



Review Article

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Fifteen Tips for Adapting Personalised Blended Learning : A Change Management Educational Strategy in Health Professions Education (HPE)

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Abstract

Personalised blended learning, is a method of teaching that combines traditional classroom instruction with online and digital learning resources, tailored to each student's needs and learning preferences. It has become a popular method for preparing students for careers in the Health Professions Education (HPE) for the complex and constantly changing healthcare needs. It involves creating individualized learning plans for each student, tailored to their knowledge, skills, and learning preferences. These plans may include a mix of traditional classroom instruction, online modules, virtual simulations, and clinical experiences. Personalised blended learning also emphasizes the importance of collaboration and communication between students and instructors, through the use of online discussion forums, social media, and other digital communication tools. Overall, personalised blended learning in HPE holds great promise for improving the quality and effectiveness of healthcare education, ultimately leading to better patient outcomes. Hence, in this paper we presented an evidence-based discussion to adapt personalised blended learning at HPE institutions as a change management strategy.

Keywords: Personalised blended learning; Blended learning; Personalised learning; Change management; Health Profession Education (HPE)

Introduction

Personalized learning is a way to teach that combines different ways of teaching to meet the unique needs of each learner [1]. Personalised learning becoming increasingly popular in health professions education, with adaptive learning technologies, competency-based education, and learner-centered instruction being used [2]. Studies have shown that personalised learning techniques enhance academic performance, competency-based training enhances clinical competence, and learner-centered instruction boosts motivation, engagement, and learning outcomes [3]. Blended learning is a method that combines traditional face-to-face and online communication [4]. This is a promising strategy for integrating personalised learning into health professions education [5].

Tip 1: Create a definite working direction

Start with an aim to create a personalised blended learning environment for students and faculty in Health Professions Education (HPE) institutions. Design objectives specific to interrelated domains in an academic setting. Such as learner, teacher and institution-driven objectives examples, Learner-driven objective: To use a blended learning model to support students' personalised learning needs. Teacher-driven objective: To upskill the digital competencies of health professions educators. Institution-driven objective: To create a flexible learning environment that promotes personalised learning (Figure 1).



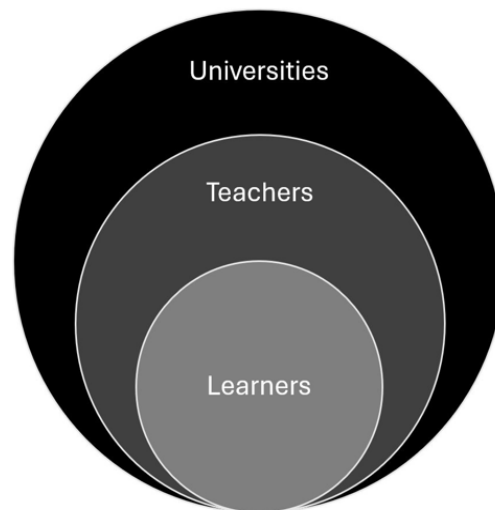


Figure 1: Interrelated domains of objectives.

Tip 2: Review the possible challenges

Personalized learning implementation is challenged by a variety of barriers that decrease its efficacy. The first difficulty is the lack of accessibility to technology, which is more common in low- and middle-income nations [6]. Many academics have lacking the skills related to the use of digital technologies and do not have the appropriate technical training and are unfamiliar with the practice of personalising learning strategies, which causes resistance to change [7]. The most important challenges are that there is a lack of assessment strategies and resources for personalised learning [8], it is a challenge to integrate personalised learning with curriculum standards [9], meeting the needs of students with special needs [10].

Tip 3: Aim for specific opportunities

Personalised blended learning increases student engagement improves access to education [11], to meet individual needs [12], and increases flexibility in adaptive and adoptive technologies for personalised blended learning [13].

Tip 4: Evaluate all approaches and choose the right strategy

Blended learning is an effective approach in medical education that can enhance students' personalised learning experiences [14]. To implement it, strategies include conducting a needs analysis and assessment, creating a dedicated team, providing professional development opportunities, offering technical support, and using learning analytics [15]. It is also important to help students who need more help with online learning, encourage student-to-student collaboration, use multimedia resources, and create adaptive assessments that align with learning goals [16].

Tip 5: Adapt suitable principles to adapt to changing circumstances

Education 4.0 principle is a smart blended learning process that uses information and communication technology elements from different disciplines such as Artificial Intelligence (AI), multimodal

learning analytics, and electronic technology [17]. Blended learning is a method of teaching that uses both in-person and online lessons to help students learn more [18]. Personalized blended learning takes this approach a step further by tailoring the learning experience to the individual needs, preferences, and learning styles of individual learners [19]. It promotes student-centeredness [20] and encourages learner autonomy [21], interactivity [22], personal support [23] and guidance [15], accessibility [24], collaboration [25], and active learning techniques [26].

Tip 6: Establish a governance framework

To ensure successful implementation, a governance framework should be established that provides guidance and oversight for the development and implementation of these programmes [27]. These recommendations include establishing a governance structure, project management, communication and involvement, flexibility and adaptability, risk management, monitoring and evaluating, alignment with accreditation and regulatory requirements, continuous improvement, faculty development and intellectual property rights, and faculty development and intellectual property rights [28]. The governance framework should involve stakeholders, manage risks, monitor, and evaluate the programme, encourage innovation and experimentation, and be in line with ethical principles and rules for using technology in education [29]. The guidelines provided by the APA references can help institutions establish a comprehensive and effective framework that aligns with their strategic objectives, meets regulatory requirements, and ensures all stakeholders are engaged and supported [30].

Tip 7: Develop a communications framework

Effective communication is essential for successful implementation of personalised blended learning in medical education [31]. To achieve this, it is recommended to develop a clear communication plan with a timeline and milestones [32], use multiple channels of communication [33], provide regular updates [32], use a change management tool [34], and provide training for all staff involved [16].

Tip 8: Assess the change readiness of the organization

A change readiness framework is needed to facilitate the adoption of personalised blended learning in medical education [35]. recommend conducting a stakeholder analysis [35], Kotter (1995) suggests creating a sense of urgency [36], Prosci (2019) suggests having clear goals and objectives [37], Cummings and Worley (2015) emphasises ensuring that the change initiative is aligned with the organisation's mission and values [38,39] suggests providing regular progress updates [39], establishing a culture of continuous improvement [40], developing a clear and concise change vision, utilising change agents to encourage adoption, and creating a supportive and inclusive learning environment [41].

Tip 9: Prepare strategies to build capacity

Capacity building requires a comprehensive approach that takes into account the professional development and training needs of faculty and staff, as well as the creation of policies and procedures to guide the implementation of blended learning initiatives [42]. Collaboration between staff and faculty is also important for the success of blended learning [43]. Continuous learning and improvement are also important for successful implementation [44].

Tip 10: Plan technical training for all stake holders

Technical training is essential for healthcare professionals (students and teachers) to adapt to individualised blended learning, which combines in-person instruction with online and mobile learning [45]. Health professions education programmes should use online tutorials, webinars, and other self-paced learning resources to provide students with individualised coaching and mentoring [46]. Technical training is a crucial part of individualised blended learning in the education of health professionals [47].

Tip 11: Prepare for implementation

Watkins et al. (2016) suggest establishing a leadership team to oversee the implementation of personalised blended learning and a plan for providing technical support to faculty and students. Various change management models that can be adapted for implementing personalised blended learning in a medical university academic program [48,49] such as ADKAR change management model [50], Kotter's change management model [51], Lewin's change management model [52], and McKinsey 7-S change management model [53], Kubler-Ross model [54], Bridges Transition Model [55], PDCA Model [56] are all frameworks that can be used to adapt a personalised blended learning model in a medical university. Several studies have endorsed the above strategies as implementation plans for personalised blended learning in medical education [57].

Tip 12: Design a reinforcement plan

Provide ongoing training and professional development opportunities

for faculty and staff to ensure they have the skills and knowledge to effectively implement personalised blended learning in medical education [58], creating a community of practice to share best practices [59], conducting regular assessments of the effectiveness of personalised blended learning implementation [60], ensuring the technology used is reliable and user-friendly [61], engaging students in the implementation process [62], providing access to resources and support [61], providing ongoing communication and updates about the implementation of personalised blended learning [60], and conducting regular evaluations of the impact of personalised blended learning on student learning outcomes [63].

Tip 13: Find appropriate risk mitigation strategies

Several risk mitigation strategies [64], according to the literature [65], can be implemented to adapt personalised blended learning in medical education. These include provide adequate technical [66], develop a plan for data backup [67], ensure compatibility [68], develop a plan for data retention [69], conduct regular risk assessments [70], provide training on privacy and security [71], update policies and guidelines [57].

Tip 14: Integrate all actions into a blueprint

A comprehensive blueprint involves various elements, including defining the scope and objectives, conducting a needs assessment, developing an implementation plan, establishing a governance structure, creating a communication plan, building capacity and readiness for change, implementing the approach in phases, monitoring, and evaluating the process, reinforcing the change, and continuously refining and improving the approach [34,72,73].

Tip 15: Build a system for ongoing quality assessment and improvement

The evaluation plan for personalised blended learning in medical education should include an assessment of student engagement in online and offline activities [74], analysis of learner interactions in online and offline environments [75], effectiveness of various teaching methods and pedagogies in blended learning [76], identification of the impact of blended learning on the learning environment [77], and surveys and interviews to gather feedback from students and faculty on their perceptions of the learning environment and the impact of blended learning [78]. The fifteen tips were developed based on the above evidence-based literature, and critical review discussion on all contributing elements to the personalised blended learning create a conceptual framework including all the elements of the personalised blended learning. In this paper, we have provided an evidence-based conceptual framework model for adapting personalised blended learning in HPE institutions and the evolved template is shown in the (Figure 2). Following is a scenario created for easy understanding of the mechanism of change management [79-124].

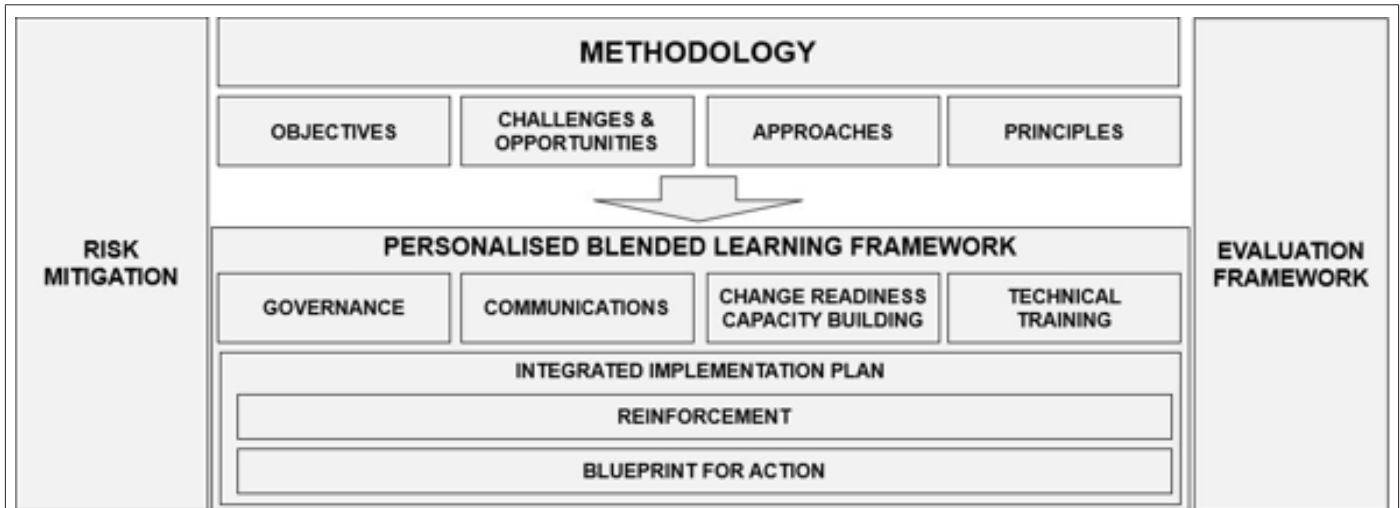


Figure 2: Conceptual Framework of Personalised Blended Learning.

Summary

In summary, personalised blended learning is an effective change management strategy that can improve the overall effectiveness of learning. It requires careful planning and coordination, including the training of teachers and instructors, the availability of technology, and a cultural shift towards a more flexible and personalised approach. By customising instruction to each learner's needs, personalised blended learning can enhance the training of health professionals and result in greater student engagement, motivation, and retention. It has several benefits, such as flexibility, increased engagement, and improved learning outcomes. In this assignment, I discussed the change management strategy for integrating blended learning technologies as part of the institution's plans for digital transformation. The evidence-based discussion of this report helps to plan the implementation of a personalised blended learning framework for health professions education programmes in an academic setting. The elements of the conceptual framework and impact on pre- and post-change are well justified in this report.

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Conflict of Interest

No conflict of interest declared by the authors.

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