

eLearning Applications & Opportunities:

Experiences from the K4Health project

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Framing our work

- Make quality health information easy to find and easy to use;
- For policy makers, program managers, and health service providers.

- Expertise in instructional design and eLearning applications;
- Facilitating access to appropriate delivery modes



K4Health eLearning Activities

- Global Activities:
 - Global Health eLearning
 - PEPFAR eLearning
 - K4Health eLearning on Knowledge Management
- In-Country Activities:
 - SAfAIDS' courses
 - Courses for Nigerian Medical Lab Professionals

The screenshot displays the Global Health eLearning Center interface. At the top, it says 'Global Health eLearning Center' with a logo and 'Your Home Logout' with a USAID logo. The main content area is titled 'Geographic Approaches to Global Health' and shows a 'Case Studies' section with a dropdown menu set to '4. Monitoring TB/HIV Co-Epidemics in Sub-Saharan Africa'. Below this is a map of Sub-Saharan Africa and a bar chart showing 'Change in TB incidence per 100,000'. To the right, there is a sidebar with 'Ideas in Action' and a text box about geographic considerations for monitoring co-epidemics.

Below the main content, there is a 'Knowledge Management (KM) 101' module. It features an 'Index' on the left with a list of topics such as 'What is KM?', 'Types of Knowledge', and 'Components of KM'. The main content area is titled 'Components of KM, cont'd' and includes an 'Iceberg' diagram illustrating 'Knowledge Types'. The diagram shows 'Explicit knowledge' (20%) above the water and 'Tacit knowledge' (80%) below the water. Text on the right explains that explicit knowledge is shared and visible, while tacit knowledge is intangible and private.

At the bottom of the interface, there are navigation buttons: 'READ', 'GLOSSARY', 'EXIT', 'OFF', 'BACK', and 'NEXT'.

Course offerings (Global)

Global Health eLearning Centre (www.globalhealthlearning.org)

- Started 2005, with MSH, USAID , JHUCCP
- PEPFAR eLearning (9 SI courses)
- K4Health team serves as course development managers
- 50+ courses, 100,000+ users
- Certificate tracks: Child survival, Maternal health, Infectious diseases, FP/RH, HIV/AIDS, Health systems, Cross-cutting areas
- Diverse topics for varied levels of expertise:
 - M&E fundamentals, PEPFAR Next Generation Indicator Guidance
 - Gender and SRH 101, Cervical cancer prevention for low resource settings
 - Commercial private health sector basics, FP Legislative & Policy Requirements
 - HIV Basics, Mortality Surveillance Methods & Strategies

K4Health eLearning (www.k4healthlearning.org)

- Originally in-house, open-source platform – moved to off-the-shelf rapid eLearning course authoring tools and LMS
- Courses: Communities of Practice, KM 101

Course offerings (Africa)

- **Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS)**
 - www.hivsharespace.net
 - Leverage existing materials and expertise
 - Documentation and Communication of Best Practices for HIV/AIDS Programmes
 - Traditional Leaders Championing HIV & GBV Prevention (April 2012)
 - Integrating LGBTI Issues into HIV & GBV Prevention (May 2012)
- **Nigeria Web-Based Continuing Professional Development (CPD) for Medical Laboratory Scientists**
 - By 2013, 50% of Nigerian Medical Laboratory Scientists will earn a CPD credit through the eLearning courses which the Association of Medical Laboratory Scientists of Nigeria (AMLSN) is developing with TA from K4Health
 - Improve Medical Laboratory Scientists' ability to deliver accurate and reliable lab tests
 - Partners: Medical Laboratory Scientist Council of Nigeria (MLSCN), the Association of Medical Laboratory Scientists of Nigeria (AMLSN), USAID/Nigeria

Evaluating eLearning: Methodology

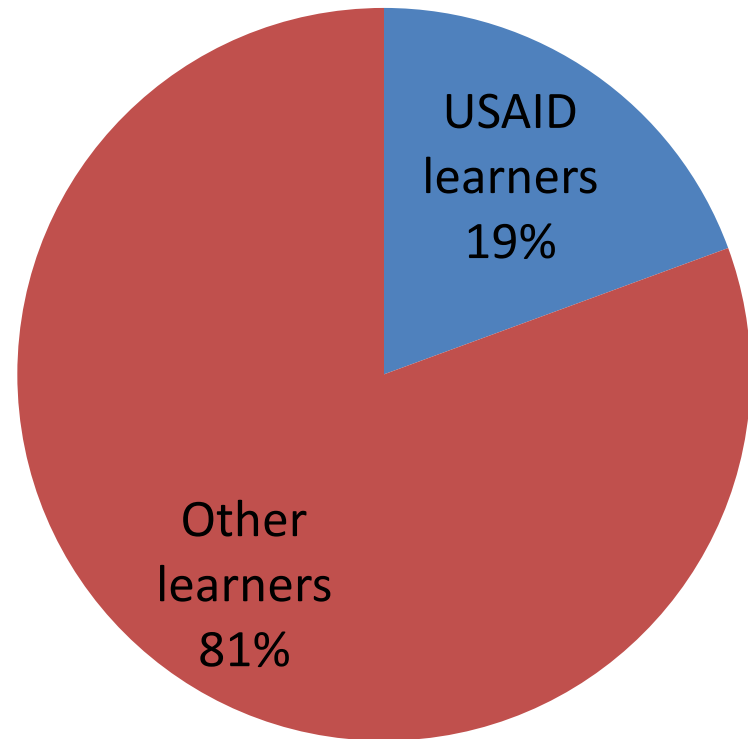
Three phased approach:

1. Contracted consultancy firm to conduct a literature review, interview eLearning experts in Global Health, & analyze GHeL registration and course evaluation data from October 2005 to April 2010 → **Reach**
2. Conducted an online survey with all learners who accessed the GHeL Center between March 1, 2010 and February 28, 2011 (22,656 / n=1,822) → **Usefulness**
3. Conducted in-depth interviews with a sample of successfully completers (those who scored 85% or higher on the course final exam) (n=26) → **Use**

Measuring Reach from Phase 1 Data Analysis

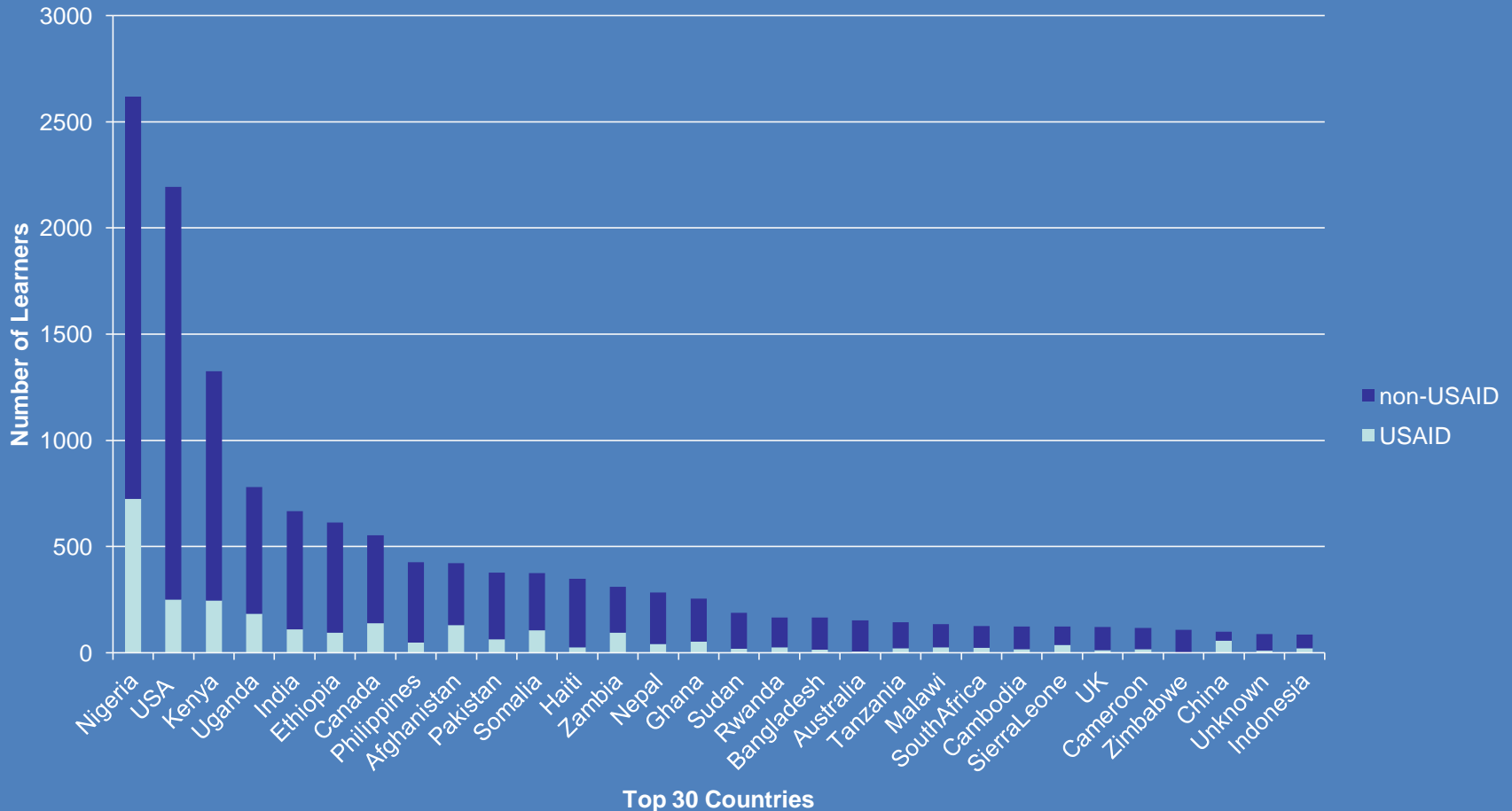
- 15,245 learners successfully completed courses Oct.05-Apr10
- 35 courses analyzed
- 2,958 (19%) learners were with USAID
- 53,268 of certificates earned

GHeL Learners - USAID vs. Other



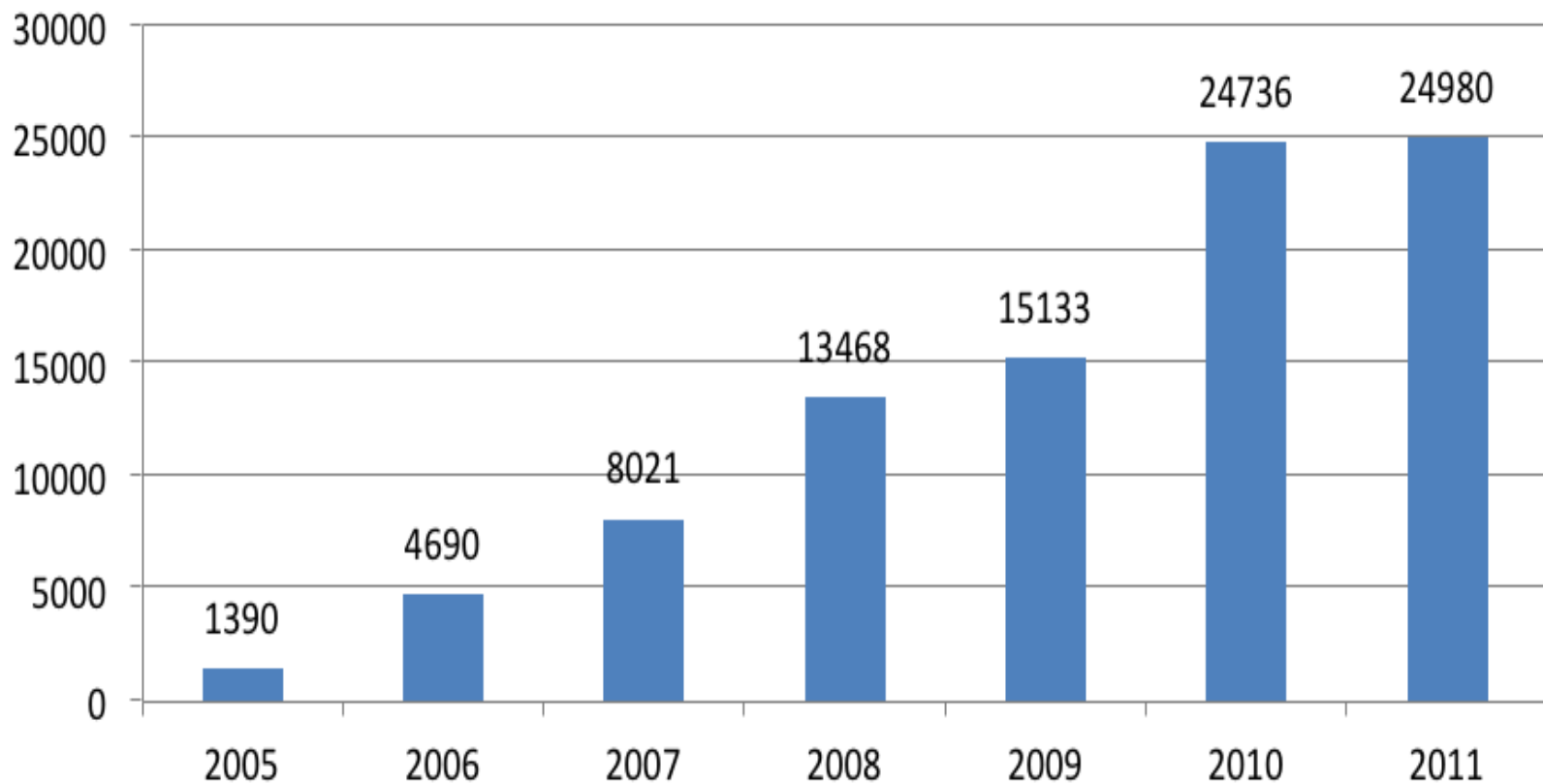
Top 30 Countries

USAID vs. non-USAID Learners by Country



Growth in Registered Learners

Registered Learners by Year (2005-2011)



Measuring Usefulness – Benefits of Taking a Course

- The majority of survey respondents (over 88%) said that their job performance greatly or somewhat improved in the following ways:
 - Professional skills
 - Ability to provide appropriate information to clients, community members, etc.
 - Ability to work with and engage clients, community members, etc.
 - Ability to work with supervisors and colleagues
- 95% of respondents agreed that the course enabled them to learn at their own pace
- Over 90% agreed that the knowledge they gained from the course was worth the time it took to complete the course
- The majority of respondents (86%) spoke with others about what they were learning in the course

Measuring Use – Application of Knowledge

In-depth interviews showed that learners applied course knowledge by:

- Developing, updating, implementing, and evaluating programs and plans,
- Using information for meetings and conferences,
- Developing guides and handouts (sometimes self-translated) for health and social workers, and
- Using to inform the development of advocacy materials.
- Most individuals recommended and shared information from courses with colleagues and staff to increase skills and knowledge within and outside their organizations.

Challenges & Opportunities

Challenges:

- Internet access
- LMS options: Custom-built vs. off-the-shelf products
- Evaluating eLearning (esp. behaviour, results and outcomes)
- M&E for offline courses

Opportunities:

- Expanded course topics
- Standardization for portability of courses
- Blended-learning (pre-training, training and follow-up)
- Additional delivery modes (partial connectivity, mobile phones).
- Document expanded eLearning program outcomes

Thank you.



www.k4health.org/elearning



www.hivsharespace.net/elearning



www.globalhealthlearning.org

