

## WEB-BASED LEARNING: COMPARING TWO ONLINE PALLIATIVE CARE COURSES

Jose Pereira. Calgary Palliative Care Program, Calgary. Canada

In early 2001, an online case-based interdisciplinary course (OC) for primary health care providers was delivered by a group of palliative care educators in Alberta, Canada. This course had undergone significant modifications from a pilot iteration (EdNet). Modifications, guided by evaluating EdNet, included: 1) switching from WebCT to FirstClass as delivery platform to facilitate asynchronous online discussions; 2) a course manual with printed reading material rather than all content online; 3) a larger group of multidisciplinary learners (51); 4) more attention to training of facilitators in the art of online facilitation in the context of a constructive learning model; 5) improved orientation of the learners to the technology and learning processes; 6) increased attention to expectations of learners and faculty prior to the course; 7) increased technological support for participants; 8) longer module times (3 weeks instead of 2); 8) more attention to community building; 9) increased nurturing of reflective learning; 10) more collaborative exercises. Other features, such as a general discussion forum for learners to ask any question related to palliative care, were added. All participants were assigned to small, interdisciplinary groups. Faculty was given one of two roles; facilitators or content experts. Surveys were conducted after an initial orientation period and again post-course. Focus groups were conducted mid- and post course. The presentation will highlight the differences & similarities between the courses, and lessons learned for the next iterations.