Introduction
Education for Health is a charity delivering accredited CPD programmes for healthcare professionals through a blended learning approach.
Following the procurement of a new virtual learning environment (VLE) in June 2015, existing eLearning materials hard-coded in the legacy VLE needed to be converted into shareable content objects (SCOs) (Bohl et al., 2002) to import into the new VLE. Faced with a challenging timeframe before launch of the new VLE in October 2015, the organisation needed to increase resources to support the transition.
The solution was to connect, collaborate and create.

Connect
Education for Health connected with local universities to recruit a team of student volunteers - two from Coventry University and two from the University of Warwick - to convert four of Education for Health’s Open University accredited online modules.

Collaborate
Each student volunteer collaborated with an education lead (a practising clinical expert) and the in-house eLearning team to recreate a 6-8 unit eLearning course.

Create
Using students as producers, we successfully created user-friendly SCORM-compliant eLearning which is currently in use by our healthcare student cohorts on the new VLE.

Project Evaluation
Initial feedback from learners indicates that they felt that their learning was supported by the eLearning content and activities (see figure opposite). This is particularly encouraging as Education for Health’s students are typically mature students, many of whom have limited experience of eLearning.
Feedback from the volunteers included the following:
• “I thoroughly enjoyed working on it”
• “My time working with Education for Health... was greatly beneficial”
• “I gained new skills”

Conclusion
Connecting and collaborating with students to create our repurposed eLearning proved to be rewarding and mutually beneficial. Our approach reflected the Student as Producer paradigm (Neary and Winn, 2009), which recognises that students and teachers have much to learn from one another through close collaboration. Interacting with students brings a freshness to an organisation (Montesinos et al., 2013) which enhanced our working experience. In addition, the inherent skills of the team of ‘digital natives’ (Prensky, 2001) complemented our pedagogical approach, which combines evidence-based instructional design with enhancements from student feedback. In return, the student volunteers gained experience in learning design and evidence of employability skills. All four expressed a sense of satisfaction and reward from the creative process.

References