







Online Learning Module












	GENERAL INFORMATION
	SETTING THE STAGE
	KEEPING THEM ENGAGED
	INSPIRING PRACTICE CHANGE

Activity Type/Educational Format	Rationale for Use	Criteria Used for Educational Setting	Related to Objectives	Desired Results
Online/Web-based activities (Internet activity enduring material, Internet activity live)	<ul style="list-style-type: none"> • Wide reach of content • Delivery of information and updates • Convenient 24/7 access • Low cost to learners • Multimedia (audio and video) • Immediacy of education on emerging or critical topics (e.g., MRSA) • Point of care learning 	<ul style="list-style-type: none"> • Engages learners • Self-directed • Self-paced • Efficient • Accessible 	<ul style="list-style-type: none"> • Knowledge • Competence 	<ul style="list-style-type: none"> • Update knowledge or concepts • Organize concepts with what is known • Obtain new knowledge or skills • Improve competence • Apply knowledge and competence to practice 





[Instructional Methods \(link to full document\)](#)

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Tips & Guides:

	<ul style="list-style-type: none"> • Tip Sheet - Optimizing Synchronous Online Teaching Tips (2021)
	<ul style="list-style-type: none"> • Tip Sheet - Twelve Tips to Present An Effective Webinar (2021)
  	<ul style="list-style-type: none"> • Creating Online Modules: A Step-by-step Guide http://www.hunter.cuny.edu/ttlg/online-learning/creating-online-modules-a-step-by-step-guide
	<ul style="list-style-type: none"> • TeachingIntheNet.org – Online source for faculty development http://www.teachingonthenet.org/best-practices-standards.cfm
   	<ul style="list-style-type: none"> • Rubric for Online Instructions https://www.csuchico.edu/eoi/assets/documents/rubric.pdf
	<ul style="list-style-type: none"> • Google Open Online Education “Online Course Kit:” https://edu.google.com/openonline/edukit/index.html




























Reviewed Articles:

   	<p><u>Article Review:</u> Evidence-based Principles for Using Technology Enhanced Learning in the Continuing Professional Development of Health Professionals</p>
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References:

(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)

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  	<p>1. Curran VR, Fleet LJ, Kirby F. A comparative evaluation of the effect of internet-based CME delivery format on satisfaction, knowledge and confidence. <i>BMC Medical Education.</i> 2010; 10:10. https://doi.org/10.1186/1472-6920-10-10</p>
  	<p>2. Zimitat C. Designing effective on-line continuing medical education. <i>Medical Teacher.</i> 2001; 23:2, 117-122, DOI: 10.1080/01421590120036538</p>
  	<p>3. Mazzoleni MC, Maugeri C, Rognoni C, Cantoni A, Imbriani M. Is it worth investing in online continuous education for healthcare staff? <i>Stud Health Technol Inform.</i> 2012; 180:939-43.</p>
  	<p>4. Sandars J, Homer M, Walsh K, Rutherford A. Don't forget the learner: an essential aspect for developing effective hypermedia online learning in continuing medical education. <i>Educ Prim Care.</i> 2012 Mar; 23(2):90-4. PMID:22449463</p>
   	<p>5. Young KJ, Kim JJ, Yeung G, Sit C, Tobe SW. Physician preferences for accredited online continuing medical education. <i>J Contin Educ Health Prof.</i> 2011 Fall; 31(4):241-6. doi: 10.1002/chp.20136. PMID: 22189987</p>
	<p>6. Sandars J, Walsh K, Homer M. High users of online continuing medical education: a questionnaire survey of choice and approach to learning. <i>Med Teach.</i> 2010 Jan;32(1):83-5. doi: 10.3109/01421590903199171.</p>
  	<p>7. Tripp JS, Duvall SL, Cowan DL, Kamauu AW. Academic podcasting: quality media delivery. <i>AMIA Annu Symp Proc.</i> 2006:1125. PMID: 17238744</p>
  	<p>8. Lewis KO, Cidon MJ, Seto TL, Chen H, Mahan JD. Leveraging e-Learning in Medical Education. <i>Current Problems in Pediatric and Adolescent Health Care.</i> 2014-07-01, 44(6): 150-163.</p>
   	<p>9. Ryan G, Lyon P, Kumar K, Bell J, Barnet S, Shaw T. Online CME: an effective alternative to face-to-face delivery. <i>Med Teach.</i> 2007 Oct; 29(8):e251-7. doi: 10.1080/01421590701551698.</p>

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