Monitoring student progress in a Clinical Communications module
Faculty of Medicine and Health Sciences | Department of Speech, Language and Hearing

Clinical Communications Team & Language Centre
Blended Learning Coordinator: Advisor: Alex Keiller avkeiller@sun.ac.za & Linda Mhlabeni lmhlabeni@sun.ac.za

Context
Background overview
The Clinical Communications module in the Department of Medicine and Health Sciences engages students in both Isixhosa and Afrikaans. Students include second year Occupational Therapy students, second, third and fourth year Speech, Language and Hearing Therapy students and second and third year Human Nutrition students.

Established practice
Students attend one class per week and the majority of the learning is done via SUNLearn by making use of SCORM packages. For students to be able to participate in the e-assessment phase of the module, the student has to complete all the SCORM lessons. Students work through the online content at their own pace, over a set time, to get access to the e-assessment, called e-Tasks.

The challenge
The challenge faced by the facilitators was that the tracking of students' progress was done manually, which in turn impacted negatively on the amount of time the facilitators had to spend with students. To address this challenge, a module was created, using the learning management system (LMS), which incorporates automated tracking via the SCORM and LMS systems.

Learning and assessment activities
Assessment activities
SUNLearn offers its facilitators the ability to track a student's progress through a module, while controlling a student's access. This can be tracked and monitored by the Activity Completion setting within the module. Activity reports can now be generated via the LMS and the SCORM Module.

IsiXhosa Lessons - Phase 2

SPH 274 - Lesson 4

SPH 274 - Lesson 5
  Not available unless: The activity (**Missing activity**) is marked complete

SPH 274 - Lesson 6
  Not available unless: The activity **SPH 274 - Lesson 5** is marked complete

The check boxes on the right hand side are used to track an individual's journey through the course. In this case, the check box is automatically ticked when the SCORM activity has been completed. This has been done by using the Activity Completion setting, set to "show as complete" when the activity has been fully completed.

The second part of the instruction was to make sure that the students completed the module in a sequential order. This was achieved by using the Restrict Access function, which can be the found in the edit settings link for the activity.

To summarize, activities were restricted until the preceding activities were completed.

By having the system track each student, the facilitators were less occupied with the administration of tracking student activities, which allowed for:
- More time to work on and improve the SCORM activities;
- More time for one-on-one student sessions.

First name / Surname	ID number	Email address	Lesson 1	Lesson 2	Lesson 3
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑
		@sun.ac.za	☑	☑	☑

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Learning and activity:
Track student progress

Learning technology:
SUNLearn

General
Challenges and opportunities
Some students appeared to be struggling with obtaining the Activity Completion tick. This was initially presumed to be a system fault (either SUNLearn or Articulate), but it was found to be that the way students navigated through the activities and missed key navigational markers.

This trend showed a steady decline towards the end of 2014.

Since some students appear to ignore written instructions regarding navigation, they should receive a training session on navigating through the SCORM activity and the LMS.

Since the initial outcome was achieved, no other recommendations are required at this stage.

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