Guide to Authoring

A GLOBAL HEALTH eLEARNING COURSE

Global Health eLearning Center

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INTRODUCTION

What is Global Health eLearning?

Current technical information for global health professionals

The Global Health eLearning Center developed by the USAID Bureau of Global Health is a response to repeated requests from field staff for access to technical public health information. USAID Population, Health, and Nutrition officers (PHNs) and Foreign Service Nationals (FSNs) want to be current on global health topics, yet find it a challenge to obtain the information because of logistical and time constraints. The Global Health eLearning Center provides Internet-based courses that:

- Provide useful and timely continuing education for health professionals
- Offer state-of-the-art technical content on key public health topics
- Serve as a practical resource for increasing public health knowledge

A resource for USAID staff and partners around the world

The Global Health eLearning Center offers a menu of courses that learners can use to expand their knowledge in key public health areas and to access important up-to-date technical information that USAID public health professionals should know. The primary audiences for the Learning Center are PHN officers and FSNs at USAID missions around the world. However, staff at USAID/Washington, its Cooperating Agencies (CAs), and other partners may also benefit from the Learning Center.

A flexible learning program for busy professionals

Each course is authored by a subject matter expert or a team of experts, is highly focused, and can be completed in about one to two hours. Although courses are designed to be taken online, there are offline versions that allow you to download course materials to print or read on a mobile device for further study.

A blend of technical and programmatic content

The courses combine technical content with program principles, best practices, and case studies. They are intended to provide concrete examples and to stimulate thinking about ways to use the principles learned in the courses to solve problems in the field.
Phase 1. The Course Development Process

Initial Steps to Beginning a Global Health eLearning Course

Step 1
Review an eLearning Course at the Global Health eLearning Center!
www.globalhealthlearning.org

Step 2
Notify the USAID Bureau of Global Health eLearning (GHeL) Team of Interest in Creating a Course!
Jim Shelton, Technical Director, jshelton@usaid.gov, 202-712-0869
Terra Fretwell, GHeL Project Leader, tfretwell@usaid.gov, 202-712-4684

Step 3
Prepare a Course Proposal! Include a brief outline and a few overarching key concepts. Send it to Jim Shelton for topic approval. (See Appendix I).

Step 4
Contact Terra Fretwell, GHeL Project Leader, (tfretwell@usaid.gov) or the GHeL team at K4Health, Nandini Jayarajan (njayara@jhuccp.org) and Lisa Mwaikambo (lbasalla@jhuccp.org) to schedule the course kick-off meeting!

Step 5
Kick-off Your Course! This one-hour call or in-person meeting will officially launch the course creation process and establish roles and responsibilities.

Step 6
Participate in Course Author Training! This training lasts one hour and is designed to train the authors in the online content management system (CMS).
General Roles and Responsibilities

Course Author (1-2 people)

- Determines the course objectives and content
- Collects and organizes technical material (e.g., graphics, illustrations, charts, reference citations, and glossary terms)
- Transfers the course content onto the eLearning platform
- Orchestrates subject matter experts’ input to review course content
- Manages, monitors, and tracks all stages of the course development process
- Captures, reconciles, prioritizes, and makes the final decisions regarding the course

Global Health eLearning Center Core Team:

- **USAID/GHeL Center, Founder and Technical Director**, Jim Shelton, jshelton@usaid.gov. His role is to approve your topic, review key concepts and content, help you solve any problems you encounter getting started, provide support, and approve the final course review.

- **USAID/GHeL Center, Project Leader**, Terra Fretwell, tfretwell@usaid.gov. Her role is to help you set up a project plan and kick-off meeting for your course, and to assist you in the course design process. She also monitors the development progress on all eLearning courses, and is involved in the review process.

- **GHeL Center, Project Managers from K4Health**, Nandini Jayarajan (njayara@jhuccp.org), Lisa Mwaikambo (lbasalla@jhuccp.org), Jarret Cassaniti (jcassani@jhuccp.org), and Sara Mazursky (smazursk@jhuccp.org). Their role is to help you with the course design and development process, providing instructional design feedback and coaching you throughout the process. The GHeL team at K4Health also does the final quality assurance testing on all completed courses before they are published.

Technical Reviewers (3-4)

- Chosen by Course Author
- Represent subject matter experts with experience in the field
- Review the course in draft form
- Improve technical accuracy of content
- Refine focus of course to principal audience at USAID
- Includes at least one person from USAID/GH or has experience working with USAID programs, including Jim Shelton for an objective subject matter expert point of view as well as a view towards uniformity across the platform
Creating a Course Project Schedule

Course development is an undertaking that involves many people and associated activities to make the final product. The Course Author manages this process.

The Course Project Schedule* tool will help you to capture:
- Course development steps and tasks
- Roles and responsibilities
- Estimated date of completion of tasks

We encourage you to use this tool in addition to including course development into your workplan.

*See Appendix II for the Course Project Schedule tool

Assembling Key Resources

Assembling all the raw material and key resources that you plan to use is a major challenge. You have likely done some of this already.

Your content sources might include PowerPoint presentations, key articles from journals, or important information from textbooks or field work.

“Be sure to include materials that you regularly reference in the course of your work as well as a detailed bibliography of all resources.”

To identify resources, ask yourself:

- What are the professional materials I regularly read and draw upon?
- What is critical-to-cover vs. nice-to-know subject matter for a basic course on my topic?
- What other resources (technical best practices, expert reviews, and existing instructional materials like graphics, videos, or textbooks) do I need?

Certificate Programs

Certificate programs enable learners to receive a certificate for successfully completing a series of courses in a specific technical or programmatic area. This helps learners focus their study and expand their knowledge in key public health areas.

The certificate programs currently include:
- Child Survival
- Cross-Cutting Topics
- Early Childhood Development
- FP/RH
- Gender and Health
- Health Systems
- HIV/AIDS
- Infectious Diseases
- Maternal Health
- Monitoring and Evaluation
- Neonatal Health
- Youth (In Progress)

You will need to decide which of these programs your course falls into. You may also want to consider if your course could be the basis for forming a new certificate program. See Appendix III for guidance on proposing a new certificate program.
Phase II: The Course Design Process

All course design and development is a fundamentally iterative, non-linear process. While traditional instruction is delivered via a lecture-based, slide presentation format, eLearning is different because it is delivered by means of a highly interactive medium. The power of the medium is in its use of text, graphics, and exercises that focus on self-paced learning and outcomes.

The eLearning medium requires Course Authors to think in new ways about learning outcomes. The Course Design process can help Course Authors to do that, and it can minimize some of the inefficiency and frustration associated with producing an eLearning course.

What you outline in the Course Design process serves as the foundation for what you develop in the more detailed Course Development process. You may choose to re-order the steps in the Course Design process, but we strongly recommend that you cover them all. Every minute spent up front on course planning and design substantially reduces the time needed to develop the course and put it online.

Steps to Designing a GHeL Course

- **STEP 1: DEVELOP A PURPOSE STATEMENT**
- **STEP 2: BRAINSTORM KEY CONCEPTS**
- **STEP 3: CLUSTER KEY CONCEPTS INTO COURSE SESSIONS**
- **STEP 4: DEVELOP HIGH LEVEL OBJECTIVES FOR EACH SESSION**
- **STEP 5: DEVELOP DETAILED LEARNING OBJECTIVES FOR EACH HIGH LEVEL OBJECTIVE**
- **STEP 6: CREATE A DETAILED COURSE OUTLINE**
- **STEP 7: DEVELOP KNOWLEDGE CHECK/RECAP & FINAL EXAM QUESTIONS**
- **STEP 8: BEGIN WRITING COURSE CONTENT**
STEP 1: DEVELOP A COURSE PURPOSE STATEMENT

**Purpose Statement = Background Statement + Key Learning Objectives**

A **Purpose Statement** specifies the reason why this course is important to the learner from both a technical and programmatic perspective. It states in broad terms what participants should know by the end of the course.

When you write a **Purpose Statement**:
- State the overarching rationale for the course.
- State what you want the learner to know as a result of taking the course.

**IUD Purpose Statement:**
*The IUD is one of the most popular and effective methods in the world, with many positive attributes. Yet in many countries, IUDs are not widely used. This course will help you understand what can be done to revitalize IUD use, recognizing the importance of an informed user’s choice of contraceptive methods.*

Steps 2 & 3: Brainstorm Key Concepts and Cluster Them Into Course Sessions

**Key Concepts** are what the course author and other subject matter experts consider the most important technical or programmatic ideas or questions found in research among experts or based on experience that he or she wants to convey within the course.

How you organize the course content will be influenced by your own preferred learning and teaching styles. You can start with either Key Concepts or a Course Outline. In either case, there are some basic steps for capturing the content to be covered.

To identify key concepts for your course you can:
- Brainstorm with others what you are considering as appropriate content for the course. Then group the concepts into course sessions progressing from less to more difficult content as you go.
- Select the concepts that are: 1) most timely, useful and appropriate for your audience, 2) you have the time to present, and 3) you have the resources to develop. A rule of thumb is to specify about 5 key concepts per session, and no more than 25 per course.
- Cluster these into common groupings.
- Give each cluster a **Session Title** that captures the overall focus of that session.
STEPS 4 & 5: DEVELOP COURSE OBJECTIVES

Course objectives tell your learner what you expect them to learn and need to focus on knowledge and comprehension of the material covered in the course. GHeL courses focus on the first two levels of Bloom’s Taxonomy (see graphic).

**High Level Objectives.** High Level Objectives communicate the instructional goal of each session in your course.

**Example of a High Level Objective.** In a course on the IUD, a high level objective for a session entitled “Introduction to the IUD” might be:
- Determine basic attributes and advantages of IUD use

**Detailed Learning Objectives.** For each High Level Objective, develop Detailed Learning Objectives that specify what the participants should know as a result of completing a given session. The rule of thumb is to create 3 to 5 detailed learning objectives per session.

*Detailed learning objectives are always measurable (three characteristics, four advantages, two side effects) to capture learner outcomes; they serve as the foundation for what you will test in the course.*

**Example of a Detailed Learning Objective.** More detailed learning objectives for that particular session in the IUD course might include:
- Name three distinguishing characteristics of the Copper T-380A IUD.
- Identify four advantages of using IUDs.
- Recall two side effects of IUD use.

**Objectives are Active:**
*arrange, understand, classify, compare, complete, contrast, distinguish, define, differentiate, indicate, list, name, order, organize, pick out, provide, recall, select*
STEP 6: CREATE THE COURSE OUTLINE

Draft a Course Outline that logically maps the flow of the course sessions. Indicate your course flow by moving from basic to more complex subject matter.

STEP 7: DEVELOP TEST QUESTIONS FOR THE KNOWLEDGE CHECKS, KNOWLEDGE RECAPS AND THE FINAL EXAM*

Test questions allow learners the opportunity to distinguish what is important for them to know as a result of completing the course. There are a variety of testing options. Quiz questions can be used in a pre/post-test fashion, like Knowledge Check and Knowledge Recap questions, as well as interspersed throughout the content or simply at the end of a session. For example, an author may choose to include questions in the middle of a session immediately following a case study. The placement of quiz questions is flexible. However, the Final Exam at the end of the course is a requirement.

The GHeL courses use Criterion-Referenced Tests, the most commonly used measures of knowledge to assess student learning. They are called criterion-referenced because they link directly to the performance you spell out in your Detailed Learning Objectives. The test items are used in the Knowledge Check, Knowledge Recap, and Final Exam portions of the course.

We recommend that you compose your test items right after finishing your Detailed Learning Objectives. Because those objectives state what the learner will know from taking a session, they serve as a good base for both fine tuning the content you will cover and the knowledge acquisition you will test.

Knowledge Check. In the Knowledge Check learners are exposed to the type of material they are going to find in the session and can test their initial understanding of the subject matter. After taking the Knowledge Check, learners are told whether their answers are correct or incorrect. Learners are not given the correct answers at this point.

Knowledge Recap. The Knowledge Recap repeats all the questions in the Knowledge Check and adds one or two additional questions. In the Knowledge Recap, learners get the opportunity to review and interact with the most important material in the session. After taking the Knowledge Recap, learners receive the correct answer, and in some cases, an explanation of the answer for the question. Questions from the Knowledge Recap are selected for inclusion in the Final Exam.

Final Exam. The Final Exam is made up of a subset of questions from each session’s Knowledge Recap. The final exam is scored and certificates of successful course completion are issued to learners who obtain a passing score of at least 85%.
For each session in your course, create three to five questions that relate to key concepts from the session. To complete these for your course you must create the questions, provide the correct answer, and give an explanation of the correct answer. Utilize all question types available.

**MULTIPLE CHOICE TEST ITEMS**

Multiple choice test items are most appropriate for testing knowledge-based objectives in which the learner needs to choose correct information. These test questions require simple problem-solving skills to select a certain solution.

*Guidelines for Writing Multiple Choice Items and Distracters*
- Put the blanks toward the end of the main part of the question (the stem). This makes it easier for learners to read and understand what is being asked.
- The stem is usually followed by four or five possible responses. There should be only one correct response; the rest should be distracters – words or phrases meant to distract the learner’s attention away from the correct response.
- All distracters should be believable. One or more obviously wrong distracters make the correct answer easier to guess.
- Distracters should agree grammatically with the stem so they don’t provide clues to the learner.
- Distracters should be about the same length as the correct response.

**MULTIPLE RESPONSE TEST ITEMS**

A multiple response item is a variation of a multiple choice item in which the respondent can select more than one response. These are complex to write and answer. Try to avoid using these unless there is a clear fit for them.

*Guidelines for Writing Multiple Response Test Items*
- Follow the same guidelines for writing multiple choice questions.
- Create good distracters, similar to above.
- Avoid answers that have subtle differences in the responses, the point is not to trick the learner but to test their knowledge.
- Avoid “all of the above” and “none of the above” as answers.

**TRUE/FALSE TEST ITEMS**

True/false test items are often used because they are easy to write and correct. True/false testing should be used only to test knowledge objectives. Technically speaking, they are valid only for objectives that ask learner to recognize or identify correct information rather than to state or recall it.

*Guidelines for Writing True/False Test Items*
- Use in situations where there are only two likely alternative answers.
- Include only one major idea in each item.
- Make sure the statement can be judged reasonably true or false.
- Keep statements short and simple.
- Avoid negatives, especially double negatives; highlight negative words if they are essential.
- Attribute any statement of opinion to its source.
- Randomly distribute true and false statements.
- Avoid specific determiners (e.g., always, never) in the statements.
MATCHING TEST ITEMS

Matching test items are a lot like multiple choice items; many rules of construction are the same. In a matching list item, the respondent matches a series of words or phrases with something else, such as, another series of words or phrases or numbers of letters that are keyed to features on a chart, diagram, map, etc. A point should be earned for each correct item in the list.

Guidelines for Writing Matching Test Items

- Keep each item in the list short – preferably a word or phrase.
- Keep the items homogeneous in type (e.g., the features of a program).
- Provide a heading for each column of items that accurately describes the context.
- Provide more answer options than items to be matched. This reduces the chances of guessing a correct answer by process of elimination.
- Arrange the answers in some logical order, if there is one. This makes it easier to select the correct answer based on knowledge of the content.
- Specify the basis for matching in the directions.
- Specify whether answers can be used more than once.

SCENARIO-BASED TEST ITEMS

A scenario-based test item is a hypothetical story, case study, or example used to help a person think through a complex problem or system. They can be a simple description written in prose with questions that test whether or not a learner can apply what they have learned previously from the session content.

Guidelines for Writing Scenario-Based Test Items

- The scenario is based on a story about a program or problem, including information about the motivations of the people involved.
- The story is motivating. Tell the learner why it is important, why the people involved are doing what they are doing, what is the goal, and what are the consequences of failure.
- The story is credible. It not only could happen in the real world; stakeholders would believe that something like it probably will happen.
- The results are easy to evaluate. This is valuable for all test items, but is especially important for scenarios because they are complex.

Scenario-based test items can be used as Knowledge Check questions, Knowledge Recap questions, and questions in the middle of a session as described earlier in Step 7. The only place in which they are not available is in the Final Exam.

Phase III: Working in the Online Content Management System (CMS)

Step 8: Begin Writing Course Content

All GHeL courses are based on the following fundamental concepts:

- Each course is authored by a subject matter expert or a team of experts.
- Courses are highly focused and can be completed in about one to two hours. Although courses are designed to be taken online, a variety of offline viewing options are available, including printer-friendly, PDF, and eReader formats that allows learners to download course materials for further study.
- Sessions are intentionally short, stand-alone pieces that should be able to be completed in one 10-15 minute sitting.
- Online reading should be kept to a minimum. Economical use of text, supplemented with varied use of bullets, layers, and graphic images is intended to create an attractive learning environment.

The Companion Course Author CMS Training will equip your team with knowledge on how to use the CMS.
Understanding the Course Layout and Navigation

All courses begin with a Course Guide which highlights the course purpose, time expected to complete the course and course objectives.

Each course is comprised of a series of smaller sections called “sessions.” These sessions appear in the right-hand navigation menu on the screen.
Most sessions begin with some type of introduction to the key concepts covered by that session, focusing on the main take-away messages of that session.

Pages within a session contain the course material. A combination of text and graphical elements, including embedded videos, can be used to convey your technical concepts.

The Knowledge Recap provides learners with an opportunity to test their knowledge again. Learners will be given answers and explanations for each question in the Knowledge Recap.
Preparing the Course Content
The major challenge in preparing eLearning course content is to work with the material that you have assembled and create a preliminary but complete outline of all course content organized by course sessions. After you do that, it is necessary to create session level pages that present the basic text you want on a page (along with references citations, as appropriate), links to helpful Web resources, and any graphical elements like videos that can be embedded, pictures, charts, or maps. You will also complete and incorporate your test questions for each session.

Preparing Content for a Page of eLearning

• Write Basic Text
• Layer Page Elements
• Add Graphics (1-2 per page)
• Provide References

• Present Key Concepts
• Provide and Define Key Terms
• Create Links
• Finalize Knowledge Check, Recap, and Final Exam Questions

Writing Basic Text
The focal point and most important element of each page is the basic text. This text contains the key information to be presented to learners. You don’t have a lot of space to do this; so you must present the material concisely. Consider the following guidance:

• Write to what is critical for a learner to know (what key messages do you want a learner to take away from the course?)
• Keep it brief
• Condense your sentences (Vary your sentences—break up long sentences with short ones.)
• Keep it scannable (Most people don’t actually read on the web. They scan, looking for headings, bold keywords, and bullets)
• Make links meaningful

Layering Page Elements
Layering refers to the process of providing a second level of detail or reinforcing a learning point that you have made in the basic text. This is accomplished by incorporating graphical elements that reinforce the key concepts as well as creating additional call out boxes that allow for more information on a page.

Current instructional design best practice is to include all content on the main page for ease of readability and compatibility with mobile devices which are increasing at a rapid rate. As a result, it is important to evaluate the importance of the text that you want to include:

*Is it vital to the course and the key concepts that you are trying to portray or simply good to know?*
**Adding Graphical Elements**

Evidence supports the use of graphical elements to reinforce written concepts. These elements might include: interactive maps, well-designed graphics, instgrams, and even stylized font, such as the use of bolding and italics.

GHeL allows multiple graphics on a page. However, it is important to consider the layout of these in relation to the text. One to two graphics per page is a best practice. Graphics should not exceed a width of 750px.

Adding interesting, professional looking graphic elements is important to making your course look good. Be sure to locate and retain graphics (noting them as placeholders in your Course Outline and noting the image source and a brief description for your alt tags) so that they are readily accessible when you develop your detailed page content.

**Visuals are worth a thousand words - especially in the eLearning context!**
Provisioning Page Sources and Course References*

You should keep a list of the sources that you use. You must cite the author(s) and year of publication within the text or at the bottom of a page.

For ease of reading online, we tend to keep references at the bottom of the page unless a direct quote or a number of resources were used in developing the content and you would like to acknowledge attribution of specific elements of it to a specific reference.

You should keep a list of the complete reference citations for every page. These complete citations will be used to build the References & Links page, which will appear as a tab labeled R in the right hand navigation. This can be viewed by a learner at any point throughout the course.

Identifying Key Terms/Glossary Items

Identify any key terms used in presenting the subject matter and provide a definition of the term. For ease of use later, keep a list of these terms and their definitions and where you anticipate using them in the course, so that you can quickly draw on them later. The platform has a site-wide glossary. This allows consistency across courses of related topics. This is especially helpful related to terminology related to cross-cutting areas, such as gender and health system strengthening, to name a few examples.

On average, each session will have three or four key terms. In a course with eight sessions, you might have between 24 and 32 key terms. In sessions, you might have between 24 and 32 key terms.

Creating Links

Creating links is an easy way to guide learners towards additional information as well as to layer information on a page. This information makes it possible for learners to view interesting supplemental material for your course and allows you to focus on the most crucial information within the course.

You can create links to:

• Websites
• Uploaded documents
• Glossary terms
• Pages within your course

Finalizing Knowledge Check, Recap, and Final Exam Questions

The final task is to include the questions and answers for the Knowledge Check, Knowledge Recap, and Final Exam. All questions should reflect back to the detailed objectives for the session. Be sure that the answer to each question is included in the session text.
Phase IV: The Course Review and Approval Process

Getting Feedback and Making Final Edits

K4Health will provide an initial internal review and feedback on the course prior to it going out to a team of subject matter experts (referred to as “Reviewers”) identified by the course author. After you address K4Health’s feedback and instructional design suggestions, you will now be ready to share your course with your reviewers, including Jim Shelton, so that they can review it from a technical perspective and comment on the course online.

K4Health will provide you with a template email and instructions for reviewers. You will need to share the names and email addresses of your reviewers with K4Health so that we can provide your course reviewers with the correct permissions to review and provide their feedback on the course online. We estimate that the review process should take an individual reviewer 2-3 hours. We suggest that reviewers are given a two-week period to complete their review. For details on this process, see Appendix VIII.

When all reviewers have reviewed and commented on the course, you should review their feedback on the platform, reflect on it, and identify what material will need to be revised or created to address their feedback and complete the development of the course. K4Health is available to discuss and brainstorm how best to address reviewers’ feedback and can facilitate discussions with USAID regarding feedback. Once feedback is addressed, it will then be sent out for a final review by the ultimate course approvers – which is designated by the course author and Jim Shelton from USAID’s point of view.

K4Health will conduct the quality assurance test and final course copyedit and then publish the course when provided USAID’s approval.

Course Author Responsibilities  (1-2 people, ideally a subject matter expert and someone who is willing to be trained on how to use the eLearning CMS and get the course on the platform)

The Course Author(s) leads the following tasks:

• Determines the course objectives and content
• Collects and organizes technical material (e.g., graphics, illustrations, charts, reference citations, and glossary terms)
• Transfers the course content onto the eLearning platform
• Orchestrates subject matter experts’ input to review course content
• Manages, monitors, and tracks all stages of the course development process
• Captures, reconciles, prioritizes, and makes the final decisions regarding the course

Course Manager Responsibilities

The Course Manager leads the following tasks:

• Supports course author throughout course development process by reviewing sessions, providing guidance, helping to get graphics created, and providing CMS technical assistance
• Reviews course prior to technical review
• Can assist author in addressing comments into course
• Provides graphic support
• Completes copyedit
• Conducts final QAT (quality assurance test) which includes complete copyedit, verification that course follows GHeL standards, check of links and sources
• Updates course based on the QAT
• Works with USAID to finalize and publish course
Phase V: Publish the Course

The Course Manager from K4Health will publish the course on the Global Health eLearning (GHeL) Center website once all other steps have been completed.

Phase VI: Evaluate and Maintain

Learner Progress, Professional Development, and Action Plan

The GHeL program will track learner progress in your course, and in any other GHeL course that the learner has started. Learners can earn certificates, and can move up successive levels of completion.

To receive a passing grade, learners in these courses must correctly answer 85% on the exam questions that you prepare.

There is also a required Action Plan that learners are asked to complete before they can access their certificate of completion. The Action Plan asks learners to specify how they intend to use the course and the knowledge gained from the course in their professional lives. As a course author, you have access to a Certificates Earned Report as well as the Action Plans of successful completers of the course and Google Analytics on the course. You can access these reports on the Author Home of the GHeL website. This data can all be really insightful for monitoring purposes but also for the continual updating of the course content and development of future courses and training materials.

There is also a standard, voluntary course evaluation that learners may choose to complete at the end of each course.

This provides feedback to course designers on the quality, appropriateness, and timeliness of course content, design, and outcomes. Course Authors and those responsible for the GHeL Center use this feedback to improve future course development.

Currently, the GHeL courses are required for new USAID Junior Officers, but all staff are encouraged to include eLearning courses in their Individual Development Plan and end-of-year review.
Appendix I: Course Proposal

A GHeL course proposal must include the following **six elements**.

1. **Certificate Track**

The Global Health eLearning (GHeL) Center has developed Certificate Programs to help focus learning on key topics in global health. Three courses comprise a certificate track. As of December 2013, the certificate tracks on GHeL Center include:

- Child Survival
- Cross-Cutting Topics
- Early Childhood Development
- Family Planning and Reproductive Health
- Gender and Health
- Health Systems
- HIV/AIDS
- Infectious Diseases
- Maternal Health
- Neonatal Health

2. **Course Purpose**

A purpose statement specifies the reason why this course is important to the learner from both a technical and programmatic perspective. It states in broad terms what participants should know by the end of the course.

When you write a purpose statement:

- State the overarching rationale for the course; and
- State what you want the learner to know as a result of taking the course.

3. **Audience**

Specify your intended audience in the proposal.

For example, the intended audience for the M&E Frameworks for HIV/AIDS Programs is SI generalists, M&E professionals, program managers and public health professionals working at national and sub-national levels.

The intended audience for the Geographic Approaches to Global Health course is public health program planners, managers, and professional staff who are interested in learning how geography and spatial data and tools can benefit their programs. The course is designed for individuals without a background in geographic information system(s) (GIS) or who are not specialists in medical geography.

4. **Objectives**

Objectives are formed from thinking about the most important technical or programmatic ideas or questions found in research, among experts, or based on experience that you want to convey to a learner taking the course. Structure objectives around the main ideas or concepts that you would like the learner to take away from each session of the course. These objectives are the main instructional goal of each session of the course.

5. **Draft Outline**

Create an outline of the proposed course. The course will consist of sessions, shown in the example below. Remember that the objectives listed above are the main instructional goal of each session of the course.
Draft Outline

Chapter 1: Stigma and Discrimination: A Conceptual Model
   Terms and Concepts
   Understanding HIV Transmission
   Vulnerability and HIV
   Stigma, Discrimination, and Internal Stigma

Chapter 2: Vulnerability and Stigma; the effects of Stigma and Discrimination on the HIV epidemic
   Effects on prevention
   Effects on care and treatment
   Policy and programming implications

Chapter 3: Policy considerations - formulating an effective response for reducing stigma and discrimination
   Begin with a solid knowledge base
   Confront the cycle from different angles
   Include a gender perspective
   Support a policy base for human rights
   Encourage the participation of affected and affected sectors

Chapter 4: What seems to be working?
   Encouraging leaders in stigma reduction with different community leaders
   Addressing internal stigma
   Advocacy and monitoring training Reducing stigma in service delivery

Chapter 5: Challenges
   Policy
   Policy implementation/ programming
   Human capacity

Chapter 6: Measuring stigma and discrimination reduction
   Indicators
   Tools

6. Source Material

Materials used in creation of courses can include reference guides, manuals, PowerPoint presentations, key articles from journals, important information from textbooks or field work (technical best practices, expert reviews, and existing instructional materials). List any materials that you know of that could be used in the development of this course.
Appendix II: Course Project Schedule Template

USAID Global Health eLearning Center Course Project Schedule (TEMPLATE)

Name of Course: 
Course Author(s): 
Technical Reviewers: 
Course Manager (K4Health)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Step/Tasks</th>
<th>Lead Responsibility</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Contact Terra Fretwell/USAID or GHeL team at K4Health to express interest and discuss the process for proposing a course</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Develop a course proposal and submit it to Terra Fretwell and the GHeL team at K4Health</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Obtain course approval</td>
<td>Terra Fretwell and Jim Shelton of USAID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Identify and recruit technical reviewers</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Develop a course schedule</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Conduct kick-off meeting</td>
<td>GHeL team at K4Health, Terra Fretwell, and Course author (plus any other team members the course author wants to invite)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0 Course Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Review course design process and assign roles and responsibilities</td>
<td>Course Author with K4Health course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Develop/refine course purpose statements/sessions</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Brainstorm key concepts and cluster into sessions</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Assemble key materials for course; identify key references to be used</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Develop high level course objectives</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Set up course architecture in the CMS objectives</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Provide CMS Training (Part I)</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>Develop detailed session level learning objectives/approach for citing</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>Identify/define/record glossary terms</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.10</td>
<td>Identify graphics to support key concepts</td>
<td>Course Author (consult with K4Health Course Manager)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 Course Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Use detailed course outline to write course content</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Draft first few sessions of content online</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix II: Course Project Schedule Template

### USAID Global Health eLearning Center Course Project Schedule (TEMPLATE)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Step/Tasks</th>
<th>Lead Responsibility</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Inform Course Manager that the drafts of initial sessions are ready for his/her review</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Review content, format it for eLearning, and provide feedback on the platform</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Address feedback and continue to draft content for the remaining sessions online</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Develop a list for possible graphics, photos, and interactive media</td>
<td>Course Author (consult with K4Health Course Manager)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Create site-ready graphical elements</td>
<td>K4Health Course Manager (consult with Media Specialist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Provide CMS Training (Part II) on adding questions</td>
<td>K4Health Course Manager with Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Add quiz and final exam questions to the platform</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Conduct internal review</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Address comments from K4Health's review</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.11</td>
<td>Email technical reviewers (subject matter experts including Jim Shelton) to review the course for technical accuracy</td>
<td>Course Author (consult with K4Health Course Manager who will provide email template and instructions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.12</td>
<td>Integrate edits and revisions into the course</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.13</td>
<td>Ensure that all content is referenced properly and according to GHeL standard practices</td>
<td>Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.14</td>
<td>Copyedit all of the content</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15</td>
<td>Send to USAID for final approval to publish course</td>
<td>K4Health Course Manager and Course Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.16</td>
<td>Conduct quality assurance testing</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>Deliver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Publish course on GHeL website</td>
<td>K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Promote the course</td>
<td>Course Author and K4Health Course Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Regularly monitor the course by reviewing the Certificates Earned Report, Action Plans Report, and Google Analytics Report - quarterly or at least annually</td>
<td>Course Author (consult with K4Health Course Manager)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Prioritize suggestions and update the course accordingly (at least every 2 years)</td>
<td>Course Author (consult with K4Health Course Manager)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Guidance for Proposing a New Certificate Program

In developing a course proposal, you should first look at the existing Certificate Programs and courses that comprise of them and indicate on your proposal how your proposed course will enhance or address a gap in the program. If a Certificate Program doesn’t exist, you may want to consider proposing a new Certificate Program. All Certificate Programs should comprise of at least 3 courses. If you are starting with just one course and cannot commit to developing more courses, then the course that you are working on might need to fall into the Cross-Cutting Certificate Program until more resources are made available to develop the required 3 courses.

Example Early Childhood Development Certificate Program Proposal

Executive Summary

The proposed e-learning course modules will support the field-based trainings by providing additional and supplementary information to the training manual on the use of the Essential Package. It will also be a useful platform so that as new information is discovered, it can be easily shared minimizing the costs of face to face trainings.

In partnership with the OVC Technical Working Group and with a two-year grant from the Conrad N. Hilton Foundation, Save the Children, CARE and its partners recently developed a framework of recommended actions and a set of tools (“the Essential Package” (EP)) to help service providers meet the holistic needs of caregivers and young children (ages prenatal to 8 years of age) in communities where HIV and AIDS has had a high impact on communities, households and children. Building upon this work and the momentum from the donor and implementer community to address the needs of very young vulnerable children, the OVC TWG proposes to work with Save the Children and partners to adapt these tools for e-learning. The course will target program implementers, policy makers and donors with an interest in rolling out the Essential Package in various country contexts as well as measuring the impact of these early interventions on populations affected by HIV/AIDS.

As the program is further developed and based on user demand, we will explore linkages with certificate bearing distance learning programs with Universities such as the University of Cape Town, University of KwazuluNatal and other universities in target countries.

eLearning Courses

There are currently no e-learning courses targeted to implementers of OVC programs on early childhood development much less the intersection of ECD and HIV. In the first phase of the development of the Essential Package, a draft training manual was developed which was utilized in Zambia, Malawi and Mozambique to begin to test out the materials of the Essential Package. In the second phase, Save the Children and partners will develop a formal training manual to accompany the Essential Package and will roll it out in field-based settings with partners implementing programs targeting children affected by AIDS. As training has started to roll out with interested partners, additional training needs have been identified which will need further development in Phase 2. A proposed outline for e-learning course modules follows.

Purpose:

To engage staff of implementing agencies involved in programs for children affected by AIDS on issues related to early childhood development in the context of HIV and AIDS. This training will equip participants with the knowledge and understanding necessary to incorporate holistic early childhood development (ECD) messages and activities into their programs (i.e. home-based care, OVC programs). Participants will learn about developmental domains and the importance of stimulation and learning opportunities, health, nutrition, child protection and a consistent caregiver to support children to learn and grow. Through a review of the literature, visual aides and practical case studies, participants will learn how best to support young children and their caregivers to reach optimal developmental outcomes.
**Audience:**
The audience for the course is intended to be OVC/ECD focal persons within the US government, as well as implementing partners, and local government partners (e.g. Ministry staff). Program partner staff may find the course particularly useful if attempting to integrate ECD into their existing programs or alternatively understand how HIV and AIDS impacts development outcomes. The courses that make up the program are targeted to those who plan, manage, implement, and support program interventions for OVC and their families. However, the content may also be relevant for academic audiences and others engaged in efforts to improve the well-being of highly vulnerable young children. A certificate indicating successful completion of the online courses will be granted.

**Objectives:**
At the end of this Certificate Program, participants will be able to:

1) Understand the evidence and rational for investing in early childhood development;
2) Identify specific challenges faced by children and caregivers affected by HIV and AIDS that may interfere with optimal child health and development;
3) Clearly state the developmental domains in early childhood development and essential actions which promote achievement of developmental outcomes;
4) Recall the roles and relationships of stimulation, health, nutrition and child protection in promoting optimal developmental outcomes;
5) Recognize the role that stigma, discrimination and social isolation play in limiting household access to services necessary for the promotion of early childhood development and potential ways to address these barriers;
6) Name key tools used to monitor and measure developmental outcomes and contributing factors including caregiver status, the caregiving environment and discrimination reduction efforts;
7) Understand the importance of linking households with existing resources, including economic strengthening activities in promoting optimal child health and development;
8) Know where to look for further information or technical assistance on ECD and HIV.

**Draft Outline Course Modules for Course**

**Course 1: ECD 101**

Overall Goal: Provide participants with an awareness of key early childhood development terms, concepts, definitions, and an understanding for how children develop, how HIV impacts the developmental trajectory of young children, and how in the absence of intervention children may suffer life long consequences.

**Key concepts:**
- Terms and Concepts
- ECD as holistic child care and development
- Developmental Domains
- Impact of HIV on cognitive, physical, socio-emotional and language development
- Social isolation and impact of stigma and discrimination

**Course 2: Defining holistic child development**

Overall Goal: Understand that children develop holistically. Addressing only one area of development without others can lead to children not reaching their full developmental potential.

**Key concepts:**
- Building Blocks: health, nutrition, stimulation and learning opportunities
- Rights/protection
- Economic Strengthening
Course 3: Meeting the Needs of Young Children and Their Caregivers within an HIV context

Overall Goal: As young children develop they have different needs as do their caregivers. This section will review these needs according to the child’s age and stage of development and will explore caregiver needs in terms of access to information, social support, rights and protection and economic strengthening.

Key concepts:
- Overview of needs of children by age
- Overview of needs of caregivers by type
- Strategies for addressing the needs of young children affected by HIV
- Meeting needs of children through empowered caregivers at the household level
- Strategy 1: Foster positive caregiver-child interaction
- Strategy 2: Employ a developmentally appropriate approach to enhancing children’s health and development
- Strategy 3: Support linkages to broader systems of integrated care
- Strategy 4: Eliminate barriers to care and support

Course 4: Special Considerations for Highly Vulnerable Children and their Caregivers (e.g. physical/mental disability; abuse; and those who are socially isolated)

Overall Goal: This course will explore different considerations for young children especially those made more vulnerable due to physical/mental disability, how to create protective environments for these children and how to best support their caregivers to help them meet the developmental needs of such children. It will also explore how programs can best support families for quality implementation.

Key concepts:
- Psychosocial Care and Support for Caregivers of young children
- Addressing the needs of children with disabilities
- Creating protective environments for children (i.e. Preventing child abuse)
- Addressing the needs of very vulnerable caregivers (child headed households/elderly caregivers)
- Supporting care providers at the point of service delivery (mentoring, support supervision)
- Supporting communities to implement quality ECD programs targeting children affected by AIDS

Course 5: Policy Considerations – Creating an Enabling Environment for Support of Young Children and their Caregivers impacted by AIDS

Overall Goal: This section will explore the policy considerations related to orphans and vulnerable children and their caregivers and challenges to implementation while providing effective solutions to address these critical issues at national level.

Key concepts:
- Review of National Plans of Action and other research on ability of governments to address this critical issue
- Challenges to implementation
- Gender considerations and impact of care arrangements
- Developing effective policies for children across the age and developmental continuum
- Human resource implications

Course 6: Monitoring and Evaluation of an effective response for young children and caregivers affected by AIDS

Overall Goal: This section will explore key concepts of monitoring and evaluation as they relate to OVC/ECD programming. It includes discussions on measurement of children’s wellbeing along the lines of child status, caregiver status and caregiving environment and will present specific tools used to measure wellbeing.

Key concepts:
- Review of indicators
- Tools for measurement
- Linking data with policy and using data for decision-making
## Appendix IV: Advantages and Disadvantages for Different Types of Test Items

<table>
<thead>
<tr>
<th>Test Item Type</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>• Require simple problem solving skills</td>
<td>• Difficult to write and correct</td>
</tr>
<tr>
<td></td>
<td>• Appropriate when there is a specific solution</td>
<td>• Require distracters (also difficult to write)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Often misused</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leave room for interpretation by the learner</td>
</tr>
<tr>
<td><strong>Multiple Response</strong></td>
<td>• Provide fewer clues to the respondent</td>
<td>• Difficult to write &amp; correct</td>
</tr>
<tr>
<td></td>
<td>• Cover more aspects of learning on a topic</td>
<td>• Interpretation of scores more complex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attempt to cover too much content in one question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test focus might assume higher levels of comprehension than the learner was provided or able to practice in the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leave more room for interpretation by the learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less chance for instructor feedback</td>
</tr>
<tr>
<td><strong>True/False</strong></td>
<td>• Easy to write</td>
<td>• Difficult to write &amp; correct</td>
</tr>
<tr>
<td></td>
<td>• Easy to correct</td>
<td>• Interpretation of scores more complex</td>
</tr>
<tr>
<td></td>
<td>• Don’t take up a lot of time</td>
<td>• Attempt to cover too much content in one question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test focus might assume higher levels of comprehension than the learner was provided or able to practice in the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leave more room for interpretation by the learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less chance for instructor feedback</td>
</tr>
<tr>
<td><strong>Matching</strong></td>
<td>• Easy to write</td>
<td>• Lists can be too long</td>
</tr>
<tr>
<td></td>
<td>• Easy to administer</td>
<td>• Require too much of the learner’s time to answer</td>
</tr>
<tr>
<td></td>
<td>• Easy to correct</td>
<td>• Result in guesswork that is then difficult to assess (one error might result in another error that the learner wouldn’t otherwise make)</td>
</tr>
<tr>
<td></td>
<td>• Good for questions that involve a graph, chart, or other illustration</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario-based Test Items</strong></td>
<td>• Provide a simulated-like scenario or story faced by learners in the field</td>
<td>• Difficult to write because the scenario should be credible and complex</td>
</tr>
<tr>
<td></td>
<td>• Require more complex problem solving skills related to the application of the concepts learned in the session to a specific scenario</td>
<td>• Leave more room for interpretation by the learner</td>
</tr>
<tr>
<td></td>
<td>• Appropriate when there is a specific solution</td>
<td>• Could benefit greatly from personalized feedback from an instructor</td>
</tr>
<tr>
<td></td>
<td>• Should be easy to evaluate</td>
<td></td>
</tr>
</tbody>
</table>
Appendix V: Guidelines for Adding Graphics, Photos, and Embedded Videos

Location
In the GHeL Center, it is best practice to add no more than two graphical elements per page of text. The graphical elements, including videos, can be adding anywhere on the page. You can select left, right, or center. The graphics and video should reinforce the key concepts on the text. As a result, the placement of graphical elements is important.

Size
eLearning graphics, photos, and videos should not exceed a width of 750px. There is no limit on the height. However, it’s important to consider that graphics that are too large distort the eLearning page and increase upload time.

Format for Graphics and Photos
eLearning files should be png, gif, jpg, and jpeg. Files must be less than 8 MB.

Format for Embedding Videos
The platform allows you to insert a 3rd party video from one of the following providers:

- Archive.org
- DailyMotion
- Blip.tv
- CappedCollege
- Meta Cafe
- Humor
- Streamhoster
- YouTube
- Flickr Slideshows
- Game Videos
- GodTube
- Google Video
- Vimeo
- Wistia
- Flickr Video
- Game Trailers
- Slideshare
- Game Videos
- MySpace
- Picasa Slideshows
- YouTube (Playlist)
- Teachertube
- Photoshare
- Video
- Game Trailers
- Slideshare
- Game Videos
- Flickr
- Video
- Vimeo
- Wistia
- MySpace
- Picasa Slideshows
- YouTube (Playlist)
- Teachertube

Sourcing
All eLearning graphics and video MUST be appropriately sourced, and all appropriate permissions MUST be obtained. Many images and videos are available on the Internet. A lot of images (such as a number available via Flickr and Photoshare) are posted on the Internet under the Creative Commons Copyright/license. Creative Commons Copyright/license states that an image can be used for nonprofit, noncommercial use if it is credited properly and distributed and displayed as it appears. That said, you must provide an accurate description and credit as to where the image was found if the actual photographer/organization is not provided. Also, images must be used in a context that fairly represents the real situation, subject identity, and physical location of the image. If a graphic, photo, or video is not clearly designated as in the public domain, permission for their use must be obtained. See Appendix VII for a Standard Permission Request for Photos, Graphic Images, and Videos.

For graphics and photos, the source information appears on the alt tag along with a brief description of the graphic. For videos, provide a note under the video that reads “Courtesy of XXX.”

Special thanks are extended to those who provided the photos, graphic images, and video that illustrate the course content and are embedded in this course.

Alt Tags
When you hover with your mouse over any graphic and photo in the GHeL Center, a little text box pops up. This is an alt tag, where the source and a brief description of the graphic are placed. Web readers (used by the visually impaired) cannot read or interpret images, but they can read the text in the alt tag.

Photoshare
Photoshare at: www.photoshare.org is a great place to find pictures because permission for use for these photos has already been obtained and descriptions are provided. Other sources for graphics are: your organization, photos and graphics you have created yourself, and graphics created by colleagues.

Fuzzy Graphics
It is important to make sure the graphic is not fuzzy (this can happen when a small image is stretched) or distorted. Please send any images you are having difficulty with to your course manager and s/he will format appropriately.
Reference Citation Guidelines

- Complete reference citations for all sources cited in eLearning course are listed alphabetically on the References & Links page, using an author-date style.
- For references with the same author(s) but a different year of publication, list the most recent publication first.
- Citations within eLearning course text are shortened and put in parentheses.
- Citations below a graphic or at the bottom of a page of e-course text are preceded by Source: and shortened.
- For publications with more than three authors, cite the first author et al.
- If there is no individual author(s), use the organization as author.
- If a course cites multiple publications by the same author in the same year, distinguish these citations by adding a, b, c, etc. at the end of the year.
- When citing articles from Web sites, give the month and year the article was accessed online. For example: Accessed January 2005.

See the table below for specific citation examples.

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Full Citation for References &amp; Links Page</th>
<th>Short Citation Within Text on eLearning Course Page</th>
<th>Short Citation Below Graphic or at Bottom of eLearning Course Page</th>
</tr>
</thead>
</table>

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2 When citing an online publication, link the title to the url.
Appendix VII: Standard Permission Request for Photos, Graphic Images, and Videos

Date

Dear ________, (or To Whom This May Concern):

The Agency for International Development’s (USAID’s) Bureau for Global Health is currently developing an eLearning course on the topic of ________________. We are looking for a photo/graphic/video to illustrate the concept of _________________. We expect this eLearning course to go live on the Global Health eLearning Web site at www.globalhealthlearning.org in month/year. We also anticipate that this may course eventually be provided in other versions or formats (e.g., on CD-ROM, in outreach materials, translated into other languages).

The Global Health eLearning Center is a nonprofit, government-funded Web site that provides online training courses used by health service professionals in developing nations around the world and by USAID Mission staff. All versions of our eLearning courses are offered free-of-charge. Users must create an account with a username and password to access the course material.

We have located the following photo/graphic/video at: (Give url where you located the photo/graphic/video, description of photo/graphic/video, and any credit information displayed with the photo/graphic/video.)

May we have permission to use this photo/graphic/video in the context described above? We will provide credit information and a brief description of the photo/graphic/video in one or more of the following places (the alt tag or a source note on the page).

Thank you for your assistance/guidance in this matter.

Sincerely,

(insert your name)
Appendix VIII: Letter to Reviewers Template

Dear Colleagues:

Thank you for agreeing to review the eLearning course, INSERT COURSE NAME HERE. We are asking you and other persons with respected expertise in INSERT SUBJECT MATTER HERE to review this course. We want to ensure that it is useful, and applicable to, health professionals worldwide. We value your comments and suggestions and greatly appreciate your reviewing the course and providing us with feedback. Please consider the information below as you review this course.

The course that you will be reviewing is part of a series of courses in USAID’s Global Health Online Learning Center. This online learning center was developed to

- Provide effective, time-efficient continuing education for USAID staff
- Offer effective, state-of-the-art, technical content on key public health topics
- Serve as a practical resource for increasing public health knowledge and skills

The primary audiences for Global Health eLearning are PHN (Population, Health and Nutrition) officers and FSNs (Foreign Service Nationals) at USAID missions around the world, USAID staff based in Washington, and public health professionals from collaborating agencies, nongovernmental and governmental organizations, as well as others interested in improving their basic understanding of gender and reproductive health. The principal purpose of this eLearning module is to introduce key concepts about INSERT SUBJECT MATTER HERE.

We would like you to focus on content and overall organizational issues. Please judge the appropriateness of content, scope, accuracy, and presentation of information in terms of the Global Health eLearning Center’s audience and purpose. Please note that additional images and graphics will be added and a complete edit will be done before publishing.

Instructions for reviewing a course are below. You may complete your reviewing by submitting your page specific comments directly to the course using the Feedback feature. More general course comments and remarks can be sent to INSERT YOUR EMAIL ADDRESS HERE. We’ve included instruction on how to review a course on the GHeL platform after the signature.

Please be sure to write your comments as clearly as possible so that they are not subject to misinterpretation. If you are suggesting that text be added or changed, please provide the new content/wording if possible, and indicate supporting evidence where appropriate. Also, please note that we are aiming for this course to be INSERT COURSE TIME HERE in length.

Please provide all comments by INSERT DEADLINE HERE.

Thank you in advance for your helpful comments and suggestions.

Best regards,

(insert your name)
Steps for reviewing a course:

1. Sign in to GHeL (www.globalhealthlearning.org) with your GHeL login information. If you forgot your password, on the sign in page you can request a new password to be sent to your email inbox.

2. After logging in, go to Author Home (top / right corner of the website in orange).

3. Under Author Tools, you will see the course in the MY COURSES IN DEVELOPMENT grey box. Click on the course title to go to the Course Landing page.

4. To start the course, click on the blue button “Start Course” or “Course Content” if this is your first time accessing the course.

5. If you would like to view the course like a learner would, make sure to check the box next to Learner Mode located in the top right corner of every course page.

6. As you read through the course and notice any issues, please click on the Feedback tab in the pop-out menu (the bubble with the !). You can add a subject line and comment directly to the page with the issue.
   - Your most recent Feedback comments and other reviewer comments will appear on the Author Home, under MY RECENT FEEDBACK.

7. If you have any suggestions or edits to make to the quiz questions, then please note them in the landing page of the quizzes (that is where the quiz instructions are).

Right-hand navigation (Pop-out menu) in the course:

• The tab with the bubble and ! is for adding comments to a particular page.

• The tab with the G is for glossary terms.

• The tab with the period and lines provides the chapter and page view of the course content. It’s another way to navigate the course instead of only the previous and back buttons at the bottom of each page. For a simpler page navigation view, toggle on the Learner Mode. Page Navigation for learners is simpler and easier to understand.

• The tab with the ’R’ is for references.

NOTE: If you would like to view the course without seeing the navigation panel, just click on the X in the circle in the right hand navigation.