

# Sustainable design for Learning Management Systems

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School of Public Health  
The University of Sydney






# Using an LMS

The University of Sydney Accessibility | Help

Build Teach **Student View** **2007 Semester 2 PUBH5019 - Cancer Prevention and Control**

Your location: **Home Page**

  School of Public Health 

**Welcome**  
Welcome to your course WebCT site.  
Use the links below and on the left to access the **content** of your course. There are additional links on the left to help you **manage** your learning, for example Helpdesk, which links you to IT support and the library. Start by reading **Read me first!**

A guide to **writing in plain English** is now available - in the section **Your assessment**.

A timetable including the course modules, lectures, due tasks and online discussions may help people plan ahead-  
please find it in "about this course". You will note that there are no online discussions in the week immediately preceding an assignment/ task due.

<a href="#">READ ME FIRST!</a>	<a href="#">About this course</a>	<a href="#">How do I...?</a>
<a href="#">Module 1: Introduction to cancer</a>	<a href="#">Module 2: Primary prevention</a>	<a href="#">Module 3: Secondary prevention: screening</a>
<a href="#">Module 4: Treating cancer</a>	<a href="#">Module 5: Putting it all together: cancer control planning</a>	<a href="#">Your Assessment</a>
<a href="#">Course evaluation</a>	<a href="#">Helpdesk</a>	



# Using an LMS

- ✓ Institutional decision; adopted
- Embedded tools, shell: navigation, headers; speed, general usability
- Leverage tech support, servers, training, procedures, QA;
- Alternatives
- Downsides ....



# Process

- ✓ Managed, team-based
- ✓ Documentation
- ✓ Skills development: academics, administrative staff
  
- ✗ File location, versions
- ✗ Timelines
- ✗ Redundancy, succession planning, diffusion



# Interface

The University of Sydney Accessibility | Help

Build Teach **Student View** **2007 Semester 2 PUBH5019 - Cancer Prevention and Control**




**Course Tools**

- Course Content
- Announcements
- Assessments
- Assignments
- Chat
- Discussions
- Mail
- Search
- Web Links
- Who's Online

**My Tools**

- My Grades
- My Files
- Notes

Your location: **Home Page**



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# Structure

- Standardised tools, structure and naming of sections
- Builds in support
- Standard documents or templates
- Flexibility; individualisation at lower level



# Structure

< Your location: [Home Page](#) > **About this course**

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[Privacy Statement](#)                      [Course outline](#)

[Tutorial Group Allocation](#)

< Your location: [Home Page](#) > **How Do I...**

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This section contains Part 3 of the School of Public Health start-up kit, which most students received during the orientation program. It is provided here in case you didn't receive a copy at that time, or for times when you do not have that information to hand.

This section may also contain our standard instructions for accessing various types of resources, for example readings and lectures, which appear in many of our courses. However, the presence of such instructions in this section does not mean that the particular activity type will necessarily appear in this particular course.

[How to view and download lectures](#)                      [How to access the readings](#)

[How to use WebCT](#)



















## Discussions

Create Topic

Create Category

**All Topics** ( 757 Messages / **326 New** )

-    [Welcome](#)   ( 1 Messages / **1 New** )
-    [Support](#)  ( 46 Messages / **46 New** )
-    [Introductions](#)  ( 38 Messages / **38 New** )
-    [Module 1 Discussion](#)  ( 208 Messages )
-    [Module 2 Discussion](#)  ( 212 Messages / **94 New** )



# Sustainable?

## What to do in this topic

1. During this week, contribute to the discussion for Topic 1 (Topic 1 Discussion)
2. Listen to the lecture for this topic
3. Do the readings and visit the recommended web sites
4. Prepare for the Topic 2 and 3 discussion: read your tutor's instructions in Topic 2 + 3 Discussion. **Please note:** You DONT NEED to contribute to this discussion this week - in fact it will be locked until the beginning of next week.

listen. Read *How to access and download the lectures* (in the resources section of this module) if you want more information.

## Content:

- Overview of alcohol as a health issue
- Types of interventions: primary and secondary
- Can secondary intervention be implemented?
- Choosing evidence based interventions for substance misuse

Please note this lecture was recorded live and may contain group activities which have not been recorded in full.

## Lecture

The first part of this lecture looks at primordial and primary interventions for substance use and explores one example of a primary intervention, availability control through taxation and pricing. [Listen](#).

[Part 2](#) asks the question *Should we be discouraging any drinking at all?* and looks at the difficulties inherent in educating the general public about alcohol.

School-based and community education are examples of primary interventions covered in [Part 3](#).

Do secondary interventions such as random breath testing and brief interventions by GPS work? Find out in [Part 4](#).

[Part 5](#) canvasses four prevention principles which can help governments develop effective alcohol and drug use policies.



# Sustainable learning designs

- Pedagogically driven – LMS affordances
- Pedagogical change
- Interactivity, collaboration, construction



# Sustainable?

## Workload issues

- Discussions: content vs admin
- Assessment
- Recording live lectures

## New version LMS?



# Sustainable learning structures

- Learning areas eg lectures, tutorials, case studies
- Modular
- Ease of development/ learner preferences



[Module 1: How to study this module](#)



[Module 1 Discussion](#)



[Resources](#)



# Sustainable modules

- Re-usable, interchangeable
- Self-contained – no references outside
- Components eg lectures – portable eg Flash
- Others – not so eg discussions, quizzes
- Documenting such components eg tutor guide

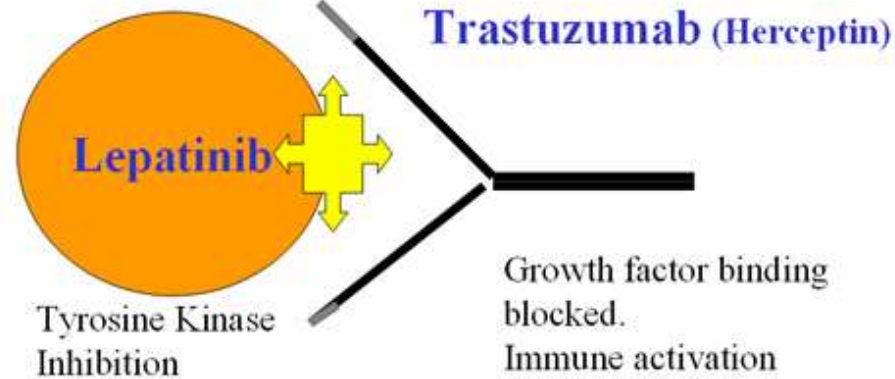


# Sustainable resources?

## Therapeutic implications

Intracellular Block

Extracellular Block



# Sustaining users

- Assumptions – digital natives etc
- Technical and pedagogical orientation needed – prior, within courses
- Tech, admin support within/ outside courses – but not by academics
- Co-coordinators
- Mutual help
- Respond to evaluations



# Sustainable?

Learning outcomes <i>At the end of this module you will (be able to):</i>		
	Trigger/Teaching/ learning activities	Resources
	<u><b>Discussion 2.2: Ethics applied</b></u> Describe a time when you have used ethical reasoning to resolve a problem or dilemma, either at work or in your life generally. Relate your reasoning to ethical theories outlined in the readings.	Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine. 5 <sup>th</sup> edition New York, NY: McGraw Hill;2002 <a href="http://ezproxy.library.usyd.edu.au/login?url=http://www.library.usyd.edu.au/ereserve/burkitt-ford/consentintroduction2002.pdf">http://ezproxy.library.usyd.edu.au/login?url=http://www.library.usyd.edu.au/ereserve/burkitt-ford/consentintroduction2002.pdf</a> OR Chapter 2 <i>Ethical Theories and concepts</i> in Kerridge, Ian Michael Lowe and John McPhee: Ethics and law for the health professions. 1998. Social Science Press. (NB a 2 <sup>nd</sup> edition was published in 2005 by Federation Press) <a href="http://ezproxy.library.usyd.edu.au/login?url=http://www.library.usyd.edu.au/ereserve/burkitt-ford/KerridgeEthical1998.pdf">http://ezproxy.library.usyd.edu.au/login?url=http://www.library.usyd.edu.au/ereserve/burkitt-ford/KerridgeEthical1998.pdf</a>
b. relate relevant Codes of Professional Conduct to their own professional practice	<i>(Individual work)</i> Complete the essential reading.  <u><b>Discussion 2.3: Professionalism</b></u> Identify the Code of Professional Ethics or Conduct that is relevant to you in your workplace. What is the main way this code impacts on your professional practice?	<i>Essential reading</i> *Duties of a doctor registered with the NSW Medical Board, <a href="http://www.nswmb.org.au/">http://www.nswmb.org.au/</a>
<i>Work through outcomes c. to f. from Monday 2/4 till Sunday 15/4 (Note: period includes Easter break)</i>		
Informed consent		
c. apply legal and ethical requirements for consent.	<i>(Group work)</i> View the Powerpoint presentation and complete the essential readings  Go into your allocated groups and prepare group responses to your allocated case scenarios.	<i>Powerpoint</i> Walton M. PowerPoint presentation "Consent" (see Resource section)  <i>Essential reading</i> Chapter 3 Respect for autonomy in Beauchamp TL, Childress JF.



# Sustainable design

- Process
- Resources: skills, time
- Uniformity, predictability
- Focus
- Staff development; scaffolding
- Support



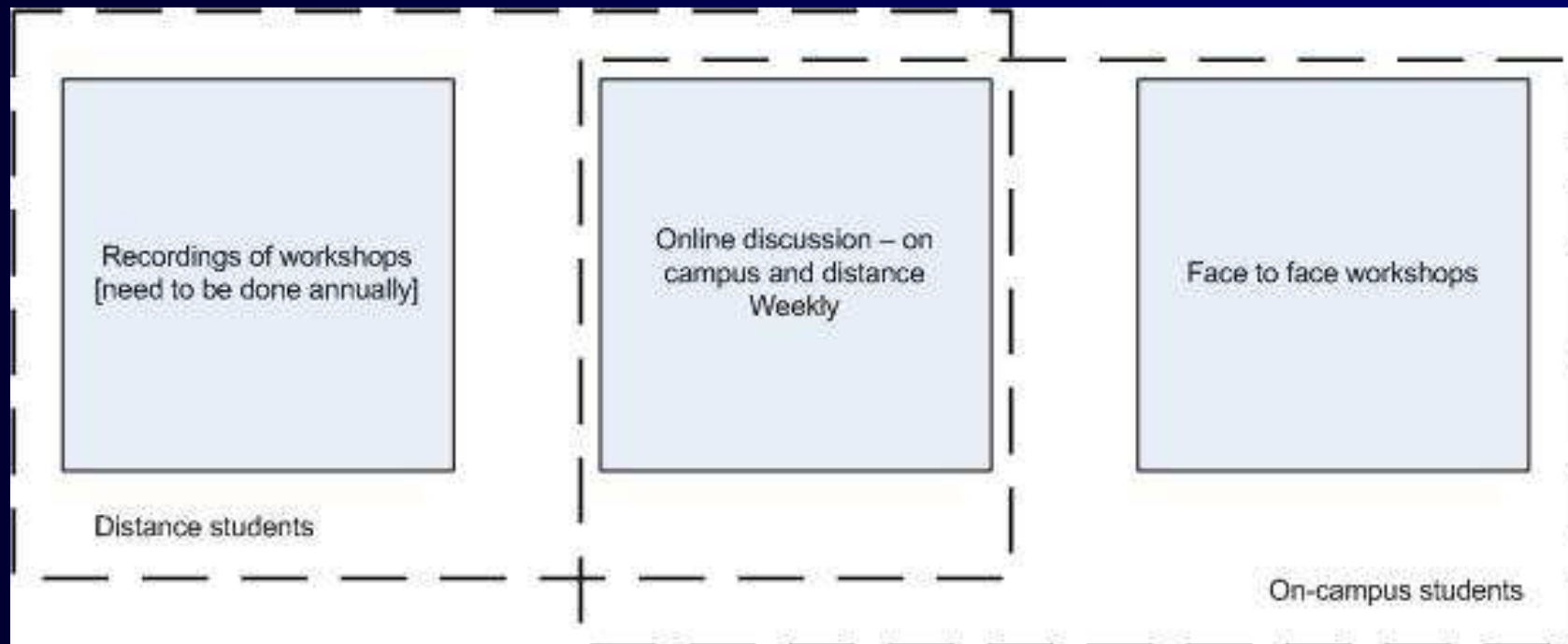
# Additional example



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# Sustainable blended design #1



# Sustainable blended design #2

