<table>
<thead>
<tr>
<th>Kirkpatrick level</th>
<th>Representative learner impressions</th>
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| **Level 1 (participation, reaction)** | - 3 out of 4 learners completed 10 modules and associated assignments  
- 1 learner withdrew after 8 modules (graduated fellowship)                                                                                                                                                                    |
| **Level 2a (satisfaction)** | General course  
- Feasible and enjoyable  
- Sufficient time allotted per module, at times stressful during core clinical rotation  
- Safe space for learning  
- Assignments relevant and manageable  
- Assignments requiring engagement of a third-party faculty were more challenging  
**Tech features**  
- Interactive features allowed for immediate knowledge application, highly engaging  
- Ability to return to asynchronous modules and reference links was highly valued  
- Learners enjoyed working on their own schedule, at their own pace  
- Adding virtual check-ins to asynchronous modules augmented learning  
- Strong dislike for clunky LMS interface, difficult to navigate, resorted to email communication with mentors  
- Virtual modules valued for real-time engagement with expert educators  
- In-person discussion may benefit certain modules, but logistics considered impractical |
| **Level 2b (knowledge/skill)** | - Gained valuable insights into personal teaching style, areas for growth  
- Ample opportunities for self-reflection and real-world application  
- Month by month application and improvements to clinical teaching based on acquired skills  
- Strongest knowledge acquisition reported when linked to interactive exercises or assignments  
- Pairing with a medical education project would add valuable opportunity for knowledge application |
| **Level 3 (behavioral change)** | - Appreciated variety and quality of sustainable, technology-driven education modules available for future learners  
- Highly valued exposure to multidisciplinary expert educator faculty |