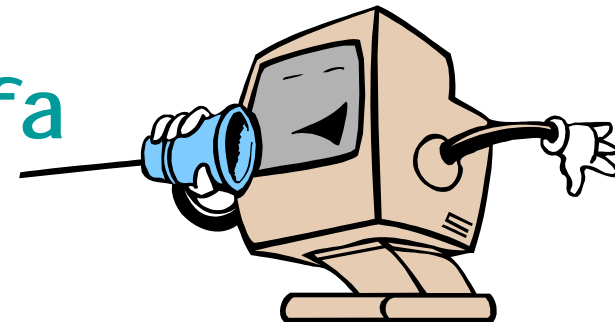


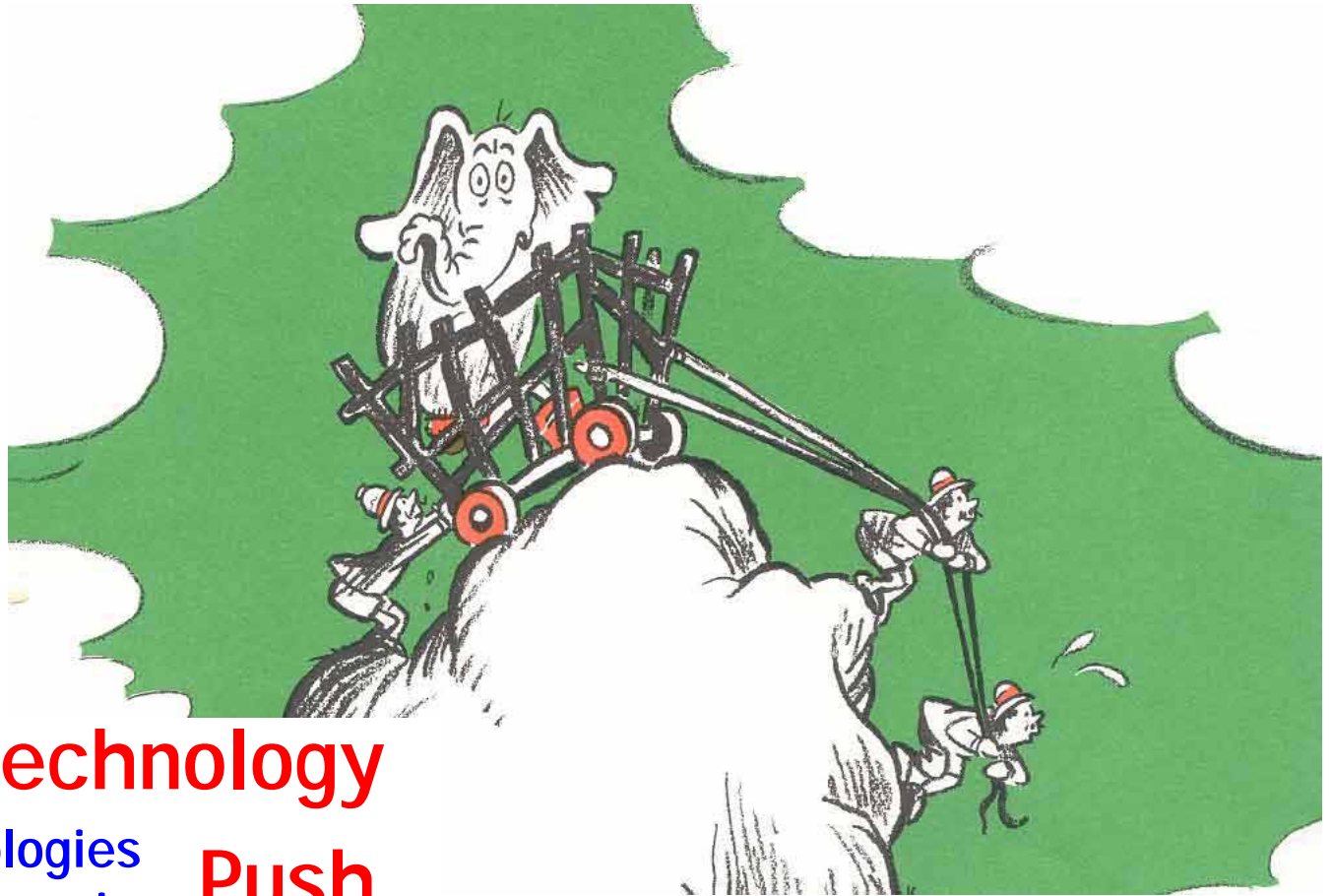


# Advantages and Disadvantages of Synchronous Online Learning in the Health Care Professions

Tamar Weiss, Rotem Harpaz,  
Naomi Schreuer, Orit Palmon,  
Michael Konja & Naomi Josman

University of Haifa





**Technology**

Enabling Technologies  
for Distance Learning

**Push**

**Market Pull**

Convenience of  
Distance Learning  
Student & Lecturer Interest

# Attributes of Teaching Formats

	Face-to-Face Same time, Same place	Asynchronous Any time, Any place	Synchronous Same time, Any place
Facilities & Technologies	Classroom, Laboratory Computer projector	Desktop computer Modem High Learn	Desktop computer Modem Interwise Videoconferencing*

\* Students same place,  
lecturer any place

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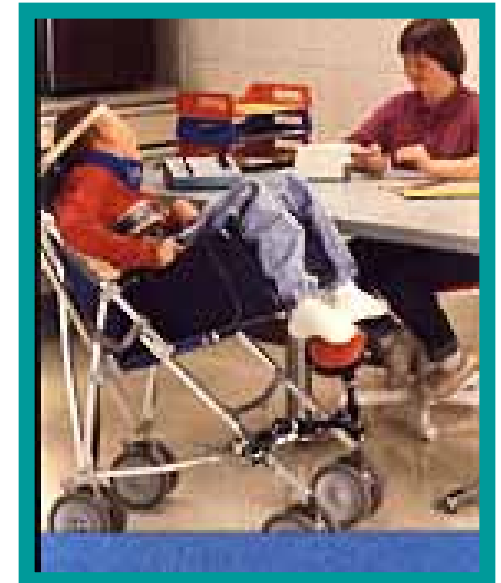
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Cost	No extra cost?	E-learning platforms, Support center, develop courseware	E-learning platform, Equipment rental, Technical support

# The Course: Assistive Technology in Occupational Therapy

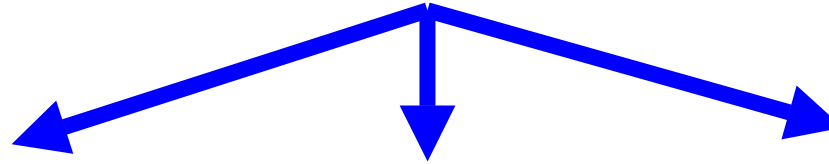
Level	Master's and Continuing Education
Format	Ten 2-hour Interwise lectures Nine presenters Five 3-hour face-to-face labs/visits HighLearn web site
Scope	Overview of assistive technology
Students	17 female students (14 occupational therapists, 3 special education teachers (mean age = $35.3 \pm 10.1$ yrs.) from North and Center of Israel



# Assistive Technology Topics



# AT Course delivered via 3 coordinated teaching formats



## Face-to-Face

Same time, Same place

Two sessions in university to meet each other, learn programs on-site, have final course summary.

One session at University based workshop on a special topic.

Two visits to clinical centers to view & try out equipment, to interact with AT users & have live discussions with clinicians.

## Asynchronous

Any time, Any place

Content placed in HighLearn to provide access to lecturers' presentations, to bibliography and Internet links

Discussion forums to promote interaction between students and lecturers on course topics

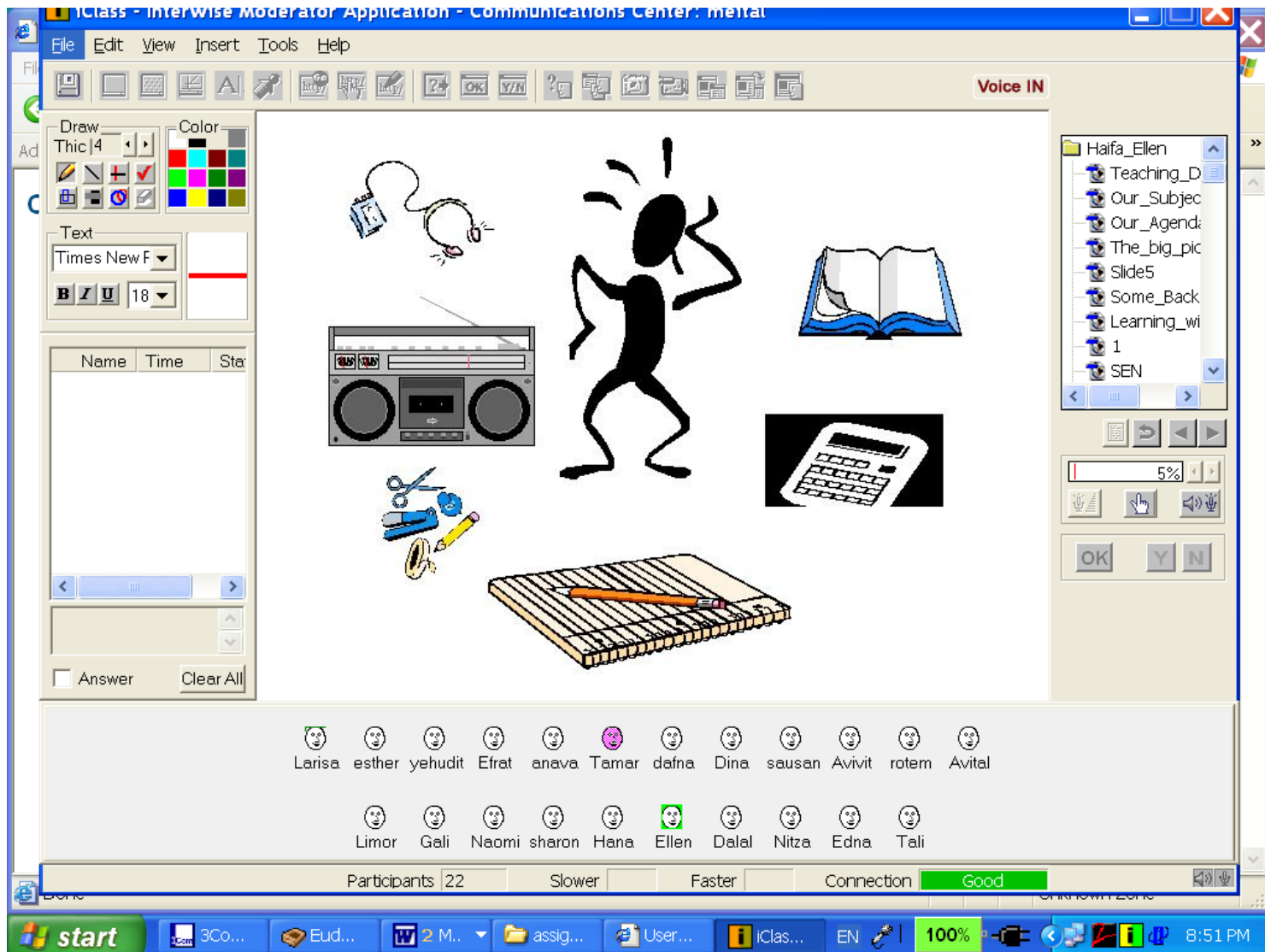
## Synchronous

Same time, Any place

Ten weekly 1-1/2 hour lectures delivered via Interwise. Lectures scheduled at night with students and lecturers at home (or in other location).

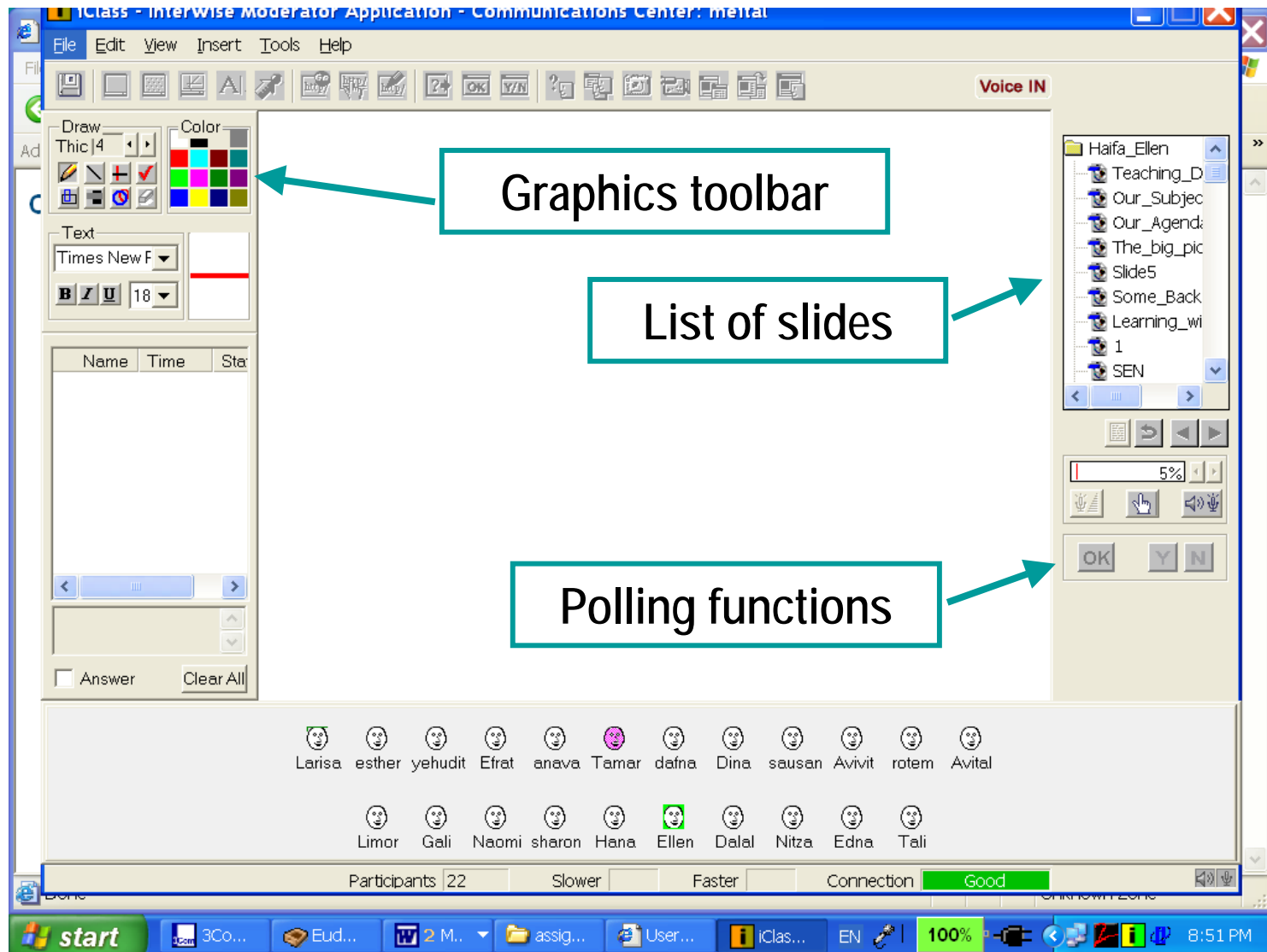
# The Interwise Platform:

## Lecturer's Desktop



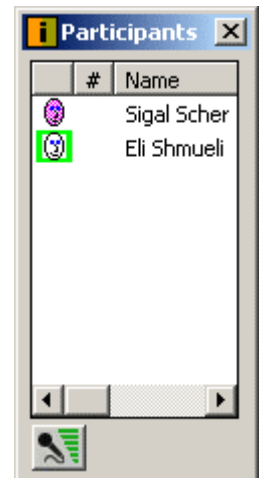
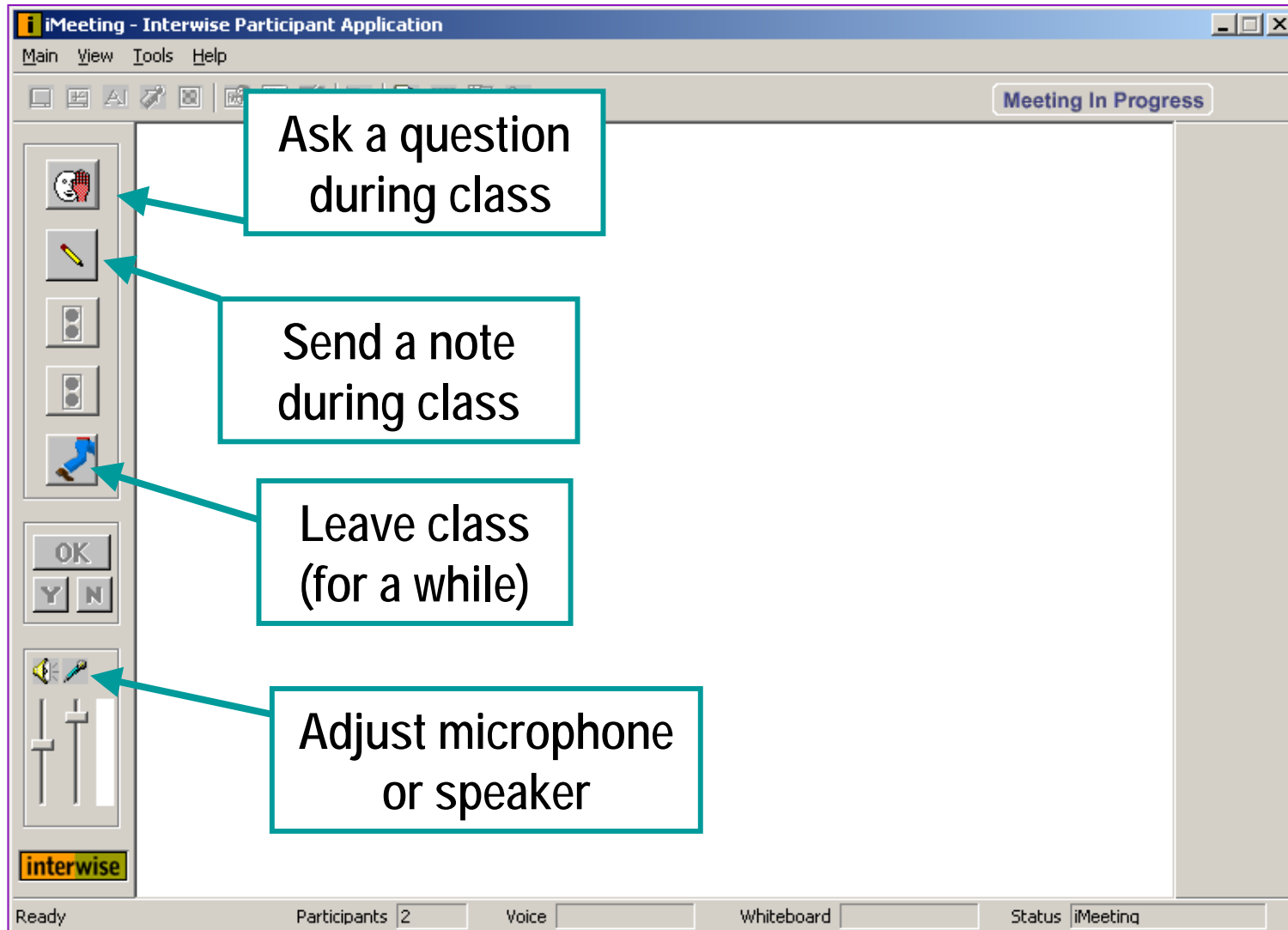
# The Interwise Platform:

## Lecturer's Desktop



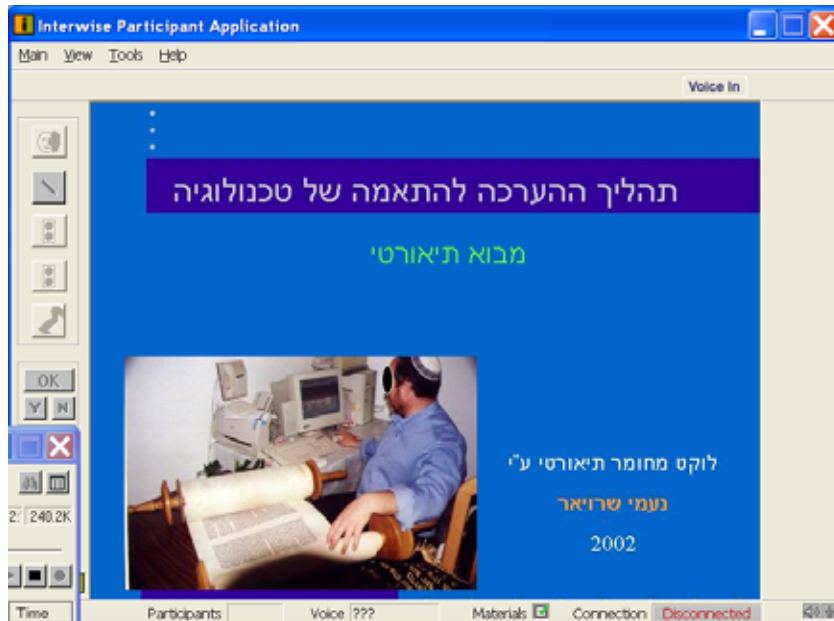
# The Interwise Platform:

## Student's Desktop

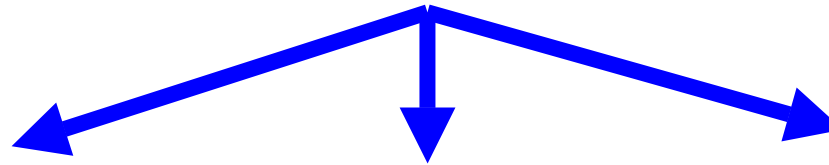


# The Interwise Platform

In the actual presentation it was possible to view samples of an Interwise session. Anyone interested in viewing these should contact Tamar Weiss ([tamar@research.haifa.ac.il](mailto:tamar@research.haifa.ac.il))



# AT Course delivered via 3 coordinated teaching formats



Face-to-Face Same time, Same place	Asynchronous Any time, Any place	Synchronous Same time, Any place
Two sessions in university to meet each other, learn programs on-site, have final course summary.  One session at University based workshop on a special topic.  Two visits to clinical centers to view & try out equipment, to interact with AT users & have live discussions with clinicians.	Content placed in HighLearn to provide access to lecturers' presentations, to bibliography and Internet links  Discussion forums to promote interaction between students and lecturers on course topics	Ten weekly 1-1/2 hour lectures delivered via Interwise. Lectures scheduled at night with students and lecturers at home (or in other location).



# Five Face-to-Face Meetings



University computer  
laboratory for software  
instruction



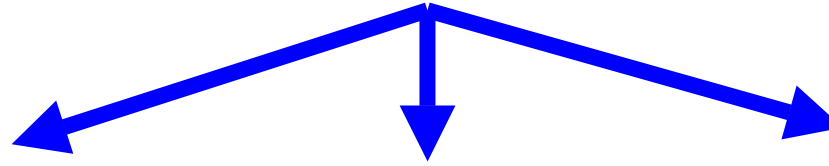
Assistive technology display  
& "hands-on" experience at  
Karten-Haifa



Evaluation & Discussion  
with AT users at Beit  
Noam Center



# AT Course delivered via 3 coordinated teaching formats



## Face-to-Face

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# The High Learn Platform

http://virtualnew.haifa.ac.il/default.asp?time=1043184604234 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://virtualnew.haifa.ac.il/default.asp?time=1043184604234 Go Links


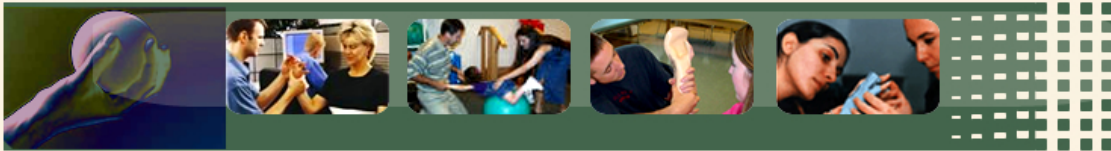
עזרה | מאגר ראשי | לוח קישורים | חברים מקוונים | טיפול בקבצים | דואר | יציאה

HighLearn™

טכנולוגיה מסייעת בריפוי בעיסוק

לפורטל האישי שלי

ניהול | סילבוס | ספריה | אלפון | יומן | מטלות | מרכז תקשורת | מאגר הידע | הודעות | שער



## החוג לריפוי בעיסוק

### הפקולטה לרווחה ובריאות

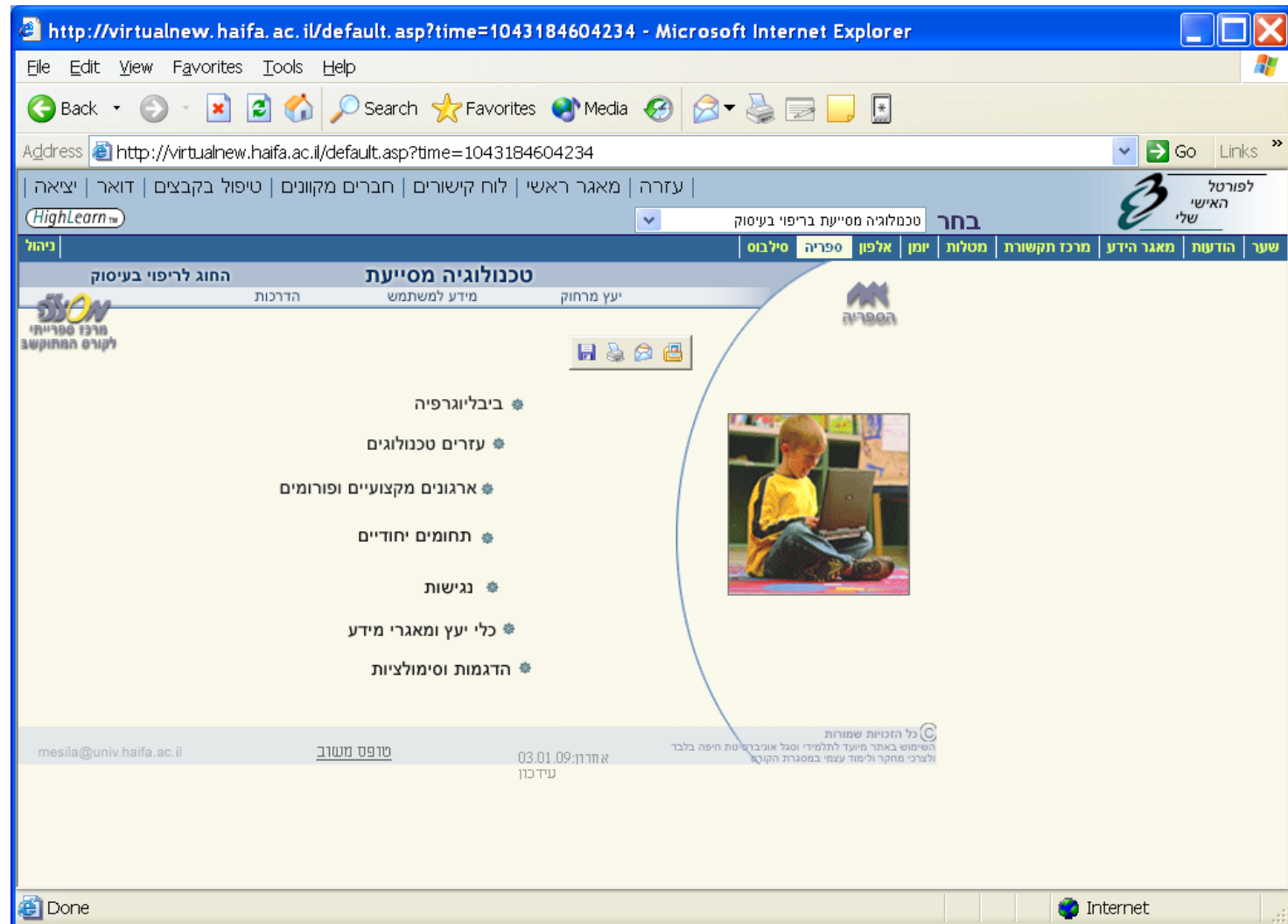
### טכנולוגיה מסייעת בריפוי בעיסוק

מרכזות הקורס: פרופ' תמר וייס וגעמי שרואר ■ 320.3116.ב

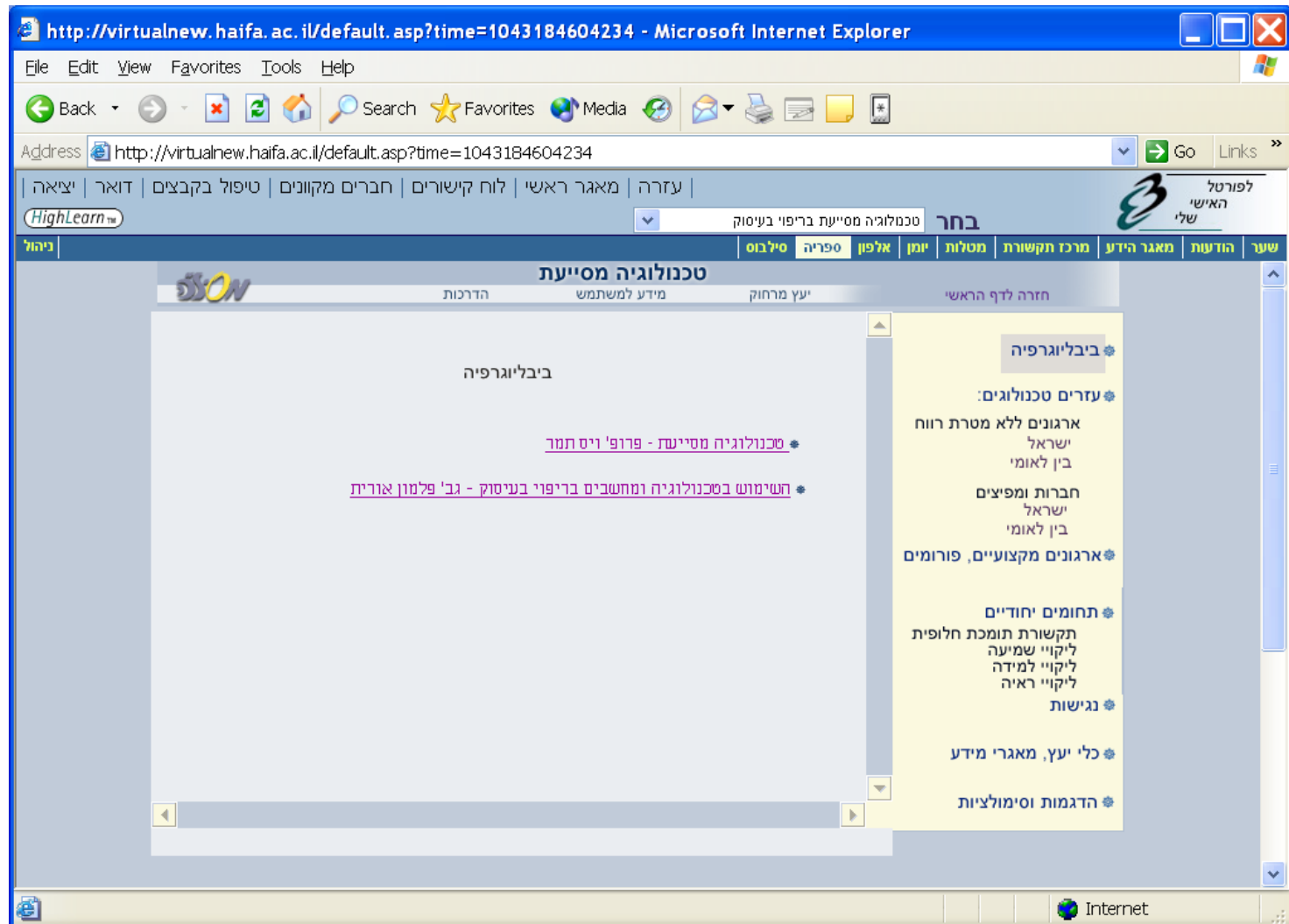
הזמינות של מחשבים אישיים רבי עוצמה וקומפקטים, במסך על תוכנות וחומרות ייחודיות אפשרו מהפכה בגישה לעיסוקים השכלתיים, מקצועיים ותחביביים עבור אנשים עם מגבלות קוגניטיביות ו/או גופניות. כמרפאים, עלינו להשקיע כעת את מירב היכולת על מנת להיות יותר ויותר בקיאים במערכים המורכבים של טכנולוגיות מסייעות וחלופיות. מטרת קורס זה הן לספק לסטודנטים בקיאות טכנולוגית עם המכשירים ובמסך לעזור בפיתוח המודעות לתכונות ולמגבלות של הטכנולוגיות השונות ע"י בחינה ביקורתית של הספרות המקצועית.

Done Internet

# The High Learn Platform



# The High Learn Platform



# The High Learn Platform

http://virtualnew.haifa.ac.il/default.asp?time=1043184604234 - Microsoft Internet Explorer

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עזרה | מאגר ראשי | לוח קישורים | חברים מקוונים | טיפול בקבצים | דואר | יציאה

HighLearn

טכנולוגיה מסייעת בריפוי בעיסוק

לפורטל האישי שלי

שער | הודעות | מאגר הידע | מרכז תקשורת | מטלות | יומן | אלפון | ספריה | סילבוס

ניהול

הוסף (פריטים: 4) סקירת תוכנות מחשב והערכתן

תאריך	סוג	שם הפריט
25/11/2002	פריט מידע	תופס לניתוח תוכנה
25/11/2002	פריט מידע	הגדרות לתופס ניתוח תוכנות
07/12/2002	קבוצת דיון	תוכנות מומלצות
08/12/2002	פריט מידע	מצגת - השימוש בתוכנות מחשב ובמשחקים ככלי טיפולי

חפש

ניהול חפוש

חיפוש מתקדם

- מבוא - למידה מרחוק והקורס טכנולוגיה
- מבוא - מושגי יסוד בטכנולוגיה מסייעת
- עקרונות בתהליך התאמת טכנולוגיה מסייעת
- תחליפי עכבר וה-Internet לאוכלוסיות
- סקירת תוכנות מחשב והערכתן
  - מבוא לתקשורת תוכנות וחלפית
  - שימוש במחשבים לאוריינות
  - הערכת יכולות של אנשים עם מוגבלויות
  - בטכנולוגיה מסייעת לתקשורת ומשחק
  - טכנולוגיה לאנשים כבדי ראייה
  - הערכת ההצלחה של התערבות בטכנולוגיה
- Files
- קבוצת דיון

Internet

# Evaluating the Course

## Tools



Pre-course questionnaires included:

- Demographics and technology familiarity
- Learning styles



Post-course questionnaires included:

- High Learn usage
- Course evaluation
- Student perception of control
- Mark in course



Post-course discussion and in-depth interviews

# What have we learned ....

	Feedback	Recommendations
Support	Online support was good	Essential to give students confidence and remove burden from lecturer

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Type of Material	Interwise not suited to dynamic multimedia such as videoclips, software demos	These aspects must be supplemented with HighLearn and Face-to-Face sessions

# Factors contributing to success .....

## Technical Support

Inter-University  
Computing Center  
University of Haifa  
Computing &  
E-Learning Centers



## Lecturer Attitude

Effort  
Risk  
Time



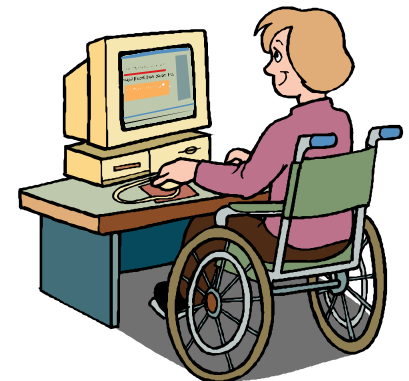
## Student Characteristics

Age  
Motivation  
Independence  
Computer literacy


















## Subject Material

Diverse  
Practical

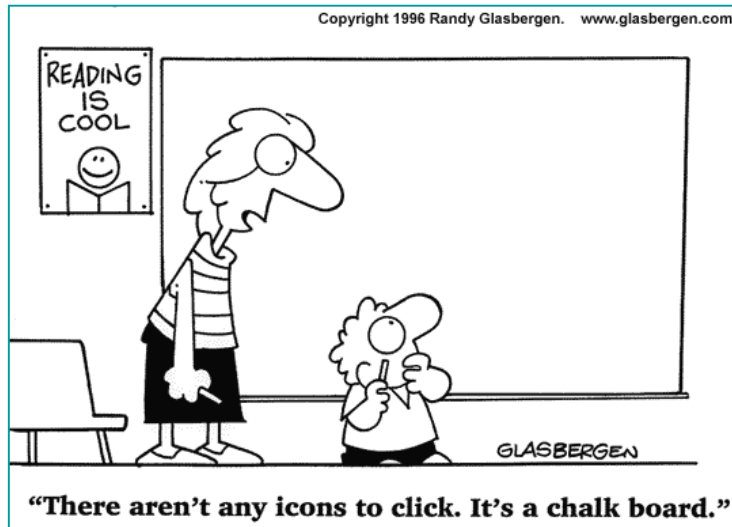


# Relative Merits

	Face-to-Face Same time, Same place	Asynchronous Any time, Any place	Synchronous Same time, Any place
Convenience for Student			
Interaction			
Independence			
Multimedia			
Access to Experts			

# Acknowledgements

- Dr. Tami Almog, Noam Zachs & the E-Learning Center of the University of Haifa
- Iris Igra & the University of Haifa Library staff
- University of Haifa Computing Center
- Larissa Ya'akov
- Sigal Sher & the IUCC



*"But I don't want to go!  
You have ADSL here!..."*