

# Enhancing active learning for public health students working in a virtual space



**Lisa Fitzgerald, Allyson Mutch, Chi Wai Lui**

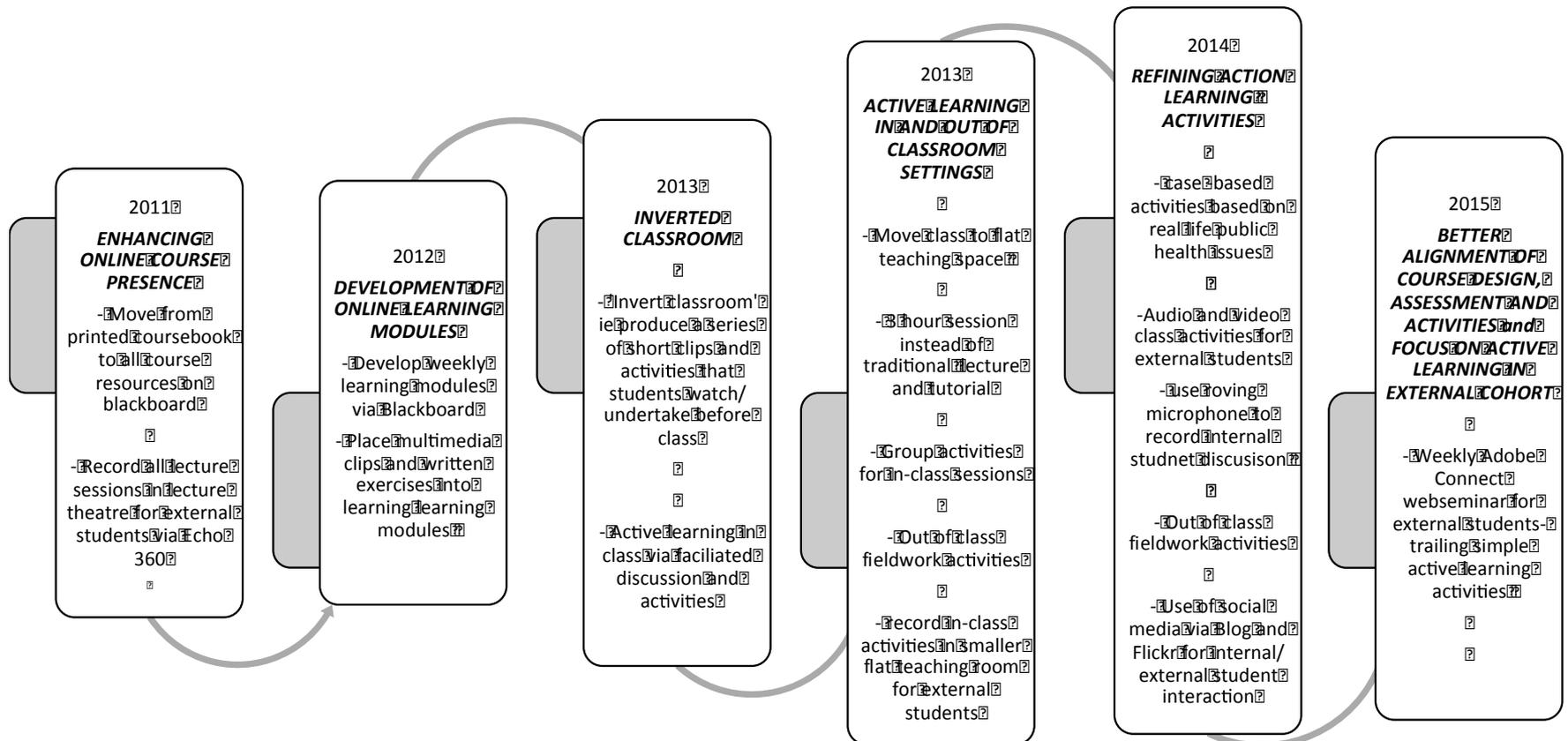
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- Moving to active teaching and learning in F2F classrooms

***But....***

- ***How can we move towards active learning approaches with external students?***

Figure One: Technology enhanced active teaching and learning activities trailed and evaluated in PUBH7620 since 2011



COURSE MANAGEMENT

Control Panel



**pre-recorded lecture 3**

Enabled: Statistics Tracking



**2013-08-07 11:50:28 - lecture 3 - tools of social research.**

Enabled: Statistics Tracking

Capture Date/Time: 2013-08-07 11:50:28

[lecture 3 - tools of social research.](#)

[Download Lecture Audio](#)

[Download Lecture Video](#)



**Clips shown in class**

**Ask yourself as you watch this clip " Can participatory research ever be truly participatory? What do you think about such approaches?"  
You could discuss this is the adobe connect session**



[Watch Video](#)

**The Grounded Academic: Disability, Poverty and Health Care- Action research in rural Guatemala**

Duration: (6:59)

User: 6oDZW3K\_2jkgQfnXpavoyw - Added: 05/11/12

YouTube URL: <http://www.youtube.com/watch?v=5CYhKFmlvSk>

TEDxCollegeHill - Hiba Salih - Untraditionally Traditional - Rethinking Rural Health Advocacy ( of 10:29)

User: tedxtalks - Added: 22/05/12

YouTube URL: <http://www.youtube.com/watch?v=mXv1IIYSesA>

# What builds active learning in an online environment?

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- Teaching techniques that promote **student engagement** in the learning process
- Well-structured **courses design** embedded in **good pedagogy**.
- Interaction and active ***participation*** amongst students and between students and teaching staff
- Developing **social presence** - feel connected to each other, the teachers and course content
- Mixture of **asynchronous** and **synchronous** technology to support different types of students

# What have we done to facilitate engagement?

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- Weekly adobe connect sessions 'owned' by course co-ordinator with technical support
- Sessions planned around an activity - students came prepared
- Used Adobe features (camera, whiteboard etc)
- Guest lecturers participated in adobe sessions
- Adobe sessions recorded and transcribed and placed in blackboard folder

https://meet.uq.edu.au/p206b9wrt90i/launcher=false&fcContent=true&pbMode=n... The University of Queensland, ... Blackboard Learn 17 March 2015

**Events Index**

Search

Filter Events

- Chat Messages
- Camera
- Sharing [0:00:00]
- Discussion [0:14:00]
- Sharing [0:17:29]

**Chat (Everyone)**

Vanessa Linde: observational reviews?  
 Robby Chibawe: Not really i think  
 Robby Chibawe: Biomedical ones tend to leave out the community  
 Erin Barry: Agree with Hayden - working with communities and privileging the voices of the participants to explore the complex reasons  
 Hayden Fisher: A combination approach  
 Susan Kurien: Need to explore the communities thoughts or views...focus groups  
 Tracey Hay: I agree, Hayden, there is a role for both qualitative and quantitative research  
 Vanessa Linde: Which is why qualitative research is so important  
 Josie Larby: Compare usage in different communities with different levels of socioeconomic status or other factors  
 Shupikai Sino Magumise: I suggest Combining both qualitative and quantitative methods  
 Robby Chibawe: Also I have seen false negatives with current testing using slides in africa  
 Alison Burns: hello, sorry very late!  
 Hayden Fisher: Use the community leaders to help develop your questions and approach  
 Hayden Fisher: Those directly affected by the issue  
 Josie Larby: Structured interviews across the community preferably done by local people  
 Susan Kurien: Explore the Communities understanding about Malaria...the impact...conducting focus groups using local community members...spiritual leaders, head of the community.  
 Vanessa Linde: Focus groups?  
 Lisa Lyttle: from that video i'd want to talk to the men and women who have been issued the nets because they will have different answers  
 Erin Barry: It would be important to talk with different groups within the community - the woman, the men, the children, as they all bring a unique experience and perspective  
 Heidi Meyer: the ment for sure! if they're making the decisions in the household/community, get them on board first!!  
 Vanessa Linde: Yes, using local people to deliver interviews  
 Robby Chibawe: Simple questions like what is malaria? How do you get it? Because others think it is witchcraft, so involve men, women and children. But gain chiefs and village headmen cooperation first. Then ask what they think a net does for them. You will be surprised with answers.  
 Lisa Lyttle: great questions robbie  
 Alison Burns: perhaps demonstrate the technique they use in their own homes, with the equipment they have?  
 Hayden Fisher is typing...

**Tutorial Slides PUBH7200.pdf** Full Screen

## Questions for Discussion

- What are possible reasons that people not use or misuse the mosquito net?
- How could we have found out the 'true' reasons?

**Video**



Lisa Fitzgerald Shupikai Sino Magumise

**Attendees (23)**

▼ Hosts (2)

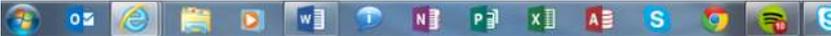
- Lisa Fitzgerald
- Valerie Springett

▼ Presenters (0)

▼ Participants (21)

- Alison Burns
- Anna Rowsome
- Bertin Rukemurampaka
- Bree-Anne French
- Erin Barry
- Gillian Hamlyn
- Hayden Fisher
- Heidi Meyer
- Josie Larby
- Ka-Kiu Cheung
- Katja Harrell
- Lei Du
- Lea Gall
- Lisa Lyttle
- Rachel Stewart-Koster
- Robby Chibawe
- Roya Anvari
- Shupikai Sino Magumise
- Susan Kurien
- Tracey Hay
- Vanessa Linde

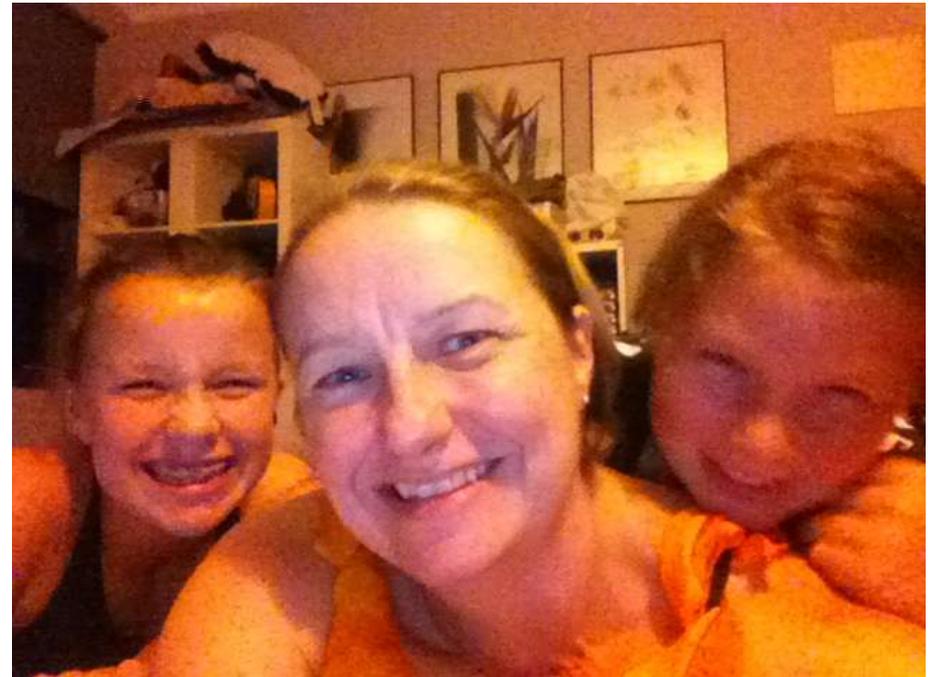
0:32:24/1:02:20



9:44 AM  
2/06/2015

# Who were our students?

- 35 external students participated – average 20
- Domestic, professionals, across Australia, some in remote locations
- Final grades ranged from 65%- 90%
- Course evaluated higher in 2015 by external students than previous years (first year higher than internal students)



# Online Focus Group

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*Able to interact via adobe sessions, lectures are directed at external students and our needs are considered... you miss out on the social interaction and that social interaction keeps you motivated... the adobe sessions at least allowed more social interaction than pure online*

*Adobe sessions are brilliant - removes the isolation that often comes with studying externally*

*I think it is essential to have access to the lecturer through adobe or another source. I did a summer course without this and it felt like I was in a vacuum*

*I liked being challenged to try new technology, like Adobe it was good to learn something new in that respect. My last subject was a bit dry.*

# Next Steps: Trialling 'active' adobe more broadly

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The response so far:

- Reluctance of course co-ordinators – time intensive
- Reliance on traditional didactic teaching methods
- Decreasing numbers of students
- Many Adobe features not used (video features etc)

# Is it worth it? Yes, but....

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- Facilitated, collaborative sessions with **active** engagement – it's not Q&A
- Adobe connect '**owned**' by course co-ordinator
- **Consistent** days and times
- Content – mix it up but closely aligned with course
- **Engage with students**- use camera, call students by names and respond to their comments
- Use Adobe for other activities (eg group projects) to talk and share files
- Provide **technical support** for teaching staff and students