

Online and blended learning for distance students: examples and lessons learned

Name: Daniëlle Verstegen

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Content

- Introduction
- Online/blended learning at Maastricht University
- Three examples: design & evaluation
- Lessons learned
- Discussion

Who am I?



Background:

instructional science, cognitive science,
psychology

Currently:

Programme director MHPE, teacher,
researcher & advisor

Field of interest:

instructional design, online/blended
learning, Problem-Based Learning

Maastricht University: PBL





WHO'S SHE?



SHE is the Maastricht School of Health Professions Education led by professor Cees van der Vleuten, a graduate school with a wide variety in education, training and research in medical education.

[WHY SHE? 10 reasons](#)

FIND YOUR COURSE



- [Research on Assessment of Professional Competence](#)
- [Research on Task-Centered Learning Environments](#)
- [Certificate Courses in Health Professions Education](#)

[more](#)

STUDENT EXPERIENCES



The SHE Summer Course was a starting point in my career

Receiving the SHE Scholarship has been a blessing and an honour to me.

I wanted to expand my theoretical and practical skills in education.

[more](#)

NEWS & EVENTS



NEW starting April 2018: Online research courses at post-master level

Register for a SHE Course in 2018 and plan your career

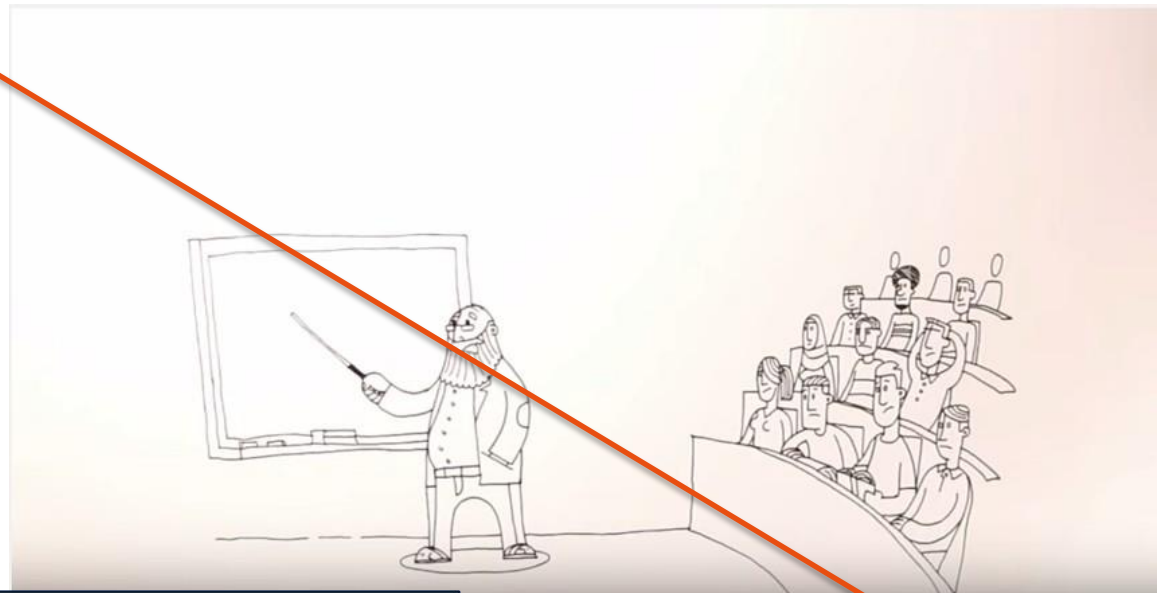
Date SHE Advanced Course Writing a PhD Research Proposal autumn edition, October 2018

[more](#)

Online education in practice?



But we want...



Constructive learning
Contextual learning
Collaborative learning
Self-directed learning

Examples of online/blended learning

- Small scale: synchronous tutor groups
- Medium scale: asynchronous PBL/Project-based course
- Large scale: tutorless PBL MOOC

Example 1:

Online PBL

- Master of HSI (2008–2010)
- For full-time and (6-8) part-time students
- Blended with onsite day every 6 weeks
- Module 1:
 - F2F meetings first and last week
 - 4 online meetings of 2 hours
 - 11 videotaped lectures
- Set-up very similar to ‘normal’ PBL

Online PBL Example 1: Synchronous online tutor groups

The screenshot displays a 'Connect Pro Meeting' window. On the left, a grid of video thumbnails shows participants, with several faces obscured by black redaction bars. The top menu bar includes 'Meeting', 'Present', 'Layouts', 'Pods', and 'Help'. A central 'Notes' window contains a list of tasks and terms:

- task 2
- 1.) crm=
- 2.) professionals irt quality of care
- 3.) professions(plural) ownership communication integration teamwork different/new role(s) ap nurse/ pa / np
- 4.)
- 5.)

Below the notes, a chat window titled 'Share' shows a message from 'Berwick 2005' with a URL: <http://www.qualityindicators.ahrq.gov/The>. The message discusses the Agency for Healthcare Research and Quality (AHRQ) and its Quality Indicators (QIs). The chat text is partially obscured by redaction bars.

On the right, an 'Attendee list' window shows 'My Status: Active' and a list of participant icons. At the bottom, a toolbar includes icons for 'Talk', 'Share', 'Discussion', and 'Collaboration'. The status bar at the bottom right shows 'To: Everyone'.

Evaluation results

-
- Students positive (Scale 1-5):

	Mean	n
The content of the course was interesting	4.3	8
The problems in the task were relevant	3.8	8
The literature was interesting	4.1	8
The quality of the course was good	3.8	8
 - Tutor positive: little difference, except additional technical tasks
 - Analysis of videotaped sessions: Quality of discussion better (!)

Lessons learned

- Success factors
 - Immediate gain for students (travel time)
 - Knowing each other beforehand
 - Synchronous communication
- Additional requirements:
 - Technology: preparation and support
 - Online communication: rules for interaction

Example 2:

Masters of Health Professions Education

- 2-year master, only part-time
- Blended with two contact units (3 weeks)
- 50-60 students per year
- Working health professionals
- Around the globe





MHPE Unit 1 2017-2019



MHPE Unit 3: Curriculum Development

- Online unit Curriculum Development
 - Individual work
 - Based on their own curriculum
 - Short knowledge clips, no lectures
 - Formative feedback half way
 - Peer review
- No synchronous contact in this unit

Evaluation results

Statements	Likert scale 1-5 (SD)
The assignments of this unit were of high quality	4.4 (0.7)
The feedback that I received during this unit was of high quality	4.3 (1.1)
Overall, I learned a lot during this unit	4.5 (0.7)

“Real-life assignment, heavy work but highly valuable”

“Workload and expectations were far too great”

“...very good. Very hard but very valuable. I learned a great deal about curriculum development. I enjoyed swapping assignments with someone at a distance. This was a real benefit in the Maastricht program. The course director was very enthusiastic and approachable.”

Lessons learned

- Flexibility:
 - Allow working at own pace
 - Back-up for peer review
- Visibility of staff (teacher presence)
 - Videos and pictures
 - Repeat that questions are welcome
- Make expectations (more!) explicit
- Guidance
 - Look at plans
 - Formative feedback

Example 3: MOOC about Problem-Based Learning



Problem-Based Learning: Principles and Design

Students at the centre!

Instructors:

Dr. G. (Geraldine) Clarebout
Dr. A. (Amber) Dailey-Hebert
H.T.H. (Herco) Fontelijn, Drs.
Dr. D.M.L. (Daniëlle) Verstegen

A free course from Maastricht University



October 5, 2015 - December 7, 2015

Registration for this course has ended.



[← Back To Assignments](#)

Soft Deadline
 Due by Sunday
May 24
 at 11:59pm

All Tracks: Problem-based Learning: How, What and Why? (part A)

"I travelled to Maastricht, the Netherlands, to see whether their education, would be suitable for our educational program. I stay...

I learnt that students work in small groups guided by a staff member...
 Subsequently, they spend considerable time in the library or at...
 appropriate learning resources. Thereafter, they meet again as...
 Students have to do a lot on their own and they need to interact...

In short, PBL offers a very different learning environment with di...
 problems and tutors. This approach is used in this university ac...
 medicine, health sciences, psychology, business and science, w...
 They claim that it prepares students well for the demands of our...

I do not know, however, whether this approach is suitable for ou...
 how it works and why. I need to know more..."

Assignment:

Brainstorm:

1. Discuss the problem description given above in your team. Brainstorm what you do not yet understand about problem-based learning.
2. Generate questions that need further study.
3. When you have done this, ask one team member to submit a list of questions using the 'Get Started' button below.

Self-study (may continue into next week):



Team 'TUTOR'

Interested in the role of the tutor, please join the team!

[Join](#) [Follow](#)

RECENT ACTIVITY

All Activity



learning goals assignment 1 team tutor

1 What does PBL entail 2 Would PBL work in all situations. (cultural, discipline etc) 3. Is PBL the perfect tool as presented on paper or are there drawbacks in practice 4. How do you make sure that discussions are sufficient in depth and the right topics are covered 5. is PBL more

learning goals assignment 1 tea...
 Team 'TUTOR'

1
 0

May 23

MORE ABOUT TEAM 'TUTOR'

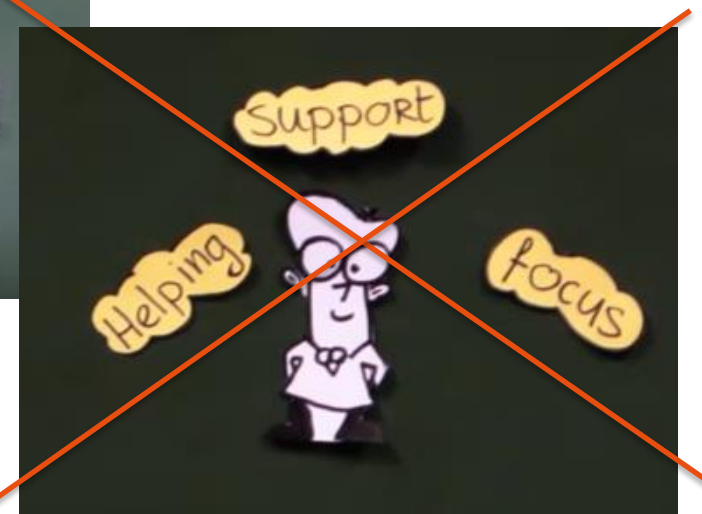
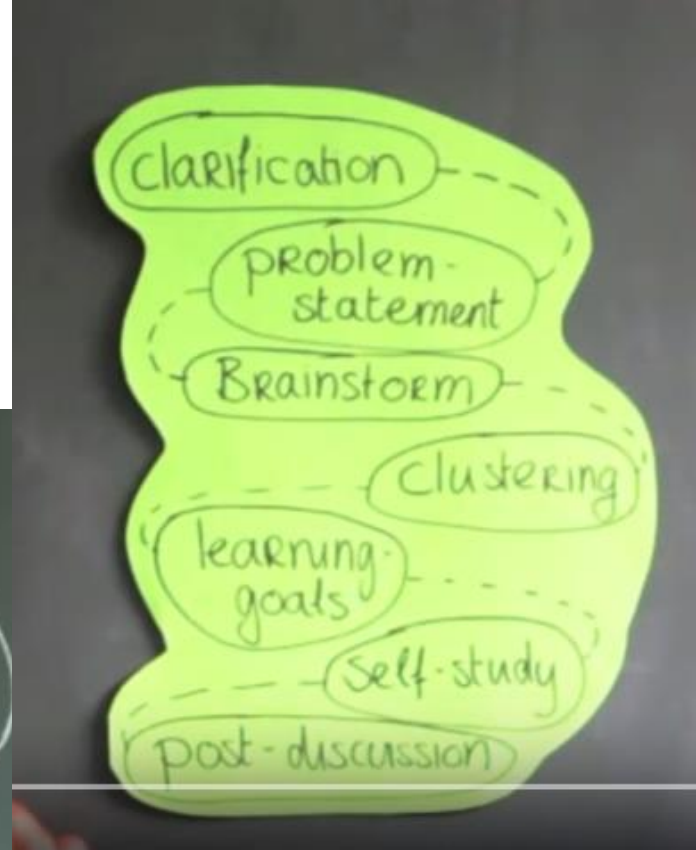
Track: Track 1: The role of the tutor in PBL
 Domain of interest: Healthy body and healthy mind
 Prefers synchronous/asynchronous: We don't mind/mixed
 Time zone: (GMT +1:00 hour) Brussels / Copenhagen / Madrid / Paris

MEMBERS (8)

[More »](#)

[Delete this Team](#)

Online No tutors



Participants

	Start	In groups	Finished	%
Participants	2977	794	264	9.4%
Groups	109		49	45%



Satisfaction of participants

Selection of items	Mean (1-5)	SD
Overall, I am satisfied with the organisation of the MOOC	4.1	.8
I have learned a lot	4.3	.8
The MOOC encouraged me to interact with my fellow students	4.2	.9
[After 3 months] I have integrated (parts of) what I have learned in my daily work.	4.0	1.13

“Perfect, I love a lot this course!! Is very nice and a lot interesting”

“It was really a pleasure participating in the MOOC and communicating with so many participants from all over the world - it really broadens one's mind and enhances creative thinking. We are so grateful for this experience.”

“I would like to congratulate all the staff for the great quality of the course: videos with interviews of teachers and students [...]. All of this material was very well done, with great technical and conceptual quality.”

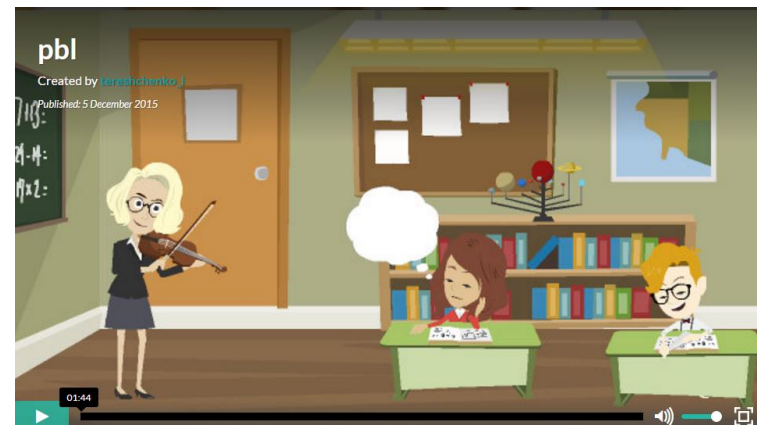
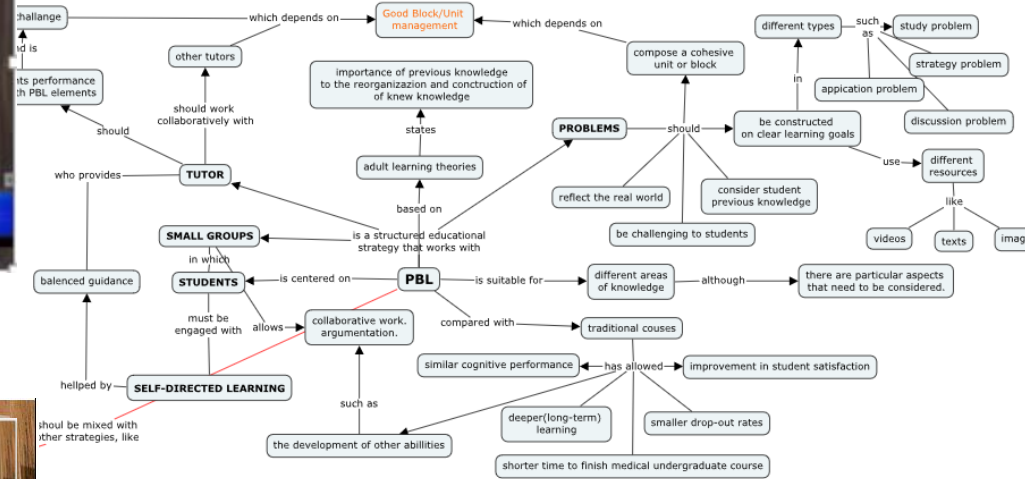
“I am having a problem with my group. I was part of group 7, but all of them left the course.”



Assignments & group observations

- Inspection by PBL task designers:
 - Quality varied
 - Good ones far better than expected
 - Others often collection of individual contributions
- Observation of groups
 - One size does not fit all: large differences
 - Interaction, not always deep discussion
 - Explicit discussion team process and task approach +
 - Adaptability and positive atmosphere +





Wrap-up

- What we have learned ...

Online/blended education: Opportunities to serve a more diverse target group



- Globalization
- Aging population
- Continuing professional education

Learning with and from each other







ONE SIZE DOES NOT FIT ALL

Some guidelines

- Adapt to the target group
- Take (more!) time to prepare
- Be creative, but keep it simple
- Give the lead to participants
- Be (more!) explicit about expectations
- Keep in contact-Make teachers visible
- Incorporate additional guidance
- Accept that you cannot cater for all

Questions and discussion



d.verstegen@maastrichtuniversity.nl