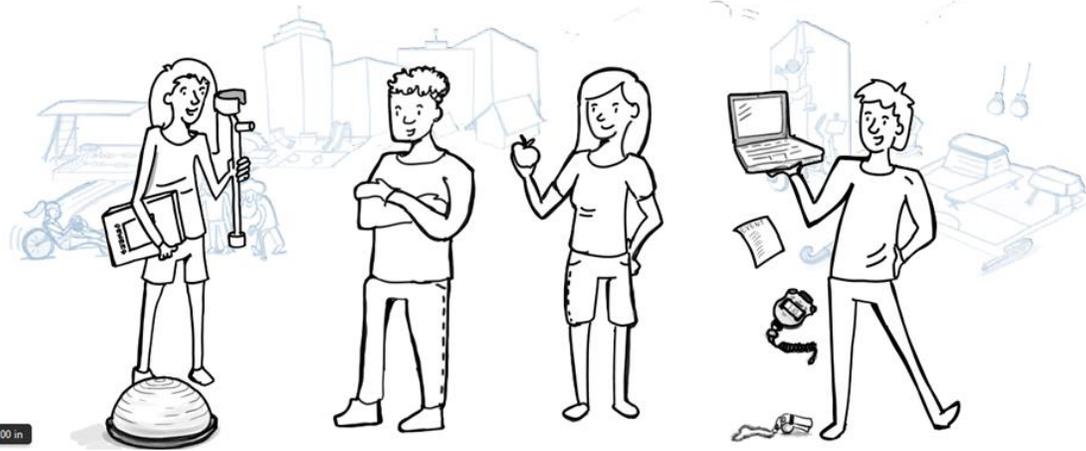




Development process of an online educational module on ‘eHealth based lifestyle-interventions’: experiences of teachers

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Sport studies (Ba)

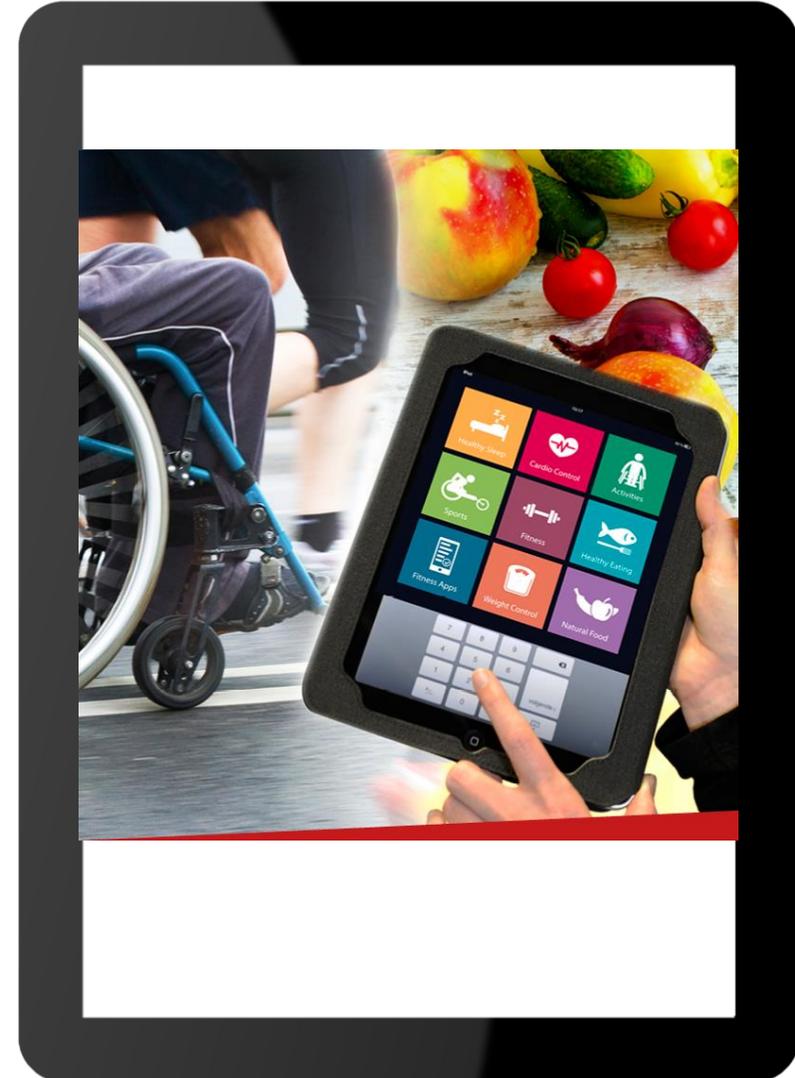
Focus on Health enhancing
physical activity

Changing behavior



Health Professionals who are working with eHealth

- Professionals experience difficulties implementing eHealth in their daily work routine;
- Professionals mainly struggle with questions about digitizing their traditional approach, instead of thinking from the possibilities that eHealth offers;
- Professionals don't feel equipped to demonstrate colleagues and clients the added value of using eHealth applications;
- Professionals lack insight and overview of State of Art of eHealth applications (possibilities and examples).



So how are we going to prepare these (future) professionals?

- Develop 21st century skills
- Online and blended learning can support students to become professionals who are equipped to keep up with future technological developments (HU, 2016)
- Benefits: Flexible, Increases self-regulation, motivation, ... (Rajae Harandi (2015;)



Teachers dilemma's

- How do teachers, who are not specialized in e-learning, approach this?
- How do you ensure to not only making a transition from offline to digital education, but also to actually using the possibilities of e-learning?
- Which partners should be involved?
- Which design requirements do you have to deal with?



How do we fix this

- Evaluate offline course
 - Content: Theory – case – project – content student driven
 - Students work in small projectgroups
 - Reallife caseowner
 - Peer feedback and expert feedback
 - Extra research classes
- Keep successful elements (e.g. Case method teaching)
- Decided to build an online course in **co-creation**
- Evaluate



Co-creation

Build a team:

- Teachers
- Educational innovators
- Students
- Designers
- Experts in online learning
- Experts in eLearning Environment
- Content expert
- Case owners

Describe student journey & role in course

Design a metaphor / story

Online / blended

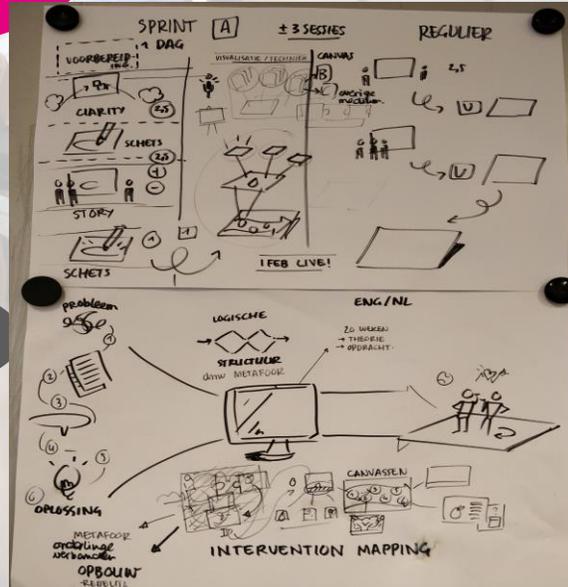
Define learning outcomes

Case owner / knowledge owner

Ehealth content / form

Regulate tempo / deadlines

What motivates students to start and to finish



Co-Creation challenges

- Regulating tempo and deadlines/not
- When to schedule peer feedback & expert feedback
- Defining student role (how much influence does student have)
- How to address student?
- What motivates students to start and to finish
- Virtuale vs reallife case owner (also knowledge owner)
- Teacher is traditionally seen as knowledge owner
- Online or blended
- Ehealth technology
- Expertise in development of online courses
 - Translate the effectiveness of f2f course elements to online learning
 - Adapt existing course or rebuilt

Co-creation outcomes

- Evaluate offline course
 - What motivates:
 1. Real life casus / case owner
 2. Freedom to choose target population
 3. Frequent expert feedback during course
 - What de-motivates:
 1. Lost time in finding a caseowner
 2. Course schedule vs projectgroup schedule out of sync
 3. Feel lost in intervention mapping steps (lack overview)
- Develop content for module
 - Suggestions from peers
 - Quiz/knowledge questions
- Dilemmas: optimal timeline (feedback, deadlines) / freedom of choice



Next steps

- Visualize study material
 - Develop interactive content
 - Virtual case owner
 - Determine timeline + deadlines
 - Blended vs online
-
- Start pilot in February 2019
 - Evaluate feasibility and experiences

Development online module

- Changing workfield: Lack of knowledge and skills of professionals regarding eHealth
- Currently eHealth in study program is increasing but still limited
- While eHealth is a hot topic

- Long-term goal: Support future and current lifestyle professionals in applying eHealth tools in their daily activities. & Increase competences and empowerment of these professionals
- Short-term goal:
 - Develop an online course
 - Integrate eHealth in the online course

Thank you for your attention

Margot Koeneman

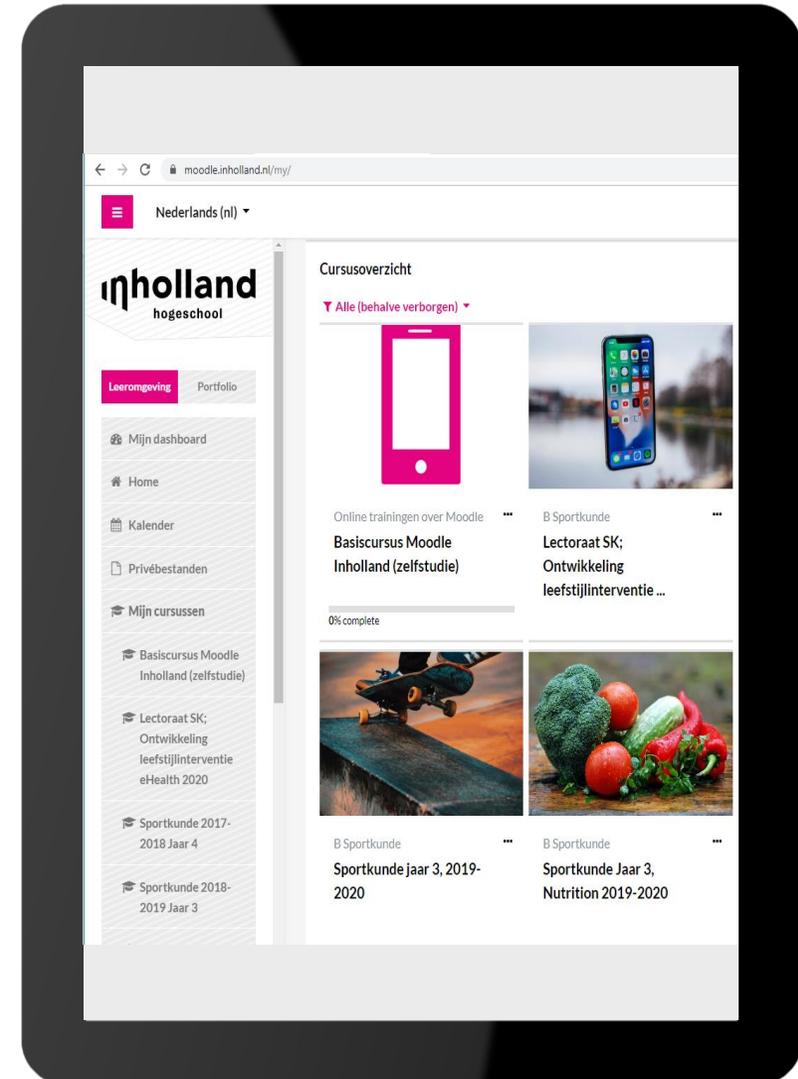
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