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Identifying factors for success in online learning



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Disclosures

Amy Farr is an employee of European Respiratory Society

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Jane Wiedler & Miriam Uhlmann are employees of the AO
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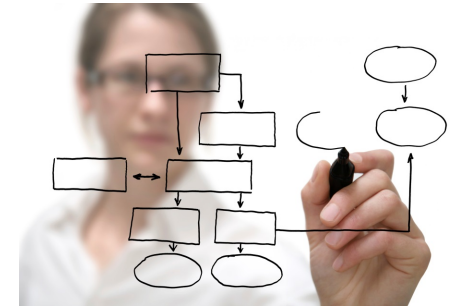
**What has been your
biggest success in
online learning in the
Covid era?**

Learning objectives

- Identify and discuss factors which contribute to proper **instructional design** for online and blended learning
- Reflect on the importance of **faculty training** for online teaching as success factor
- Analyze if **assessment and evaluation instruments** used for face-to-face learning activities are appropriate for online learning too

Instructional design: definition

Instructional design ... is the practice of systematically designing, developing and delivering **instructional products and experiences**, both digital and physical, in a consistent and reliable fashion toward an **efficient, effective, appealing, engaging and inspiring** acquisition of knowledge. The process consists broadly of **determining the state and needs of the learner**, defining **the end goal of instruction**, and creating some **"intervention" to assist in the transition**. The outcome of this instruction may be **directly observable and scientifically measured** or completely hidden and assumed.



Challenges

- Can face-to-face be transferred to online 1:1?
- Are we using sound processes, i.e. backwards planning?
- Decide prerecorded vs live / synchronous vs asynchronous?
- How to promote:
 - learner engagement/reflection?
 - addressing skills/attitudes as well as knowledge?
 - social element of learning?
- How to schedule online learning, how many days/breaks etc?

Assessment and evaluation: definition

Assessment is the process of understanding the state or condition of a thing or process, by observation and measurement.

Evaluation is a process of observing and measuring for the purpose of judging and of determining **value**, either by comparison to a benchmark or standard.

Challenges

Assessment

- Can we use the same instruments for online as face-to-face?
- How do we ensure that we keep doing formative assessment in an online environment (distance education)?
- Can we assess technical skills online?

Evaluation

- How do we evaluate the success of an online event?
- How much is too much—are we overburdening our learners with surveys?

Faculty training: definition

Faculty training refers to **activities** healthcare professionals pursue to **improve their knowledge, skills, and behaviors as teachers and educators**, in both individual and group settings as well as in face-to-face and online learning settings.

Challenges

- How to overcome anxiety related to use of technology for teaching?
- How to prepare them for their roles in this new environment?
- How to create “teaching presence” online?
- How to help them understand that the preparation of online teaching might take more time than for face-to-face teaching?
- How to make sure they schedule the online teaching assignment?
- How to ensure they apply best practices for online teaching?

Breakout groups

Instructions

- Discuss and identify 3-5 success factors for addressing the challenges
- Please nominate a member of your group to share your findings with the wider group



Breakout groups

Breakout 1: Instructional design
Jo Varney & Jane Wiedler

Breakout 2: Assessment and evaluation
Amy Farr

Breakout 3: Faculty training
Miriam Uhlmann

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