

TERRY ANDERSON

Beyond the Hype of E-Learning: Does it Really Work for Health Professionals? Keynote Presentation

Terry Anderson is the Canada Research Chair in Distance Education at Athabasca University - Canada's Open University. He is the author of 4 books and numerous articles on open and distance education. His research focuses on the interaction facilitated by the Net. His teaching in the Masters of Distance Education program concentrates on new developments of education and communications technologies.

Learning Objectives

At the end of the session participants will be able to

1. Identify the major opportunities presented by an advanced global networking infrastructure to support continuing professional education
2. Place their own programming in hierarchical typology of generations of online learning
3. Identify the role of professional development in the list of strategic human resource management variables
4. Identify the presage, process and product variables associated with successful online PD programming
5. Say they've enjoyed the talk!

Abstract

This presentation will challenge audience to imagine the effects of the emerging "Intelligent Net" on their educational practice. The compelling affordances of networked technologies - access to vast amounts of information; support for human communications in many formats and the application of intelligent agents and processing to information management are creating tremendous new opportunities for personal and professional learning. Next, looking "Beyond the Hype" we explore business perspective on the costs, opportunities and benefits of online learning for professional development. The presentation next looks at the role of professional development in strategic human resource management, what we know about the way busy professionals learn, and the opportunities to develop online programming that matches these needs. We briefly look at some of the current offerings in professional education for pharmacists, by exploring the four generations of e-learning programming that has already emerged in its brief 10 year history. The presentation ends with explication of a model developed by the presenter that looks at the presage variables that influence likelihood of successfully completing online courses, the process variables that we control as educational providers and the outcome variables that can be measured to assess learning and teaching effectiveness. The session is

designed to critically look at existing models of online learning and to chart a path for the continuing development of new models that more effectively meet existing and emerging professional development needs.