

## Solving the Puzzle? CIPeL's Second Annual Conference

The last CIPeL annual conference took place on 24<sup>th</sup> April 2008 and was attended by 86 delegates from around the UK in other academic institutions, the NHS and the HEA Academy to name only a few.

The conference addressed the barriers to effective interprofessional learning and parallel sessions discussed different aspects of CIPeL's work in relation to interprofessional learning for student and staff, acknowledging the importance of the service user/patient/client at the centre of the learning.

Of particular success during the conference was its opening session, using extracts from Lord Laming's recent interview which took place on 22 January 2008, which indicated that there had been little change to interprofessional working since the release of his report of the Victoria Climbié enquiry. An authentic video account of a family that had experienced difficulties in care during their mothers stay in a general hospital was also presented.

The parallel sessions and posters that were presented on the day stimulated discussion and debate around some of the issues we face. However, the main highlights of the conference were the two question and answer panels which were ran. The first were with students that had been involved in interprofessional learning at both Coventry and Sheffield Hallam University. They were questioned about their experiences of the programme, what they found useful and how they felt about e-learning as a way to interact and discuss issues with other professions.

Towards the end of the conference was a crack team panel, made up of a number of health care professionals that work in effective interprofessional teams, as well as a service user that had experienced 'good interprofessional care'. They shared their final thoughts with the audience on why they had felt it worked well and what changes would be required to make improvements at both student and practice levels.

The conference evaluated really well with the following [comments](#) received 'One good thing about the conference was the diverse nature of the content of the breakout rooms' and 'I enjoyed the narrative at the beginning, it was an effective way to deliver a powerful message'.



**Welcome** to the fifth issue of the CIPeL newsletter. If you see anything that interests you and you wish to find out more, please contact Marie Krumins [marie.krumins@coventry.ac.uk](mailto:marie.krumins@coventry.ac.uk)

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Sheffield  
Hallam University

# New Learning Resource ResearchProposalWriter

Dr Steve Jewell



Coventry Business School has an annual intake in excess of 400 students, and over 80% are international students.

These students undertake a research project and write a 12,000 word dissertation. Prior to starting the project, they are required to submit a 3000 word project proposal. This proposal is assessed in terms of its feasibility and, if not sufficiently convincing, the student cannot proceed to undertake the research project.

To write a workable research proposal is a highly demanding task for most students as it involves tackling a number of complex concepts, made even more difficult by their cultural diversity. Historically the pass rate has been between 75 – 80%. The target needs to be increased to over 90% to improve programme completion rates and student retention.

Several initiatives are in place to accomplish this target through improved assessment practices. The National Student Survey (NSS) 2007 has again highlighted the need for an improvement in assessment practices: the percentage agreement in assessment and feedback are low at 66 and 62 for Coventry University and nationally respectively.

One of the initiatives to improve the assessment process and the quality of proposals is the development of an e-Learning object in collaboration with CIPeL, named the ResearchProposalWriter.

This tool will help students structure their research proposal and is designed to focus students' thoughts on how they intend to conduct their research rather than regurgitating theory.

Why CIPeL? Once this tool has been built and evaluated, it will be available for colleagues across the institution and indeed other HE establishments to access from the CIPeL at CURVE repository. It is aimed to be reusable across the disciplines at different levels. To register for access to the CIPeL repository, please see [http://www.cipel.ac.uk/learning\\_objects/learning\\_objects.htm](http://www.cipel.ac.uk/learning_objects/learning_objects.htm)





# Letter from South Africa

By the time you read this, I will have completed my presentation! My midwinter plane landing in June means that the approach from Cape Town is in the dark but there was still a presence of the mass of Table Mountain surrounded by the lights of Cape Town and environs.

I'm here to present at the 3<sup>rd</sup> International Conference on e-Learning, at the University of Cape Town. Previously, it was held in New York and in Montreal. An aim of the Conference is to find ways of putting research into practice and it covers a broad spectrum of e-learning.

I have written a paper based on the e-learning object that I created while I was on secondment with CIPeL, so I would like to demonstrate the e-learning object during my presentation. Plan A would be to show my e-learning object in CURVE, (the Virtual Repository), where it resides in the CIPeL collection. This would require an Internet connection, and I have been told not to expect one, however the learning object comprises a series of interlinked web pages! I have created a local version of it on a USB stick – Plan B. I can run the local version using Firefox Portable web browser from the stick – assuming that the computer has a fast connection! If there is no computer, or if there's a power cut then I could use a poster – Plan C. Or Plan D – pencil and paper. I need an image to talk about!

I know from past visits to South Africa that, due to the relatively huge expense of commodities from the USA and Europe, alternative software solutions are sought. I hope that my use of Freeware, eXe and TiddlyWiki, in the construction of my learning object, is appreciated.

My e-learning object is entitled "Create Interactive Accessible e-Learning". It was built from examples produced in workshops in which colleagues brought their own Word documents and used Create (formerly Course Genie) to make their own sets of interactive accessible web pages. I added a commentary to showcase the examples using TiddlyWiki. and compiled it using eXe. The e-Learning object is fully interactive, including the embedded examples. But is it accessible? That's what I am discussing in my paper. I am proposing alternative ways to check this particular object for accessibility and presenting some solutions that I have used.

I hope to have dialogue both with researchers and with practitioners in e-learning. I've been looking forward to meeting people from all over the world, but in particular people from the African countries. On the day that I give my presentation, Zimbabwe's run-off presidential poll would have been taking place. Hopefully through e-learning, a mechanism for better communication may also be shared at this Conference.

So, I close this letter with a degree of excitement at being in a different continent under a different sky; looking forward to seeing International colleagues and some apprehension... will Plan A work or do I use Plan D?

Best regards from a wintery Cape Town.

Anne Dickinson

# Theoretical Perspectives on Interprofessional Education: Plethora and Priorities

## Ros Johnson

Ros Johnson, Senior Lecturer from Sheffield Hallam University delivered a first in an ESRC seminar series organised by colleagues from the University of the West of England, Bournemouth University, Newcastle University, University of Huddersfield, University of Southampton and CAIPE, on 11<sup>th</sup> January 2008 at Huddersfield.

The seminars are based on the premise that the challenge for anyone involved in IPE programmes is evaluating and demonstrating effectiveness, and lack of robust underpinning theory may contribute to difficulties in research. Theories are needed to help relate IPE constructs and definitions towards an overall explanation of the phenomenon, adding substance to the current observations and descriptions.

The first seminar sought to develop an overview of many theories that IPE draws on, specifically from social psychology, sociology and education, and to attempt to establish consensus as to which should take priority in future IPE research.

There were presentations from specialists in each of the three fields, focusing on key theories that relate to IPE. Delegates were allocated to small working groups and, after each presentation, worked together to explore the theories in relation to their own experiences, examining the potential for application, and identifying areas for further clarification.

There was much enthusiastic debate, for example about the inclusion or not of adult learning theory, the influence of activity theory and expansive learning, and the conservative and radical or transformative contexts of IPE.

The seminar was successful in generating reflection, learning, dialogue, and networking, and I'm sure all delegates are looking forward to ongoing collaboration. For more information about follow up seminars, please visit <http://ihcs.bournemouth.ac.uk/etipe/index.html>





# Words matter: a journey from interprofessional to interdisciplinary

Dr Steve Smith and Dr Lynn Clouder

People employed in the healthcare system are very familiar with the idea of professions. The UK government became keen on the concept of interprofessional working following the Bristol Inquiry and other examples of miss or non-communication within the healthcare system. The idea of interprofessional is now so engrained in health that the language of interprofessional learning (IPL) is often very health focussed e.g. the Centre for the Advancement of Interprofessional Education (CAIPE) defines IPL as “occasions when two or more professions learn from and about each other to improve collaboration and the quality of care” (CAIPE, 2008).

However, many people find the term “professional” difficult. It is associated with practice and perceived as “non-academic”. It is also associated with hierarchy and division. The term “discipline” appears to be similar and less alienating. How distinct are the terms discipline and profession? Definitions of discipline vary very little, e.g. “a branch of learning or field of study” (Chambers, 2003) is typical. However, definitions of profession vary a lot. From “a calling requiring specialised knowledge and often long and intensive preparation” (Webster’s, 2002) to a “group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high

level, and who are prepared to apply this knowledge and exercise these skills in the interest of others” (Professions Australia, 2008).

One of the key distinctions between discipline and profession is the idea of practice. The separation of practice and theory is rather arbitrary and highly questionable. Furthermore, Wilde (2008) defines discipline as: “the study, or practice, of a subject”. Many authors suggest they are too similar to separate, e.g. “the terms interprofessional and interdisciplinary will be used interchangeably” (Curran, 2004). Some authors consider the need to separate the terms, e.g. “descriptions that use... interdisciplinary to mean, or synonymous with, interprofessional are now at odds with definitions established in the UK” (Gilbert, 2005). However, Woods (2007) states that interdisciplinary learning (IDL) leads to “the ability to understand and be understood by a diverse group of specialists”. This is very similar in spirit to the CAIPE definition of IPL.

It is important to find a common language to talk about the key concepts within IPL/IDL. These are, firstly, a collaborative approach to working in an interdisciplinary/interprofessional context and, secondly, learning from and about each other in the same context. We suggest that the term interdisciplinary should be more widely used than interprofessional as it is more inclusive.

## References

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# Interactive Evaluations: Are our Objects Valuable?

## Elinor Clarke

The CIPeL team recently took a different approach to evaluating some of its learning objects by inviting service users, carers, students and critical friends to work together to evaluate a range of interprofessional learning objects on 23<sup>rd</sup> April 2008.

**They utilised the new CIPeL evaluation tool which was developed (by Dr Adrian Bromage) to identify interprofessional as well as technical and educational aspects of the learning objects. One to one support was provided by the CIPeL core team to enable access to CURVE and utilization of the evaluation tool.**

Learning Object evaluation is a core aspect of CIPeL's work. Service users and carers opinions are important to ensure authenticity as well as to test functionality of Learning objects. Two students participated in the workshop and worked providing feedback from a user's perspective. The following Learning objects were considered "Jenny", "Callum" and "Dave". It is hoped that at future workshops CIPeL secondees will be able to attend to hear first hand how their learning object is received by its users.

The workshop was busy, fun and productive, and also gave the opportunity for more informal networking and feedback on aspects of CIPeL's work. Two more workshops are planned for 20<sup>th</sup> June and 1<sup>st</sup> July 2008.



Anyone wishing to become involved in Learning Object evaluation should contact Elinor Clarke at [e.clarke@coventry.ac.uk](mailto:e.clarke@coventry.ac.uk)

# Notice board

## Comings and goings!

**Carol Kay**, the administrator for the CIPeL project at Sheffield Hallam University retired on the 30th April 2008. Carol has worked for Sheffield Hallam since 1999 in various roles and for CIPeL since 2005. Members of the Sheffield team took Carol out for a celebratory lunch and there was a presentation from colleagues in the faculty.

Carol is looking forward to spending time in her garden and with her two beautiful granddaughters. Apparently babysitting is much better paid nowadays!

As Carol leaves CIPeL, **Jill Helders** joins as Carol's replacement. Jill previously worked in the Centre for Health and Social Care Research at Sheffield where she was involved in the day to day support of academics in the centre and for two years project administrator for the SMART 1 Project, a project which hopes to develop remote technology for the rehabilitation of stroke patients.

**The CIPeL team also wishes to welcome Andrew Brooks** to the team at Coventry. He has taken over from Paul Summers as the new Learning Technologist, and hopes to bring creative ideas and inspiration to both new and current projects at CIPeL. Andi has experience in lecturing in multimedia and has over 15 year's filmmaking experience. He recently spent a year living in Southern China, where he wrote and directed a feature length film.

## Congratulations

**Our congratulations go to Adam Cocking, one of our student learning technologists based at Sheffield Hallam University.** Adam recently undertook an Adobe Certified Associate exam in Flash 8 and was awarded the highest mark of 94% in the South Yorkshire and Humber region. The course included six hours training followed by an exam. Adam said "the training composed of many techniques I had learnt over the past year in CIPeL and I was fully confident going into the exam. I am really pleased with my result and think it will be extremely useful in getting a job in Flash after I've finished university. It would not have been possible without the experience I have gained here on my placement at CIPeL."

Adam received a prize of £60 HMV vouchers at a celebration event at the Millennium Galleries in Sheffield hosted by Certiport.

# 94%



# Notice board

## New CIPeL Blog



What is Interprofessional education? Who are the experts? Do you have questions about Interprofessional e-learning that you would like us to answer? Have you something to contribute to Interprofessional Education? [The CIPeL have created a blog to discuss and debate as well as inform Interprofessional Education.](#) Please come and visit us at <http://cuba.coventry.ac.uk/cipel/>

## Recent Dissemination Activity

### Papers:

Clouder, L. Oliver, M. Tait, J (2008) 'Embedding CETLs in a performance oriented culture in higher education: reflections on finding creative space'. *British Education Research Journal* (Forthcoming).

Courtney, K (2008) 'Exploring Virtual Opportunities to Enhance and Promote an Emergent Community of Practice' *Electronic Journal of e-Learning* (5), 4.

Gilchrist, M (2008) 'Issues around creating a reusable learning object to support statistics teaching' *Electronic Journal of e-Learning* (5), 4.

### Conferences:

Day, A. Oldroyd, C (2008) 'Developing the underpinning knowledge of 12-lead electrocardiogram recording; an interactive e-learning package': Presentation at the 'Pursuing Excellence in Cardiovascular Nursing' Conference, Malmo, Sweden: 14 – 15 March 2008.

McClimens, A. Gordon, F. (2008) 'Blogging for Beginners' Presentation at the Festival of Learning 'Enhancing Learning in Health Sciences and Practice', Carlisle 11 – 13 March 2008.

Godson, N. Grove, P (2008) 'Hand in Hand' Poster presentation at All Together Better Health IV, Sweden 2 – 5 June 2008.

Jackson, A. Bluteau, P (2008) 'Reusing and enriching an interprofessional learning object; a comparison of student evaluation when used in a uni professional and in an interprofessional context' Poster presentation at All Together Better Health IV, Sweden 2 – 5 June 2008.

Jackson, A. Bluteau, P (2008) 'Does gender and profession affect student responses to RIPLS?' Presentation at All Together Better Health IV, Sweden 2-5 June 2008.

Gordon F, Bywater H, Smith S, Miller, L (2008) Can eLearning achieve international re-usability in the context of interprofessional learning? Workshop presented at All Together Better Health IV, Sweden, 2 – 5 June 2008.

Gordon F, Booth, K (2008) E-learning and interprofessional instructional design: the perspectives of educational practitioners. Paper presentation at All Together Better Health IV, Sweden, 2 – 5 June 2008.

### The CIPeL will also be presenting at the following conferences shortly:

ELATE – Enhancing out Teaching and Learning Environment: Looking Beyond 2010, Coventry University. 24<sup>th</sup> June 2008.

3<sup>rd</sup> International Conference on e-Learning, University of Cape Town. 26<sup>th</sup> – 27<sup>th</sup> June 2008.

1<sup>st</sup> International Conference for Health and Social Care: Interprofessional Education and Practice, University of Salford. 30<sup>th</sup> June – 2<sup>nd</sup> July.

IPED International Conference 2008: Researching Academic Visions and Realities, Coventry University. 8<sup>th</sup> – 9<sup>th</sup> September 2008.

### Register to use CIPeL Learning Objects

If you would like to register to use CIPeL's Learning Objects, please visit [http://cipel.ac.uk/learning\\_objects/learning\\_objects.htm](http://cipel.ac.uk/learning_objects/learning_objects.htm)