Course syllabus for

# E-learning in Healthcare Education, 7.5 credits

E-lärande i Hälso- och Sjukvårdsutbildningar, 7.5 hp
This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.
Please note that the course syllabus is available in the following versions:
Spring2012 , Spring2014

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| Course code | 4ME010 |
| Course name | E-learning in Healthcare Education |
| Credits | 7.5 credits |
| Form of Education | Higher Education, study regulation 2007 |
| Main field of study | Medical Education |
| Level | AV - Second cycle |
| Grading scale | Pass with distinction, Pass, Fail |
| Department | Department of Learning, Informatics, Management and Ethics |
| Decided by | Programnämnd 9 |
| Decision date | 2011-10-04 |
| Course syllabus valid from | Spring 2012 |

## Specific entry requirements

Vocational degree or bachelor's degree worth at least 180 credits and at least two years work experience within the medical, caring, or behavioural sciences, and/or two years teaching experience (at upper secondary level or higher - please submit a work certificate). English language skills equivalent to English B at Swedish upper secondary school are also required. Proficiency in the English language should be documented by an internationally recognized test such as TOEFL: internet based (iBT) with a total score of at least 90 and minimum score of 20 on written test; paper based (PBT) with a total score of at least 575, and minimum score 4.5 on written test; or IELTS (academic) with an overall mark of at least 6.5 and no band less than 5.5; or other documentation that according to regulations certifies the equivalence of English B at Swedish upper secondary school.

## Objectives

The aim and aim of the course The aim of the course is to help the participants to develop the skills and understanding that is required to assess, develop, deliver and critique the various modes and forms of e-learning. Learning outcomes On completion of the course, the participants will be able to  Understand current theories and practices of e-learning  Critically reflect on their own practice of e-learning  Critique a range of learning technologies in relations to their own and others[1] practice  Demonstrate a capability to develop and evaluate learning and teaching that involves e-learning.

# Content

This course has been designed for current practitioners engaged in education, teaching, training or related practice to meet the demand for a growing need to engage with the use of technology in education. It is highly relevant for those who work in learning related activity in a university as well as in workplace training. The course comprises three areas of investigation: Area 1: Explore This module focuses on the nature, role and use of e-learning in supporting and enhancing teaching and learning in and across educational and workplace contexts. The participants will explore a large number types of e-learning such as interactive learning object, simulations and web 2.0. Area 2: Design and implement In this part of the course, the participants will study theories, current research and ongoing debate around e-learning in different contexts. This area provides also the learner with knowledge that can be contextualized to critiquing, developing and using e-learning environments in their professional practice Area 3: Evaluate Finally the participants will acquire the knowledge and skills needed to evaluate e-learning. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and the areas of technology supported learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context.

# Teaching methods

The course takes place completely on-line in on the learning management system PingPong. Each participant will formulate a development project that concerns e-learning within the scope of their own organization The project will provide the basis for the theoretical and practical content of the course. Groups will be formed based on the contents of the different projects. Group members provide an important resource for critical appraisal and feedback on the project. Participation in the course requires access to Internet.

# Examination

The examination consists of an individual written assignment. The participants will through the individual project show that the learning outcomes have been achieved. This happens through the writing of a learning-portfolio throughout the course. By presenting concrete examples from the learning portfolio together with the report, where reflections on own and other's attitudes, understanding and activities a basis is created for assessment in relation to the intended learning outcomes.

# Other directives

Course evaluation will be carried out according to the guidelines that are established by the Board of education and the supervisor.

# Literature and other teaching aids

*Ellaway, Dr Rachel; Masters, Ken*
**AMEE Guide 32: e-Learning in medical education Part 1: Learning, teaching and assessment**

Institutionen för lärande, informatik, management och etik, 2008
URL: [AMEE Guide 32: e-Learning in medical education Part 1: Learning, teaching and assessment](#)

*Masters, Ken; Ellaway, Dr. Rachel*
**e-Learning in medical education Guide 32 Part 2: Technology, management and design**

Institutionen för lärande, informatik, management och etik, 2008
URL: [e-Learning in medical education Guide 32 Part 2: Technology, management and design](#)

*Morris, Clarie; McKimm, Judy*

**Becoming a digital tourist: a guide for clinical teachers.**

Institutionen för lärande, informatik, management och etik, 2009

URL: [Becoming a digital tourist: a guide for clinical teachers](Becoming a digital tourist: a guide for clinical teachers)

*Cook, David A.*

**The failure of e-learning research to inform educational practice, and what we can do about it**

Institutionen för lärande, informatik, management och etik, 2009

URL: [The failure of e-learning research to inform educational practice, and what we can do about it](The failure of e-learning research to inform educational practice, and what we can do about it)