**Key Differences in Traditional Online Class and Lean Online Class (14 Differences)**

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|  | **Traditional Online Class** | **Lean Online Class** |
| **Stakeholder Focus** | Instructor decides course material and creates learning objectives. | Instructor create course objectives and select readings and material **in collaboration with employers and alumni** who are working in health care/industry.  Invite these key stakeholders to talk about important topics (webinar or online presentations). |
| **Supermarket of Information** | Instructor does not create supermarket with readings/material. | Instructor uploads material on an online course platform.  Allow students to choose readings based on their interest.  For example, if students are interested in learning about acute care hospitals, they choose readings related to acute care hospital. |
| **Direction** | Instructor centered approach where instructor directs students. | Instructor provides tools to students and **act as a facilitator** for the class. |
| **Protects information** | Instructor does not provide course related information prior to beginning of the course.  Instructor sets date on every learning module and does not open them in advance. | Instructor **sends out the syllabus 1 week prior to beginning of course**. This allows students to review syllabus before class starts.  Instructor opens modules in advance so students can plan and work at their own pace. |
| **Online Modules** | Modules different in structure and format – confuses students. | **Standardized format** – Each module laid out consistently with clear learning objectives, readings, assignments and activities. |
| **Course Syllabus** | Course syllabus – 7-8 page document with all the university policies. | **Short 3-4 page** syllabus with key policies (important policies). Clearly defines expectations from assignment. |
| **Visual Flowchart** | Instructor does not provide visual flow chart to students | **1-2 page/visual flowchart document that provides information about major assignment.**  Provides **visual course calendar** on the first day of class so students can plan accordingly. |
| **Course Readings** | Large number of readings (several pages as well)  Readings not directly related to learning objectives. | **Focused reading/articles selected in consultation with practitioners/experts** in the field. |
| **Online Recorded Discussion Questions** | Students only participate in written discussion questions.  Written responses are required from other students. | **Provides opportunity to students to record and upload discussions**.  Other students can also record their responses and upload on a learning management system. |
| **Online Assignments** | Confusing assignments – directions are not clear.  Large number of assignments.  Writing intensive assignments.  Several individual and team-based assignments. | **Clear assignments** with a video that explains the assignment to the student.  **1-3 page focused assignments improves flow in the online class**.  Balance of individual and team assignments.  **Simulation based scenarios allow students to collaborate** (at preferred time and pace). |
| **Feedback** | Provides only written feedback to students (on papers and assignments). | Provide **immediate/just in time feedback** via online chat session, threaded discussion and short videos. Also provides written feedback to students. |
| **Exams** | Big Mid-term and Finals that require students to memorize concepts. | **4-5 short exams** that would allow students to **master and apply** key concepts – Creates better Flow. |
| **Voice of Stakeholders (Students)** | End of course surveys | Instructor seeks **feedback on regular basis** – mid-term and end of course. Also encourages students to provide feedback if new activities are included. |
| **Voice of Stakeholders (Employers and Alumni)** | May or may not make efforts to seek feedback from employers and alumni. | **Regular efforts** are made to reach out to employers and alumni to update course content/teaching methods |

**Lean Model for Online Class**

**(Adapted from Toyota Production Systems)**

* Flow
* Pull system
* Stop and control mistakes
* Separate human & machine work
* Visual Control

**Just-in-Time for Online Class**

**Jidoka for Online Class**

**Focus on Key Stakeholders**

**Voice of Students**

**Voice of Employers**

**Voice of Alumni**

**Standardization**

**Stability**

Standardized work, Kaizen

Approach

Heijunka

**Lean Methodology – Description & Application to Online Teaching**

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| **No.** | **Lean Concepts** | **Lean Online Class** |
| **1.** | **Focus on Key Stakeholders** | Select readings and assignments in consultation with employers, experts in field of health care/respective area, and graduates of program who are working in the field.  Establish feedback loops to collect feedback on online content.  Inability to pay attention to stakeholders needs/wants creates waste. |
| **2.** | **Flow** | Prepare the visual map of the entire online class and remove tasks/readings/assignments that do not add value.  Remove extra steps or assignments that are redundant or not current.  Ensure that course lay out is clear and information flows to the student without interruption. |
| **3.** | **Pull** | Select online class meeting times based on students’ demands.  Select online chat session times based on students’ demands. |
| **4.** | **Jidoka & Stop and Control Mistakes** | Provide immediate feedback to students so students are able to correct mistakes.  Provide Just in Time feedback. |
| **5.** | **Separate human and machine work** | Include machine graded quizzes and save time to grade student assignments that require in-depth understanding of the material. |
| **6.** | **Visual Control** | Include visual diagrams for key assignments and a course calendar. |
| **7.** | **Heijunka** | Instructor works on assignments/selects readings based on students demand (super market concept). |
| **8.** | **Kaizen – Continuous Improvement** | Collect feedback from employers, alumni, students and faculty to improve online course delivery. Regular course evaluations (at least 2-3 times during the semester). |
| **9.** | **Standardized Approach** | Create standardized course template for online courses to reduce variation. |