

WORKSHOP SESSION SUMMARY
POST-CONFERENCE PROCEEDINGS
2018 National Trainers' Exchange

1. Session Title and Presenter's Contact Information:

Workshop title: Online E-Learning and In-Class Training: A Blended Learning Approach

Presenter (s) Name: Becky McGirr

Presenter Organization: DIDRT/Duke University

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2. Workshop Summary:

The objective of this 45-minute workshop was to discuss how comprehensive, in-class, infectious disease response training can provide a challenge to both instructors and trainees due to the amount of material that needs to be covered to meet course objectives, the time restrictions inherent to certain worker populations (which can make scheduling longer in-class sessions difficult), and the diversity of base knowledge in any given trainee group. Utilizing online e-learning in combination with in-class sessions can help to provide a comprehensive blended learning approach, which ensures all required material is covered, while allowing flexibility for the learners. Shorter in-class sessions can also be accommodated, which can expand in-class training offerings to those worker groups which have limited or inflexible time available for learning.

In this workshop session, we discussed the approach the Duke Infectious Disease Response Training (DIDRT) consortium has taken to incorporate e-learning courses as prerequisites for in-class training, allowing learners from various educational backgrounds to learn the prerequisite material needed to fully benefit from in-class, hands-on sessions. This approach also reduces in-class time spent on lecture-style teaching, and provides flexibility to the learner, who can complete the e-learning courses at their own pace and on their own time. We presented examples of blended learning sessions delivered through DIDRT and provided a brief demonstration of our learning management system, showing how our e-learning offerings can be paired with different in-class sessions to customize the learning experience for different worker populations and their specific infectious disease response training needs. The participants were then led in a group activity to create their own blended learning plan from a defined scenario course description. We discussed the mock learning plans as a group.

3. Methods:

This workshop began with the participants using their mobile devices to scan a QR code (which linked to an online survey website) and complete a one-question survey, asking which worker training program group they belong to. The survey results were then shared with the group to show the diverse background of the attendees. This

activity was used to demonstrate one way of using blended learning in a classroom. Following this was a PowerPoint presentation discussing what blended learning is, and examples of how it has been implemented within the DIDRT program.

The participants were then assigned a small group activity, wherein each group (3-6 people per group) was given a scenario which contained the description of an actual in-class course (all courses taken from NIEHS Clearinghouse course catalog). The groups worked together to come up with ideas for creating a blended learning plan for the course. The participants were given 10 minutes to complete this group activity. There were 4 total scenarios used in this workshop. The workshop concluded by discussing each group's blended learning plan.

4. Main Points/ Key Points Raised from Participants:

Key points raised during the workshop:

- Providing comprehensive training can be difficult given time constraints and the base level of knowledge of the trainees
- Blended learning provides advantages, such as flexible scheduling and more customized training (by assigning specific e-learning courses)
- Blended learning will not work for every training type or every worker population-must be carefully considered

Responses from the participants:

- Blended learning is a good idea, but requires the technology and management support to implement (e.g., e-learning creation software, website hosting, time to develop modules)
- Existing online training can be used to blend with in-class sessions, rather than creating de novo e-learning modules (e.g., FEMA online courses may be a good match)
- Using e-learning is a good idea and can help with planning in-class training, and also provide background information to workers to enhance their understanding of in-class sessions
- Some participants asked for more information on the DIDRT Learning Management System and e-learning software (see Reference section for information)

5. References:

- NIEHS Clearinghouse Course Catalog: <https://tools.niehs.nih.gov/wetp/public/>
- Duke Infectious Disease Response Training (DIDRT) Learning Management System (LMS): <http://didrt.dhvi.duke.edu/>
- ICS Learning Group/Inquisiq R4 Learning Management System: <http://www.icslearninggroup.com/>
- Articulate 360 software (for e-learning content creation): <https://360.articulate.com/>

6. Workshop Handouts/ Resources:

- Handout: Scenarios 1-4
- Handout: Questions to consider for scenario (worksheet)
- Handout: How to build a blended learning plan
- PowerPoint presentation from workshop