# Online Learning Module

## GENERAL INFORMATION

## SETTING THE STAGE

## KEEPING THEM ENGAGED

## INSPIRING PRACTICE CHANGE

<table>
<thead>
<tr>
<th>Activity Type/Educational Format</th>
<th>Rationale for Use</th>
<th>Criteria Used for Educational Setting</th>
<th>Related to Objectives</th>
<th>Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online/Web-based activities</td>
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</tbody>
</table>
| (Internet activity enduring material, Internet activity live) | • Wide reach of content  
• Delivery of information and updates  
• Convenient 24/7 access  
• Low cost to learners  
• Multimedia (audio and video)  
• Immediacy of education on emerging or critical topics (e.g., MRSA)  
• Point of care learning | • Engages learners  
• Self-directed  
• Self-paced  
• Efficient  
• Accessible | • Knowledge  
• Competence | • Update knowledge or concepts  
• Organize concepts with what is known  
• Obtain new knowledge or skills  
• Improve competence  
• Apply knowledge and competence to practice |

### Instructional Methods

(link to full document)
## Tips & Guides:

- Tip Sheet - [Optimizing Synchronous Online Teaching Tips (2021)]
- Tip Sheet - [Twelve Tips to Present An Effective Webinar (2021)]
- Creating Online Modules: A Step-by-step Guide
- TeachingInTheNet.org – Online source for faculty development
- Rubric for Online Instructions
  [https://www.csuchico.edu/eoi/_assets/documents/rubric.pdf](https://www.csuchico.edu/eoi/_assets/documents/rubric.pdf)
- Google Open Online Education “Online Course Kit:”

## Reviewed Articles:

- Article Review: Evidence-based Principles for Using Technology Enhanced Learning in the Continuing Professional Development of Health Professionals

## References:

*(NOTE: The links below direct the user to the PubMed abstract. Access to full article is dependent on individual/ institutional subscription except in the case of open access articles that are accessible to all)*


