



TUM-MED
Educators lab I

Goal of the first short-term joint staff training event was to assess the educational experience of the STUDICODE educators and to upskill their knowledge on modern online teaching formats. Supported by experts, the educators enlarged their skills on didactic concepts and high-quality e-learning formats. In a half-day workshop session, the participants actively put their newly gained knowledge into practice and created sample material for the STUDICODE course.

This training enabled the STUDICODE partners to kick-off the course production phase successfully. Moreover, the event led to a joint understanding of advantages and disadvantages of various e-learning tools and elaborated to a common framework for the STUDICODE online dementia course which will be necessary to achieve a consistent course design across all partner sites.

Format of the “Educators Lab 1”

As described in the application form, the event was hosted in a virtual format due to the COVID-19 pandemic. Nonetheless, the consortium did not observe that the virtual format had negatively affected the quality of the training event.

The virtual format was organised in a series of four meetings (each 2,5 - 6 hours). Participants from all partners were present at all meetings within the “Educators Lab 1”. All of them are lecturers or involved in the teaching environment at their institutions. Each meeting was joint by an average number of 8 lecturers who are specifically involved in teaching students about dementia. Keynotes were provided by experts from the academic field with coaching expertise for e-learning projects in the industry. All partners contributed to the group discussions and shared their experience in the Q&A / lessons-learned sessions. The following table provides an overview of the four sessions within the Educators Lab, their formats and goals:

Date	Format	Goal of session	Corresponding output
December 15, 2021	Keynote by e-learning expert, Q&A session, group discussion	Survey on digital teaching skills of educators, development of course production flowchart (milestones + timelines)	O2: Evaluation Kit (educators)
January 12, 2022	Keynote by didactics expert, Q&A session, group discussion	Selection of didactic elements for the STUDICODE online course	O1: Didactic Concept
February 9, 2022	Virtual exploration of e-teaching formats, group discussion	Selection of media formats for the STUDICODE online course	O3: Production Manual
February 18, 2022	Workshop and group discussion and session on “lessons-learned”	Creation of sample material (cartoon-style video, animated infographic, virtual flash cards, digital hotspots, drag-and-drop game)	O4: Online Dementia Course

**Assessment of digital teaching skills**

At the beginning of the event, the digital teaching skills of the STUDICODE educators were assessed through a questionnaire. The questionnaire is based on the European Framework for the Digital Competence of Educators (DigCompEdu) and has been slightly adapted to fit the teaching environment in the field of medicine. More information on the tool is provided in the STUDICODE Output 2 (“Evaluation Kit for Educators”).

Results of this assessment are that the majority of STUDICODE lecturers had basic knowledge and skills in the field of digital teaching prior to the event. The assessment also shows that the lecturers were able to use communication technologies as well as to select and create educational resources. Major gaps were in the fields of course planning techniques and creating interactive media formats using scenario and case-based learning. Therefore, particular experts with expertise in these fields were invited and joined the training event for keynote lectures.

Summary of training on modern didactic concepts and course planning

The training event provided valuable insights into modern didactic approaches in e-learning. The didactic concept for the STUDICODE course should be oriented on the needs of students to optimally fit to the existing teaching formats at the partner sites. As all partners have lectures on dementia integrated into their regular curricula, the STUDICODE online course will be a complement to these lectures. Therefore, the overall duration is set to 90 minutes (excluding additional readings, quizzes, assessment).

Based on the advice of one of the keynote speakers, the STUDICODE group defined the learning objectives of the course early on. Also, the group used the input provided by the expert to agree that the course will be a self-paced course with an assessment at the end. Students passing the assessment will be provided with a downloadable certificate as a credential. Moreover, the possibility to gain a certificate will motivate students to enrol the course.

In regards to the course planning, the STUDICODE consortium learned that a preliminary vision of the course is important for the subsequent course planning phase. Also, activities after the launch of the course must be managed (e.g. course promotion, course evaluation).

Guided by another expert, the consortium agreed that the course will be structured in topics (chapters). The results of the discussion following the expert input is shown in the table below:



Nr	Chapter	Contents	Time (min)
A	Introduction	Welcome to participants, instructions on using the course	3
1	Magnitude and impact of dementia (macro level)	Numbers of people with dementia in Europe 2020-2050, major cause of mortality, high societal cost, stigma	10
2	Impact of dementia (micro level)	Progression, disability, determinants of quality of life, determinants of carer burden	10
3	Causes	Classes of causes, localization determines symptoms, pathology precedes symptoms, comorbidities	10
4	Diagnosis	Difference from normal aging, signs of early dementia in daily life	20
5	Communication	Impairment of communication in dementia, social and psychological role of communication, disclosure of diagnosis	10
6	Treatment	Contribution of non-pharmacological interventions, interprofessional collaboration, carer support	20
7	Services and facilities	Major types of services	15
B	Knowledge check	Multiple-choice questions	--
C	Evaluation	Online questionnaire	--

Furthermore, the training event showed that the STUDICODE course should address region-specific needs in dementia care. As the healthcare systems are different in the four STUDICODE countries, local adaptations to the course contents will be made. However, the joint part of the course indicated in the table will remain the same at all partner sites. To underline the collaborative approach in the development of the course, the group follows a joint graphic design (e.g. colour scheme, font) for all educational materials.

Summary of training on e-learning formats

In regards to the e-learning formats, the STUDICODE group has carefully selected a variety of media formats that make the course interactive and easy to navigate the information provided in the course. Too many different formats would interfere with the learning objectives. Based on the expert input and a panel discussion at the Educators Lab, the consortium agreed to use the following media formats:

- Texts
- Illustrations
- Animated infographic
- Interviews
- Animated cartoon videos (case-based learning)
- Virtual flashcards
- Digital hotspots
- Drag-and-drop games (scenarios)



Usage of results and role of the event in the overall project

The Educators Lab showed that the STUDICODE lecturers are interested in advancing their knowledge and skills in e-teaching. However, the evaluation of digital competence (see Output 2) illustrated a gap between the educators' skillsets and requirements in online teaching. The training event demonstrated that input by experts, group discussions, sharing experiences and learning-by-doing (workshop-style) contribute to acquiring new skills in online teaching. Also, the transnational approach showcased that the joint creativity is a great value for providing a joint online course. The project consortium also encourages the participating lectures to use their new competence for creating other online courses outside the field of dementia and share their knowledge with peers at the institutions.

The lecturers will meet again for the "Educators Lab 2" where experiences and lessons-learned will be drawn based on the content development phase of the STUDICODE online dementia course. This event will also be guided by input from experts and feature workshop-style, collaborative elements to further advance the lecturers' competences in online teaching.

Supporting material

Training success and new skills developed at the first short-term joint staff training event will be integrated in the Intellectual Output 4 (Online Dementia Course) and are supporting the following outputs:

- O1: Didactic Concept
- O3: Production Manual

Dissemination of the multiplier event:

- <https://www.studicode.med.tum.de/en/educators-lab-1-fourth-meeting-creating-educational-content>
- <https://www.studicode.med.tum.de/en/educators-lab-1-first-meeting-supported-online-course-expert>
- <https://www.studicode.med.tum.de/en/educators-lab-1-second-meeting-supported-didactics-expert>
- <https://www.studicode.med.tum.de/en/educators-lab-1-third-meeting-interactive-media-formats>

Disclaimer: The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.