

Table 1. Learner impressions from semi-structured interviews collated by Kirkpatrick levels.

Kirkpatrick level ¹⁰	Representative learner impressions
Level 1 (participation, reaction)	<ul style="list-style-type: none"> • 3 out of 4 learners completed 10 modules and associated assignments • 1 learner withdrew after 8 modules (graduated fellowship)
Level 2a (satisfaction)	<p><u>General course</u></p> <ul style="list-style-type: none"> • 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 <p><u>Tech features</u></p> <ul style="list-style-type: none"> • 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) Level 3 (behavioral change)	<ul style="list-style-type: none"> • 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 4a (organizational practice)	<ul style="list-style-type: none"> • Appreciated variety and quality of sustainable, technology-driven education modules available for future learners • Highly valued exposure to multidisciplinary expert educator faculty