

HEALTH OER : LESSONS FROM KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, GHANA

Nadia Tagoe

College of Health Sciences, KNUST
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OUTLINE OF PRESENTATION

- ✘ OER at KNUST
- ✘ Early efforts and use
- ✘ Impact of OER on quality of health education
- ✘ Benefits of OER
- ✘ Way forward



OER AT KNUST

- ✘ Beginning activities in College of Health Sciences
- ✘ Internal and external collaboration
- ✘ Policy initiatives
- ✘ Voluntary participation by faculty
- ✘ Content and Design by faculty, media specialists
- ✘ Clearing, Review and Quality Assurance or dScribing by media specialists
- ✘ Publication, Interoperability and Access

EARLY EFFORTS AND USE

KNUST Open Educational Resources
Welcome to the KNUST Open Educational Resources official website.

This site is the Open Educational Resources (OER) component of the Kwame Nkrumah University of Science and Technology. The site has a vision of a next generation learning environment: an environment that fosters collaboration around curricula, course materials and content; generates connections between discipline teachers and learners; and inspires use of educational materials in a more personalized and effective way.

In a brave new world of learning, OER content is made free to use or share, and, in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know.



The Basics of *M. ulcerans* Infection

FOUR CLASSIC PRESENTATIONS
(click on the image to link to the corresponding video)

Questions and Link to Content

- What is Buruli ulcer disease?
- Where does Buruli ulcer disease occur?
- How does *M. ulcerans* cause the disease?
- What is the usual presentation and course of Buruli ulcer disease?

Icons

- Video
- Text or diagrams
- Animation
- Interactive multimedia programme

Examination of the Pregnant Patient

[Click here for instructions](#)

Videos and text files (size can be adjusted by enlarging the window)

- Learning Objectives
- Basic guidelines for the obstetric exam
- Components of the obstetric history
- The general physical examination (2:39)
- Examination of the chest (2:53)
- Examination of the pregnant abdomen (3:55)
- Test your observational skill**
- Summary of the terminology

Self-assessment quiz (note: the new window may open behind this one in some browsers)

Cases

Normal	Microcytic 1	Normocytic 1	Macrocytic 1	Haemolysis 1	Other 1
	Microcytic 2	Normocytic 2	Macrocytic 2	Haemolysis 2	Other 2
	Microcytic 3	Normocytic 3	Macrocytic 3		
	Microcytic 4	Normocytic 4	Macrocytic 4		
	Microcytic 5	Normocytic 5	Macrocytic 5		

Macrocytic 3:
Severe folate/Vit B 12 deficiency shows low RBC count, high MCV, and increased RDW.

These are the blood indices associated with this problem --

- RBC 2.87
- Hb 10.6
- Hct 31.4
- MCV 109.6
- RDW 17.3

Macrocytic anaemia

Consider what the distribution should look like, then click below to confirm your impression.
[View the plotted distribution of erythrocytes.](#)

Consider what the peripheral smear should look like, then click below to confirm your impression.
[View the blood smear.](#)

For more information on the subjects of [macrocytosis](#), [megaloblastic anaemia](#), [pernicious anaemia](#), or [folic acid deficiency](#), click on the corresponding active link.

Introduction to Virology and Viral Infections

Prepared for 3rd-year medical students at the Kwame Nkrumah University of Science and Technology, Kumasi Ghana

Structure of Epstein-Barr virus

Files Available for Viewing

Key points ([HTML](#))

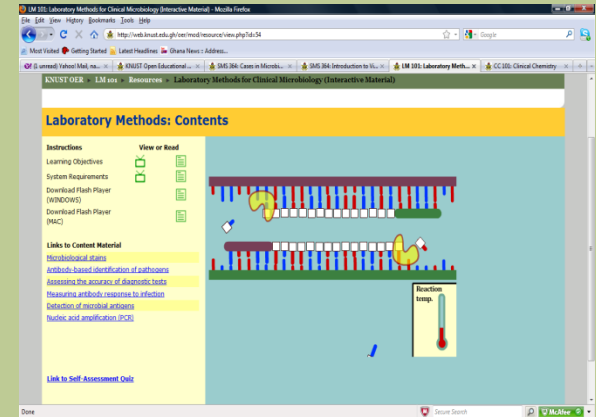
Introduction: part 1 ([Flash movie](#))
Introduction: part 2 ([Flash movie](#))
Introduction: part 3 ([Flash movie](#))
Introduction: part 4 ([Flash movie](#))
Introduction: part 5 ([Flash movie](#))
Credits ([HTML](#))

This work may be distributed, remixed, or built upon provided that there is attribution to the original source.
[Stop the video to select from the menu](#)

<http://oer.knust.edu.gh>

IMPACT OF OER ON QUALITY OF HEALTH EDUCATION

- ✘ Teacher-centred to learner-centred
- ✘ Meet needs of all types of learners; self-paced learning
- ✘ Improved teaching of complex processes
- ✘ Improved clinical instruction i.e. bedside, theatre, etc.
- ✘ Quality faculty-student interaction
- ✘ Provide learning resources beyond current curriculum



BENEFITS OF OER

- × Improved quality in education
 - + Boost in the use of innovative teaching and learning modes e.g. audio and visual interfaces
 - + Complements the teacher-learner interaction instead of replacing it
- × Policy development and institutional ownership
- × Supplement a relative shortage of print resources
- × Institutional networking and sharing of resources
- × KNUST contributing to global knowledge base

WAY FORWARD

- ✘ Policy implementation and structured development of OER
- ✘ Scalability
 - + Current efforts limited to health OER
 - + Address identified challenges
- ✘ Promote usage
- ✘ Sustainable funding and investment
- ✘ Wider stakeholder involvement, MOE, MOH
- ✘ Impact evaluation

Thank you!



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