

4. Create a good learning environment

- Some learners work well on their own, but others prefer a more supportive environment or may not feel comfortable working with computers. Consider using some form of group learning and peer group support using local trainers, a more experienced manager or a learner willing to bring a group together informally.
- It can be useful to set up more formal hubs for learners to work through e-ELCA sessions in a supported but non-threatening environment rather than alone, at home or at their desk.
- These hubs can also be used to share and discuss questions and answers raised in individual e-ELCA sessions, focus on local case studies that learners may want to share with others or host subject specific workshops.
- A good learning environment can be beneficial in raising the confidence of the learner in their own abilities and to apply their new found learning to practice.



5. Support from line managers

- The line manager will be key in ensuring that the learner develops a study plan to keep focussed on what the learner hopes to accomplish at the end of the e-learning programme.
- Learning objectives and goals should have been discussed and agreed with the line manager or alternatively the person supporting the learner. These should be reviewed at different stages to ensure the learner stays focussed.
- A good study plan should facilitate the time management required to ensure key dates for review meetings are met, include a 'to do' list and enable the learner to stay on schedule.
- The learner may need to take 'study breaks' to avoid frustration and tiredness whilst studying. These should be built into the study plan.
- The learner must utilise the flexibility offered with e-learning and feel free to create their own study routine and accept that they will have productive and less productive days.



Health Education England

<http://www.e-lfh.org.uk/programmes/end-of-life-care/>



e-ELCA
Five Ways to
Motivate and
Engage
Learners



This leaflet is intended as a practical guide for managers and trainers wanting to improve end of life care. It will help motivate and engage learners by highlighting best practice when using e-learning.

Increasing pressures on services and personal workload in health and social care often means those providing the services don't have time to attend classroom based learning. Using e-ELCA will enable staff to improve the care they provide as well as developing skills to help them achieve their personal and professional goals.

1. Make sure people understand e-learning practices and expectations

- Whilst a convenient way to learn, it is not an easy option.
- It requires a dedicated amount of time from the learner and those who manage and support them.
- The learner must be self-disciplined and motivated.
- Protected learning time should be agreed in the same way time would be agreed to attend classroom learning.
- It provides the learner with an opportunity to learn at their own pace and on their own terms which boosts knowledge absorption and retention.
- There is greater flexibility with e-learning as it can better fit into existing schedules and shouldn't require travel or impact on home life.



2. Taking the risk, but not the challenge, out of learning

- For some, undertaking educational programmes as part of a challenging peer group and sitting formal exams to achieve qualifications is an accepted way of learning.
- Others may not enjoy this approach. To allow these learners to develop and learn new skills it is important they understand that they do not need to worry about passing a test or failing in front of their peers.
- Anecdotal evidence has shown that using e-learning can help reduce the anxiety of learning and the worry about fear of failure in public. For example, if a question is answered incorrectly, the learner can review the session to help understand why they made an error.
- By reducing this fear of failure it opens up the potential to acquire new knowledge and skills as learners are more likely to test boundaries, be open to new ideas and be comfortable to learn through mistakes.

- This will contribute to increasing the learner's confidence and hopefully allow them to demonstrate their improved levels of competence when applying learning to practice.

3. Create a good learning experience

- e-ELCA provides content that has been written by experts, reflects up-to-date best practice in end of life care, and is designed to be useful for all levels and disciplines of staff. e-ELCA focusses on practical knowledge and how facts and theories can be applied in care.
- The learner is likely to need guidance to identify their learning needs around end of life care relevant to their role. e-ELCA has a range of learning paths for various staff groups, which can be found on the website, and can act as a guide for managers when having discussions with the learner.
- Adult learners are most effective when they are active participants in their own learning process, so managers should identify and use locally based case studies relevant to the learner's work to supplement the learning.
- e-ELCA provides additional signposting to further reading and study for a more in-depth knowledge base if required.
- To get the best out of e-ELCA and keep learners engaged managers should consider using blended learning incorporating other sorts of materials e.g. videos and subject specific workshops.