

[P28] Flexible delivery with CeLLs: collaborative e-learning in life sciences

W. Nightingale, M. R. Ward and the CeLLs Team
The Interactive University, Edinburgh EH12 9QQ
wendy.nightingale@interactiveuniversity.net

Project Background

The *CeLLs* project, funded by the Scottish Funding Council e-learning Transformation Programme, is a collaboration between the Scottish Colleges Biotechnology Consortium, Napier University, The University of Dundee, The Scottish Qualifications Authority (SQA) and The Interactive University Ltd (IU), a not-for-profit commercial company.

Project Aims

The major aim is to create and share core online materials for early-years learning and teaching in Life Sciences. Each academic institution is using the materials to further a more student-centred approach to learning and to enrich a blended approach to teaching. Partners are also each developing institution-specific materials that will help contextualize the core, online materials according to the specific learning needs and ethos of each institution (e.g. HNC, HND, degree streams).

Flexible Design

Core learning objectives common to all academic partners have been agreed in cell and molecular biology, microbiology, immunology, chemistry, biochemistry, metabolism, and genetics at SCQF Levels 7 and 8. The poster will illustrate the iterative process of design and quality assurance used to develop and produce e-learning objects (91 in total) to assist students to achieve the objectives.

Flexible Delivery

From November 2006, project outputs are being embedded in practice according to the needs and contexts of HN and Degree programmes e.g. metabolism objects used in HN Biotechnology, 1st and 2nd year BSc Life Sciences, 1st year medicine and dentistry programmes.

Evaluation of outputs

Staff and student feedback on ease of use and suitability for purpose is being collected, using existing evaluation tools where possible. The poster will illustrate the results.

Conclusion

If institutions share the load of core content creation instead of duplicating effort, staff time is freed for other student centred activities. This approach is possible only if the design, delivery and evaluation of the learning objects are sufficiently flexible to permit embedding into programmes within institutions of differing ethos.