# MAXIMIZING LEARNING OBJECTS: APPLICATIONS IN SCHOLARSHIP, MARKETING, AND THE VIRTUAL CLASSROOM. A CASE STUDY

**Timothy W. Flynn[1], John Cottam[2], Gita Varagoor[2], J. Timothy Noteboom[1]**

**[1]Department of Physical Therapy & [2]Distance Learning, Rueckert-Hartman School for Health Professions, Regis University, Denver, CO**

The purpose of this case is to describe the use of a learning object that has applications in scholarship, marketing and the virtual classroom. We developed a 3 minute Flash learning object that was used in the electronic appendix of a recently published article in a prestigious medical journal. The learning object incorporated the key elements of a validated clinical prediction rule and used a variety of effects including animated graphics, video clips and voice overlay. The learning object was initially designed to provide clinicians with a clear and concise means of implementing emerging evidence into clinical practice. The learning object was embraced by the medical community and published on a number of professional associations' web sites. In addition, the publicity garnered from the learning object resulted in the university marketing department incorporating the object into marketing materials as a means of highlighting faculty scholarship and the university's dynamic learning environment. The learning object was subsequently incorporated into the online courses which were investigating this area of practice. Thus a single learning object can serve several purposes within the medical education community.