



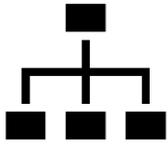
The Future of Learning is Now: Being the Transformational Change We Want To See

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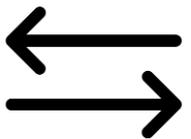
Using the *challenges* from this year to work beyond 2020



- Are we as **prepared** as we believed?
 - How we operate in uncertain times (e.g. COVID)
 - How we address skills gaps during ongoing uncertainty
 - How we ensure business continuity
 - How we secure information and use tools to address future learning needs



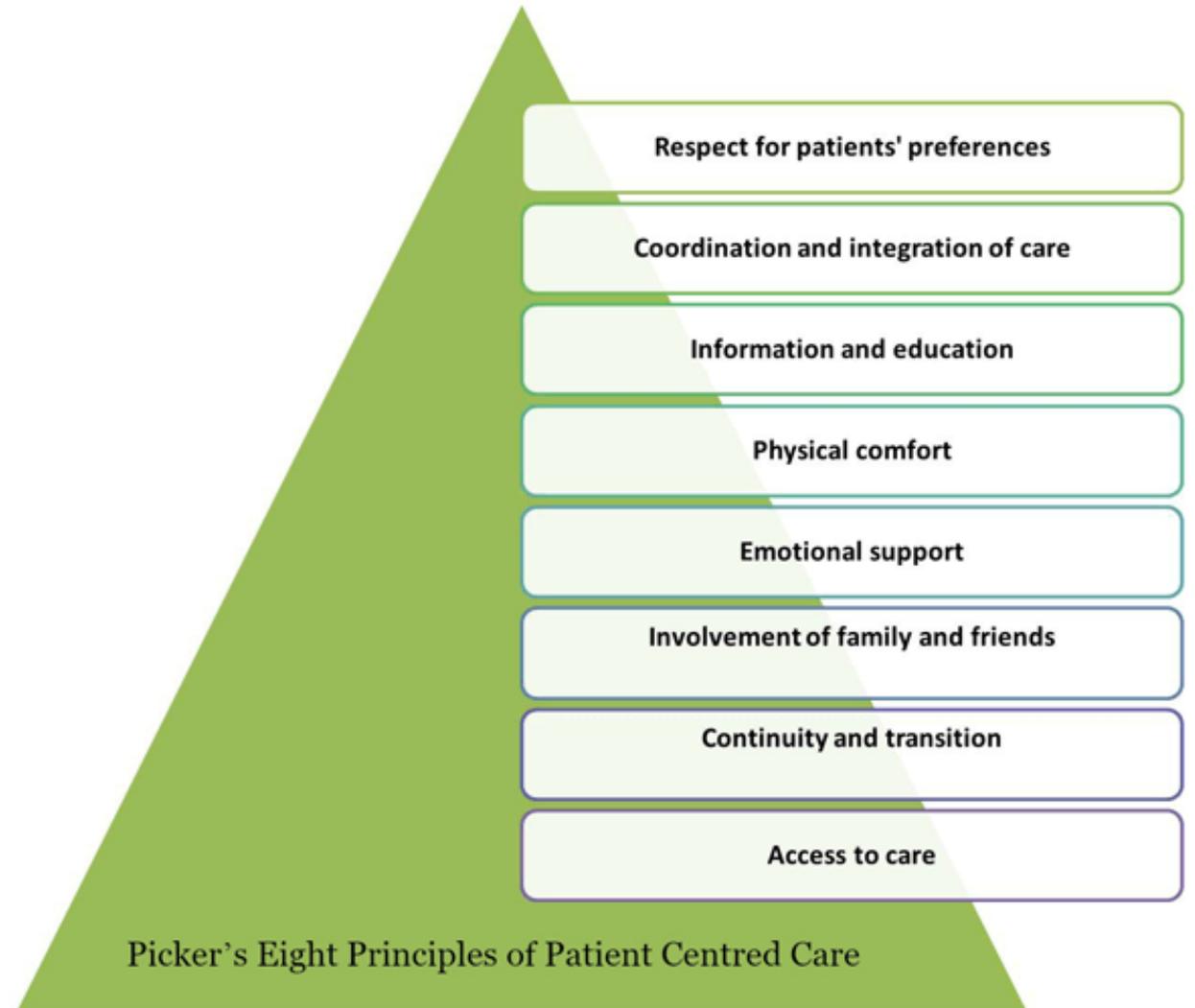
- Are we **self-reflecting** on culture, disparities, and our history?
 - Use values as a bridge
 - Confront systemic obstacles
 - Examine bias and its long-term impact
 - Embrace and use our diversity for the greater good



- Do we accept the demands for ***the Science of Learning*** now more than ever?
 - Using scientific, humanistic, and critical theoretical understanding
 - Combining research, data, and practices to reach a measurable goal
 - Recognizing it is cognitive neuroscience, learning analytics, data science, behavioral economics, and educational psychology

To move forward: Plan to put people at the center

- Ok, what does it mean to be truly *patient centered*?
- If we accept this, then why is so much of our work not applying *patient values* as guiding points for all decisions?
 - Strategizing around people-centeredness is important even if you do not develop/support “patient education”

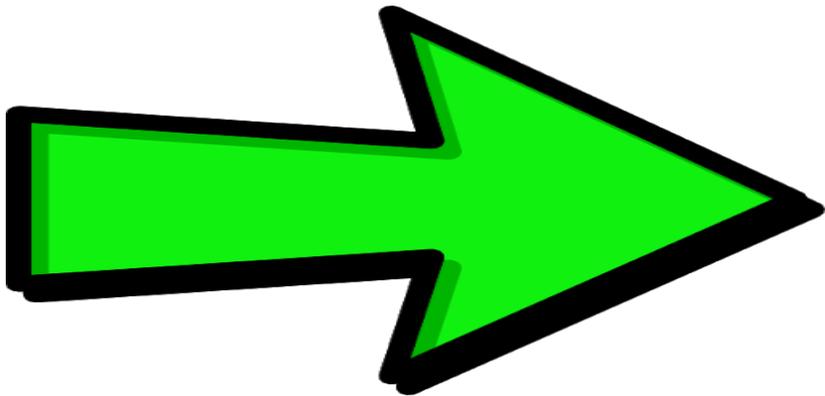


Source: research conducted by the Picker Institute and Harvard Medical School



What we've learned clinicians need most, directly from clinicians themselves:

- Getting accurate, paced information
- Consistency in clear communication
- Peer networking for collective decision-making analyses
- Psycho/social support



- Technology that generates, stores & processes data
- The difference between “supplemental” versus “framework” learning
- Extension of learning into regularly manageable tasks
- Requires self-motivation and self-discipline

Resources:

BMJ (1996-2020); IACE Surveys (2020); LinkedIn Learning (2020), CE Outcomes (2020)

Grant Funding in 2021? Consider some of the IACE conversations



Successful examples of educational activities that were converted from live face-to-face programs to either live or enduring virtual/digital programs (any use of “providers” below is meant to represent “Educational Providers of CME/IME”)

Observed benefits	Potential areas of needed improvement	Some questions for supporters to consider...as we continue to see the impact to education that resulted from the pandemic...
Increased audience/attendance over original expectations	Decreased time for audience questions to be addressed during the educational event; <i>Additionally, how are providers accurately measuring engagement? There is also a need, as expressed from HCP learners, to fill a networking void—a desire for more interactivity</i>	What change, if any, will there be to budget requests? If education continues to be more virtual/digital, do grant budgets increase, decrease, or remain the same, and why?
Decreased length of time for educational program completion	Occasional technology issues	Will educational providers need to partner with virtual vendors to continue providing effective education in the future? As this may impact budget, will this impact the number of providers we consider?
Increased ability for innovative polling techniques such as live polls, phone texting polls, use of imagery captured metrics	Faculty may need training on “connecting” with a virtual audience; <i>Some education providers are choosing to use pre-recorded content for live to virtual meeting conversions, resulting in fewer opportunities for learner engagement with content and faculty, and possibly missed opportunities for real-time feedback</i>	Does this impact our continued support for live, face-to-face education in the future? Should we all be expecting “Contingency Plans” in future grants? <i>Perhaps more importantly, overall, what does CME/CPD/IME look like in the future? In respect of the differences between active versus passive learning, should providers be considering the use of technology that allows for interactive breakout sessions to both handle networking goals as well as appropriate Q&A time?</i>
Education at congresses are not bound to take place during the congress timeline	Rapid Report outcomes are still necessary for supporters to evaluate the effect of education, despite changes in format	Through the Alliance, do we have an opportunity to lead a discussion with providers around the questions we have as supporters