We started with a goal of transforming the curriculum for a MOOC, we ended up transforming ourselves.

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Digital disruption

ONLINE COURSE

Demystifying Diabetes

Explore the latest research with experienced clinicians to understand the causes, types and treatments of diabetes.

Why join the course?

Diabetes is recognised as the world’s fastest growing chronic condition, with an estimated 422 million people living with it worldwide.

This online course draws on up-to-date research, and the real-life

Learning design

• Designing learning  (Goodyear, 2015)

• Learning through discussion  (Laurillard, 2013)

• Storytelling  (Moon & Fowler, 2007)

• ‘What the student does’  (Biggs & Tang, 2011)
Online interactions

- Learning community
- Discussions
- Personal experiences

- Learner-Content
  - Storytelling
  - Media
  - Learning pathway
  - Explicit pedagogy

- Learner-Learner

- Learner-Instructor
  - Conversational
  - Personalised
  - Social presence
  - Supportive/safe

Moore (1989) *Am J of Dis Ed*
Health Pod

Digital resource coordinator
Video designers/editors
Graphic designers
Interactive designers
Project support
Learning Designers

Diabetes Education Course Team
Deakin Learning Futures Central Team
Third space

Collegial space where professional and academic staff work collaboratively on complex and multifaceted projects

Third space
- New identities
- Not defined by rules, regulations & PDs
- Strategic projects
- Equal contribution
- Agility

Unit structure

Course 1
MOOC

Course 2

Course 3

Course 4

Course 5

Week 2

Week 4

Week 6

Week 8

Week 10

AT1

AT2

Trimester: Cloud delivery LMS

Deakin University CRICOS Provider Code: 00113B
Transformative experiences

Epistemic dimension

Personal dimension

Paul (2015) *Phil & Phenomenological Research*
Rhonda, Cath, Kirsty, Peter & Tim
Learning Activities

<table>
<thead>
<tr>
<th>Typical Week</th>
<th>Step type</th>
</tr>
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<tbody>
<tr>
<td>Activity 1: Engage/Concept A</td>
<td>Big question: Welcome video; Getting started; Meeting the team; Discovery discussion</td>
</tr>
<tr>
<td>Activity 2: Concept B</td>
<td>Key concept; Case Study; Active learning; Story</td>
</tr>
<tr>
<td>Activity 3: Going Deeper/Concept C</td>
<td>Key concept; Active learning; Application; Story; Exercise</td>
</tr>
<tr>
<td>Activity 4: Reflect &amp; Integrate</td>
<td>Video summary; Reflection; Quiz; Assessment; Explicit pedagogy</td>
</tr>
</tbody>
</table>

Deakin University CRICOS Provider Code: 00113B
### Course 1

#### Week 1

<table>
<thead>
<tr>
<th>Activity 1: Demonstrating your learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Welcome and introduction to the big question (Video)</td>
</tr>
<tr>
<td>1.2 Assessment task 1 (AT1) preview (Assessment)</td>
</tr>
<tr>
<td>1.3 Developing an assignment plan (Artefact)</td>
</tr>
<tr>
<td>1.4 Your online learning community (Article)</td>
</tr>
<tr>
<td>1.5 Your online learning community in action (Discussion)</td>
</tr>
</tbody>
</table>

#### Activity 2: Psychosocial impacts of diabetes

| 1.6 What does the research tell us? (Article) |
| 1.7 The social contexts of diabetes (Infographic) |
| 1.8 Diabetes and depression (Article) |
| 1.9 Diabetes and anxiety (Article -Reading) |
| 1.10 Assessing mental health issues (Discussion) |

#### Activity 3: Self-care and quality of life

| 1.11 Malcolm’s story (Video) |
| 1.12 The concept of self-care (Discussion) |
| 1.13 Self-care and decision making in diabetes (Article) |
| 1.14 Quality of life and self-care (Discussion-Reading) |
| 1.15 Health related quality of life (HRQL) (Article -Reading) |

#### Activity 4: Wrap up - Reflection & Integration

| 1.16 Check your understanding (quiz) |
| 1.17 Weekly wrap up (Video) |
Assessing mental health issues

A comprehensive assessment is needed to identify signs of stress, distress and mental illness.

Diabetes educators develop relationships with people with diabetes over months and years, so are ideally placed to assess and address diabetes related stress and mental health issues.

The relationship between an individual and their health professional enables assessment, identification of needs and care planning. It is critical for diabetes educators (and other health professionals) to understand the impact of diabetes on people’s mental health, so they can provide support and link individuals and their family into additional mental health support and services.

There are a number of tools and strategies available to diabetes educators to assist them in supporting people with signs of stress, distress and mental illness. For example, see the Problem Areas in Diabetes Questionnaire (PAID), and online counselling services such as Diabetes Counselling Online.

Your task

Go to the Problem Areas in Diabetes Questionnaire (PAID) and read the questions.

Suppose you were going to use this questionnaire. What are the advantages and disadvantages of using such questionnaires to assess someone’s mental health? Discuss these with other learners in the comments section.

For those who enjoy an extra challenge

Read another student’s post and using critical thinking, suggest a counter-argument to their advantage/disadvantage that will extend your learning and that of your peers.
## Selection of media

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
<td>Enhance communication &amp; create tone (eg. empowerment, self-management)</td>
<td>~335</td>
</tr>
<tr>
<td>Text style</td>
<td>Explain concepts in an engaging way; personalised; web writing (eg. punchy, visual)</td>
<td>255</td>
</tr>
<tr>
<td>Video</td>
<td>Build empathy &amp; context. Learners identify with &amp; relate content through characterisation (eg. Beth's Story). Social presence of educator as facilitator.</td>
<td>60</td>
</tr>
<tr>
<td>Graphics</td>
<td>Succinctly captures related concepts; storytelling with statistics (eg. psychosocial impacts of diabetes)</td>
<td>8</td>
</tr>
<tr>
<td>Whiteboard animation</td>
<td>Reinforce major concepts; communicate dry material (eg. diabetes trajectory); imagery as it relates to narrative</td>
<td>1</td>
</tr>
<tr>
<td>Simulation</td>
<td>Provides insight into learners future-role (eg. motivational interviewing)</td>
<td>1</td>
</tr>
<tr>
<td>Audio</td>
<td>Storytelling; focuses learner on voice; soak in content (eg. Nola's story)</td>
<td>1</td>
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Digital storytelling

- ‘short, personal narratives that use still images and music captured through the use of digital media’
- Facilitate learning: holistic memory
- Transformation learning: reflectivity & patient-centred care
- Video production shaped interviews into ‘stories’

“I am so glad to hear these personal experience stories. It makes this course so much more applicable to real life practise...” Student

“That was great! I really enjoyed that video, what a fantastic way to end this subject. Having personalised stories really gives you a good insight into life of someone living with diabetes. The content was excellent and it was great to be able to relate scenarios back to real people living with diabetes.” Student
Learning through discussion

Your online learning community in action

Let's get started with learning from our group.

In Step 1.3 of this course you were asked to think about your biggest challenge to getting started on your first assessment task. As a community, see if you can devise strategies to overcome these challenges.

Your task
In the comments section:

1. Briefly describe your biggest challenge to getting started on your assessment.

2. Read some of the other learners' posts and see if you can suggest a strategy to help get them started.

This will provide you with a range of strategies to help you get started on your first assessment.

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Laurillard (2013) Teaching as a Design Science
“I like the idea of posting ideas, comments and sharing references and the like. I sometimes feel unsafe (?) or shy posting my thoughts. As a consequence I am challenged by this facet of learning, however I find it important. It feels more connection and less isolating with all the posts.”  Student

“It’s not uncommon to feel shy posting online...thanks for having the confidence to share your thoughts.”  Darci Mentor
Your Task

“...The results from the DAWN2 research article found 2 negative psycho social themes (1-anxiety/fear of hypoglycemia and complications of diabetes, and 2) social discrimination and misunderstanding about diabetes) and 2 methods that helped build resilience (1- having a positive outlook and 2) receiving support from caring and compassionate peers)

To me, this data needs to be used by health professionals to construct better inpatient and outpatient support. Working to the strengths of these findings in order to better armour people with diabetes against the negative themes seen in the results of this study.” 

Student
Transformative experiences: Epistemic

Subject knowledge: diabetes, self-care

Online learning: Learning design, writing for web

Project management: Coordination, teamwork, software

Media: Video production, presenting to camera, script writing, stylistic choice
Transformative experiences: Personal

Teaching philosophy: Facilitation

Personal characteristics: Comradery, respect (other’s expertise), good will

Teamwork: Trust, mentoring, agility, flexibility, relationship building

Workplace: Shared goals, problem solving, resilience, perseverance
Dr Rhonda Brown
What we’ve learned

• Front-loading learning design
  • discussions, storytelling, active learning, online interactions

• Transformation in the third space
  • collaboration, equality, boundary crossing

• Disruption vs sustainability

• Institutional support – essential

• Rewarding – student engagement
Student engagement

“...our unit educators have done an amazing job in providing interesting material presented in a logical way and to engage us by becoming involved in discussions. I'm hooked!” Student
Acknowledgements

Virginia Hagger, Cath McNamara, Travis Zimmer, David Williams....the whole team!

Students who gave permission to use their comments.

Meet the team - Behind the scenes
References


