

Curriculum Tools For Online Education

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Outline

Part I: Thursday

- What is the potential role of e-learning/online learning to the Egyptian Fellowship?
- Overall approach to curriculum development with examples

Part II: Friday

- Delivery
 - Platforms
 - Course development tools
- Discussion and next steps

Why e-learning is relevant to the Fellowship of the Egyptian Board?

- Develop new ways of learning for specialists
- e-learning is more accessible
 - Allows flexibility
 - Is scalable
 - Could enhance learning
- But, it needs an integrated strategic approach
 - **Integrated:** How does e-learning fit into training as a whole - balance of live in-person instruction versus e-learning
 - **Strategic:** Setting goals and determining actions to achieve the goals

Specialist Learning in GME



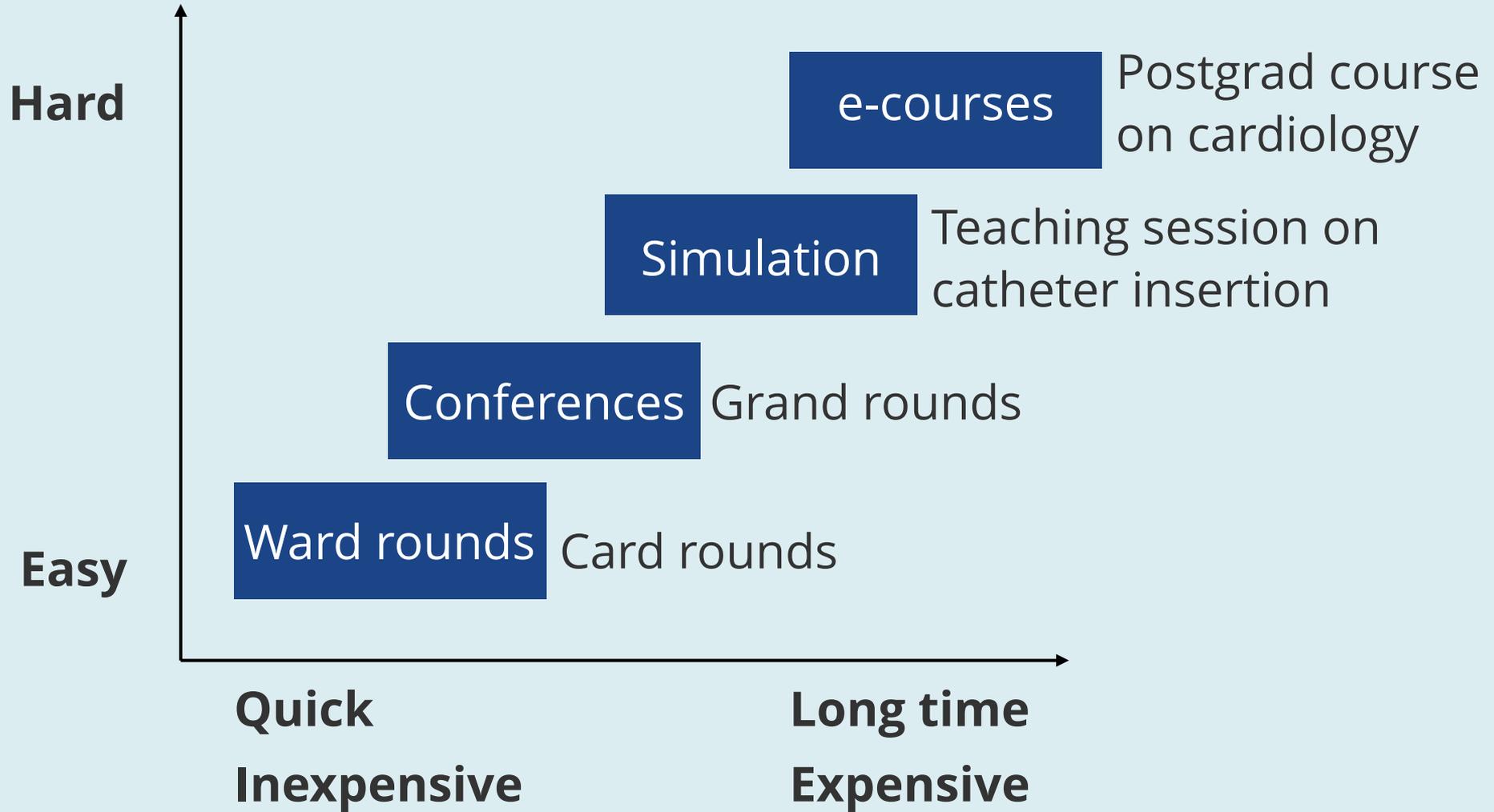
Cardiology

- Ischemic heart disease
- Conduction defects
- Heart failure
- Cardiomyopathy
- Congenital hypertension

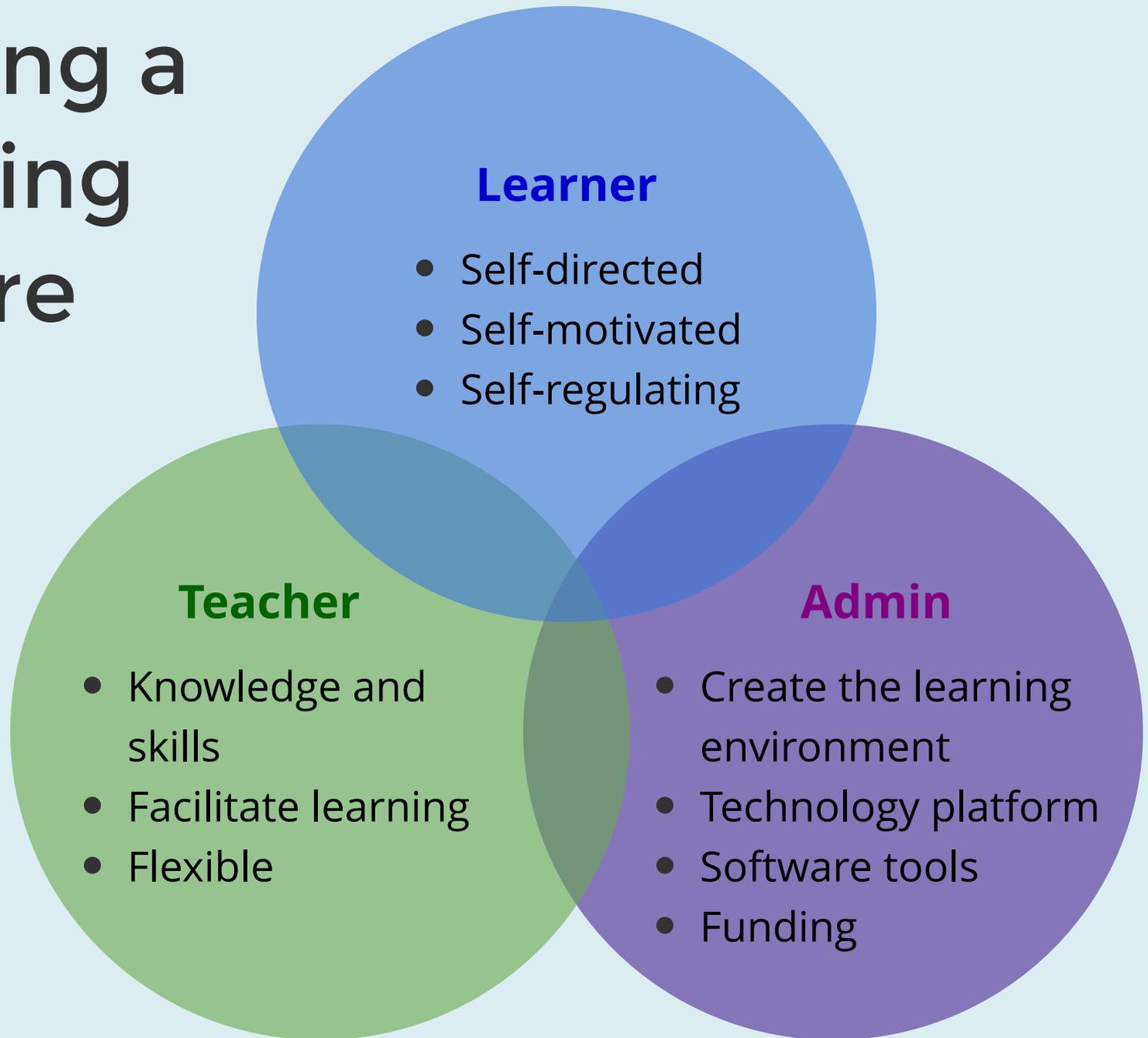
- Reading ECG
- Interpreting cardiac echo
- Interpreting cath data
- Inserting lines
- Cardiac echo
- Pacing
- Cath
- ETT

- Teamwork
- Leadership
- Difficult conversations
- Providing feedback

Hierarchy



Building a Learning Culture



Developing a Curriculum

Problem identification

What is driving the change?

- Change in knowledge
- Change in technology
- External circumstances

Goals and objectives

- Goals and outcomes are broad
- Objectives are specific and measurable

Different Formats for Curriculum Development

- Live
- Blended
 - Live and e-learning
- e-learning
 - Synchronous
 - Asynchronous

e-Learning

- Didactic
- Patient-health provider interactions
 - Interviews
- Interactive
 - Polls
 - Quizzes
- Adaptive

Course Development Process

1. Course Description and Summary
2. Course Outcomes
3. Summative Assessments
4. Task Analysis
5. Objectives
6. Formative Assessment
7. Learning Content

Course Development Process

Course description and summary

- Foundation
- Purpose of the curriculum, not the structure
- Learners determine if the program fits

Course outcomes

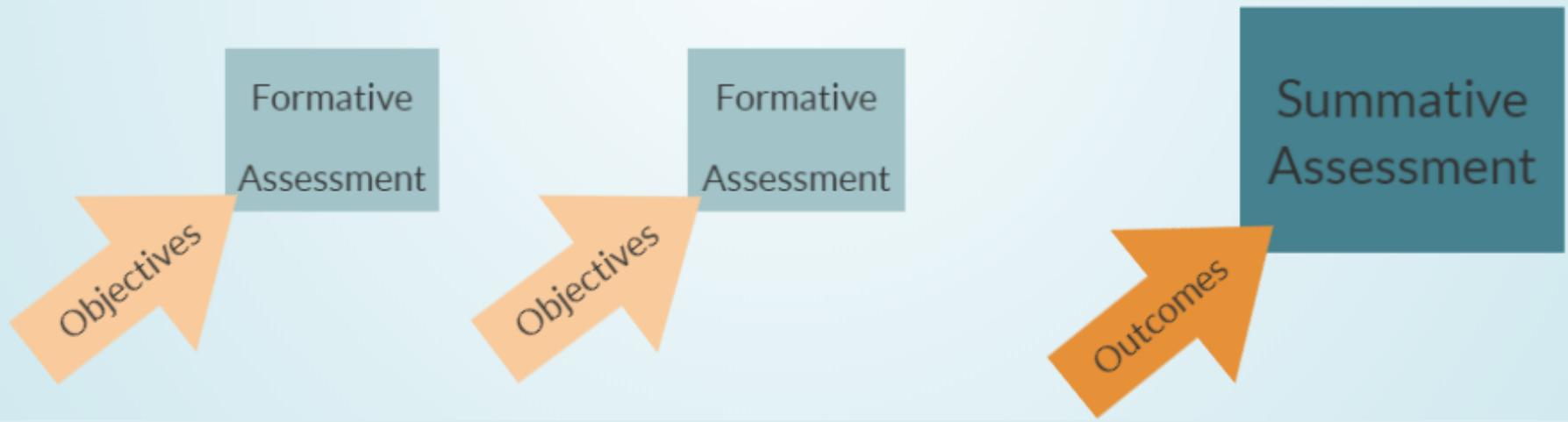
- Outcomes are not objectives
- Outcomes do not describe program structure or assignments
- Outcomes are actionable or task-based
- Outcomes become the modules of the program
- Outcomes provide expectations

Course Development Process

Summative Assessment

- Based on outcomes
- Demonstrate knowledge gained
- Assessments should map back to a specific outcome
- Learner provides mastery

Course Timeline



Course Development Process

Task Analysis

- Based on outcomes
- Steps needed to master the outcome
- Foundation for building objectives
- Basis for creating learning content

Objectives

- Signposts for learners
- Actionable verbs
- Assessable
- Based off the tasks that you just created
- Helps focus learning content and leaves out the "nice to know" information

Course Development Process

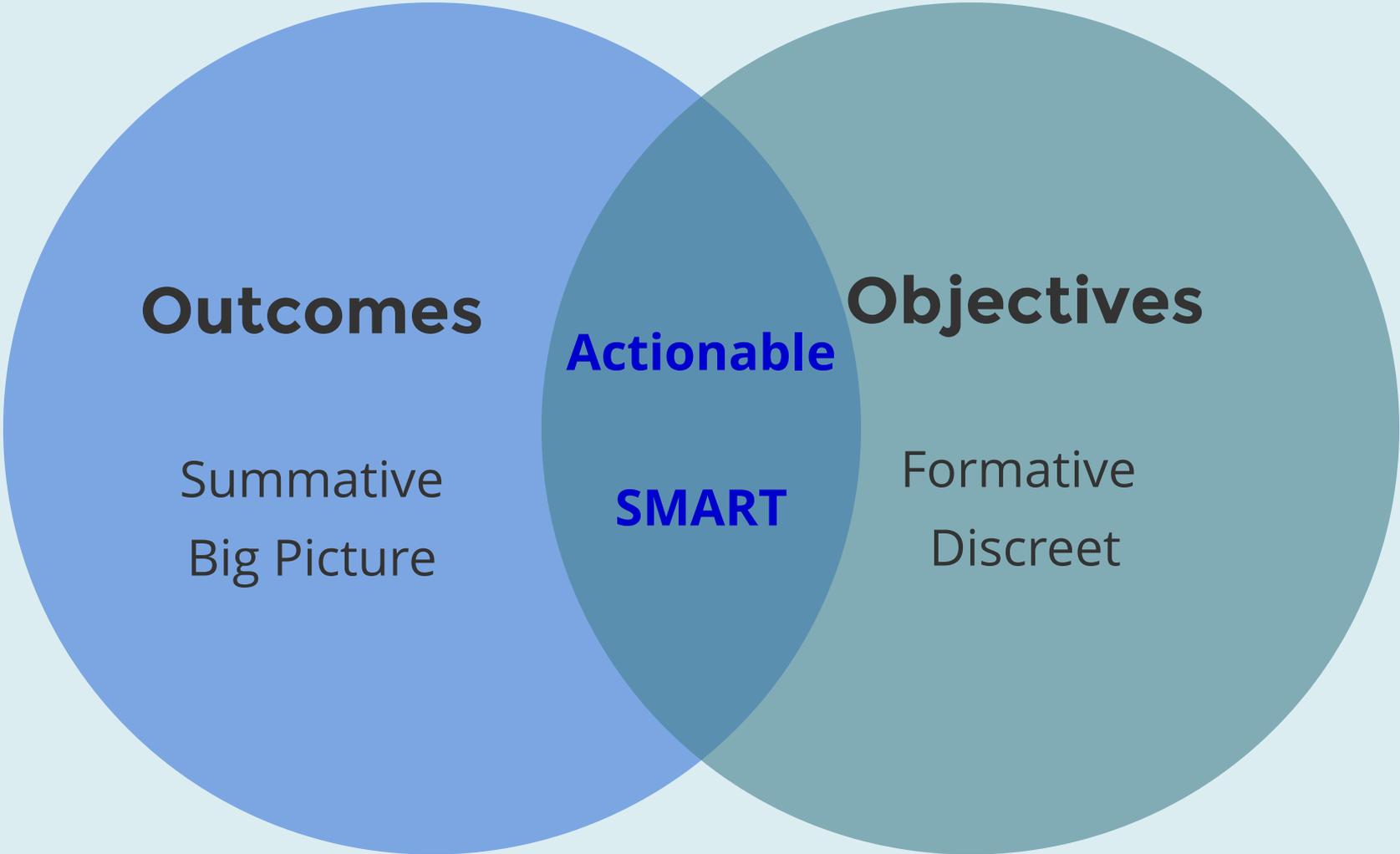
Outcomes

Summative
Big Picture

Objectives

Formative
Discreet

Course Development Process



Specific **M**easurable **A**chievable **R**ealistic **T**imely

Course Development Process

Formative Assessment

- Use the objectives to create the Formative Assessment
- Low-stakes assessment - it is not the final summative evaluation
- Learner can gauge personal progress
- Learner can find areas of opportunity or focus

Course Development Process

Learning Content

- The "need to know" information
- Covers what is needed for formative assessments
- Includes knowledge checks, progress checks, no-stakes assessments, and practice activities, when possible
- Include real-world examples like cases and stories

Alignment

- Curriculum structure that is organized and purposefully designed
- Free of academic gaps and repetition
- Aligned across lessons, courses, and subject areas
- Aligned curriculum assists in finding areas of opportunity to add to your program

Alignment

Course Description

In this course, methods of needs assessment and developing, assessing, and evaluating training organizations are the focus. Emphasis is also placed on teaching and learning strategies. Types of educational programs available to industries are discussed.

Course Outcomes

- Explain the training process and employee development
- Examine the relationship between strategy and T & D

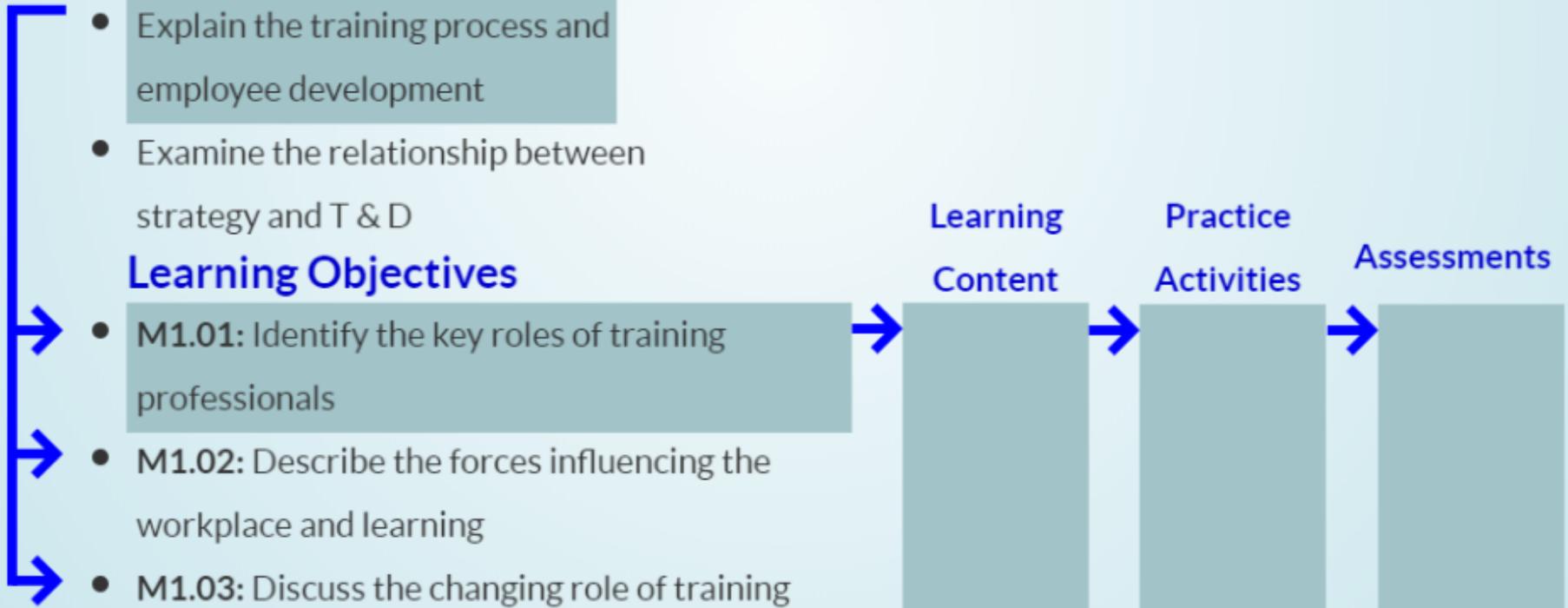
Learning Objectives

- M1.01: Identify the key roles of training professionals
- M1.02: Describe the forces influencing the workplace and learning
- M1.03: Discuss the changing role of training

Learning
Content

Practice
Activities

Assessments



Examples

Provider: “It is hard to think of yourself as being in that same category as someone who is injecting a drug. At the same time, it's taken control of your life.”

Patient: “Well yea, the last time I could not do anything, my husband told me to just go to the hospital and ask for help.”

Provider: “Would it be ok if I spend some time exploring treatment options for opioid addiction?”

Patient: “Sure, but I don't want you to ignore my pain.”

Provider: “Some of the treatments for opioid use disorder are also beneficial for pain. Let's start with buprenorphine/naloxone, commonly known as suboxone. What have you heard about that medication?”

Examples

https://miad1a.s3.amazonaws.com/story_html5.html

**End of Part I
Questions?**