

Blended learning material in family medicine education - now!

EURACT task force “Provision of Educational Resources”

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Aims of the workshop

At the end of the workshop, the participants will :

- Know some of the principles and methods of teaching/learning with blended material
- Be able to choose and experiment the implementation of various tools and methods
- Be aware of the difficulties encountered, the pros and the cons of creating and using blended material
- Have shared ideas and experience and amplified their knowledge and skills
- Will modify their attitude and feel more confident in their ability to develop and integrate blended methods in their teaching

Blended Learning Material

Introduction: What is it ?

Blended education
Hybrid education
Technology-mediated instruction
Web-enhanced instruction
Mixed-mode instruction
Flipped classroom or inverted learning
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Definition supported by the UHI*
academic council :

“A considered approach that selects from a range of traditional face-to-face methods and e-learning technologies to facilitate student engagement, develop independent learners and enhance the learning experience”.

* University of the Highlands and Islands, UK



To get the best of both worlds !

Blended Learning Material

Introduction: Why in FM ?

Enhances principles needed while practicing with patients in FM:

Variety of learning and teaching styles
Flexibility of a modular curriculum incl. time and location

Empowerment of adult learners

Life long learning

Opportunities to learn from colleagues and peers

Develop and practice communication skills

Integrate critical thinking and reflection while accepting diversity



List of topics in Family Medicine

*A 'minimal core curriculum' for Family Medicine in undergraduate medical education:
European Delphi survey among EURACT representatives . European Journal of General Practice, 2011; 17: 217–220*
The final 15 themes emerging from the Delphi process

- 1. Introduction to FM as a specific medical discipline. Principles of FM: continuity comprehensiveness, coordination of care**
- 2. Holistic approach. Bio-psycho-social model**
- 3. Management of diseases at early undifferentiated stages. Dealing with uncertainty.**
- 4. Communication skills: with patient, with patient's relatives, with difficult patient.**
- 5. Management of multiple health problems. Identifying priorities.**
- 6. Decision making based on prevalence and incidence of target**
- 7. Prevention, health promotion, patient education.**
- 8. Consulting skills. Stages of consultation.**
- 9. Patient-centeredness.**
- 10. Chronic diseases care management**
- 11. Family as a source of disease and resource of care, family context, genograms, family life circle.**
- 12. Specific characteristics of healthcare in FM: all ages, genders, prevention, curative care, emergency.**
- 13. Community orientation: community needs, community orientation**
- 14. Most common presented symptoms in FM**
- 15. Interface of primary and secondary care: gate keeping, referrals, advocacy**

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Illustration 1

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Illustration 2

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Illustration 6

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Illustration 5

Small group work

Four groups : 4-6 participants including 1 rapporteur

a) Choose a topic

(from core curriculum topics, or any other non clinical one)

b) Discuss blended methods that could be appropriate

New methods are welcome !

c) Write outlines of the method(s)

d) Mail report to martinegc@hotmail.com

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Group of methods for blended learning	Description and possible variants	Platforms of IT & communication T.
Face-to-face teaching methods	Education methods (<i>See next slide</i>)	
Learning online	<ul style="list-style-type: none"> -Real life simulation -Virtual cases discussion -Lifelike scenarios -Skills training -Demo games -Discussion online -Video lectures -Ppt presentations -White papers -Sharing materials within the group 	<p>LMS: Learning management system Moodle, EDUardo Blackboard, Canvas, ...</p> <p>Other media: Facebook, LinkedIn Instagram, E-mail ...</p>
Social networks	Inviting new members, sharing	... chat rooms, blogs, podcasting, Twitter...
Mobile learning technology	Gets in touch with subject matter experts, group mates	... YouTube, Skype, Web boards, ...
Applying learning on-the-job	apply their new-found knowledge back in the real world.	
Written assignment	give learners the opportunity to demonstrate their understanding of the topic	

Face-to-face classroom methods

- Small group discussion
- Brainstorming session
- Role play
- PowerPoint lecture
- Video lecture
- Case study
- Case report
- Discussion in pairs
- Teaching with movies
- “Standardized patient”
- Preparing abstracts for presentation
- Testing, questioning, MCQs

Discussion, Pros & Cons

- Report by small groups

- Discussion:

How does blended learning fit in the context of a busy GP?

How to make it useful to GP/FM teachers?

Who would benefit the most from it?

What topics should be developed?

How can this help to the development of FM?

Other suggestions?

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Summary

