

## OOER Case Study (DRAFT)

<b>Case Study Title</b>	Haematology
<b>School or Department</b>	eLearning Development
<b>Institution(s) involved</b>	Queen's University Belfast
<b>Contact + Email</b>	Clare Thomson ( <a href="mailto:c.thomson@qub.ac.uk">c.thomson@qub.ac.uk</a> ) Mr Christopher Smith ( <a href="mailto:enquiries@medev.ac.uk">enquiries@medev.ac.uk</a> )
<b>Date</b>	1 <sup>st</sup> June 2010
<b>Tags</b>	Haematology; full blood count; medicine; internal contracted videographer; IPR; non-patient consent; toolkits v2

<b>Questions</b>	<b>Explanation and further information</b>
<p><b>1. What is the curriculum context of the resource or resource collection?</b></p> <p><i>Approx. 250 words</i></p>	<p>Resource title: Haematology</p> <p>A haematology resource designed for Year 3 undergraduate medical students. Curriculum dependencies include taking blood samples and types of blood cells and their functions. Used for self-directed learning for 200-300 students per year and is non-credit bearing.</p>
<p><b>2. What were the aims and objectives of the resource or resource collection?</b></p> <p><i>Approx. 100 words</i></p>	<p>To understand the process of obtaining a full blood count from bedside to final result.</p> <p>To be able to recognise normal and abnormal blood counts.</p> <p>To be able to diagnose and investigate abnormalities of the full blood count.</p>
<p><b>3. How was the resource or resource collection implemented?</b></p> <p><i>Approx. 250 words</i></p>	<p>The resource comprises an eLecture.</p> <p>The resource is a PowerPoint presentation (.ppt) with accompanying narration for each slide. Video of the presenter is also available for the first slide.</p> <p>The final eLecture is delivered via an embedded flash player within an internet browser.</p> <p>Total length is 26 minutes.</p> <p>Students can access the lecture either via a secure webpage or a personal disc.</p>
<p><b>4. What technologies and/or e-tools were needed to deliver this?</b></p> <p><i>Approx. 150 words</i></p>	<p>Video capturing software and PowerPoint to Flash converter.</p> <p>Visual Understanding Environment (<a href="http://vue.tufts.edu/">http://vue.tufts.edu/</a>) was used to construct decision tree maps for guidance package advice.</p> <p>OpenLabyrinth (<a href="http://sourceforge.net/projects/openlabyrinth/">http://sourceforge.net/projects/openlabyrinth/</a>) was used to create an online application to deliver the decision tree maps.</p> <p>SurveyMonkey (<a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>) was used to survey interested parties and collection data on their methods used in pedagogy and resource discovery.</p> <p>JorumOpen (<a href="http://www.jorum.ac.uk/">http://www.jorum.ac.uk/</a>) was used as a repository to which this learning resource was uploaded to.</p>
<p><b>5. What guidance and/or support did you develop?</b></p>	<p><i>Categorisation</i></p> <p>Categorisation guidance was followed and the resource was input into the resource</p>

	<p>categorisation toolkit.</p> <p><i>Patient Consent</i></p> <p>Patient Consent guidance was followed and indicated that the resource was suitable for OER upload. Patient consent was not required for upload, as no patients were featured in the resource. However, Non-Patient consent was required for online distribution as an educational resource and was obtained from Prof. Mary Frances McMullin. Consent for specific OER release was granted by the resource author Prof. Mary Frances McMullin.</p> <p><i>IPR/Copyright</i></p> <p>IPR/Copyright guidance was followed. The resource is already licensed under institutional copyright for Queen's University Belfast, as is all material created for educational purposes within the university. Permission for OER release was granted by the institution and content author. The resource is to be released as OER under the Creative Commons Attribution-Non-Commercial-Share Alike 2.0 UK: England &amp; Wales license.</p> <p><i>Institutional Policy</i></p> <p>No specific Institutional Policy guidance available. Materials created within the university protected by university copyright. To release materials permission must be sought from the institution and author on a case by case basis.</p> <p><i>Internationalisation</i></p> <p>Internationalisation guidance was not available.</p> <p><i>Pedagogy and Quality Assurance</i></p> <p>The preliminary pedagogy survey was completed. No modifications were made to the resource.</p> <p><i>Resource Discovery and Re-use</i></p> <p>Resource Discovery guidance was not available.</p> <p><i>Upload</i></p> <p>Resource upload guidance was followed and the resource file was uploaded to JorumOpen. The resource also exists on a Queen's server, but can only be accessed by an institutional login.</p>
<p><b>6. Uploading and hosting resources.</b></p>	<p>Resource source files were successfully uploaded as an OER to JorumOpen.</p> <p>The JorumOpen repository upload was deemed easy to use. No problems were</p>



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	<p>encountered by the user.</p> <p>The repository publishing environment provides all the pertinent information relevant the resource and its source file.</p> <p>Clare Thomson – eLearning Developer</p>
<p><b>7. What are the key outcomes of the resource and/or resource collection?</b></p> <p><i>Approx. 200 words</i></p>	<p>For learners, a source of self-directed learning and revision has been provided. This process has allowed the release of materials that had previously been shielded behind an institutional login, thus allowing open access via the internet. It is likely that there will be more access from unintended learner groups.</p> <p>The profile and recognition for the learning resource creator and Institution has been enhanced.</p>
<p><b>8. What follow-up activity will be/has been carries out as a result of the resource or resource collection?</b></p> <p><i>Approx. 150 words</i></p>	<p>Status of institutional policy at Queen’s University Belfast.</p> <p>The issue of Institutional branding usage has been raised.</p>
<p><b>9. What are the lessons learned from the resource or resource collection?</b></p> <p><i>Approx. 250 words</i></p>	<p>There needs to be clarification of the guidance advice for the release of university owned materials as OER.</p> <p><i>Sustainability</i></p> <p>In terms of sustainability it is proposed that a more coherent and unified Institutional Policy document be drafted, in order to ease the release of university materials as OER resources.</p> <p><i>Risks</i></p> <p>No risks are perceived.</p> <p><i>Benefits</i></p> <p>Benefits are cited as raising the profile of the teacher and institution.</p> <p><i>Unexpected outcomes</i></p> <p>Currently unaware of any unexpected/unintended outcomes.</p> <p><i>Further information</i></p> <p><a href="http://open.jorum.ac.uk/xmlui/handle/123456789/5922">http://open.jorum.ac.uk/xmlui/handle/123456789/5922</a></p>