



The Tale of Two Courses: Building an academic course and a Coursera MOOC simultaneously

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Overview

A team was put together to submit a proposal for the course:

- ❑ Denise H. Britigan, assistant professor, College of Public Health (COPH)
- ❑ Analisa McMillan, project manager and instructional designer (COPH)
- ❑ Karen Honeycutt, representing Univ. of Nebraska Medical Center's Technology in Educational Scholarship (TiES)
- ❑ Janice Tompkins, a UNMC cultural competence specialist
- ❑ Sergio Costa, director of distance learning (COPH)
- ❑ Megan Kelley, doctoral degree student (COPH)

The design of the e-learning course, and subsequent hybridized Coursera MOOC, allows health care pre-professionals in all disciplines to learn about effective and practical skills and measures to ensure proper flow of health information.

This course uses (with written permission) the Institute of Medicine's discussion paper, "Ten Attributes of Health Literate Health Care Organizations" as a framework.

The course consists of the following eight modules:

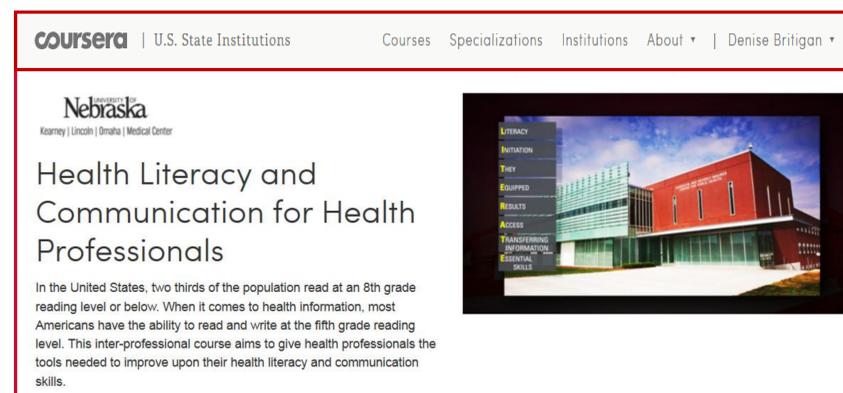
- **L**iteracy: Its role in health care organizations
- **I**nitiation: Preparing the health care workforce
- **T**hey: Who are we serving?
- **E**quipped: Using the best tools for communication
- **R**esults: Evaluating our efforts
- **A**ccess: Providing plain information
- **T**ransferring Information: Using the best channels
- **E**ssential Skills: Communicating high risk and care transitions

Design

- The e-learning course is designed as 8 stand-alone modules which can be used as an 8-week course, a 15-week course, or individually to supplement an existing course in the various colleges on the UNMC campus and beyond as a MOOC.
- Each module is scenario-based with examples from various health disciplines included. This approach serves two purposes:
 - 1) scenarios are based on real-life opportunities for improvement (such as problem-based learning) and,
 - 2) exposure to a variety of examples across disciplines provides inter-professional learning opportunities.

In addition to weekly video lectures, the courses incorporate...

- Video vignettes based on actual patient experiences to demonstrate examples of both poor and improved health information communication exchanges (scripted actors)
- 'On-the-street' intercept interviews with student volunteers from a variety of health care disciplines ("pre-professionals")
- Interviews with health professional faculty (guided discussions)
- Patient perspectives; patient experiences in their own words
- Standardized patient focus groups (facilitated discussions)



<https://www.coursera.org/course/healthliteracy>

Assessments

In the course for academic credit...

Assessment projects for the scenario-based e-learning modules may include:

- Before and after video-journal reflections;
- a student-designed flyer;
- report on interview with practicing professional;
- case studies;
- health literacy in the news discussion;
- a student-designed Infographic;
- photo story using Facebook and other social media;
- and document analysis.

The MOOC on the Coursera platform

Students will primarily be assessed through machine-graded quizzes (multiple choice, T/F, matching) and peer-graded assessments on discussion posts. No social media will be incorporated into the MOOC.

- Machine-graded exercises and assessments are offered in most courses. These can comprise multiple choice questions (radio button, dropdown lists, checkbox) and short answer questions (checked against a numeric range, regular expression, or mathematical expression). Alternatively, structured output or programming assignments allow students to submit code or data that is checked against an instructor-provided grading routine
- Peer-graded exercises are used for any assignment that cannot be machine-graded. Students grade each other's assignments according to a grading rubric that has been clearly defined by the instructor.
- Course grading will include objectively scored summative assessments, individual video submission commentary and/or reflection course discussions, and small group online discussions. Students will need to complete the assignment in a timely fashion in order to be graded by their peers. Students will be asked to participate in discussion forums, complete a quiz for each module, and complete multiple peer reviewed assessments throughout the course.

