

Online learning

Applications in teaching evidence-based practice

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DEPARTMENT FOR
CONTINUING
EDUCATION



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 ...

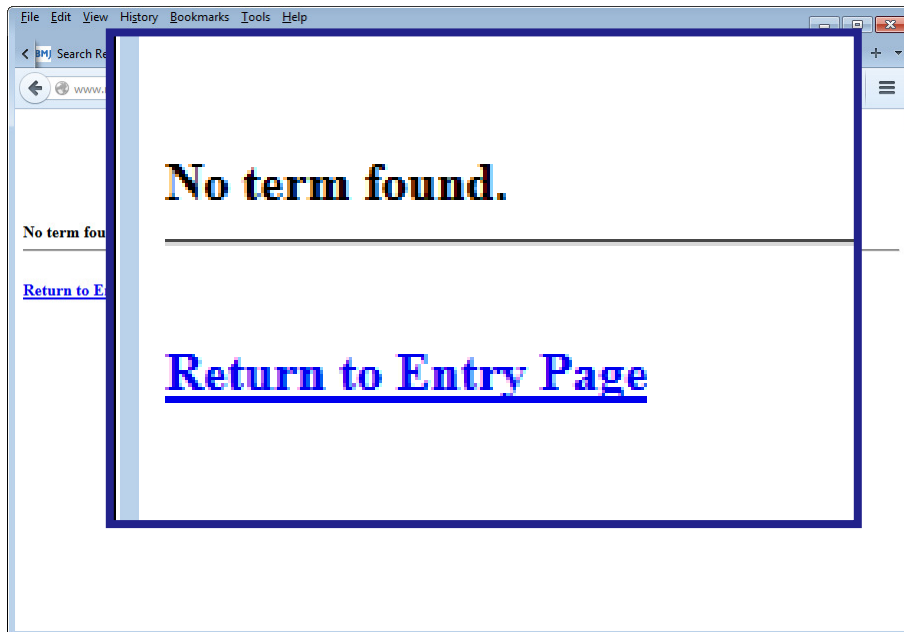
- Find and make sense of useful sources
- Raise awareness of skills in a particular online teaching role

Tricky terminologies ...

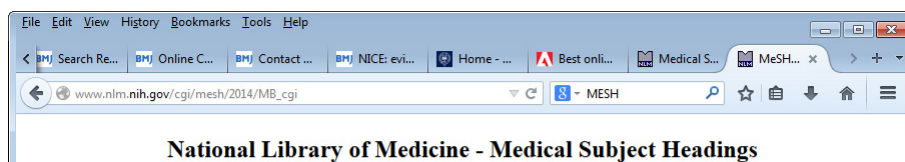
- E-learning
- Blended learning
- **CBT** ➤ Computer-based training
- **CAI** ➤ Computer-assisted instruction
- **CAL** ➤ Computer-assisted learning
- **CBA** ➤ Computer-based assessment
- **CAA** ➤ Computer-assisted assessment

- Others?

'Online learning' and MeSH



'Online learning' and MeSH



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

MeSH headings

The screenshot shows a web browser window with the URL www.nlm.nih.gov/cgi/t/. The page displays the following MeSH heading information:

MeSH Heading	Computer-Assisted Instruction
Tree Number	I02.903.573.208
Annotation	DIAGNOSIS, COMPUTER-ASSISTED is also available
Concept 1 (Preferred)	Computer-Assisted Instruction
	Scope Note A self-learning technique, usually online, involving interaction of the student with programmed instructional materials.
	Term Computer-Assisted Instruction
	Term Self-Instruction Programs, Computerized
Concept 2 (Narrower)	Programmed Instruction, Computerized
	Term Programmed Instruction, Computerized

Example

The example shows a certificate from BMJ Learning, in partnership with the University of Oxford. The certificate is for Adrian Stokes and is for the module 'NICE: evidence into practice - how to put guidance into practice'. The certificate is signed by Dr. Kieran Walsh, Clinical Director. The certificate includes the following text:

BMJ Learning

Certificate of completion

This certificate confirms that
Adrian Stokes
 Address

Completed the module
 NICE: evidence into practice - how to put guidance into practice

1.0
 BMJ Learning has assigned one hour of CPD/CME credit to this module

BMJ Learning
Kieran Walsh
 Dr. Kieran Walsh
 Clinical Director

BMJ

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?"

The screenshot shows the BMJ Learning website interface. At the top, there is a navigation bar with 'My Account', 'Site settings', 'English', and 'Sign out'. Below this is a search bar and a 'Browse by specialty' button. The main content area is personalized for 'Adrian Stokes' and includes a welcome message and a sign-up for email alerts. A 'BMJ Portfolio' table lists two modules added on 06-Nov-2014. To the right, there are sections for 'Most popular' and 'New and updated' modules.

Title	Date added
NICE: evidence into practice - how to bring about cl	06-Nov-2014
NICE: evidence into practice - how to put guidance	06-Nov-2014

Most popular:

- Reducing the risk of hyponatraemia when administering intravenous fluids to children
- Starting patients on anticoagulants: how to do it
- Quick tips: red eye
- Mouth cancer: recognising it and referring early

New and updated:

- Screening for cervical cancer
- Lumps, bumps, and sarcomas: a guide
- Acne: managing patients in primary care

'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.

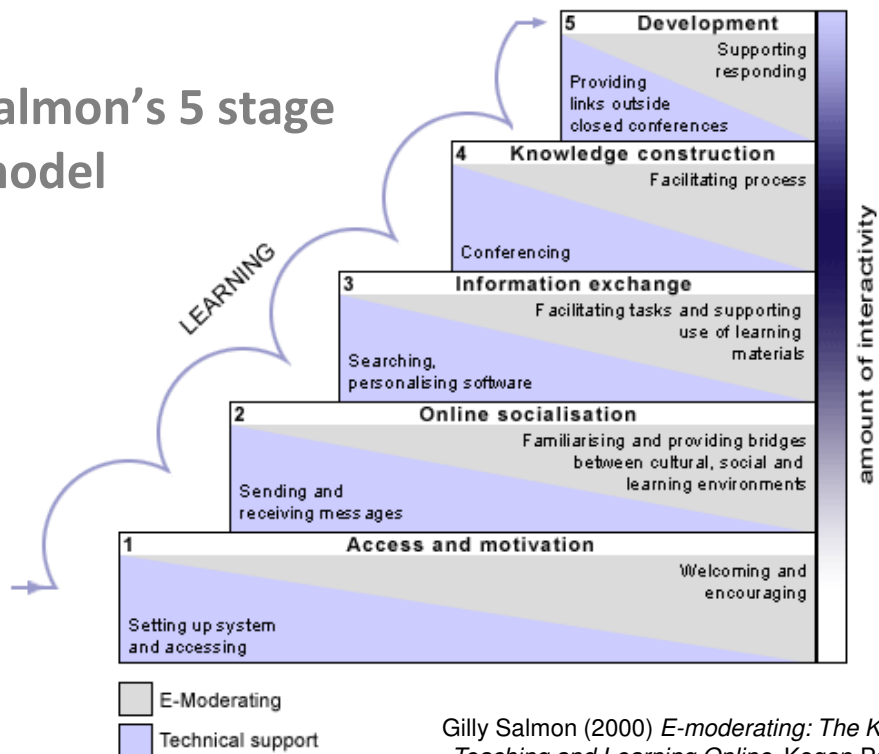
Example: Virtual Learning Environment

The screenshot shows a web browser window displaying the WebLearn VLE interface. The browser's address bar shows the URL: https://weblearn.ox.ac.uk/portal/hierarchy/continuing/courses/1415_tebp. The page title is "14-15 Teaching EB Practice". The interface includes a navigation menu on the left with options like Home, Announcements, Forums, Search, Surveys, Sign-up, Site Info, Contact Us, and Help. The main content area features a "Welcome to Teaching Evidence-Based Practice" message, a welcome text for the VLE, and a photograph of a building. Below the main content, there are sections for "Forums and announcements" and "Quick links", with the latter listing "Bodleian libraries", "SOLO", and "Eduroam". A "Pre-Oxford week: 3-7 November 2014" banner is visible at the bottom. The top navigation bar includes "Quick Links", "My Sites", "My Dashboard", "Exit preview", and "Logout". The University of Oxford logo is also present.

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



Gilly Salmon (2000) *E-moderating: The Key to Teaching and Learning Online*. Kogan Page.

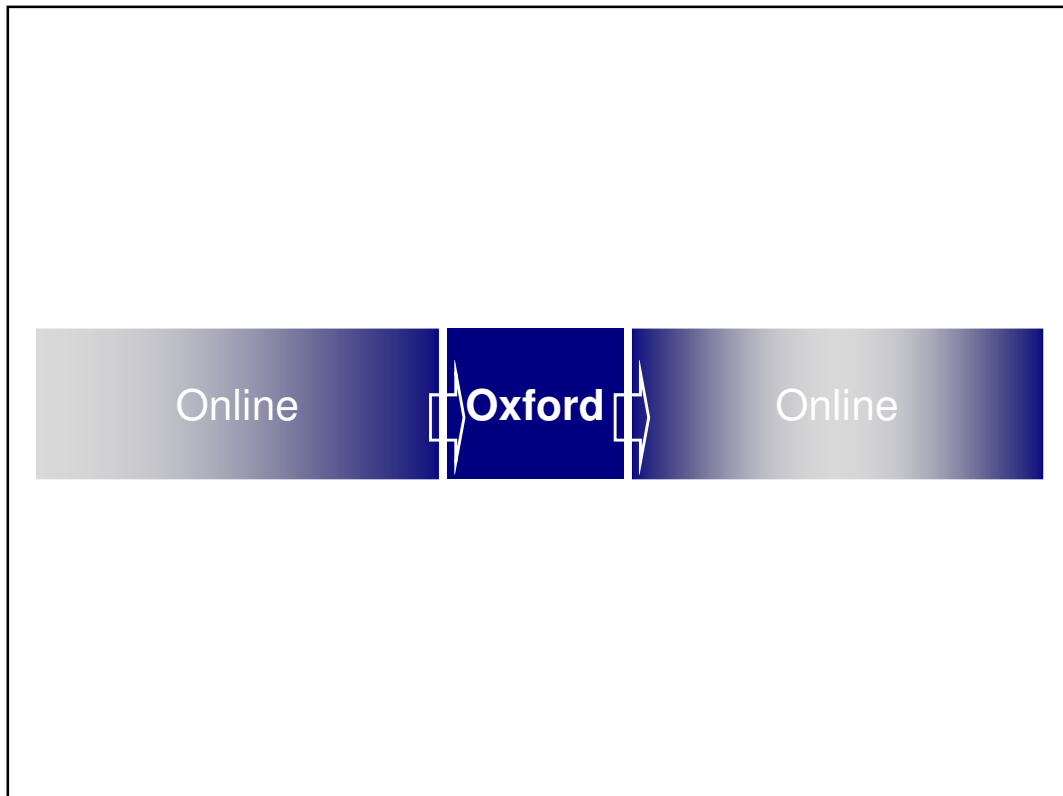
Facilitating online discussion

- Prompting
- Moderating
- Summarising
- Weaving

Online



Online



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

Cook, D. A. (2014). "The value of online learning and MRI: finding a niche for expensive technologies." *Medical Teacher* 36(11): 965-972.

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.

Ilic, D. and S. Maloney (2014). "Methods of teaching medical trainees evidence-based medicine: a systematic review." *Medical Education* **48**(2): 124-135.

References

- Cook, D. A. (2014). "The value of online learning and MRI: finding a niche for expensive technologies." *Medical Teacher* **36**(11): 965-972.
- Ilic, D. and S. Maloney (2014). "Methods of teaching medical trainees evidence-based medicine: a systematic review." *Medical Education* **48**(2): 124-135.