Education Council

2021 Annual Report

2017 – 2021 Members

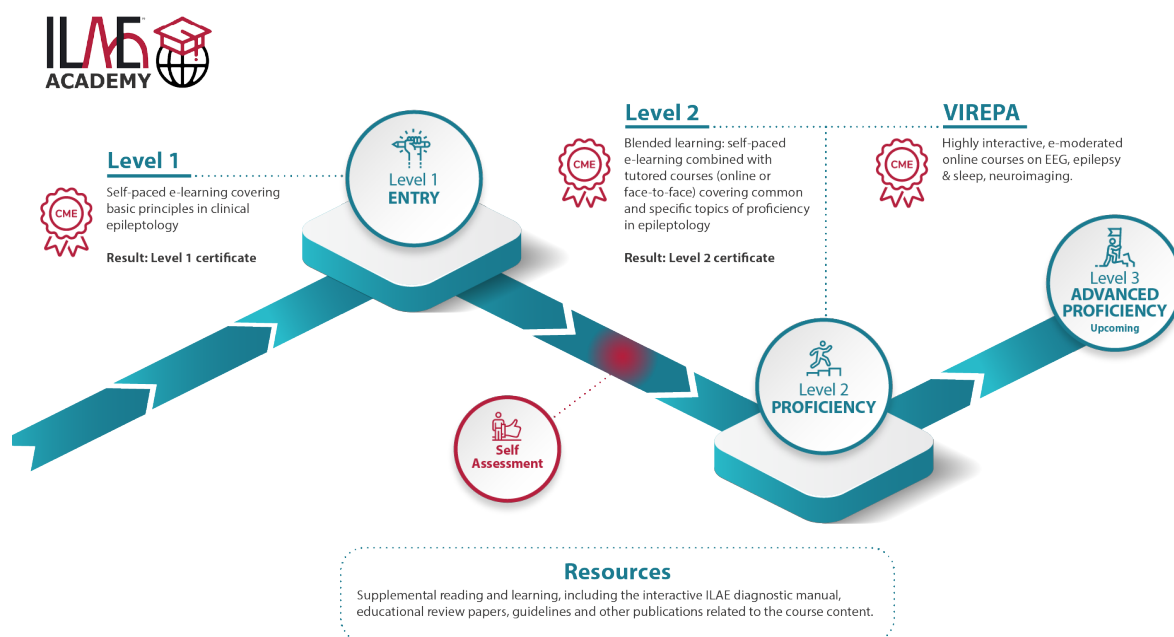|	
Ingmar Blümcke (Germany), chair	Gagandeep Singh (India)
Alexis Arzimanoglou (France)	Chahnez Triki (Tunisia)
Sándor Beniczky (Denmark)	Samuel Wiebe (Canada)
Fernando Cendes (Brasil)	Jo Wilmshurst (South Africa)
Helen Cross (UK)	Sarah Wilson (Australia)
Diptanshu Das (India)	Elza Marcia Yacubian (Brazil)
Jean Gotman (Canada)	Eva Biesel (Germany), staff
Man Mohan Mehndiratta (India)	Priscilla Shisler (USA), staff

Purpose

The goal of the Education council is to work within the framework of the ILAE Strategic Plan and Mission to overview all aspects of educational activities and projects. This includes a 'competency-based' approach for the organization of educational materials and development of new educational offerings. In accordance with the ILAE Curriculum for epileptology, we develop formal programs for a variety of learning levels. All structured eLearning activities will be hosted on ILAE's eLearning platform (the "ILAE Academy", www.ilae-academy.org) in a multilevel learning design consisting of self-paced, tutor-less online courses, adaptive learning techniques, and a blended learning approach including online webinars, VIREPA and f2f courses at summer schools, workshops and congresses.

Specific activities include, but are not limited to:

- ILAE curricula for epileptology, primary care, and related professions/disciplines
- Self-directed e-learning with the ILAE Academy
- Educational activities at ILAE Congresses
- ILAE certificates and CME
- Sponsorship and support of non-ILAE courses and symposia
- ILAE collaboration with other organizations for the purpose of education

Graphical overview of the structured learning program towards proficiency in epileptology

Achievements

ILAE Academy (Level 1): The first phase of the ILAE's structured teaching endeavor, i.e., Level 1 according to the ILAE Curriculum, became fully functional in 2020 (www.ilae-academy.org) and consisted of 15 self-tutored case-based e-learning modules (finalized early 2021), 50 ebrain microlearning sessions, a new online MRI reading and teaching platform, and a series of histopathology tutorials. The ILAE Academy recorded over 1 million page views, more than 39,000 visitors, and more than 2,000 registered active users from 62 countries covering all continents. A total of 5,925 certificates for successfully completed e-learning modules were issued (as of December 2021), recognizing the ILAE Academy as a successfully introduced new learning management platform in epileptology. A pre- and post-course survey was conducted to gain insights into the participants' personal and professional profile, motivation, experience, and challenges with the self-paced e-learning program. The results indicated that the self-paced learning program succeeded in reaching a diverse range of professionals working in or embarking on the field of epileptology, oftentimes with little prior experience and (currently) lack of access to on-site training in their respective countries of work.

ILAE Academy (Level 2): We have started the development of de novo online e-learning content for Level 2 (the proficiency level in epileptology), which will be launched in 2022 on the ILAE Academy platform and will consist of a structured and blended learning program, including:

- Upgrade of a selected series of Level 1 case-based eLearning modules into a modular system of microlearnings, always including the new online & interactive EEG reader and more patient videos.
- An adaptive eLearning program developed in cooperation with Area9 Lyceum
- Live and tutored regional online webtorials with an audience of up to ten participants per course (same language – same/similar time zone)
- An interactive MRI-VIREPA course was added to the existing VIREPA course portfolio
- Microlearning modules obtained from ILAE webinars and symposia
- Six case-based eLearning modules for rare and complex epilepsies (in cooperation with the European Reference Network "EpiCare"), more modules to be developed in 2022
- Review articles in epileptology published as 'Seminars in Epileptology' in Epileptic Disorders

In order to guarantee the functionality of the learning platform and the growing demands on e-learning, a needs analysis was carried out in autumn 2021 and suitable learning management systems were tested. Based on these results it was decided to migrate to an upgraded version in conjunction with a new eCommerce portal. The migration started in late 2021 and a phased launch for Level 1, Level 2 and VIREPA is planned for 2022 with a new design and content. A publication of the activities of the ILAE Academy will be made available in 2022.

ILAE Curriculum for Primary Care: A teaching curriculum for primary care in Epileptology has been developed by a Task Force chaired by Dr. Gagandeep Singh (India) consisting of six domains, 26 competencies and 80 learning objectives. The draft was circulated to ILAE leadership, which included members of the executive committee, regional chairs, chapter representatives, region-wise representatives to the Young Epilepsy Section and region-wise representatives of the International Bureau for Epilepsy. An online survey was rolled out in 2021, and we received answers from 785 people from all regions of the ILAE constituency. Feedback responses indicated an unmet need for a teaching curriculum for primary care in epileptology. The survey provided also support for endorsement of the curriculum by the ILAE constituency. The support cut across national borders and country rankings according to income status. A publication of these results and their comprehensive analysis will be made available in 2022.

Endorsement of international teaching activities (outside the ILAE Academy): The Education Council received 14 proposals submitted online via the ILAE website. According to the "Procedures for ILAE oversight and ILAE Academy endorsement of learning activities in epileptology by the ILAE Education council", published on the ILAE website in April 2021, three proposals were directly transferred for review by ILAE regional boards, and two proposals were declined (initiated by industry or being beyond the scope). The remaining nine proposals were critically reviewed by council members. Suggested changes mostly addressed the issue of how to select learning objectives (only those should be assigned which were covered at significant depth), how to implement and document student engagement, and how to use the

ILAE (SurveyMonkey®) feedback questionnaire. Following a second review of a revised proposal which addressed the council's feedback, all nine proposals were finally endorsed by the ILAE Education Council.

Submitted by Ingmar Blümcke