Hybrid Learning as an Effective Teaching dan Learning Strategy during Covid-19 Pandemic

Dr. Achmad Chusnu Romdhoni
Universitas Airlangga
Online classes will have a negative impact on students social lives

When 90 per cent of undergraduate classes are online, how are we expected to socialize?
Learning from home is an effort to reduce crowding activities in dealing Covid-19 pandemic. Learning from home activities can have negative impact on students:

- **Threat of dropping out** → children are forced to work to help family finances in pandemic crisis
- **Students’ growth and development constraints** → learning achievement gaps, non-optimal growth, risk of loss of cognitive learning and character development
- **Psychosocial pressure and domestic violence** → students rarely meet lecturers, friends and outside from home.

Source: Ministry of Indonesia, 2020
Education Principle Policy

Education principle policy during Covid-19 pandemic must pay attention to the...

Healthy and safety of students, educators, education staffs, families

Growth and development of students and psychosocial conditions

Source: Ministry of Indonesia, 2020
Licensing of Offline Learning

The City Government through Covid-19 Task Force
Chairman of Covid-19 Task Force of University
Dean of Faculty/School
Study Program Coordinator
Parents/Family/Guardians

Source: Universitas Airlangga, 2021
Offline Learning Permission

- Level of risk covid-19 in region
- Coordination with Covid-19 Task Force in Universities
- If never been vaccinated, can attach negative Covid-19 test result
- Readiness of human resources, facilities and infrastructure, learning process, other preparations
- Students, Lecturers, Education staffs have been vaccinated covid-19 completely (dose 1 and 2)
- Academic community are in good health and those who have comorbidities history can manage and control

Source: Ministry of Indonesia, 2020
Offline Learning Permission

Students can choose online learning only

Overseas students must be in good health, self-quarantine for 14 days or obtain negative COVID-19 test result.

For students who show positive symptoms during screening, can report to COVID-19 Task Force in University.

Students who confirmed COVID-19 and have no symptoms are required to self-isolate.

Faculties/schools/study programs must apply health protocols in offline learning both before and after courses/practicums/exams.

Source: Ministry of Indonesia, 2020
Health Protocols

Avoid 3C (Closed Spaces, Crowded Places, Close Contact Situations)

Using a Mask, Physical Distancing, Washing Your Hands, Avoiding Crowds, Reducing Mobility

Check body temperature

Avoiding use indoor area, crowds, occurrence of close contact

Provide hand washing/hand sanitizer in strategic places

Source: Universitas Airlangga, 2021
Health Protocols

- Use 3 layers of masks or disposable medical masks health standard
- Implement a minimum distance of 1.5 meters between people
- Limiting use rooms a maximum of 50%
- Implement to care each other and protect
- Practice proper cough/sneeze etiquette

Source: Universitas Airlangga, 2021
Health Protocols

Provide a temporary isolation room for academics who have Covid-19 symptoms

Implementing a mechanism for handling Covid-19 case findings in environment Universities

Provide support for emergency actions handling Covid-19

Report to Covid-19 task force University if a Covid-19 case is found

Source: Universitas Airlangga, 2021
In applying hybrid learning method, students can take part in offline and online learning activities.

Implementation of offline learning still using health protocols, in order to not create new clusters in campus.

Learning activities using online, lecturers can take advantage of online interaction facilities with learning management system. Ex: Google Classroom, Zoom Meet, Google Meet, Skype, eLearning.

Hybrid learning is the most appropriate method if applied during pandemic.
Benefits of Hybrid Learning

- A flexible learning experience
- Synchronous communication opportunities
- The freedom of independent academic exploration
- More efficient use of resources

Source: Katherine Boyarsky, 2020
Hybrid Learning Model

- Hybrid learning models come in many different forms, depending on the content and instructor's expectations for the course. The above example highlights one way to combine virtual and in-person learning, which was created by the Christensen Institute.

Source: https://www.christenseninstitute.org/
Blended/hybrid learning outcomes in cognitive domains of C3 (Application), C4 (Analysis), C5 (Evaluation), and C6 (Creation).

The standard room used by blended learning (combination of online and offline in one course) and hybrid (combination of online and offline in one meeting) is a room with adequate area and good air circulation.

Classroom for courses with a minimum distance of 1.5 meters and maximum of 50% of capacity per class. And also, already installed cameras and LCDs or PCs to facilitate students taking online courses.

Attention the time gap between first course and next courses to avoid students crowds or if possible provided a transit room.

Arrangement of student’s flow in and out is done to avoid crowds.
THANK YOU
Peers for Peers P4P
Schulich Wellbeing Program - Nov 17/18 2021
Conflict of Interest:

No commercial interests, I receive a stipend for my position as Vice Dean Clinical Faculty Affairs Schulich Medicine & Dentistry
Learning Objectives:

1. The participants will be able to describe the process of the development and implementation of a peer support program;
2. The participants will be able to describe the components of the Schulich Wellbeing Program Peers for Peers;
3. The participants will be able to determine if a similar program is of value for them.
Vision

Faculty Wellbeing Matters, Caring For Ourselves by Building a Program

1. Leader “Selected”
2. Organization(s) Engagement
3. Needs Assessment for ~1000 full time clinical academics
1. Organizational Engagement by Medical Advisory Committee

- 24% responded
- Wellbeing results Agree+Strongly
- 50% Burnout
- 30% Anxious at Work
2. Needs Assessment during COVID Wave 1: LHSC Staff and Physician Wellness Survey April 1 – 8, 2020

- Wellbeing: What Strategies to enhance resilience at work
  - **75%** Talking with Colleagues
Incentives

Health and Wellbeing Linked to Quality & Safe Patient Care

1. Airline pilot Assistance Program
2. Canadian Patient Safety Institute
3. Literature Peer support
Peers Support Programs

The Fellowship of Pilot Assistants - An Overview for Leaders

The Pilot Assistance program is for any pilot needing help and is run by pilots for their peers. The essential responsibility taken by pilot assistance volunteers is to serve the direct needs of line pilots rather than administrative constraints or expectations of corporate entities.

Support from the employer or pilot association is appreciated by the local pilot assistance group and also welcomed. However, as this is a line pilot program managed by line pilots, such support is not essential to the program’s work. Organizations such as employee associations or an Advisory Board are welcome in supporting the programs but do not manage or direct programs directly. Should the financial or other physical support of the corporation be accompanied by imposition of corporate conditions and directives that could divert volunteer time and energy from the goal of direct support to line pilots, pilot assistants may refuse such resources. Of course it is the obligation of pilot assistance to be accountable for the use of any donated funds.

As a group, the mandate for the pilot assistance program belongs to the line pilots who are responsible for the governance and operation of the program and to whom pilot assistants are primarily accountable. The reason for this is clear and simple: without majority support...
Peer Support for Clinicians: A Programmatic Approach
Jo Shapiro, MD, FACS, and Pamela Galowitz
Academic Medicine

Establishing Peer Support Groups in a Pandemic
Mamta Gautam & Kasra Khorasani
CSPL Journal

SUPPORT ME:
- Emotional & Psychological support per unit or individual

CARE FOR ME:
- Lodging support living apart from families

Ref: Shanefelt, JAMA network April 7, 2020
Understanding & addressing sources of anxiety during Covid
Skills

Senior (Decanal) Leaders and Wellbeing Leads form **Wellbeing Committee**

1. Wellbeing Committee develops Program
2. Engage Department Medical Leaders in Recruitment of Wellbeing Leads
Schulich Wellbeing Program: Peers for Peers
faculty.wellbeing@schulich.uwo.ca

1. Wellbeing Committee

2. Wellbeing Leads London, Windsor...
Peers for Peers **P4P** Program: Key Points

- **Distance from Chairs & evaluators Psychological Safety**
- **The outreach is confidential and invitational**
- **First training target will be wellbeing leads**
- **Training for peer supporters occurs over 2hrs in zoom**
Peers for Peers **P4P**

What it is

- **Listen, Support, Refer**
- Empathetic listening, because as a peer we share common experiences
- Wellbeing Lead is an ideally selected Peer volunteer
- Once trained, roll out additional sessions
Peers for Peers **P4P**

What it is not

- Do not Provide therapy or Give advice.
- Do not Instruct what to do, we don’t diagnose.
- Do not Fix challenges faced as a result of the pandemic, but we can provide emotional support.
Resources

Wellbeing Committee Builds Program

1. Resources for Wellbeing Program
2. Develop and implement Training Curriculum
3. Provides Support for Team
1. Communication & Resources:
https://www.schulich.uwo.ca/facultyaffairs/faculty_equity__wellness/index.html
2. Skills Training Curriculum
Royal College MOC CPD Accredited (section 1&3)

Session 1: Support Conversation & Empathetic Listening
Session 2: Recognizing Peers in distress Mental Health
Session 3: Simulation Workshops (Empathy/Mental Health)
Session 4: Professional Behaviour/Professionalism
Session 5: Unconscious Bias, Equity & Diversity
Session 6: Harassment & Intimidation
Session 7: Ethical framework

- Resources at Western University/Virtual speaking series
- Resources at Hospitals LHSC, SJHC, WRH, etc.
The 8 Basic Steps: Empathetic Conversation

1. Invitation
2. Opening
3. Listening
4. Reflecting
5. Reframing
6. Sense-Making
7. Coping
8. Closing
Remember:

- EMPATHETIC LISTENING
- SUGGEST RESOURCES
- NEED FOR PROFESSIONAL HELP?
3. Provides support for peer supporters team

- Consultation with Wellbeing Leads to answer questions about training and departmental initiatives
- Monthly Wellbeing Leads Rounds for continued support
- Continued program development/education, networking and quality improvement
Action Plan

Peers for Peers
Schulich Wellbeing Program Launches

1. Framework
2. Development
3. Launch
4. Implement
5. Improvement
6. Evaluation
7. Expansion
8. Partnerships
Schulich Wellbeing Program 2020
Peers for Peers Pandemic – Action Plan
Plan, Do, Study, Act-QI within 1 month

1. Framework: March 23 SLC Presentation

2. Development: March 24 Clinical Chars for selection of Wellbeing Leads, March 30 SLC endorses Program

3. Launch: April 2 Schulich Wellbeing Committee launch, April 8 presented Joint MAC ...

4. Implement: April 14 Website refresh, April 22 Skills training...
GPS
Guiding Peers Schulich

WHAT
- Resources available
- Local, Provincial, National
- Build & Train Team
- Wellbeing Leads/CQI
- Needs Assessment
- Secure Leadership Support

WHO/HOW
- Referral to Decanal Team
- Assistant Dean Faculty Wellbeing – direct email
- Wellbeing Leads provide Peers for Peers support for faculty – direct email, f2f
- Faculty Needs Wellbeing Support HELP!
- Contact: via generic email
5. Improvement Asynchronous Training

- WHAT: Training needed for >30 more Division Wellbeing Leads from 17 to currently >50 Wellbeing Leads

- HOW: New Platform interactive Moodle

- WHEN: September 2021
6. Evaluation and Outcome

- Maintain Psychological Safety
- Surveyed Wellbeing Leads
- Embedded second survey for Gender demographics
6. Evaluation and Outcome

1st Wave vs. 2nd Wave

- 1st Wave: 151
- 2nd Wave: 85

By Wave 3 > 300 Encounters...
Outcome:

- Type: Informal Chats
- Why: Mental Wellbeing > Family > PPE
- Referrals: Not needed (<5% to Decanal office)
- Gender: Female 2/3

Maintain Psychological Safety
Surveyed Wellbeing Leads
Embedded second survey for Gender demographics
Wellbeing Executive Committee

- Schulich’s first Peers for Peers as Foundational Program as part of Schulich strategy
- Provide Departments with support for expansion – Divisions/Sections, Sites
- Training Curriculum Faculty Development & CPD/CME
8. Partnerships:

- National & International interest in program
- Training Curriculum continuously evolves from Faculty Development for Schulich Wellbeing Leads into asynchronous *New Peers for Peers P4P CPD Program* available online with formation of partnerships
Real Life experience...

Empathy from a peer to build personal Resilience

Helping Hands

Mari Andrew

Schulich MEDICINE & DENTISTRY

Western
Peers For Peers P4P

Mary Lippitt 1987
RESILIENCE AND RECOVERY: NAVIGATING THE ONGOING PANDEMIC RESPONSE AND BUILDING BACK BETTER FOR THE FUTURE

Jialin Charles ZHENG, MD

Professor and Dean
Tongji University School of Medicine
CHALLENGES & OPPORTUNITIES

- Huge impact on teaching & learning
- International anti-pandemic cooperation & global public health governance
- New strategies for international collaboration
A crisis and also a test.

The spread of COVID-19 pandemic has obliged us to adopt alternatives to face-to-face teaching and learning. In March 2020 (during the outbreak), teaching was moving online, on an untested and unprecedented scale. After the peak of the outbreak passed, university campus returned to life with offline teaching beginning for all classes (excluding MBBS program) in September 2020.

**Preparatory Stage**
- Faculty readiness for online teaching
- Essential resources needed for teaching online
- Online teaching guides and manuals for students
- Online pedagogy training courses for teachers

**Exploration Stage**
- Basic configuration for each online classroom:
  - 1 online teaching assistant
  - 1 teaching Quality Supervisor
  - 1 educational Coordinator

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<td>- Continuous improvement in online education</td>
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<td>- Online midterm and final exams</td>
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<td>- Teaching feedbacks collected and assessed by Teaching Quality Supervisors</td>
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**Stabilization Stage**
- Psychological adaptation of Teachers and students
- Students get back offline on campus
- MBBS Program continues online

**Return to school**

**2021 - Present**
- Progress in developing a skilled online teaching workforce
- Positive changes in students' attitude towards online teaching
- Transformation of educational ideas along with the ongoing reform of Medical Education
ACTIVE ADAPTATIONS IN A TIME OF CRISIS

DIVERSIFIED ONLINE TEACHING PLATFORM

LIAISON & COMMUNICATION

MULTIMEDIA-ASSISTED TEACHING METHODS

• Bulletin: Course information, student information, teacher information, teaching plan, curriculum schedule, various notices

• Reservation: Online Classroom/Meeting Room

• Assignment: creating and submitting pre-class, post-class and seminar assignments; marking assignments and online quiz sheets

• File transfer (download and upload): Lesson plans, courseware, reference materials, auxiliary learning materials ...

INTEGRATED TEACHING INFORMATION SERVICE PLATFORM
ACTIVE ADAPTATIONS IN A TIME OF CRISIS

DIVERSIFIED ONLINE TEACHING PLATFORM

• Online live streaming virtual classes & Online recording and broadcasting teaching

LIAISON & COMMUNICATION

• Course Group: Teachers, teaching assistants, students, online teaching quality supervisors
• Teacher Group: Course team of teachers and supporting staff
• Class Group: Students, class teachers
• Teaching Management Group: Teachers, academic staff...

MULTIMEDIA-ASSISTED TEACHING METHODS

• Conduct in-class quizzes
• Encourage students' participation in the virtual classes
• Analyze students' in-class performance and learning progress
• Conduct online exams
• Provide online exercises
Joint endeavor of Tongji University School of Medicine (TUSM) & McGill University Department of Family Medicine
- Aug 2020 - Jul 2021

Blended education for teacher leaders in General Practice in TUSM
- TUSM is the first academic institution in China to establish affiliation relationship with community health centers (CHC)
- Till 2021, seven CHCs in Shanghai have acquired affiliation after comprehensive review process
ADAPTABILITY TO REAL SITUATION

Mutual on-site investigation
  • Clinical teaching settings

Joint Education Committee
  Education leaders & key organizers from both sides

Needs analysis
  • Online survey
  • Focus group discussion

Collective courses preparation
  • Participants’ engagement & feedback
  • agenda of the upcoming F2F
  • assignment and discussion topics
COMBINATION OF COMMUNICATION PLATFORM

Real-time F2F discussions
- Facilitated by McGill & TUSM instructors

Asynchronous learning activities & supporting resources
- Recorded lectures
- Engagement questions & quiz
- Reading materials
- Written assignments
- Online post

Instant contact
- Technical support
- Schedule arrangement
- Concerns related to the content
- Announcements and reminders
**Language arrangement**

- Recorded lectures are given in English with Chinese subtitles
- Reading materials in English
- Written assignment / online discussion post: be submitted in Chinese or English

**Encourage sharing in F2F**

- F2F facilitators with bilingual background
- Chinese residents trained in McGill

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**Agenda**

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<th>Time</th>
<th>Session</th>
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<tr>
<td>8:30 – 8:40</td>
<td>Greeting&lt;br&gt;Dr. Marion Dove&lt;br&gt;Chair, Department of Family Medicine, McGill University&lt;br&gt;Dr. Jialin C. Zheng&lt;br&gt;Dean, Tongji University School of Medicine</td>
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<td>8:40 – 9:00</td>
<td>Part I - McGill presentation&lt;br&gt;Adapting Care at the West Family Practice Center during the COVID-19 Pandemic&lt;br&gt;Dr. Gamma Cheng&lt;br&gt;Department of Family Medicine&lt;br&gt;McGill University&lt;br&gt;Dr. Mylene Assaad&lt;br&gt;Department of Family Medicine&lt;br&gt;McGill University</td>
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<td>9:00 – 9:15</td>
<td>Discussion&lt;br&gt;Part II - Tongji University presentation&lt;br&gt;I was in the Leishenshan Hospital in Wuhan&lt;br&gt;Dr. YANG Sen&lt;br&gt;Department of General Practice&lt;br&gt;Yangpu Hospital Affiliated to Tongji University</td>
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<td>9:15 – 9:35</td>
<td>Psychological Intervention in Wuhan during the COVID-19 Period&lt;br&gt;Dr. LIU Liang&lt;br&gt;M.D., Mental Health Center&lt;br&gt;Affiliated to Tongji University&lt;br&gt;Prof. ZHAO Xudong&lt;br&gt;Dean, Mental Health Center&lt;br&gt;Affiliated to Tongji University</td>
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<td>9:35 – 9:50</td>
<td>Application of Traditional Chinese Medicine during the COVID-19 epidemic&lt;br&gt;Dr. LIANG Xingjun&lt;br&gt;Chief, Department of Geriatrics&lt;br&gt;Yangpu Hospital Affiliated to Tongji University</td>
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<td>9:50 – 10:00</td>
<td>Discussion&lt;br&gt;Conclusion</td>
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Original program from McGill
Needs analysis
(online survey + focus group discussion)

Courses preparation meetings
- agenda of the upcoming F2F
- key points need to be stressed
- assignment topics

Teaching coordinator
- Tracking learning process
- Reviewing performance data
- Collecting students' feedback

Recorded lectures
Engagement questions & quiz
Reading materials
Written assignments

Online post
- Comments from peers and instructors

Face-to-face meeting (F2F)
- Offline meeting facilitated by Tongji
- Virtual meeting facilitated by McGill

WeChat Group
Official WeChat Account

Certificate (Stage One) awarded

On-site enrichment simulation and practic
- Shanghai McGill faculty + Tongji community settings
- Canada immersive experience

Evaluation
IMPLICATION

• Lifting geographic & sharing high-level education resources
• Promoting self-directed learning
• Time flexibility
• Having potential to reach a great number of participants and benefit remote areas at a relatively low cost

Tongji and McGill is planning to offer joint programs for more cohorts in China.

Coming soon ~~
CONSTRUCTION FOR THE FUTURE – WEST CAMPUS

Independent campus for a comprehensive academic medical center

- Covering an area of 66.87 acres and a floor space of 233,600 square meters
- Four metro lines meeting here
- Surrounded by affiliated hospitals

*Historic opportunity for TUSM and medical education.*
THANKS FOR YOUR ATTENTION!
AHC Resilience and Recovery: A Malaysian experience and response

Prof Dr Sanjay Rampal
Deputy Dean for Research,
Faculty of Medicine,
Universiti Malaya (Malaysia)
Epidemiology of Covid-19 in ASEAN

Daily per capita cases in ASEAN countries
(Jan 2020 to October 2021)

AHC response to this Pandemic: Universiti Malaya

- Provision of clinical and health services
- Ensuring continuity of medical and health sciences education
- Building and translating the COVID-19 evidence base
UMMC COVID-19 task force committee

Established on 20 January 2020

Clear governance, Regular meetings, Inclusive (FOM/UMMC/UMSC) and diverse in expertise

Functions:

• Resource management
• Reviewing national policies on the prevention, treatment, and control
• Developing guidelines for the hospital
• Implementing infection prevention and control measures
• Providing training and psychological support for HCWs
• Disseminating and communicating current information to staff and patients

Public Health approach towards prevention and control in the local community

Prevention of intra-hospital transmission of COVID-19

COVID-19 Preparedness and Response

Main activities
- Case notification
- Contact tracing
- Risk assessment
- Testing
- Surveillance
- Outbreak management
Covid Symptom Monitoring System (CoSMoS)

- Remote monitoring of patients
- Faculty of Medicine and Faculty of Computer Science & Information Technology
- Comprises of:
  - Telegram Chatbot
  - Medical Dashboard

https://cosmos.care/
### Continuity of Medical and Health Sciences Education

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<th>Suspension</th>
<th>Virtual</th>
<th>Hybrid</th>
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<td>• Compliance to PH &amp; SM</td>
<td>• Safety</td>
<td>• Infrastructure</td>
<td>• Compliance to PH &amp; SM</td>
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<td>• Strained Healthcare System</td>
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**UNIVERSITI MALAYA**

Faculty of Medicine
A University COVID-19 Trust Node
A Malaysian COVID-19 Trust Node
Living in a world with COVID-19

- Transforming how we learn
- Improving our digital infrastructure
- Engage and empower community
- Influence national policies
- Improving Preparedness and Response
Thank You