

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

July 21-23, 2021

Faculty of Medicine, Public Health and Nursing

Universitas Gadjah Mada

Yogyakarta, Indonesia

TUFH THE NETWORK:
2021 TOWARD UNITY
FOR HEALTH

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TUFH 2021 ABSTRACTS

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| Title | Toolbox for Evaluating Online Learning Experiences |
| Type | Workshops <i>High-Quality Learning and Collaborations in the Health Workforce</i> |
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| Abstract N ^o | TUFH541 |
| Content | <p>For decades, medical schools have been encouraged to transform some of their learning experiences to online learning. Discussions mainly focused on what to teach online and what percentages of the curricula can be taught online. During the past year transformation to the online learning format was done with very little consideration to many aspects of quality of education under the pressure of the COVID-19 mandated social distancing. Another important issue was awakened which is the ensuring quality standards of learning in online learning. A huge dimension of quality education was placed at risk during the pandemic and challenges of student engagement and clinical examination were at the top of the headlines and the focus of many research initiatives.</p> <p>After the crisis has now been identified as a newly adapted norm that will most probably linger on for years, it became crucial to start identifying methods to test online learning and ensure that learning happens and objectives are attained.</p> <p>The aim of the work we are proposing is to offer a toolbox for evaluating quality online medical education.</p> <p>The work started from a group of experts setting standard areas and putting them out for an extensive community discussion. This was done by a series of focus groups followed by key informant interviews. The descriptors of excellent online learning practice were designed and then sent out on a Delphi designed feedback until there was 100% consensus on the descriptors with their indicators.</p> |