Education Decision-Making Matrix Instructions

Selecting your Best Option

- Select which objectives are the most important to your project and learners ranking them from most to least important

Step 1

- Identify the educational product(s) or distribution method that best aligns with the prioritized objective.

Step 2

- Review all of the pros and cons of the selected strategies and discuss your findings with your project team for consideration.

Step 3

Considerations

Multi-Pronged Approach

No single education or training method will likely meet the needs of all learners. Some methods will be better suited depending on the complexity of the content, availability of resources and the purpose of education or training. Combining a method with others may lead to a larger effect size than using one intervention.

Barrier Identification

A range of barriers may impede health professional education. The likelihood of information uptake is more likely if implementation strategies address specific barriers. Engage your learners to identify the barriers that they encounter with the implementation of your plan.

How to Best Package Educational Material for End-User Consumption

Provincial Learning and Sharing Decision-Making Matrix

Shared health Soins communs Manitoba

Legend
- 🟩 Meets objective
- 🟨 Neutral
- 🟥 Does not meet objective

Common Educational Products

Objective(s) that you would like to accomplish	PowerPoint Presentation	LMS (Online) Course	Videos, Online	Simulation	Skills Lab/Demo	Poster	Checklist	Case Study	Decision Aid
Purpose									
Information transmission	🟩	🟩	🟩	🟨	🟨	🟨	🟥	🟥	🟥
Hands-on skill development	🟥	🟥	🟩	🟩	🟩	🟥	🟥	🟥	🟥
Change attitudes, beliefs and behaviour	🟨	🟨	🟩	🟩	🟥	🟩	🟨	🟨	🟨
Critical thinking	🟥	🟨	🟨	🟩	🟨	🟥	🟩	🟩	🟩
Content Development									
Easy development	🟨	🟥	🟨	🟥	🟨	🟩	🟨	🟨	🟨
Easy content revision	🟩	🟨	🟥	🟨	🟨	🟨	🟨	🟩	🟨
Quick production	🟨	🟥	🟨	🟥	🟨	🟨	🟨	🟩	🟨
Uses common computer skills	🟨	🟨	🟨	🟩	🟨	🟨	🟩	🟩	🟩
Uses readily accessible technology	🟩	🟨	🟨	🟨	🟩	🟩	🟩	🟩	🟩
Low production cost	🟩	🟨	🟩	🟨	🟨	🟥	🟨	🟨	🟨
Appropriate for complex content	🟨	🟩	🟩	🟩	🟩	🟥	🟥	🟩	🟩
Appropriate for regularly changing content	🟨	🟥	🟥	🟨	🟨	🟥	🟥	🟥	🟥
Learner Accessibility									
Asynchronous learning	🟩	🟩	🟩	🟥	🟥	🟩	🟩	🟩	🟩
Learner uses common tech to access information	🟩	🟨	🟩	🟥	🟥	🟨	🟩	🟩	🟩
Learner selects the location of learning	🟩	🟨	🟩	🟥	🟥	🟩	🟩	🟩	🟩
Messaging can be tailored during learning	🟨	🟥	🟨	🟩	🟩	🟥	🟥	🟨	🟥
Learning can occur quickly (not time intensive)	🟨	🟥	🟨	🟩	🟨	🟩	🟩	🟨	🟨
Allows for or is ammendable to broad dissemination	🟩	🟨	🟩	🟥	🟥	🟩	🟩	🟩	🟩
Content can be saved or accessed for future reference	🟩	🟩	🟩	🟥	🟥	🟩	🟩	🟩	🟩
Learning Theory									
Appeals to visual learners	🟨	🟨	🟩	🟩	🟨	🟩	🟨	🟥	🟨
Appeals to auditory learners	🟨	🟩	🟩	🟩	🟨	🟥	🟥	🟥	🟥
Appeals to kinesthetic learners	🟥	🟥	🟨	🟩	🟩	🟥	🟥	🟥	🟥
Appeals to reading/writing learners	🟩	🟩	🟨	🟨	🟨	🟩	🟩	🟩	🟩
Interactive between learner and instructor	🟨	🟥	🟥	🟩	🟩	🟥	🟥	🟨	🟥
Actively engages learner	🟥	🟨	🟨	🟩	🟩	🟥	🟨	🟩	🟩
Dialogue occurs between participants	🟥	🟥	🟥	🟩	🟩	🟥	🟥	🟨	🟥
Implement									
Ease of instructor implementation	🟩	🟩	🟩	🟨	🟨	🟩	🟩	🟩	🟩
Allows for an assessment of learning	🟨	🟩	🟥	🟩	🟩	🟥	🟩	🟩	🟩
Consistent content delivery	🟩	🟩	🟨	🟨	🟨	🟩	🟩	🟩	🟩
Easy documentation (tracking) of learner participation	🟥	🟩	🟨	🟥	🟥	🟥	🟥	🟥	🟥

How to Best Disseminate Educational Material

Provincial Learning and Sharing Decision-Making Matrix

Shared health Soins communs Manitoba

Legend
- 🟩 Meets objective
- 🟨 Neutral
- 🟥 Does not meet objective

Common Distribution Methods (G = Meets objective, N = Neutral, R = Does not meet objective)

Objectives that you would like to accomplish	SharePoint Site (Portal)	TEAMS Channel/Presentation	Local Champions	Education Outreach Visits	Email	Webpage	LMS
Purpose							
One way knowledge transmission	G	G	G	G	G	G	G
Participant collaboration and interaction	N	G	G		R	R	R
Breadth and scalability of information sharing	N	N	N	N	G	G	N
Specificity, ability to target the right end-user	G	G	G	G	G	R	N
Development & Maintenance							
Easy development	R	G	N	N	G	R	R
Easy content revision	G	G	G	G	N	N	R
Minimal content upkeep and revision	R	R	N	N	G	G	N
Minimal consultation outside of HSIQ	R	G	R	G	G	R	R
Uses common computer skills to develop	R	G	G	G	G	G	N
Minimal use of resources (fiscal, HR)	R	G	G	G	G	N	R
Administrative control over end-user access	G	G	G	G	N	R	G
Minimize risk of users distributing information	N	N	G	G	R	R	G
Appropriate for complex content	N	N	G	G	R	R	N
Appropriate for regularly changing content	G	G	N	N	R	G	R
Ed Product Integration							
Allows for PowerPoint presenting or file sharing	G	G	N	N	G	G	R
Provides a forum for case study presentation or sharing	G	G	N	N	N	G	G
LMS course access	R	R	R	R	R	R	G
Allows for decision aid presentations or file sharing	G	G	N	G	G	G	N
Provides a forum for simulation	R	R	R	G	R	R	R
Provides a forum for skills lab	R	N	G	G	R	R	R
Allows for video presentation or file sharing	G	G	G	G	N	G	G
Allows for the sharing of checklists or file sharing	G	G	G	G	G	G	G
Allows for the sharing of electronic posters	G	G	G	G	G	G	G