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The Potential of Web 2.0 in Occupational Therapy Curricula Using Google Sites

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Summary
For current and future faculty, a central challenge across disciplines has become the issue of 'significance:' students want to know why the content they are learning, and the work they are doing, is important (Wesch, 2010). Within occupational therapy (OT) programs, for example, students are often dissatisfied with the curricula's heavy focus on theory and the lack of intervention knowledge (Hodgetts et al., 2007; Seah, Mackenzie, & Gamble, 2011). A second source of dissatisfaction for students stems from how their ability to acquire evidence-based knowledge, to inform their practice after graduation, is limited by current resources and underdeveloped information literacy opportunities (Morrison & Robertson, 2011; Powell & Case-Smith, 2003; Welch, 2002). As a result, some practicing therapists have started to develop 'online communities of practice,' where sharing and discussions about evidence and practice guidelines takes place (White, Basiletti, Carswell, Head, & Lin, 2008).

Wesch (2007a) believes that the question of 'significance' in curricula has become important for students because the way we are teaching today, in higher education, is often outdated, and out of touch, with the ways that people access knowledge through the internet. It has now become easier than ever to collaborate with others and contribute to knowledge bases via digital technologies (Wesch, 2007b). The increased access that digitization offers to various communities, combined with the ease it brings in creating and collaborating (as well as sharing the knowledge that such technological advances bring) is referred to as Web 2.0. To begin to address the challenges confronting students and faculty, the goal of this workshop is to introduce one way in which digitized, evidence-based knowledge can be further developed in courses by using the design principles of Web 2.0. For the purposes of this workshop, Google Sites, a free web design and hosting service, will be used to illustrate a new way for professors and instructors to look at preparing and presenting their respective courses and projects. As a result of instructors incorporating Web 2.0 into their OT curricula planning and teaching, the content created by students can be used to help contribute to the culture of an "online community of practice." The resources that students develop, as assignments in their courses, would then be accessible on the Internet. This accessibility would not only help these students in their practice after graduation; it would also help to equalize access to resources that may not otherwise be available in their future workplaces.

Keywords
Occupational Therapy, Web 2.0, Google, online community of practice

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SUMMARY

For current and future faculty, a central challenge across disciplines has become the issue of 'significance:' students want to know why the content they are learning, and the work they are doing, is important (Wesch, 2010). Within occupational therapy (OT) programs, for example, students are often dissatisfied with the curricula's heavy focus on theory and the lack of intervention knowledge (Hodgetts et al., 2007; Seah, Mackenzie, & Gamble, 2011). A second source of dissatisfaction for students stems from how their ability to acquire evidence-based knowledge, to inform their practice after graduation, is limited by current resources and underdeveloped information literacy opportunities (Morrison & Robertson, 2011; Powell & Case-Smith, 2003; Welch, 2002). As a result, some practicing therapists have started to develop 'online communities of practice,' where sharing and discussions about evidence and practice guidelines takes place (White, Basiletti, Carswell, Head, & Lin, 2008).

Wesch (2007a) believes that the question of 'significance' in curricula has become important for students because the way we are teaching today, in higher education, is often outdated, and out of touch, with the ways that people access knowledge through the internet. It has now become easier than ever to collaborate with others and contribute to knowledge bases via digital technologies (Wesch, 2007b). The increased access that digitization offers to various communities, combined with the ease it brings in creating and collaborating (as well as sharing the knowledge that such technological advances bring) is referred to as Web 2.0.

To begin to address the challenges confronting students and faculty, the goal of this workshop is to introduce one way in which digitized, evidence-based knowledge can be further developed in courses by using the design principles of Web 2.0. For the purposes of this workshop, Google Sites, a free web design and hosting service, will be used to illustrate a new way for professors and instructors to look at preparing and presenting their respective courses and projects. As a result of instructors incorporating Web 2.0 into their OT curricula planning and teaching, the content created by students can be used to help contribute to the culture of an "online community of practice." The resources that students develop, as assignments in their courses, would then be accessible on the Internet. This accessibility would not only help these students in their practice after graduation; it would also help to equalize access to resources that may not otherwise be available in their future workplaces.

KEYWORDS: Occupational Therapy, Web 2.0, Google, online community of practice

LEARNING OBJECTIVES

Some faculty may be hesitant to engage in teaching methods that embrace Web 2.0 for a number of reasons—be they related to concerns about control, privacy, knowledge or comfort issues. This workshop, then, is designed to ease these and other possible concerns by illustrating how easily projects and courses can be designed using this technology.

By the end of this workshop, participants will be able to:

- discuss the value of using principles of Web 2.0 to design projects and courses in professional health programs, including Occupational Therapy;
- build a simple website using Google Sites, as an example of a Web 2.0 platform, embed different media (i.e. videos, pictures) and resources (i.e. links to journal articles), and share this website with other workshop participants; and
- design an assignment for students in their own course or program to complete which requires the use of Google Sites or other Web 2.0 technology.

REFERENCE SUMMARIES

Hodgetts, S., Hollis, V., Triska, O., Dennis, S., Madill, H., & Taylor, E. (2007). Occupational Therapy Students' and Graduates' Satisfaction with Professional Education and Preparedness for Practice. *Canadian Journal of Occupational Therapy, 74*(3), 148-160.

In this study, Hodgetts et al. (2007) assessed the extent to which cohorts of students in the Occupational Therapy program at the University of Alberta were satisfied with how its curricula had prepared them for practice. Enrolled in the program from 2001 to 2005, these cohorts included current students, recent graduates, and longer-term graduates. To gather this data, surveys were completed and focus groups made. Among the current students comprising the data pool (n=33), there was a general feeling of ambivalence towards the program's emphasis on theory over more practical information, like intervention skills and technical skills. Students tended to express a preference for both intensive modules on a specific topic and clinical placements. The recent graduates of the program (n=22), corroborated the feelings of the current students, believing that they lacked both the technical and intervention skills that their employers and colleagues expected of them. The longer-term graduates taking part in the study were the only population who reported competence and confidence in technical and intervention skills as they had been able to develop them over time via work experience and exposure to post-graduate skills workshops. These longer-term graduates who participated in the study, however, also said that they did grow, over time, in their appreciation of the OT program's use of theory in guiding their interventions.

This study lends insight into important differences between the expectations of students, employers and colleagues and the curricula used to prepare students for OT practice. Speaking from my own experience, studying and teaching in an Occupational Therapy program, this imbalance between theory and practice is not an issue unique to the University of Alberta. As a result, this workshop is intended to assist faculty members of OT programs in learning to design projects and courses that afford more room for cultivating intervention

skills and for encouraging students to incorporate recent evidence-based knowledge and other literature related to specific topics of importance into their skill sets.

Powell, C. A., & Case-Smith, J. (2003). Information literacy skills of occupational therapy graduates: A survey of learning outcomes. *J Med Libr Assoc, 91*(4), 468-477.

In this study by Powell and Case-Smith (2003), recent Occupational Therapy graduates from Ohio State University were asked about the means by which they collected information to guide their practice. Instead of using evidence from journal articles (a method encouraged in the OT program and enabled by library access), the majority of OT students said that they preferred to use colleagues and the Internet to seek out information. Given that a number of resource barriers (such as lack of time to consult journal subscriptions for research purposes) may exist in the workplace, that prevent OT clinicians from being able to access recent evidence easily, Powell and Case-Smith make the point that more time needs to be spent teaching information literacy skills to students. If access to journals is limited, students need to know how to obtain other types of information and find means of gaining access to appropriate evidence. Noting ways to overcome resource barriers, the authors observe that "occupational therapy practitioners need access to information systems in the clinical setting that synthesize research in a way that is readily applicable to patient-care issues" (p. 468).

This workshop addresses the issues identified by Powell and Case-Smith by seeking to help faculty members create projects and courses where information literacy skills can be taught and assessed, and by creating an information system that graduates can consult as they transition into being clinicians. Specifically, the projects suggested in this workshop will require students to find information of different types on the Internet and to assess the extent to which it should be included in the web resources they develop on different topics. Given that these projects and courses will host content in the public domain, students will be able to share the material they develop after they graduate with fellow students and colleagues.

Wesch, M. (2007a). Human Futures for Technology & Education. Paper presented at the Summer Symposium for Higher Education IT Executives, Boulder, Colorado.

In this short paper, Wesch (2007a) sheds light on some very important and often overlooked issues in education. First, he believes that the way we are teaching students is outdated. In our digital age, students literally have any information they want at their fingertips and yet we continue to evaluate them according to their ability to memorize specific facts and regurgitate them—a process of assessment representative of thinking during the industrial revolution. Flowing from this realization that students' ways of learning have changed as a result of the internet phenomenon, we see that students have the ability to create knowledge in the public domain for the entire world to see (wikis and YouTube, of course, are two prominent examples of open-access mediums for knowledge dissemination). Give our ability to now create and share knowledge in the public domain, Wesch challenges students to become more socially conscious of global issues, calling for greater equalization of power and resources.

Agreeing with the stance that Michael Wesch has taken, this workshop is designed to inspire current and future faculty to encourage their students to be global thinkers by adapting education to both the expansive parameters of technological processes and contemporary modes of thinking. In so doing, this workshop asks faculty to invite students to create their own 'online communities of practice' which will facilitate resource sharing among occupational therapists from different regions of the country (and even from around the world).

White, C. M., Basiletti, M. C., Carswell, A., Head, B. J., & Lin, L. J. (2008). Online communities of practice: Enhancing scholarly practice using web-based technology. *Occupational Therapy Now, 10*(5), 6-7.

White et al. (2008) highlight one of the means by which groups of occupational therapists in Atlantic Canada are overcoming resource issues and staying current with the evidence in their practice areas. Particularly, this article examines three specific groups which have developed 'online communities of practice.' These 'communities' share recent evidence and guidelines while also developing research capacities and generating discussion on important topics that relate to their areas of practice. Specifically, Atlantic therapists have developed 'communities' of research on aging, pressure management and mental health in an effort to respond to the identified research needs of therapists at Dalhousie University.

The idea behind the student projects and courses I am encouraging in this workshop, using Web 2.0 principles, is to develop students' sense of research 'community' at an early stage in their development as practitioners. Given the resource barriers that students are likely to encounter as practicing clinicians (Morrison & Robertson, 2011; Powell & Case-Smith, 2003; Welch, 2002), these projects will encourage the cultivation of collaboration with, and between, fellow clinicians in the present and into the future.

CONTENT AND ORGANIZATION

Prior to the start of the workshop, there are a number of important tasks the facilitator will need to complete to ensure the smooth running of the session. Completing these tasks will also allow the workshop to closely resemble the feel of a course or project designed using Google Sites. The facilitator should have a good working knowledge of Google Sites to run the workshop.

✓	Pre-WorkshopTask	Description
	Review Google Sites Tutorials	To help ensure an adequate level of comfort with Google Sites, you should review the video tutorials linked in Appendix A and the handout.

	Book a Computer Lab	To ensure that everyone has access to a computer, the facilitator should run the workshop in a computer lab. This type of workshop will work best with a group of ten to twenty participants so try to limit registration to this range.
	Obtain Participant Gmail Addresses	During registration for this workshop, participants will need to provide their personal Gmail address so that permission to collaborate on Google Sites can be set. If participants do not have a Google account, they will need to create one prior to registration. This can be easily accomplished by navigating to www.gmail.com and then clicking on "Create an Account." Although other email accounts can be used to collaborate on Google Sites projects, using them would require additional steps and may impede on the time allotted for the workshop.
	Create a Google Site for Each Registered Participant (or Pairs)	Based on the registration numbers for each workshop, you will need to create a Google Sites page for each participant. *Note: there is a five site per week limit on each Google account for creating Google Sites. It will be important to keep this limit in mind in the weeks leading up to the workshop so as to prepare accordingly. Also, as a result of the limit per week on Google accounts, I suggest that workshop attendance be restricted to ten to twenty participants. In order to reduce prep work required for the workshop, you may decide to have participants work in pairs.
	Share Each Google Site with Individual Participants	Using the 'Sharing Settings' of each Google Site you have created, you will need to add each individual participant(s) of your workshop as a 'Collaborator' with 'Editing' privileges on their own site; to accomplish this, you will require their Gmail addresses. The 'Sharing Settings' can be accessed on the main screen of the site or on the 'Manage Site' page. When you share the Google Site, it will send each participant a link to access it. When sharing the site you will also have the opportunity to include a personal message.
	Create a Main Workshop Google Site & Share with Participants	To facilitate the sharing of all of the Google Sites edited by participants of the workshop, you will need to create one additional Google Site that will act as the main workshop website where all of the participants' Sites can be accessed and viewed by others. On the main page of this Site, you will need to create a link to each of the other sites you have created for the participants of the workshop.

		Using the 'Sharing Settings' of this main site, make sure that it is set to be viewable to the public. These settings are accessed on the main screen of the site or in the 'Manage Site' page. Also, make sure you include the URL of this site in the handout so that it can be easily accessed by participants throughout the workshop.
	Create and Embed Your Introduction Slideshow	Create a Google Slideshow for the introductory content of the workshop and embed it in this main workshop Google Site. This will allow participants to follow along at their computers and also illustrate, to them, another feature of using Google Sites.
	Send the Handout to Registered Participants Prior to the Workshop	To ensure that the main focus of the workshop is to illustrate and highlight the potential of Google Sites (as an example of a Web 2.0 platform), you should send the handout to participants prior to the workshop. Ask them to go through the five video tutorials listed in the handout (which will take them approximately eighty minutes to complete, from start to finish).

During the Workshop:

Duration (min)	Subject	Activity	Purpose
15	Introduction	Participants will be given an overview of some of the challenges faced by students and faculty in professional health programs. Specific focus will be given to Occupational Therapy and the role that Web 2.0 can play in helping to overcome some of the challenges present in the field. Google Sites is to be presented as one of the potential options for designing courses and projects for students using Web 2.0 principles. Introductory content will be embedded as a Google Slideshow in the main workshop Google Site. This will allow participants to follow along with the introductory content at their own computer work-station in the assigned lab.	To encourage all participants to reflect on the literature presented in relation to their own experiences teaching in a professional health field / program. To ask participants to provide some examples of technologies that use Web 2.0 principles (i.e., Facebook, YouTube, Wikipedia, etc.). To examine the value of designing courses and projects using this technology by presenting the provided introductory material and generating discussion about it.
15	Google Sites Overview and Tutorial	Participants will be asked to open the link to their individual Google Site for the workshop and will be provided with a brief overview of the basic editing and embedding functions of Google Sites. Editing examples include: changing fonts, organizing themes and page layouts, and inserting media (web videos, images, etc.) onto the developing site(s). Since the links to the Google Sites	As the workshop facilitator illustrates specific features of Google Sites, participants will have the opportunity to practice using their individual site at their computer work station. To familiarize workshop participants with how

		video tutorials are to be provided to participants ahead of the workshop, time can be taken to ask if participants have any specific questions with respect to these features.	pages can be created and edited using Google Sites.
20	Ideas for Projects in Professional Health Education	Participants will work individually (or in groups of two, depending on workshop enrollment) so as to brainstorm ideas for courses or projects that could be used in a professional health program, like OT, using Google Sites. Examples of different kinds of useful projects include: studying the different conditions and / or assessments used within a specific population that an OT cares for, and / or planning a professional consolation course. Projects such as these, and others, can help students and professors alike to emulate, and generate, 'online communities of practice' in which there are a large variety of possibilities for projects and courses. Using the individual Google Sites that they have now started to edit, participants will type the description of their project into their Site, format the page, and insert media and content as deemed appropriate.	The purpose of this activity is to have participants generate ideas for how this technology could be used to design projects within their own program(s).
20	Sharing Project Ideas	Participants will be shown how to change the sharing permissions of their website so that all of the other workshop participants can view each other's pages; each page	The aims of this activity are: i) to illustrate how easily content can be shared and to demonstrate the level of

		should describe each proposed project and / or course. Once the sharing permissions are changed, each participant's site can be accessed by the other participants from the main workshop website. Volunteers will be asked to share the ideas they generated for the project topic — workshop participants can navigate to each page, as it is presented, from the main workshop website.	control that exists in sharing content with others; and ii) to provide specific examples of projects and courses that can be completed using Google Sites.
10	Discussion of Evaluation Techniques	The workshop facilitator will lead a discussion on the importance of using transparent criteria for evaluation as well as on addressing the difficulties present in evaluating content created by using technology. Volunteers will be asked to discuss with the group how they would evaluate the project they have proposed in the workshop. A link to a sample rubric (Appendix B) will have been provided to participants in the handout, which can be used to help generate discussion. For example, if they believe additional criteria should be used, not used, etc…	To encourage group considerations of the processes involved in evaluating the benefits and processes of using technology for education and the promotion of professional resources and online community practices.
10	Conclusion	Review the rationale for using Web 2.0 in Occupational Therapy (and potentially in other professional health programs); summarize the workshop objectives and reiterate the examples and insights provided by the workshop participants. Participants will be asked to	To re-emphasize the aims and significances of this workshop and to encourage participants to continue building the online community resources they have begun through their contributions in the

		continue to share the pages they created during the workshop with each other via the main workshop Google Site. This way, workshop participants will have a resource to refer to that provides a number of ideas for designing projects using Google Sites.	workshop.
Total Time: 90 minutes			

ADDITIONAL REFERENCES

Hodgetts, S., Hollis, V., Triska, O., Dennis, S., Madill, H., & Taylor, E (2007). Occupational Therapy Students' & Graduates' Satisfaction with Professional Education & Preparedness for Practice. *Canadian Journal of Occupational Therapy*, 74(3), 148-160.

Morrison, T., & Robertson, L. (2011). The influences on new graduates' ability to implement evidence-based practice: A review of the literature. *New Zealand Journal of Occupational Therapy*, 58(2), 37-40.

Powell, C.A., & Case-Smith, J (2003). Information literacy skills of occupation therapy graduates: A survey of learning outcomes. *J Med Library Association*, 91(4), 468-477.

Seah, C.H., Mackensize, L., & Gamble, J. (2011). Transition of graduates of the Master of Occupational Therapy to practice. *Australian Occupational Therapy Journal*, 58(2), 103-110.

Welch, A. (2002). The challenge of evidence-based practice to Occupational Therapy: A literature review. *The Journal of Clinical Governance*, 10(4), 169-176.

Wesch, M. (2007a). Human Futures for Technology & Education. Paper presented at the Summer Symposium for Higher Education IT Executives, Boulder, Colorado.

Wesch, M. (2007b). What is Web 2.0? What Does It Mean for Anthropology? Lessons from an Accidental Viral Video. *Anthropology News*, 30-31.

Wesch, M. (2010). Anti-Teaching: Confronting the Crisis of Significance. *Education Canada* 48(2), 4-7.

White, C.M., Basiletti, M.C., Carswell, A., Head, B.J., & Lin, L.J. (2008). Online communities of practice: Enhancing scholarly practice using web-based technology. *Occupational Therapy Now* 10(5), 6-7.

LIST OF APPENDICES

APPENDIX A:
You Tube Tutorials on Using Google Sites

- To assist workshop participants in developing skills beyond those introduced in the workshop, and to offer the opportunity for participants to share these new skill-sets with students, I have put together a set of YouTube tutorial videos which go over creating, editing and managing Google Sites. To access the tutorials, you can go to my public YouTube playlist, entitled *Google Sites Tutorials*. This playlist contains the following individual tutorials:
    - Creating a Google Site - Sites Tutorial 1 of 5
    - Basic Editing Features of Google Sites - Sites Tutorial 2 of 5
    - Page & Site Settings of Google Sites - Sites Tutorial 3 of 5
    - Adding a New Page to Your Google Site - Sites Tutorial 4 of 5
    - 'Managing' Your Google Site - Sites Tutorial 5 of 5

APPENDIX B:
Wiki Rubric

- By clicking on the link below, you will find a sample rubric that can be used / modified to help in establishing transparent evaluation practices for student-generated websites.
- Franker, K. (2010). Wiki Rubric – A+ Rubric. Accessed April 1, 2013 from the University of Wisconsin – Stout Online on the World Wide Web: < http://www2.uwstout.edu/content/profdev/rubrics/wikirubric.pdf>

Appendix C: Handout: The Potential of Web 2.0 in Occupational Therapy Curricula Using Google Sites

Date: _____// _____// _____ **Main Workshop Site URL: _____**

WORKSHOP OBJECTIVES:
By the end of this workshop, as a participant, you will be able to:

- discuss the value of using principles of Web 2.0 to design projects and courses in professional health programs, including Occupational Therapy;
- build a simple website using Google Sites, as an example of a Web 2.0 platform, embed different media (i.e. videos, pictures) and resources (i.e. links to journal articles), and share this website with other workshop participants; and
- design an assignment for students in their own course or program to complete which requires the use of Google Sites or other Web 2.0 technology.

DEFINITIONS:

Web 2.0: Refers to the increased access to knowledge, combined with the ease of creating, collaborating and sharing knowledge with others around the world while also distinguishing this type of access from earlier ways in which the Internet was used.

Google Site: Fundamental example of a Web 2.0 platform from Google consists of a free design and hosting service. Sharing permissions can be added at the page and site level(s) so as to make it easy to use in educational settings. As it is a Google product, Site(s) also integrates easily with other Google products like Drive, Docs, Calendar and YouTube.

YOUTUBE TUTORIAL VIDEOS:

- Five video tutorials have been created to support this workshop. **Please watch these videos PRIOR to the start of the workshop, on your own time**. It will take approximately *Eighty minutes* to watch all five videos.
- Specific questions about editing and management features will be addressed during the workshop and a brief review of the features of Google Sites will be provided as well.
- To access the tutorials, go to the public YouTube playlist entitled *Google Sites Tutorials*. This playlist contains the following individual tutorials:
    - Creating a Google Site - Sites Tutorial 1 of 5
    - Basic Editing Features of Google Sites - Sites Tutorial 2 of 5
    - Page & Site Settings of Google Sites - Sites Tutorial 3 of 5
    - Adding a New Page to Your Google Site - Sites Tutorial 4 of 5
    - 'Managing' Your Google Site - Sites Tutorial 5 of 5
- **Please Note –** You are **NOT** required to create your own site for this workshop as one has already been created for you. As such, you will receive an email with the link to your site prior to the date of the workshop.

SAMPLE EVALUATION RUBRIC:

- Below, at the following link, is a sample rubric that can be used / modified to help in the transparent evaluation of student-generated websites.
- Franker, K. (2010). Wiki Rubric – A+ Rubric. Accessed April 1, 2013 from the University of Wisconsin – Stout Online on the World Wide Web:
  < http://www2.uwstout.edu/content/profdev/rubrics/wikirubric.pdf>