

OCCTH 543

Web 2.0 for occupational therapists

Course Credits: *1 (1-0-0)

COURSE OUTLINE

Instructor: Anita Hamilton
Office: 2-23 Corbett Hall
Phone: (780) 492-8416
E-mail: anita.hamilton@ualberta.ca
Classroom: 2-07 Corbett Hall
Class time: See timetabling below

Course Description:

In this module students will discover the application of Web 2.0 technology in occupational therapy practice. Through three key tasks, students will learn about different types of online technology able to be used by occupational therapists when working individually or with groups or whole communities.

Timetabling:

Thursday	30 April	2009	2:00pm – 4:30pm	Computer Laboratory (CH 2-11)
Thursday	30 April	2009	5:00pm – 8:30pm	Computer Laboratory (CH 2-11)
Thursday	7 May	2009	5:00pm – 8:30pm	Computer Laboratory (CH 2-11)
Thursday	14 May	2009	5:00pm – 8:30pm	Computer Laboratory (CH 2-11)

Student Time Commitment:

Computer-Lab workshops: 13 hours
Independent study: 26 hours

Attendance in Modules (OCCTH 543):

All modules are designed to be intensive and interactive. It is imperative that registered students attend all listed hours of instruction, whether these hours are in person or online. Students with unexplained absences will receive a grade of NC (failure, no grade point value assigned).

Links to Other Courses:

Using Web 2.0 technology in occupational therapy practice is a new and developing area. You will notice that the information we cover in this module will be able to be applied in your other occupational therapy courses, fieldwork and as a graduate therapist.

Prerequisite:

Nil

Co-requisite:

Nil

Goal Statement:

In this module we will explore the use of interactive computer technology in occupational therapy practice working with individuals, groups and communities. Students will utilize Web 2.0 technology to reflect on practice (by maintaining a reflective Blog), create a team project (using a group Wiki) and develop a community resource for a community agency (selecting Web 2.0 tools that meet the aims of the particular community project). Students will present a discussion on their decision making behind their approach to creating the community resource.

Student Learning Objectives:

At the end of the course students will demonstrate the ability to:

1. Self-reflect through the lens of the CAOT profile
2. Work quickly and effectively in a self-directed manner as an individual.
3. Negotiate with team members to agree on contribution to team activity.
4. Quickly research new information.
5. Collaborate with the team in the online environment.
6. Use Web 2.0 technology to research and disseminate information (minimum requirement for this project is to develop a Blog and contribute to the module Wiki, however students may incorporate other Web 2.0 tools such as YouTube and podcasts etc).
7. Apply new knowledge and skills in the creation of an online resource that addresses the needs of the community agency.

Occupational Therapy Outcomes:

At the end of the course occupational therapy students will:

1. Have a clearer understanding of the role of Web 2.0 in occupational therapy education, practice and lifelong learning.
2. Have an understanding of the rapid growth in the area of computer technology across occupational therapy practice.
3. Be able to consider the needs of the community agency and make recommendations demonstrating sound clinical reasoning.

Transferable Skills:

1. Knowledge of and skills in using Web 2.0 technology for knowledge transmission.
2. Practise articulating clinical reasoning.
3. Network quickly and effectively with agencies, services, businesses, experts (etc).

Pedagogical principles' underpinning curriculum and assessment design

Students bring to the classroom different life experiences, a range of learning styles and a range of reasons for choosing to study occupational therapy. This course is designed using the following pedagogical principles; constructivist¹, transformative² and reflective³ learning.

Constructivist learning means that the curriculum and assessment has clear content and structure. Students can see that the new knowledge will apply in practice with the instructor modeling this process. The instructor creates a scaffolding of learning using approaches such as pre-readings, lectures or seminars, and structured assessment tasks that strategically facilitate students to build foundations for applying new knowledge. In this course we will build a scaffolding of learning through readings.

Transformative learning means that curriculum is developed to expose students to new ways of thinking, seeing and doing. Students often refer to transformative moments as “aha” moments as they literally “transform” what they understand. Transformation often occurs in hands-on courses and in fieldwork. This is a new course, so I hope to hear from you during the course if/when you feel we have achieved some transformative moments such as seeing the application of a piece of technology and how this enables participation or engagement.

Reflective learning is intrinsically linked with transformative learning. Reflective learning encourages and challenges you to think more critically, creatively, deeply; and in this course reflection has been designed into the course through your development of an online reflective blog and again while you critically reflect on your recommendations for technology adoption by our case study client. It is expected that reflective practice will become a habit, part of your cycle of lifelong learning.

Instructors bring three key qualities to the learning environment, subject expertise, skills in learning and teaching methods and emotional intelligence⁴. This means that instructors will design curriculum using their own and others' up to date evidence; use approaches to teaching and learning (including assessment) that suit the course timelines and learning objectives; and importantly, instructors will form learning relationships with students through regular contact, understanding the range of student perspectives and through timely and constructive feedback.

The role of student is to bring a positive approach to the learning environment and assume responsibility for learning. Students are expected to come motivated to learn, ready to be engaged, ready to collaborate with the instructors and peers, ready to take risks in learning and also be resilient while also being creative. This is a blue-print for lifelong learning.

In this course you can expect to have the following types of activities incorporated into the curriculum:

- Readings (*this creates a structure or a scaffolding for our learning, you are expected to read what is set and to also take your reading beyond this in your independent study*)
- Team work (*contribute individually and collaborate in a team project, thereby discovering new ways of thinking which will enhance outcomes in learning*)
- Face-to-face and online discussion groups (*where we will have opportunity to discuss and share knowledge and resources in a synchronous environment*)
- Independent project work (*where you take your own learning experience in the direction you choose to meet both the requirements of the course but also examine issues outside the course content*)

Course Content:

Before coming to our first class please complete the online survey

Follow this link to complete the survey:

http://www.surveymonkey.com/s.aspx?sm=nAe0P3qioxenEMJ5OWr1dQ_3d_3d

Session 1 – Thursday 30 April (afternoon OR online)

-  What's expected in this course?
-  Assessment tasks
-  Getting started Blogs and Wikis

Session 2 – Thursday 30 April (evening)

-  eHealth in OT practice
-  RSS
-  Personalized homepages/Portals
-  Google Reader
-  Collaborative writing
-  Community project selection and commencement

Session 3 – Thursday 7 May

-  Social Networking
-  Surveys
-  Podcasts

Session 4 – Thursday 14 May

-  Multi-user Virtual Worlds
-  Project presentation
-  Blog Reflection
-  Post-course survey & Course evaluations
-  Summary and Close

The instructor reserves the right to change topics due to availability of speakers.

Required Textbooks/Materials:

There is no text for this module.

Student Required Resources:

Access to a computer and internet.

Reference Material:

- Some hard copy resources will be available in class as a hand-out.
- All other resources will be available through the wiki.

Assignments:

Online reflective learning Blog (30%)

- In session one each student will create their own Blog using freely available software from the world wide web (examples include: Blogger and WordPress.org)
- As a minimum standard it is expected that in your blog you will reflect on how this course contributes to your development in the components of the CAOT profile
- In the final class you will present a 5-10 minute discussion about your blog
- See the course wiki for complete details

Online resource for community agency (40%)

- You will contribute as an individual to a collaboratively developed online resource for your community agency or client.
- This assignment it is NOT intended as an opportunity to 'dump' a range of online resources into an online repository for the client to sort through.
- You are expected to carefully consider what you will include and why.
- It will also be important to keep a record of the resources you decided NOT to include and why so that you can present this in the final session. This will help you to demonstrate "clinical reasoning".
- Each student will work towards and contribute to a component part of the online resource.
- See the course wiki for complete details

Group presentations (30%)

- In our final session each group will present their community resource project.
- Students will present the goal of their project, how they obtained information, what information they included did not include, and any gaps in knowledge and where they see the project going next.
- Students will also be asked to assess each of their group member's contribution to the task.
- See the course wiki for complete details

Grading:

This module is a credit/non credit course

Please note: a minimum grade of 70% must be achieved for credit to be given.

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are urged to familiarize themselves particularly with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

References for pedagogical principles

1. Abdal-Haqq, I. (1998). *Constructivism in teacher education: Considerations for those who would link practice to theory*. ERIC Digest. ERIC Clearinghouse on Teaching and Teacher Education: Washington, DC.
2. Mezirow, J. (2000). *Learning as transformation : critical perspectives on a theory in progress* (1st ed.). San Francisco: Jossey-Bass.
3. Kinsella, E. A. (2001). Reflections on reflective practice. *Canadian Journal of Occupational Therapy*, 68(3), 195-198.
4. Mortiboys, A. (2005). *Teaching with emotional intelligence : a step by step guide for higher and further education professionals*. Milton Park, Abingdon, Oxon ; New York, NY: Routledge.