OnlineMedEd

Best Practices for Blended Learning in Health Professions Education

Presented by the Institutional Success Team at OnlineMedEd

Definitions

Blended Learning
Combines asynchronous and synchronous learning, where asynchronous learning does not replace synchronous learning. All students experience the same learning methods. Blended learning is frequently used to maximize face-to-face time for flipped classroom activities.

Flipped Classroom or Flipped Learning
A subset of blended learning in which learners asynchronously access materials in advance of a synchronous learning session dedicated to active/applied learning.

Hybrid Learning
Combines asynchronous and synchronous learning, where asynchronous learning replaces synchronous learning. All students experience the same learning methods. Teaching strategies in both environments may optimize the learning experience, with collaborative work in each. Synchronous learning may take place face-to-face or virtually.

HyFlex Learning
Combines synchronously delivered virtual and face-to-face learning, in which learners select their preferred learning method.

Universal Design
An approach to teaching/learning designed to give all students equal opportunity to succeed by accommodating the needs of and eliminating unnecessary hurdles to all learners.

Implementation - Design

For Pre-Clinical Classrooms

- Learner-centered teaching involves the instructor taking the role of facilitator, while students take an active role in their own learning.

- Utilizing backwards design, instructors draft student outcomes first, followed by assessments, active learning components, teaching components, and finally learning objectives.

For Clinical Environments

- Targets common issues in delivery of patient care in clinical environment (e.g. transitions, evidence-based medicine)

- Integrates Point of Care resources for just-in-time learning (e.g. assessments, self-reflection, tech tools, including EHR)

Implementation - Learners and Faculty

Barriers

- Letting urgency/timeline override good learning design ("Field of Dreams" fallacy)

- Lack of learner engagement; includes making assumptions about learner needs and preferences

- Content expert/faculty lack of experience in online/blended learning

- Failure to prepare faculty and learners (from buy-in to wayfinding)

Facilitators

- Identify outcomes sought as learning objectives (Backwards Design); involve learners in design

- Set clear expectations for learners and faculty members

- Provide training, navigation and other support for faculty and learners

- Run pilot and develop a QA process

Benefits/Evidence

Effectiveness: Blended learning and flipped classroom received more positive perceptions and better knowledge gains than traditional lecture-based learning.

Question to consider: What you do like about the non-face-to-face components?

Selected References

Binks, A.R et al. Changing Medical Education, Overnight: The Curricular Response to COVID-19 of Nine Medical Schools Teaching and Learning in Med. 2021;33(3):334-342.

CAST. Key Questions to Consider When Planning Lessons. 2018. https://udlguidelines.cast.org/binaries/content/assets/common/publications/articles/cast-udl-planningq-a11y.pdf

CAST. The Universal Design for Learning Guidelines Graphic Organizer (with numbers). 2018. Wakefield, MA. https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-yes.pdf

Ellaway, R.H. and Masters, K. AMEE Guide 32: e-Learning in medical education Part 1: Learning, teaching and assessment. Medical Teacher 2008;30: 455-473.

Quality Matters. The Continuing Education and Professional Development (CPE) Rubric, Second Edition. (2015). https://www.qualitymatters.org/qa-resources/rubric-standards/cpe-rubric

Quality Matters. Online Instructor Skills Set. 2016. https://www.qualitymatters.org/qa-resources/rubric-standards/teaching-skills-set.

Quality Matters. Specific Review Standards from the Higher Education Rubric, Sixth Edition. 2020. https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf

Ryan, M.S., et al. Competency-Based Medical Education: Considering its Past, Present, and a Post-COVID-19 Era. Acad Med. 2022;97:S90-S97.

Vallee, A; Blacher, J; Cariou, A; Sorbets, E. Blended Learning Compared to Traditional Learning in Medical Education: Systematic Review and Meta-Analysis. J Med Internet Res. 2020 Aug 10;22(8):e16504. doi: 10.2196/16504 https://pubmed.ncbi.nlm.nih.gov/36245945/

Workload Estimator 2.0. Center for the Advancement of Teaching. Accessed November 23, 2022. https://cat.wfu.edu/resources/tools/estimator2/