Educational technology and online learning among physicians and other healthcare providers in Manitoba

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BACKGROUND

Educational technology offers healthcare professionals (HCP) a convenient opportunity for Continuing Professional Development (CPD), especially if they are in remote geographical locations. The objective of this study was to explore the experience, skill level, motivational factors and interests associated with online education among HCP interested in CPD courses and events.

METHODS

This cross-sectional descriptive study used data from a survey completed: 1) online by HCP registered in the Continuing Professional Development (CPD) mailing list of the Office of Continuing Competency and Assessment in the Rady Faculty of Health Sciences, University of Manitoba; and 2) on paper by some participants at two random CPD events.

CONCLUSION

A large percentage of the participants reported having experience with online learning and considered themselves independent users of educational technology. Specific motivational factors and interests influencing the decision to meet CPD needs online were identified in this study.

RESULTS

Participants of the Survey

n=110

- Physician: Family Practice: 11%
- Physician: Specialist: 14%
- Other Healthcare provider: 75%

Location of Work

- Winnipeg Region: 49%
- Northern Region: 15%
- Interlake-Eastern Region: 18%
- Prairie Mountain Region: 5%
- Southern Region: 5%
- Other: 2%

Experience with online learning

- Attended a live webinar/online presentation: 100%
- Watched pre-recorded webinars on your own time: 98%
- Completed online courses without interaction: 70%
- Completed online courses that include asynchronous interaction: 50%
- Completed online courses that include synchronous/live interaction: 30%
- Listened to podcasts: 20%

Skill level with educational technology

- Attending webinars: No interaction: 90%
- Attending webinars: Interesting with the presenter: 10%
- Online courses: No interaction with other learners: 80%
- Online courses: Interesting with other learners: 20%
- Participation in online discussions: 70%
- Listening to podcasts: 30%

- Never tried: 20%
- Need help/Can't do it alone: 30%
- Independent But not very good at it: 20%
- Do okay on my own: 15%
- Manage with ease: 15%

Future continuing education online

- Attended live webinars/online presentations: 100%
- Watched pre-recorded webinars: 98%
- Completed online courses without interaction: 70%
- Completed online courses with asynchronous interaction: 50%
- Completed online courses with synchronous/live interaction: 30%
- Online courses that require instructor feedback: 20%
- Online courses: 100%
- Online courses: No interaction with other learners: 80%
- Online courses: Interesting with other learners: 20%
- Participation in online discussions: 70%
- Listening to podcasts: 30%

- Never: 20%
- Sometimes: 30%
- Yes, the past: 20%
- Yes, but maybe need advance of time: 30%

Top 3: Factors that could influence the decision to meet their CPD needs online

1. Convenience
2. Usability of the online system
3. Ability to get credit

Top 3: Interested in taking courses that focus on their role as...

1. Clinical Expert
2. Professional
3. Scholar