



**Karolinska
Institutet**

Course syllabus for

E-learning in Healthcare Education, 7.5 credits

E-lärande i Hälso- och Sjukvårdsutbildningar, 7.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Spring2012 , Spring2014

Course code	4ME010
Course name	E-learning in Healthcare Education
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	AV - Second cycle
Grading scale	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programnämnd 9
Decision date	2011-10-04
Revised by	Programme Committee 9
Last revision	2016-06-09
Course syllabus valid from	Spring 2014

Specific entry requirements

Vocational degree or bachelor's degree worth at least 180 credits and at least two years work experience within the medical, caring, or behavioural sciences, and/or two years teaching experience (at upper secondary level or higher - please submit a work certificate). English language skills equivalent to English B/English 6 at Swedish upper secondary school are also required (with at least the grade Passed).

Proficiency in the English language should be documented by an internationally recognized test such as TOEFL: internet based (iBT) with a total score of at least 90 and minimum score of 20 on written test; paper based (PBT) with a total score of at least 575, and minimum score 4.5 on written test; or IELTS (academic) with an overall mark of at least 6.5 and no band less than 5.5; or other documentation that according to regulations certifies the equivalence of English B at Swedish upper secondary school.

Objectives

The aim and intended learning outcomes of the course

The aim of the course is that the participants develop knowledge that is required to assess, develop,

deliver and evaluate various modes and forms of e-learning.

Intended learning outcomes

On completion of the course, the participants should be able to:

- Discuss e-learning in relation to learning and design theories.
- Critically reflect on their own and other course participants' e-learning practices.
- Critically reflect on usability and the importance of different types of e-learning in relation to own and others' educational practices.
- Develop and evaluate learning and teaching that involve e-learning.

Content

This course has been designed for practitioners engaged in teaching and education on system and individual levels within academic, medical and other healthcare areas. This course attempts to meet the demand for a growing need to engage in design, implementation and evaluation of e-learning.

The course comprises three areas of investigation:

Area 1: Exploration

In this area participants will explore and familiarize themselves with a large number types of e-learning such as interactive learning objects, simulations and web 2.0.

Area 2: Design and implementation

In this part of the course, the participants will study theories, current research and different perspectives on the design of e-learning.

Area 3: Evaluation

Finally the participants will focus on evaluation of e-learning. Special emphasis is on planning, designing and conducting formative and summative evaluations.

Teaching methods

Teaching is based on a problem-oriented and collaborative approach to learning in which forms of work provide opportunities for the student to take active responsibility for their learning.

The course is based on a collaborative and problem-oriented view of learning where the course work presupposes that students assume responsibility for their own learning. The course takes place on-line using a learning management system. Each participant will formulate a development project that concerns e-learning within the scope of their own organization. The project will provide the basis for the theoretical and practical content of the course. The work is in part carried out in groups. Group members are an important resource for critical appraisal and feedback on the project work.

Participation in the course requires access to internet.

Examination

The examination consists of an individual written assignment where the original project plan is compared to the final version. Participants will through the individual project show that the learning outcomes have been achieved. This also happens through the writing of a learning-portfolio throughout the course. Students' reflections on their own learning based on concrete examples from their learning portfolio and the written assignment form the basis for assessment of the intended learning outcomes.

All assignments during the course are mandatory. To pass the course each participant should show activity on the learning platform PingPong and follow the agreements made between the course participants and the course leaders. Individual assignments will replace not fulfilled tasks/assignments.

Students who have not passed the regular examination are entitled to participate in five examinations. Students without approved results after three examinations can be offered to retake the course or parts of it once more; subject to availability.

If the student has failed six examinations, no additional examination will be offered. Submission of a blank examination is regarded as an examination. Examination for which the student registered but not participated in does not count as an examination. Home examination that has been opened via the learning management system counts as an examination session even if the examination is not submitted.

Late submission of examinations are not accepted. Students who have not submitted on time are referred to re-examination.

Transitional provisions

The course has been cancelled.

Other directives

Course evaluation will be carried out according to the guidelines that are established by the Board of education and the supervisor.

Literature and other teaching aids

Ellaway, Dr Rachel; Masters, Ken

AMEE Guide 32: e-Learning in medical education Part 1: Learning, teaching and assessment

Institutionen för lärande, informatik, management och etik, 2008

URL: [AMEE Guide 32: e-Learning in medical education Part 1: Learning, teaching and assessment](#)

Masters, Ken; Ellaway, Dr. Rachel

e-Learning in medical education Guide 32 Part 2: Technology, management and design

Institutionen för lärande, informatik, management och etik, 2008

URL: [e-Learning in medical education Guide 32 Part 2: Technology, management and design](#)

Morris, Clarie; McKimm, Judy

Becoming a digital tourist: a guide for clinical teachers.

Institutionen för lärande, informatik, management och etik, 2009

URL: [Becoming a digital tourist: a guide for clinical teachers](#)

Cook, David A.

The failure of e-learning research to inform educational practice, and what we can do about it

Institutionen för lärande, informatik, management och etik, 2009

URL: [The failure of e-learning research to inform educational practice, and what we can do about it](#)