

# Using digital technology to engage with the community

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CareSearch Project  
Flinders University

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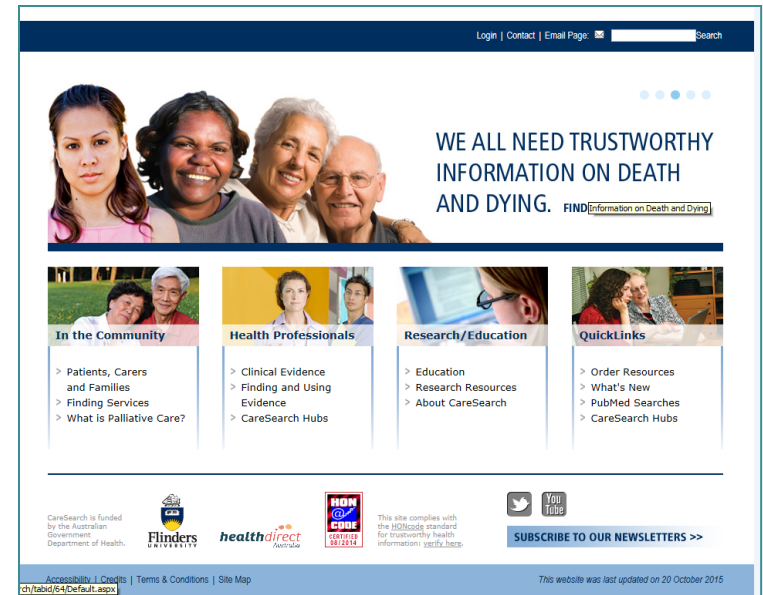
# Overview of presentation

- About CareSearch
- About MOOCs
- Developing the CareSearch MOOC
- Issues and Considerations

# About CareSearch

# What is CareSearch?

- Online, evidence based palliative care resource
- Audience
  - Health professionals
  - Patients, carers, family, friends



# Agreement Deliverable

- *Development of a 'massive open online course' on death, dying and palliative care in Australia to build community awareness of palliative care and death as a normal process*

# About MOOCs

# What are MOOCs?

- Massively Open Online Courses (MOOCs) are (usually) freely available short online courses that anyone can participate in. Precursors include:
  - Distance learning (19<sup>th</sup> century Australians participated in correspondence courses - London School of Economics),
  - Open University (1969) combined correspondence instruction, supplementary broadcasting and publishing, residential short courses and support services at local and regional levels. Much of the MOOC philosophy is based on their approach to higher education.
  - The 1990's saw digital improvements for teaching such as CD-Rom, more user-friendly software

# MOOC History

- 1<sup>st</sup> MOOC (2008) ‘Connectivism and Connective Knowledge’ University of Manitoba, Canada.
  - 2,200 registrants with 170 completing individual blogs.  
Designed to be used by people who used social media (Twitter, second life, blogs etc..)
- 2012 Stanford University “Introduction to Artificial Intelligence” (free).
  - 160,000 students in 190 countries signed up
- MOOC platforms in many countries -Coursera and EdX (US) are the largest (some are free, not all)
- 400 Universities offer MOOCs (13 languages), 13 million registered users of MOOCs

<http://www.mcgill.ca/maut/current-issues/moocs/history>

<https://www.oclc.org/publications/nextspace/articles/issue23/moocsbythenumbershopeorhype.en.html>



# Why offer MOOCs?

- Traditionally, platforms for dissemination of University courses
  - Way to efficiently deliver online courses to a wide field of students
  - Take advantage of the web, rather than trying to mimic a classroom virtually
- Response to desire and demand in the community

# MOOCs as digital activity?

- Possibilities of participation through technology
- Online but not necessarily alone
- Rethinking activities and social engagement online
- Continuing inequity (internet access, computer availability)

# Developing the CareSearch MOOC

# Why a CareSearch MOOC?

- To hear the consumer voice, particularly the voice of “well”
- To elicit needs as identified by “one day” palliative care consumers
- To reach a different audience
- To facilitate the development of new resources for use within the project

# Research and Understanding

This work contributes directly to the role of digital media and social networks in health care and to **research methods** using digital health and social media.

- Analysis of participant characteristics (eg, gender, age, postcode)
- Content analysis of MOOC participants blogs and engagement

# Who is involved?

## Working / teaching / research group:

- A/Prof Jennifer Tieman
- Ms Deb Rawlings
- Dr Chris Sanderson
- Prof Deborah Parker
- Guest bloggers to be invited

# CareSearch MOOC principles

- Sociological not just biomedical eg, social versus biological death (dementia); media constructs of death and dying
- Peer to peer social activism / building social capital
- Community driven / concepts that have impacted on them
- The participant is viewed as a contributor, not a recipient

# What do participants do?

- It is envisaged that it will run for 6 weeks, and will be offered twice
- Participants will have:
  - learning goals - some of which may be prescribed but can also be self-directed.
  - the ability to work at their own pace through the program
  - a sense of achievement or meeting objectives on completion



# What do participants do?

- Each week will feature a new topic:
  - No laughing matter (Attitudes / perspectives )
  - When are we dead? (cryogenics, dementia)
  - How do people engage with D&D? (language used)
  - Death as a problem that needs to be fixed (reversible, medical model)
  - Representation of D&D in the arts / media
  - Digital Dying (social media, digital legacy)

# What do participants do?

- They will have tasks or activities to complete and resources will be provided
  - Can bring in things to share
  - Will be a digital repository
  - Social capital value
- The resources made available or developed will be available after the MOOC has finished
  - Anyone will be able to see them

# MOOC planning

- We have had initial discussions with Flinders University re: sourcing an appropriate platform to host the MOOC. Further investigations underway
- We have had preliminary discussions with community partners (eg, the Groundswell Project / Dying to Know Day)

# CareSearch contract deliverables

- The MOOC is intended for release during National Palliative Care Week 2016 (May).
- Any products from the “calls to action” of participants will be accumulated and presented for release in August 2016 for ‘Dying to Know Day’.
- The requirements are for there to be 500 registered users by June 2017

# Issues and Considerations

# Considerations

- No one is interested
- Supporting the use of technology by less sophisticated users
- More technologically sophisticated participants than leaders
- Handling complex issues (eg euthanasia)
- Maintaining community if too many participants

# Assessing value

- Review of activity to assess usefulness against costs and resources in creating and running
- Role in the range of CareSearch activities
- Suitability for other topics (eg bereavement, caring)
- Disempowering or empowering consumers

CareSearch would like to thank the many people who contribute their time and expertise to the project, including members of the National Advisory Group and the Knowledge Network Management Group.

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