

Global Health eLearning Center

www.globalhealthlearning.org

Global Health eLearning Center

- Started in 2005
- Collaboration b/w USAID, JHU and MSH
- Work with SME within organization

The screenshot displays the Global Health eLearning Center website. At the top, there is a navigation bar with the site logo and a search bar. Below the navigation bar is a large banner image of a group of diverse people. The main content area is divided into several sections:

- Login Section:** Includes fields for "E-MAIL ADDRESS:" and "PASSWORD:", a "Forgot your login information?" link, and a "LEARN MORE" button.
- Course Guide Section:** Features a "Course Guide" for "M&E Fundamentals" with a "Course Last Updated:" date of March 2006. It includes sections for "Purpose:", "Time:" (Approximately 2 hours), and "Objectives:". The objectives list skills such as identifying the scope of M&E, describing M&E plans, and identifying indicators.
- Course Credits Section:** Lists the "Course Author" (Nina Frankel and Anastasia Gage, MEASURE Evaluation) and the "Course Manager" (Nina Frankel, MEASURE Evaluation).
- Navigation and Footer:** Includes a "Home" button, a "USAID" logo, and a footer with links for "Course Guide | References & Links | Glossary | Course Credits" and a "Print Course" button.

Recent Improvements

- Home page redesign
- Certificate programs
- Scenario based questions
- PEPFAR courses

The screenshot displays the Global Health eLearning Center interface. At the top, the header includes the logo and the text 'Global Health eLearning Center'. Below this is a navigation bar with 'USAID FROM THE AMERICAN PEOPLE' and 'Your Home Logout'. The main content area is titled 'Geographic Approaches to Global Health' and features a sidebar with a table of contents: Introduction, Strategic Role of Geography in Health, Geographic Data, Geographic Tools, Process for Using the Data and Tools, Case Studies (highlighted), and Final Exam & Check Out. The main content area shows a dropdown menu for 'Case Studies' with '4. Monitoring TB/HIV Co-Epidemics in Sub-Saharan Africa' selected. Below the dropdown is a map of Africa titled 'Monitoring TB/HIV Co-Epidemics in Sub-Saharan Africa'. The map is color-coded by region, with a legend on the left showing ranges from '> 0.08' (dark red) to '< -0.20' (dark blue). To the right of the map, text reads: 'Change in TB incidence per 100,000 for 2000-2006 relative to change in HIV prevalence for 1997-2003.' Below the map, the source is cited as 'SOURCE Sánchez et al. 2010'. On the right side of the page, there is a 'COURSE RESOURCES' section with a sub-header 'Ideas in Action' and a box containing the text: 'Geographic considerations for monitoring co-epidemics: Indicators should be comparable between geographical areas within a country and between countries. Data should be broken down and reported by the smallest administrative unit possible. (Source: WHO 2009)'.

PEPFAR eLearning

- Courses developed by collaboration b/w USAID, OGAC and CDC
- JHU writes majority of course content based on guidance from SME's
- Began on PEPFAR branded platform - moved over to GHeL for each to capitalize on the others success
- 7 courses currently published
- 2 courses in development
- 8 in pipeline

The screenshot displays the Global Health eLearning Center interface. At the top, it features the 'Global Health eLearning Center' logo, a 'Your Home Logout' link, and the USAID logo with the tagline 'FROM THE AMERICAN PEOPLE'. The main content area is titled 'Data Use for Program Managers' and shows a course navigation menu on the left with options like 'Introduction', 'Data Use Framework & Key Concepts', 'Data Demand', 'Data Collection and Analysis', 'Information Availability', 'Information Use', 'Tools and Resources for Data Use', and 'Final Exam & Check Out'. The current page is '2. Planning for Data Use', which includes a 'Did You Know?' section with the text: 'Increased information use stimulates greater demand for data which, in turn, leads to more information use, leading to more demand, and so on.' Below this is a 'HIGHLIGHTS' section stating: 'The conceptual framework is presented in greater detail throughout the rest of this course. You will also learn more about the context in which decisions are made and how to identify opportunities for and constraints to effective and strategic data collection, availability, analysis, and use.' The central part of the page features a 'Framework for Data Collection, Analysis and Utilization' diagram. This diagram is a cyclical flowchart with 'Improved Health Decisions' at the top and 'Improved Accountability' at the bottom. The cycle consists of four main components: 'Data Collection and Analysis', 'Decision-Making Process', 'Information Use', and 'Information Availability'. Arrows indicate a clockwise flow between these components. Below the diagram, there is a call to action: 'Click on the terms in the above graphic to read more about each phase in the data use conceptual framework.' This is followed by two paragraphs of text explaining the framework's cyclical nature and its application in planning for data demand and use. The page concludes with a source citation: 'Source: MEASURE Evaluation 2008, 2010' and navigation links for '< previous' and 'next >'.

GHeL Evaluation

- Why we needed it
 - Initiative has evolved, as have methods of evaluation
 - GHeL wants to adapt to current trends in order to maintain status as leader in international public health eLearning.
 - Important to accurately and efficiently address needs of SMEs and learners.

Global Health eLearning Center

- Literature review of eLearning in international public health
- Expert interviews
- Data analysis of course evaluation data
- Recommendations on improved evaluation strategies

Int'l Public Health eLearning

- Public health eLearning still in pioneer/early adopter phase
- Evidence of effectiveness for pilot, small-scale projects
- Scale-up efforts minimal
- GHeL is one of very few successful examples of programs serving large numbers through eLearning

eLearning evaluation models

- The Kirkpatrick Scale (L1-L4):
 - Level 1 = Reaction (learner satisfaction)
 - Level 2 = Learning (acquisition of knowledge)
 - Level 3 = Behavior (application of knowledge)
 - Level 4 = Results (desired outcomes, impacts)

Main Themes of Interviews

- Consistent & affordable internet access is still a challenge.
- Need to employ a variety of means of evaluating an eLearning project.
- Most use student-satisfaction (L1) as an evaluation measure.
- Measuring the application level (L3) is elusive, costly, & challenging but a goal for all interviewees
- Many projects use several methods to build knowledge, including moderated online discussions, face-to-face interaction, etc.

GHeL Data Analysis

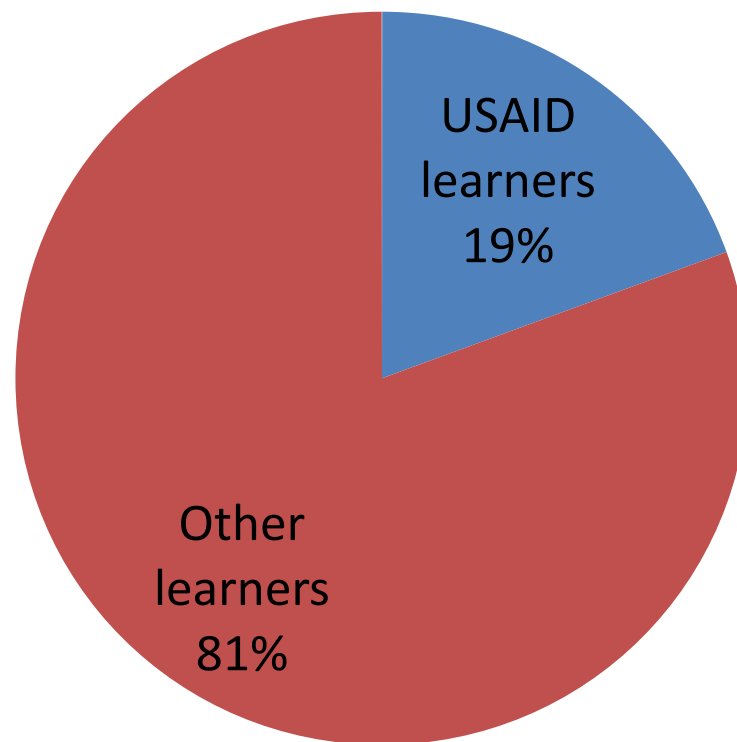
- Most GHeL course evaluation questions focus on learner satisfaction and reaction.
- Although two of the questions appear to be oriented toward results, in reality they are reaction questions, asking respondents to report how they think they will use the training, as opposed to an actual evaluation of usage.
- The only objective results measure (L2) is the 85% threshold GHeL uses as the cutoff score to award certificates.
- Questions related to course content were not analyzed.

Data Analysis: Key Findings

Overview

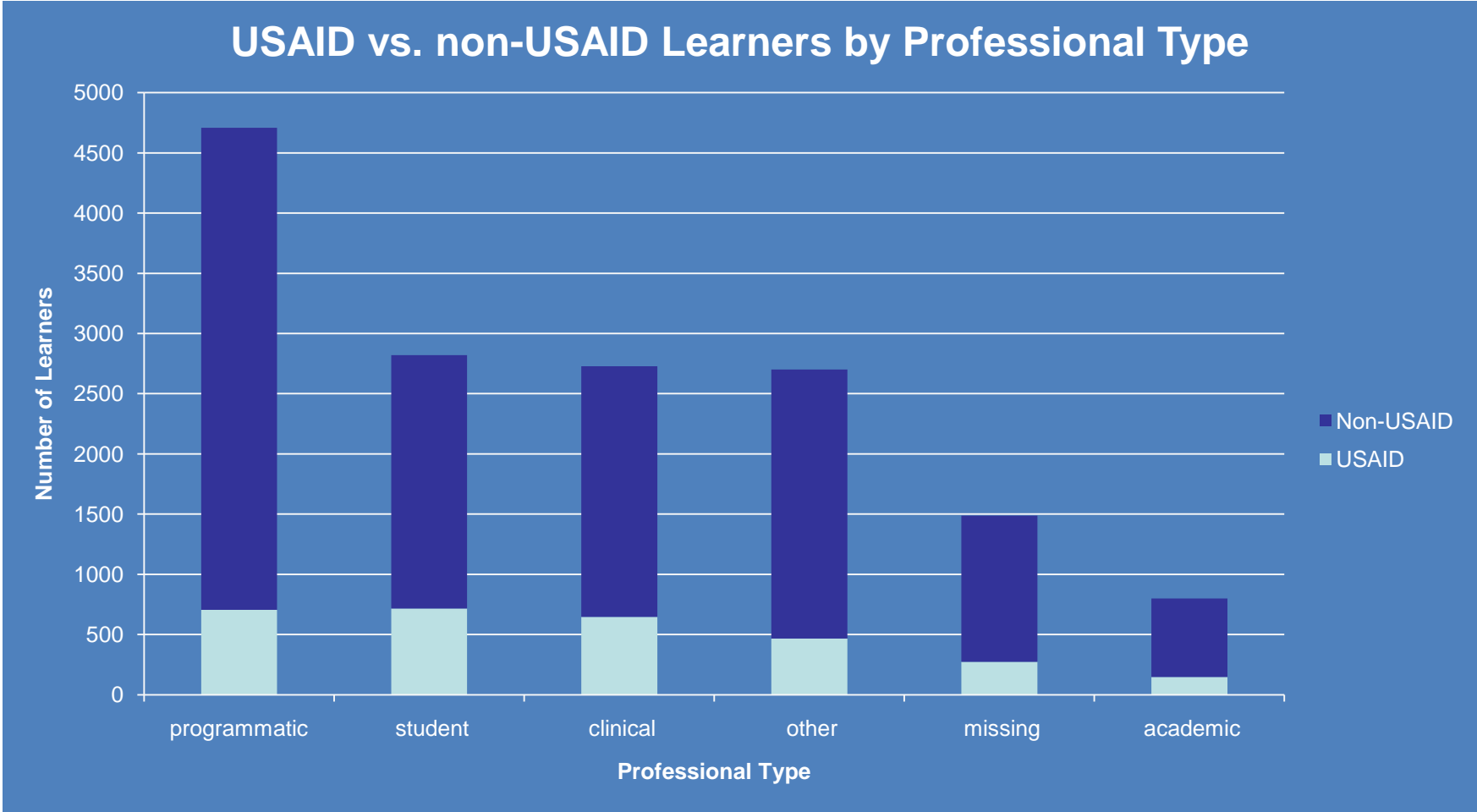
- 15,245 learners successfully completed courses Oct.05-Apr10
- 35 courses analyzed
- 2,958 (19%) learners were with USAID
- 53,268 of certificates earned

GHeL Learners - USAID vs. Other



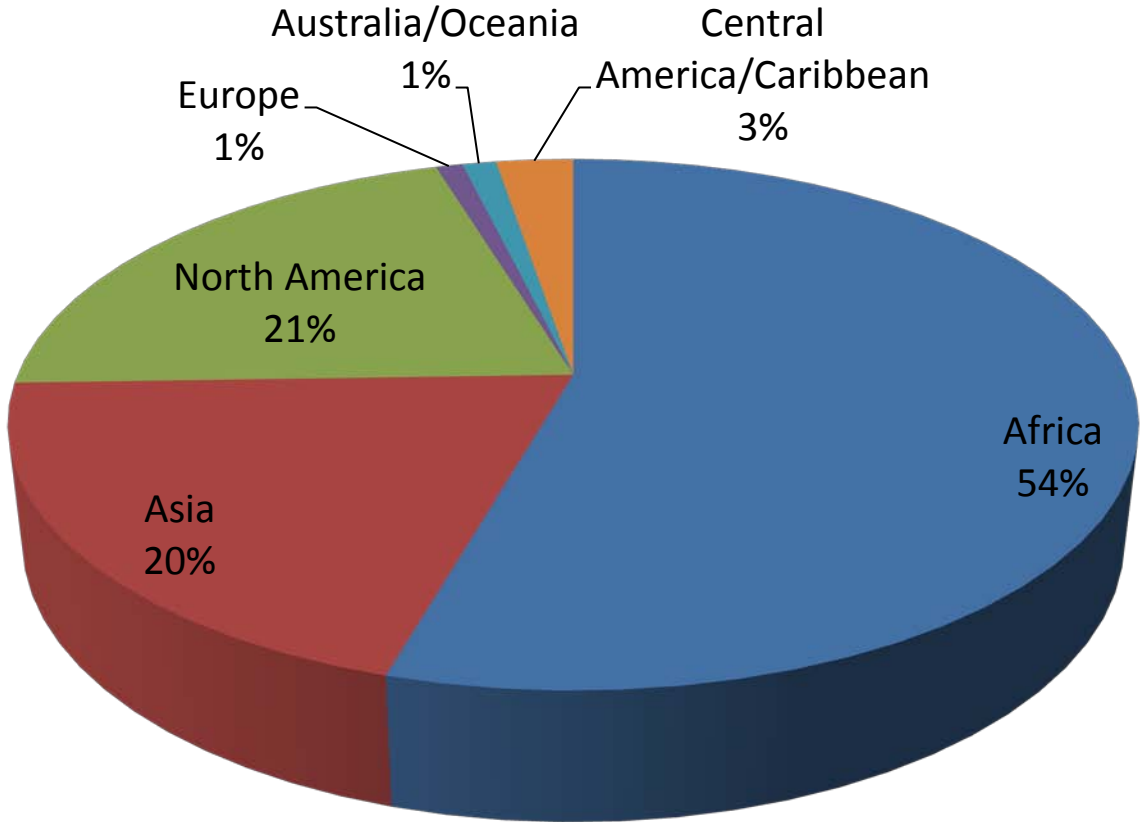
Data Analysis: Key Findings

Learners



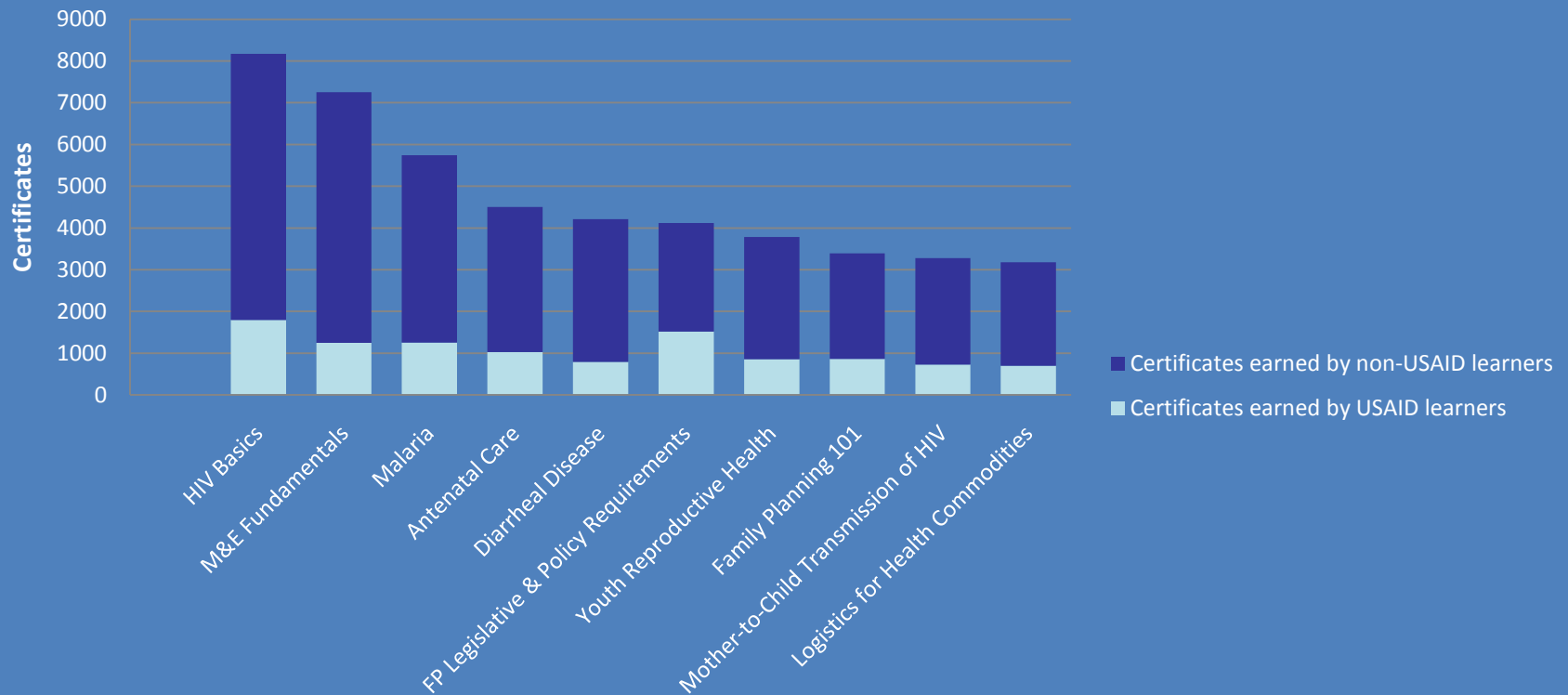
Data Analysis: Key Findings

Certificate Earners



Top 30 Countries by Region Represented by GHeL Learners

Certificates by Course



Top Ten Courses (51% of Certificates)

Data Analysis: Key Findings

Open-ended responses

- Responses ranged from useful:
 - “plan on tracking health facilities reports for reliability in health facilities” (Asian respondent, MEFUND course)
- To less useful (and more typical):
 - “I will use the knowledge of the course in our country” (Asian, FP101)

New Evaluation Strategy

- New End of Course Evaluation – more L2 questions, shorter
- Survey of successful completion and non-successful completion
- In-depth interviews
- Quarterly analysis of data

What the Future Holds

- Increase delivery modes and technologies (offline, adaptable, mHealth, other platform)
- Adding new approaches (e.g., blended, asynchronous facilitated) to its eLearning program
- Expand course offerings in key technical areas
- Document expanded eLearning program outcomes

Thank You!

Contact information:

David Davies Deis

ddaviesd@jhuccp.org

410-223-1874

or

Sara Mazursky

smazursk@jhuccp.org

410-223-1673