CPD Pulse Points
Application of Adult Learning Principles in Translating Live Content to Online

Alexandra Howson PhD, CHCP
June 25, 2020

alexhowson@thistleeditorial.com
415.374.9757
www.thistleeditorial.com
Why consider online?

- Rising trend in online learning for 20+ years
- Technology increasingly used to deliver education in healthcare
  - Live webcasts, on-demand
- Many HCPS are digital natives
- COVID-19
  - Rapid changes in healthcare delivery
  - Substantial shift to online

Adult Learning Domains

**Cognitive**
- Motivation/interest
- Active information processing
- Reflective practice

**Social**
- Interaction with our own experience and with others
- Situated learning
- Communities of practice

**Emotional**
- Cultivate sense of belonging
- Create community through designated spaces

**Environmental**
- Crisis/chaos/change

(Some) Principles of Adult Learning

- Self-directed
- Relevant
- Problem-oriented
- Experiential
- Reflection and feedback

Advantages of Online

- Flexible, affordable, accessible
- Asynchronous dialogue and exchange
- Real-time dialogue and exchange with peers and educators
- Sequenced/spaced/pulsed via multiple doses to promote “stickiness”
- Interactive (e.g., cases, multimodal)
- Community building (e.g., communities of practice, workshop-based formats—Zoom breakouts)
- Effectiveness
  - Improve clinician knowledge and confidence
  - Close established clinical practice gaps
  - Improve patient health outcomes

<table>
<thead>
<tr>
<th>Type</th>
<th>Focus</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop/breakout</td>
<td>Promotes interactive discovery, can be reflective, experiential, community-building</td>
<td>Video, scenario scripts, reflective practice, online discussion</td>
</tr>
<tr>
<td>Didactics</td>
<td>Instructor-led</td>
<td>Slides, polling, Q+A</td>
</tr>
<tr>
<td>Sequenced projects</td>
<td>Allows for individual or small group work, can be reflective, experiential</td>
<td>Case studies, patient cases, mix of content (e.g., text, mind maps, algorithms, interactive questions)</td>
</tr>
<tr>
<td>Self-directed study</td>
<td>Individual acquires skill through self-learning guided by structured materials</td>
<td>Case studies, simulations, branched cases, games</td>
</tr>
<tr>
<td>Problem-based</td>
<td>Active engagement, promotes critical thinking, skill application</td>
<td>Case studies, simulations, branched cases, podcasts, writing</td>
</tr>
</tbody>
</table>
Effective Formats

- **Engagement + feedback**: Practice exercises, repetition, feedback, polling, social media, live chat, breakout rooms
- **Multimedia activities**: Audio, visual, blog posts, podcasts, social media
- **Case-based activities**: Clinically relevant, emotional component, sense of story

Cervero RM, Gaines JM. *JCEHP*. 2015 Spring;35(2):131-8
Competencies Required for Online Teaching

- **PEDAGOGY, EXPERTISE**
- **ABILITY TO COMMUNICATE**
- **ABILITY TO MANAGE TECHNOLOGY**
Avoid Cognitive Overload

- Scaffolding—stepwise journey through content, build on what learner knows at each step of the way
- Navigation—provide way to navigate through material
- Create learning snacks
  — Divide complex information into smaller chunks/nuggets
- Avoid clutter
  — Use white space in text
- Create ambience
  — Use color/audio to harmonize
- Boost retention
  — Pair text with audio/visuals
- Provide memory breaks
  — Sequenced/pulsed content within/across content
- Tell stories
- Provide resources

Partners and Platforms

- Instructional designers
- Writers
- Graphic designers

Platforms:
- Teachable
- Thinkific
- Kajabi
- Membervault
- YouTube
- Vimeo