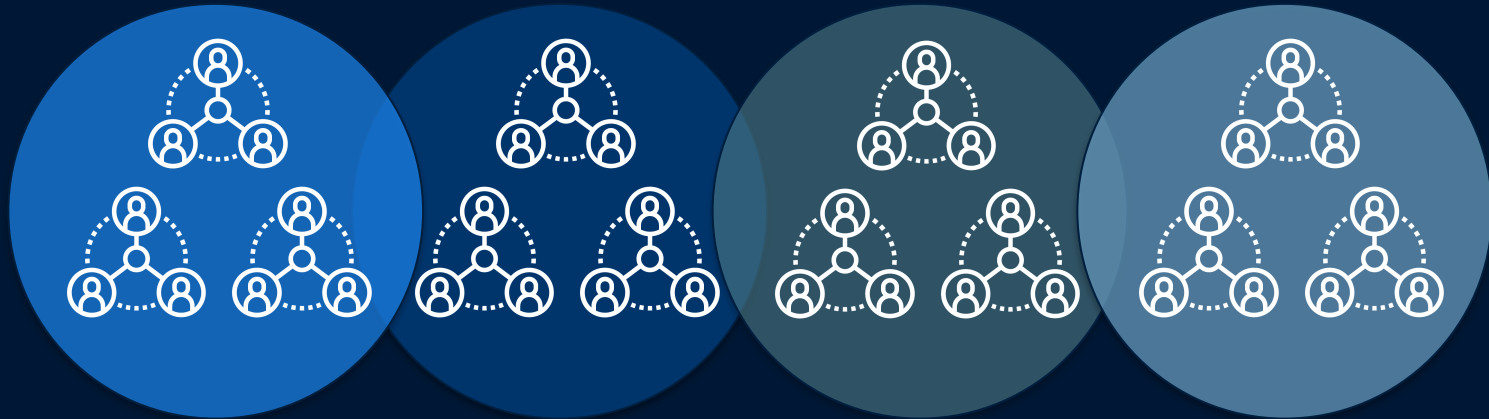


LARGE SCALE ONLINE INTERDISCIPLINARY WORKSHOP DESIGN

Online Course Design Showcase Series

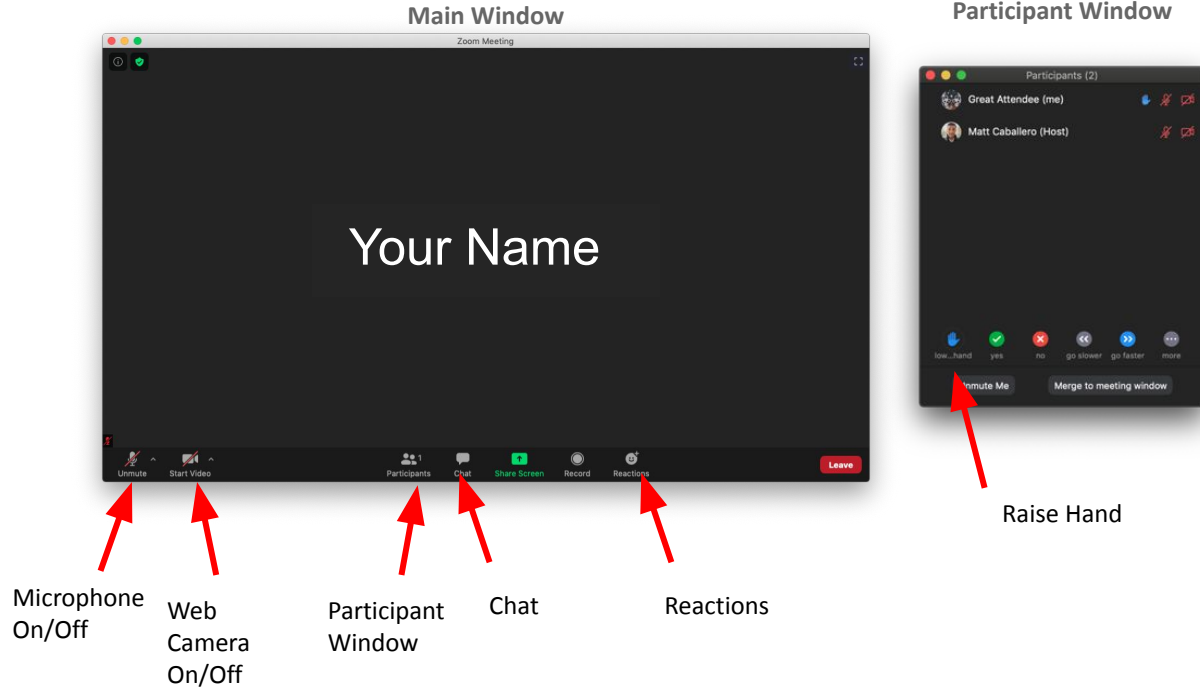


Caroline Voisine, Curriculum Manager UBC Health
John Cheng, Educational Consultant: Learning Design, CTLT



Housekeeping

- If you have a question, write it in the chat.
- The session will be recorded. Turn off your microphone and camera if you do not wish to be recorded.



AGENDA

1. Introduction
2. Background - What is the Integrated Curriculum
3. F2F (Pre-Pandemic) Design
4. Shifting to Online
5. Lessons Learned
6. Evaluation
7. Large Group Jamboard
8. Considerations for 2021/22 Delivery
9. Q&A

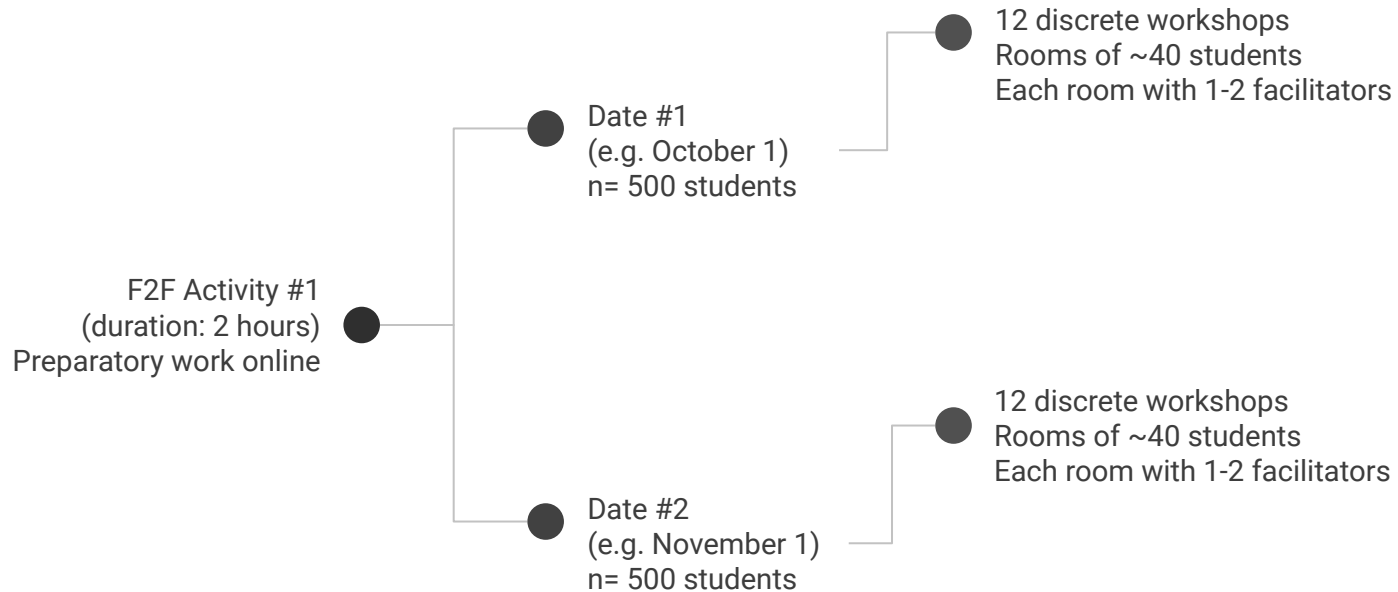


WHAT IS THE INTEGRATED CURRICULUM?

- Interprofessional education (IPE) program
- Purpose: to support the development of interprofessional competencies
- Series of online modules and F2F workshops on various topics (e.g. Ethics, Indigenous Cultural Safety, Health Informatics, Professionalism)
- Delivered to pre-licensure health professional students, mostly in first 2 years of their program
- F2F workshops delivered in the Fall during regular hours of learning
- Each activity runs on 2 separate days
- 15 participating programs in 2020-2021 = 2,070 students
- Activities are a required component of students' programs



PRE-PANDEMIC DESIGN (2019-2020)



- **Multiplied X 8 for 8 face-to-face activities**
- **In 2019-2020: more than 220 discrete workshops**



PRE-PANDEMIC DESIGN (2019-2020)

Workshop structure

- Preparatory online module (asynchronous)
- Introduction
- Didactic content
- Small group discussions
- Large group debriefs

Learning Management systems

- Moodle
- Event Management System (Passport)



SHIFTING TO ONLINE

Considerations

Students	Facilitators	UBC Health	UBC
<ul style="list-style-type: none">• Interprofessional Learning Outcomes• Relevant opportunities for IPC (Interprofessional Collaboration)• EDI and Bandwidth• Self-Regulated Learning (Didactic Content)• Engagement• Workload	<ul style="list-style-type: none">• Meaningful experience• Zoom/Collaborate Training• Coordination	<ul style="list-style-type: none">• Content delivery• Coordination• Scale• Attendance tracking• Program partner consultations• Limited HR	<ul style="list-style-type: none">• Technology and support resources available• Zoom/Collaborate features and constraints



SHIFTING TO ONLINE

Challenges

- Interdisciplinary Mix
 - Complexity of different number of students, 15 programs,
 - Pre-assigned breakouts versus random
 - UBC does not require student Zoom accounts
- Technology Disruptions
 - Consistent student experience
 - Bandwidth
- Administrative coordination
- Legacy LMS (Moodle)

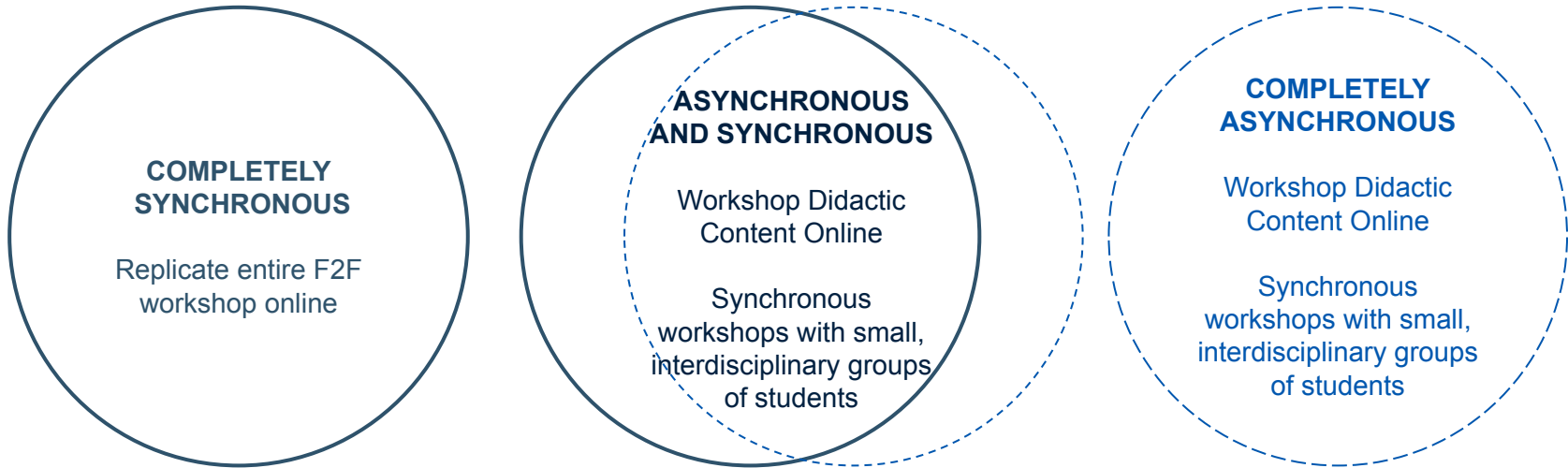
Opportunities

- Shifting didactic content online
- Flexibility
- Students from all programs and at all sites could participate virtually
- ↓ Facilitators
- ↓ Synchronous sessions
- Centralized resources
 - LT Hub
 - AV Support
 - CTLT
- The simpler, the better!



SHIFTING TO ONLINE

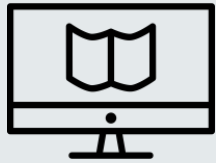
Delivery Approaches Under Consideration



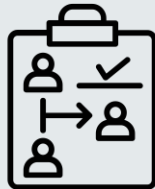
SHIFTING TO ONLINE

The Design

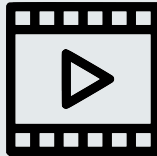
Asynchronous



Moodle



Assignment



Video
Vignettes

Synchronous



Zoom



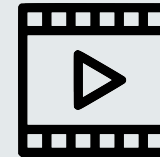
Breakout
Rooms



Wiki



Padlet



Video
Vignettes



2020-2021 DELIVERY (PLACEHOLDER)



6 topics



11 online modules



2,070 students



15 programs



77 sessions



98 facilitators



22 moderators

Students by Program



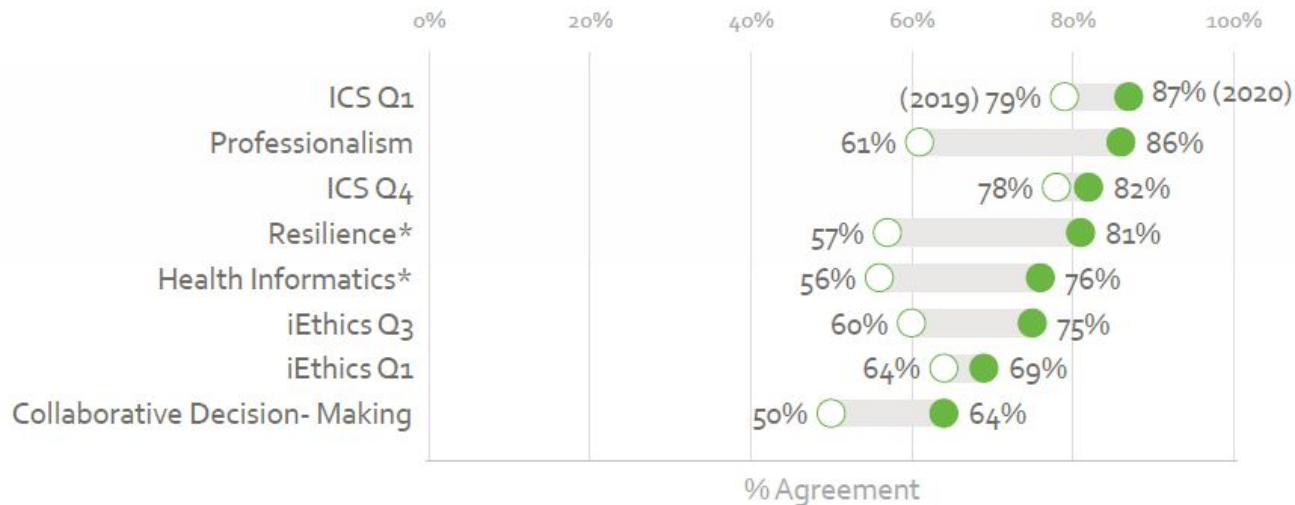
LESSONS LEARNED

- Partnership with CTLT
- Agreement with participating programs on important principles to guide transition
- Spend time understanding technology capabilities and limitations
- Moderator role
- Train facilitators on changes to their role
- Pay attention to communication +++
- Compassion and patience
- Flexibility and EDI Considerations
- Take advantage of UBC's technology tools and resources
- Shift as much content asynchronously as possible, maximize the interprofessional synchronous learning experience



EVALUATION

- Student ratings of overall value of the IC increased compared to 2019
- Value of individual activities also increased



EVALUATION

- Students' ratings of overall delivery were very similar in 2019 and 2020
 - 88% agreed that the technology used was appropriate for the activity
 - 77% agreed that the amount of work required was appropriate
 - 79% agreed that facilitators sustained the interest of the group
 - 78% agreed that small group discussions in breakout rooms sustained interest and participation of the group
- Facilitators also felt that the delivery format worked well in 2020
 - 89% agreed that students were attentive and responsive during Zoom sessions
 - 100% agreed that the technology used was appropriate
 - 97% agreed that the design of the sessions was appropriate to meet the LOs



EVALUATION

Online delivery offered important benefits to programs, students and facilitators

Programs

- Fewer facilitators to recruit
- Increased facilitator pool
- Less communication about logistics

Students

- Many discussions were still rich
- Less time wasted way-finding
- Ability for students at distributed sites to participate

Facilitators

- Less time wasted travelling / way-finding
- Less trouble-shooting with technology in rooms
- Less stress



EVALUATION

Enablers of effective program delivery in 2020-2021:

- Shifting didactic content to self-directed online modules
- Co-facilitation model
- Technology moderator
- More effective “framing” of the Integrated Curriculum
- Online facilitator training

Areas for improvement:

- Create more time for break-out discussions
- Increase consistent attention to interprofessional mix in breakout rooms
- Create mechanisms to increase accountability for individual participation



WHAT WOULD YOU DO DIFFERENTLY?

Large Group Jamboard

What would you do differently?

Consider the design, considerations, challenges and opportunities.

What would you redesign or rethink?

1. Jamboard URL: <https://bit.ly/3hl439k>
2. 5-7 minutes to think about your idea and insert into Jamboard
3. 5-10 minutes to discuss



CONSIDERATIONS FOR 2021-2022 DELIVERY AND BEYOND

- IC to be delivered fully online again
- Transition to Canvas:
 - (Familiar LMS)
 - New communication processes
 - No need for wikis anymore
 - Some unique challenges with interprofessional group creation
- Individual assignment vs group assignment
- Adjust length of Zoom sessions (1.5 hrs instead of 1 hour)
- Large Zoom sessions with smaller number of students (80-100 vs 150)
- Continue co-facilitator model, technology moderator role and online facilitator training

Beyond 2021-2022:

- Consider reserving face-to-face format for more sensitive content





Q & A



Contact

Caroline Voisine - caroline.voisine@ubc.ca

John Cheng - john.cheng@ubc.ca



Highlighted Events

Celebrate Learning Week: <https://celebratelearning.ubc.ca/events/2021-events/>



Highlighted Events

May 19 10AM -11AM - Shaping Our Future: Blended Learning from a Different Lens

CELEBRATE LEARNING WEEK

**Shaping Our Future:
Blended Learning from
a Different Lens**



Highlighted Events

May 25 12PM-1PM - Online Course Design Showcase Series: Experiences with Single-Point Rubrics: Ways of Sharing Assignment Expectations and Feedback With Your Students



UBC CTLT

*Online Course Design
Showcase Series*

Experiences with **Single-Point Rubrics**: Ways of Sharing Assignment Expectations and Feedback With Your Students

Join us online
May 25, 2021 | 12:00 - 1:00pm

events.ctlt.ubc.ca



Highlighted Events

And look out for:

June 29 (Time TBA) - Online Course Design Showcase Series: Team-based learning