Online learning

Applications in teaching evidence-based practice

David Nunan
Research Fellow in Evidence-Based Practice and Physical Activity

Adrian Stokes
Director, CPD Centre

Or ...

‘E-learning and all that jazz’
A series of briefings in Medical Teacher

Or maybe...

‘Programmed Instruction, Computerized’
In this session we’ll try to...

- Link to key concepts and themes of TEBP
- Clarify a few key terms and concepts
- Demonstrate a couple of examples
- Focus on managing online interaction

To help you ...

- Find and make sense of useful sources
- Raise awareness of skills in a particular online teaching role

Tricky terminologies ...

- E-learning
- Blended learning
- **CBT** ➢ Computer-based training
- **CAI** ➢ Computer-assisted instruction
- **CAL** ➢ Computer-assisted learning
- **CBA** ➢ Computer-based assessment
- **CAA** ➢ Computer-assisted assessment

- Others?
‘Online learning’ and MeSH

National Library of Medicine - Medical Subject Headings

- **Computer-Assisted Instruction**
  
  **Scope Note**
  - A self-learning technique, usually online, involving interaction of the student with programmed instructional materials.
MeSH headings

Example

NICE: evidence into practice – how to put guidance into practice

1. What aspects of the module do you think are effective?
2. What aspects of the module do you think are not effective?
Example

NICE: evidence into practice - how to put guidance into practice

Hospital Doctor/Secondary Care Physician - Trainee, Emergency Medicine, GB
"Excellent module, very useful. Gives really good advice about how to put evidence medicine into practice."

GP/Family Physician, Cardiology, GB
"Very good learning module though some questions overlapped the subject e.g contraindication of drug to a patient will be automatically an exclusion criteria?"
‘Educational technologies’

• The ‘computer lab’
• Classroom-based technologies
  – Data projection
  – ‘Interactive whiteboards’
  – Response systems
• Portable technologies
  – PDAs
  – Tablets
  – Smart phones
• Web-based technologies

And then...

Web 2.0

http://uk.youtube.com/watch?v=nsa5ZTRJQ5w

Social (and professional) networking
http://uk.youtube.com/watch?v=6a_KF7TYKVc
The role of the teacher?

• Course author / editor
• Online tutor
• Online facilitator
• E-tutor
• E-facilitator
• E-moderator
• Etc.
• Etc.

Example: Virtual Learning Environment
Learning through ‘discussion’?

1. What are the differences between ‘discussion’ online and face-to-face?

2. How do these differences affect the learning/teaching process?

Salmon’s 5 stage model

Facilitating online discussion

- Prompting
- Moderating
- Summarising
- Weaving
Myths?

1. Online learning is a single entity with homogenous effects
2. Online learning is cheap and easy to implement
3. Online learning is more efficient
4. Online learning enables new instructional approaches that transform the learning process
5. The “Net Generation” wants online learning

The evidence?

- no difference in learner outcomes was identified across a variety of educational modes, including lecture versus online, direct versus self-directed, multidisciplinary versus discipline-specific groups, lecture versus active small group facilitated learning.


References