

## Application for learning technology support for development of EBL in online teaching, learning or assessment

This application should be returned electronically to [ceeb@manchester.ac.uk](mailto:ceeb@manchester.ac.uk) by 21st November 2008.

**1. Unit/programme of study/student group to which project relates:**

MPharm, PHAR10192, Pharmaceutical Chemistry-EBL, First Year Pharmacy Students

**2. Number of Students**

180

**3. Faculty/School/Department:**

MHS, School of Pharmacy

**4. Project team** (Put team leader's name first, with contact details):

Dr Sally Freeman (0161 275 2366, [sally.freeman@manchester.ac.uk](mailto:sally.freeman@manchester.ac.uk))

Ms Kate Jones (Student Intern)

Hospital Clinical Tutors (Team working tutorial staff)

Prof Leon Aarons & Jenny Inch (Subject Specialists)

**5. Summary of proposal or interest in receiving EBL consultation** (Include where possible your aims, objectives and anticipated outcomes – max. 150 words):

Following support from CEEBL in 2005, the Pharmaceutical Chemistry course was successfully converted from lecture only to EBL. The on-line component has been limited in the past to the introductory workshop material being made available on WebCT (together with a number of on-line databases). Previously students communicated to the module leader (SF) and their facilitators (academic advisors) by office visits and e-mail. The introduction of Blackboard and all its facilities now allows for more effective communication with the academics and also within the 32 teams.

**6. Benefits** (identify the possible benefits e.g. in terms of student learning. – max. 150 words):

Use of blackboard as the primary interface: The main benefits would be to facilitate effective communication within the teams, which would promote effective study and minimise team conflicts. The module leader will access all submitted assignments and give feedback through Blackboard.

**7. Project action plan** (Indicate stages in implementation. - max. 50 words):

Within Blackboard, set up 'space' for 32 teams to allow:

-Students to upload the assignments (e.g. initial selection of therapeutic area and medicines, report on therapeutic report, presentations, final report) for assessment by the module leader. The module leader will then provide feedback to the teams.

-The team to communicate with each other: for example, on-line team discussions, arrange meetings, share the agenda, minutes, develop a project blog etc.

-The teams to communicate with module leader, facilitators (academic advisors) and subject specialists.

-Develop an on-line method for Peer assessment.

These facilities would need to be ready by 2<sup>nd</sup> Feb 2009, for it to be demonstrated in the Pharmaceutical Chemistry EBL workshop in semester 2 (week 1).

Evaluation would be completed by June 2009.

**8. Evaluation** (Please provide us with a brief description of the mechanism you intend to use for evaluating the achieved outcomes – max. 150 words):

Student feedback on the EBL module and specifically on the new Blackboard developments would be sought by questionnaire (by consultation with Norman Powell for guidance). In addition it would be valuable if Kate Jones could run focus groups with 2 teams to seek their views as to how useful the Blackboard communication and work submission facilities have been, and how they could be improved.

**9. Other CEEBL support requested** – additional support from CEEBL (e.g. training, financial, Student Intern support, facilitation training, preparing students for EBL, evaluation and research – max. 150 words):

Ms Kate Jones (Student Intern) to assist with evaluation.

Peter Whitton to assist with developments to Blackboard.

CEEBL to advise and offer training to students and staff on the communication aspects within Blackboard.