list of required activities when embarking on developing such courses.