Interprofessional collaboration strategies for RLOs development in Higher Education (HE)

An interprofessional collaboration in the context of RLO development in HE involves the following stakeholders who form a community of practice around the different roles they play in the ASPIRE process:

Educators (academic and clinical)
- Subject matter experts who contribute the knowledge and information required for RLOs and use the RLOs in their teaching.

Students
- Co-create storyboards with educators and review RLOs specifications from students' perspectives.

eLearning pedagogists
- Responsible for the overall eLearning instructional work including collaborating with educators to design eLearning activities and materials, providing training to educators and students and defining RLOs delivery and evaluation strategies.

eLearning technologists
- Create technical, media and interactive components of RLOs, configure the RLOs onto a learning platform and collect learners' data.
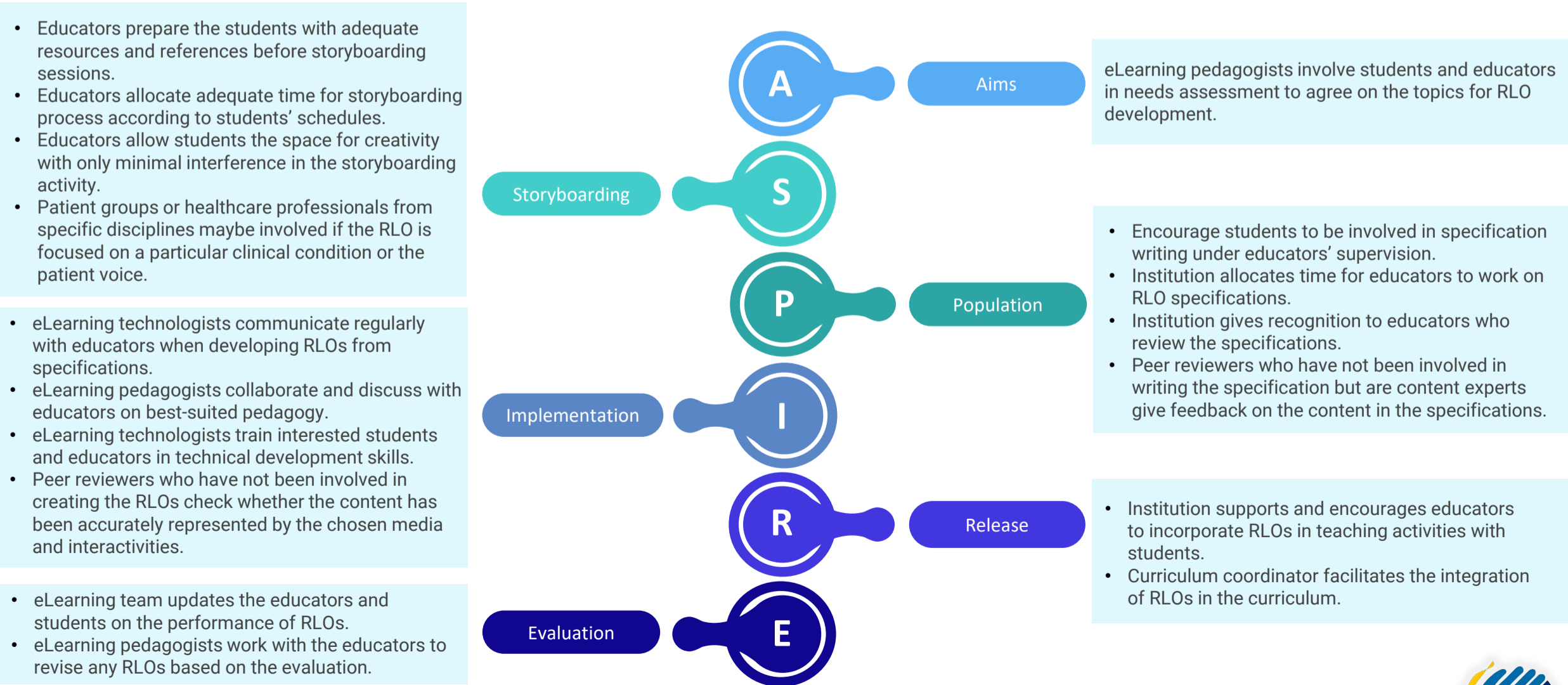
Institution managers
- Support the development of RLOs in institutions, coordinate RLO development activities and resources, evaluate the result of RLOs use in teaching and learning.

Patient groups (if the RLOs are patient-focused or include patient voices)
- Provide suggestions and views from the patients' perspective in storyboarding and review of RLOs.

General strategies

- Institution develops a multidisciplinary eLearning team to coordinate the ASPIRE process comprising educators, technologists, and course administrators/ curriculum coordinators.
- Educators involve students in the RLO development as an elective project.
- Educators incorporate RLO co-creation as part of the teaching activity.

- Institutions give incentives to students and educators to encourage their involvement in RLO development.
- eLearning technologists provide consultation and technical support to educators and students in using technology for learning and teaching.
- eLearning pedagogists evaluate the baseline knowledge of educators in eLearning development so that both can communicate at the same language/level/frequency.

A — Aims

- Educators prepare the students with adequate resources and references before storyboarding sessions.
- Educators allocate adequate time for storyboarding process according to students' schedules.
- Educators allow students the space for creativity with only minimal interference in the storyboarding activity.
- Patient groups or healthcare professionals from specific disciplines maybe involved if the RLO is focused on a particular clinical condition or the patient voice.

eLearning pedagogists involve students and educators in needs assessment to agree on the topics for RLO development.

S — Storyboarding

P — Population

- Encourage students to be involved in specification writing under educators' supervision.
- Institution allocates time for educators to work on RLO specifications.
- Institution gives recognition to educators who review the specifications.
- Peer reviewers who have not been involved in writing the specification but are content experts give feedback on the content in the specifications.

I — Implementation

- eLearning technologists communicate regularly with educators when developing RLOs from specifications.
- eLearning pedagogists collaborate and discuss with educators on best-suited pedagogy.
- eLearning technologists train interested students and educators in technical development skills.
- Peer reviewers who have not been involved in creating the RLOs check whether the content has been accurately represented by the chosen media and interactivities.

R — Release

- Institution supports and encourages educators to incorporate RLOs in teaching activities with students.
- Curriculum coordinator facilitates the integration of RLOs in the curriculum.

E — Evaluation

- eLearning team updates the educators and students on the performance of RLOs.
- eLearning pedagogists work with the educators to revise any RLOs based on the evaluation.