



HEALTH
COMMUNICATION
CAPACITY
COLLABORATIVE

Literature Review Summary, Panel Introductions and Opening Comments from Moderator



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Blended Learning BINGO

Evaluation	Authoring Tools	SCORM	Face to Face Trainings	Engagement
Virtual Classroom	Integration	Learning Management System	Synchronous	Life-long Learning
LINGOs or HC3 or SBCC	Hard vs Soft Skills	Free	Asynchronous	Performance Support
Live On-Line Courses	Discussion Boards	Bandwidth	Social Networking	Media
Hosted Solutions	Minimum Requirements	Communicate	E-learning	Live Instructor



Blended Learning Expert Consultation

June 17th, 2014

Baltimore, Maryland

9:00 to 9:15	Introduction <ul style="list-style-type: none"> Welcome – Overview of HC3 and capacity building for SBCC 	Susan Krenn
9:15 to 9:20	Review of the day <ul style="list-style-type: none"> Logistics, lunch, turn phones off Introduce moderator 	Leanne Wolff
9:20 to 9:40	Moderator opening remarks <ul style="list-style-type: none"> Overview of literature review Situate the topic/challenges Introduces panelists 	Eric Berg
9:40 to 10:40	Panelist remarks <ul style="list-style-type: none"> Presentations and reactions on Needs Analysis 5 minute clarification questions from audience Presentations and reactions on Design and Development 5 minute clarification questions from audience 	Sharon May Gail Naimoli
10:40 to 11:00	Break	

11:00 to 12:00	Panelist remarks <ul style="list-style-type: none"> • Presentations and reactions on Implementation • 5 minute clarification questions from audience • Presentations and reactions on Evaluation • 5 minute clarification questions from audience 	Steven Honeyman Robert Brinkerhoff
12:00 to 12:15	Summary of key themes	Eric Berg
12:15 to 1:00	Questions <ul style="list-style-type: none"> • Questions from audience 	Eric Berg
1:00 to 2:00	Lunch	
2:00 to 2:10	Opening the afternoon <ul style="list-style-type: none"> • Instructions for case study, group work 	Eric Berg
2:10 to 3:00	Case scenario working groups <ul style="list-style-type: none"> • Health worker • MOH • University • SBCC professionals 	
3:00 to 3:10	Break	
3:10 to 3:40	Case scenario working groups (cont.)	
3:40 to 4:40	Report out from each group	Group Representative
4:40 to 5:00	Wrap up <ul style="list-style-type: none"> • How will we use this information • Introduces the webinar dates 	Eric Berg Leanne Wolff

Panelist Introductions



**Sharon May – Management
Sciences for Health
(Needs Analysis)**



**Gail Naimoli – Independent
Consultant
(Design and Development)**

Panelist Introductions



**Steven Honeyman –
Population Services
International
(Implementation)**



**Robert Brinkerhoff –
Advantage Performance
Group (Evaluation)**

Baseline Data for Workshop

“Knowledge” or “Who is in the room?”

- Which of the following are essential for blended learning:
 - Instructor
 - Internet
 - Computers
 - Media (other than reading)
 - Peer-to-Peer Interaction
 - Application Exercises
- How long has blended learning been around?
 - Less than 5 years
 - 5 to 10 years
 - Forever

Baseline Data for Workshop “Attitudes”

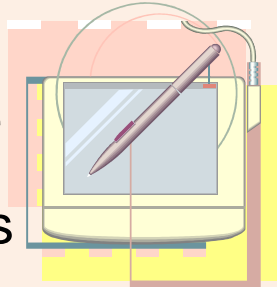
- Has experience been generally positive or generally negative – no abstaining!
- Do you anticipate doing more or less blended learning? (More – Less)
- If you had the resources, would you do prefer to do face-to-face only? (Yes – No)
- Do you believe blended learning is more effective than previous methods or less effective? Again – no abstaining!



What Makes it Blended Learning?

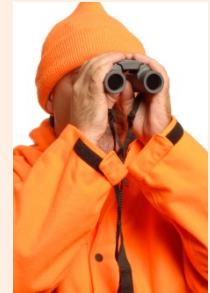
Computing Device

Computers, Tablets, Phones



Distance

Instructors
Fellow Students
HQ

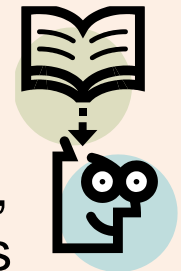


Connection

Online, Occasionally Online, SneakerNet

Content

Body of Knowledge,
Simulations, Games



Interactivity/Time

Synchronous
Asynchronous



Facilitation

“Live” Instruction
Personal Response



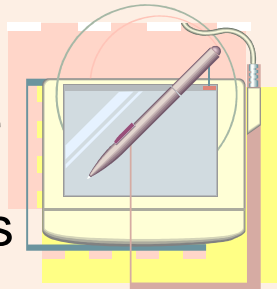
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Isn't It Just Learning?

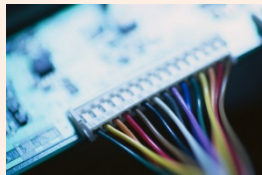
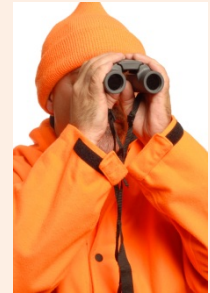
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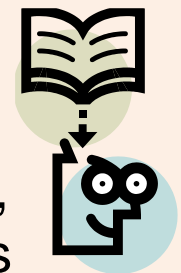


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Blended Learning Terms

“Face to Face”

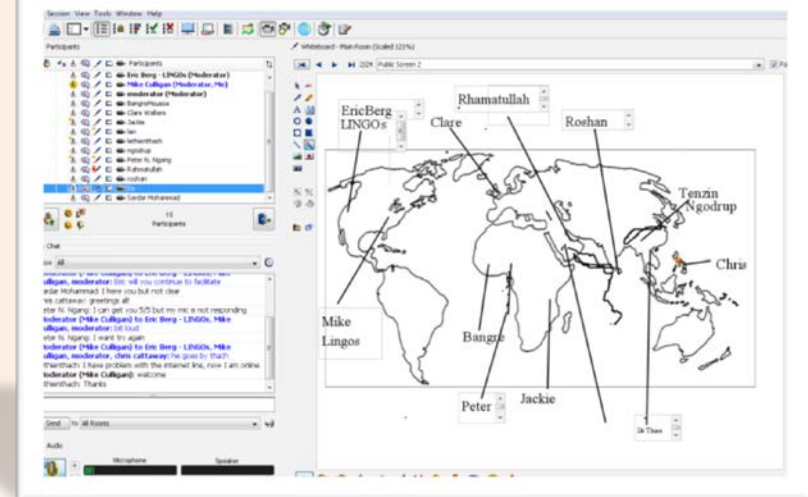
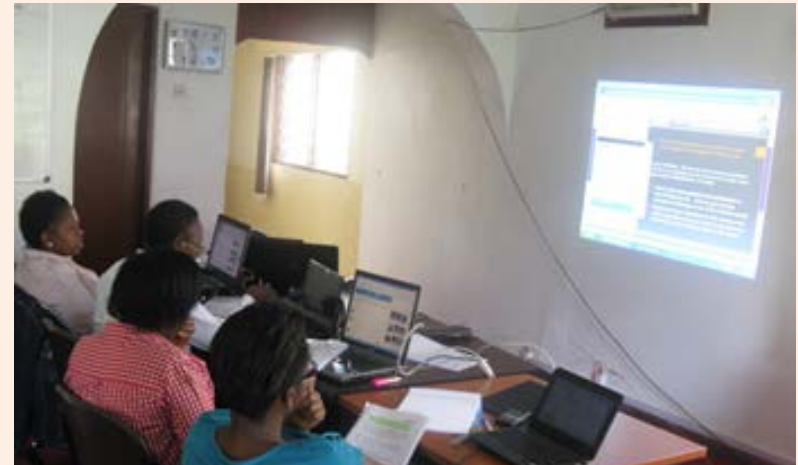


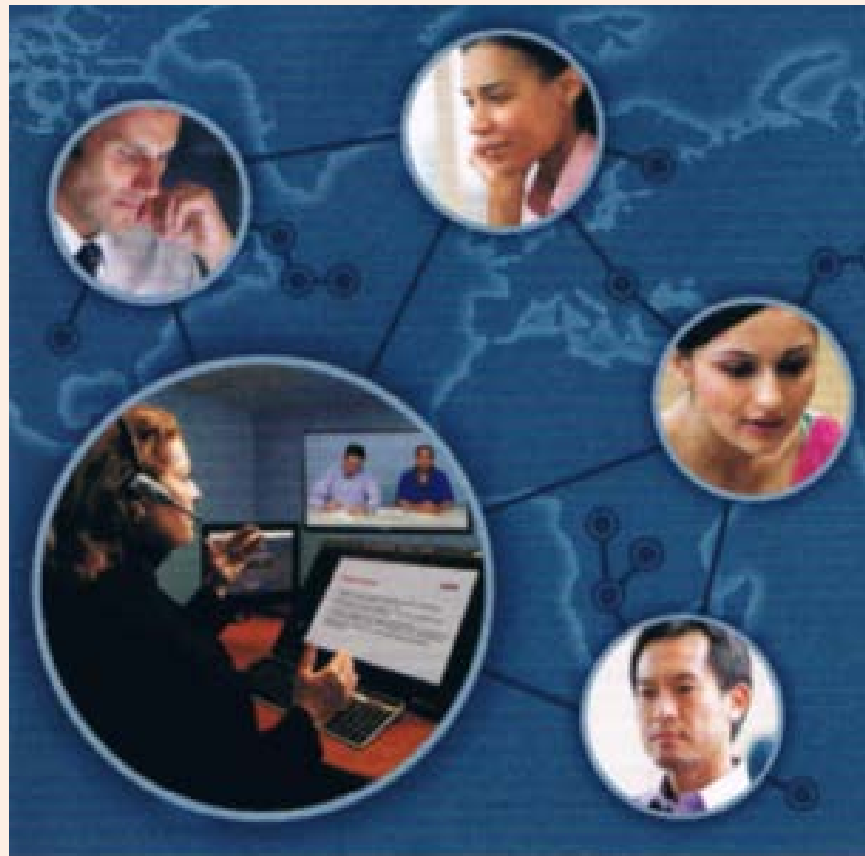
Blended Learning Terms

“Live Instructor”



Blended Learning Terms “Classroom”





ON THE SAME PAGE
IN THE SAME ROOM
THOUSANDS OF MILES APART

 **HARVARD
BUSINESS**
PUBLISHING

C O R P O R A T E L E A R N I N G



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Baseline Data for Workshop “Skills & Application”

- How many have taken a blended learning course?
- How many have taught a blended learning course?
- How many have designed a blended learning course?
- How many have evaluated a blended learning course?

Literature Review Summary

- Effectiveness of Components
- Determining the Appropriate Blend
- Facilitators and Hindrances to Success
- Blended within SBCC Competencies
 - Knowledge
 - Attitudes
 - Skills
 - Application
- Considerations for Use in SBCC Contexts

General Observations

- Lots of contradictory findings
- Shortage of more current research and development/health specific research
- Lots of “common sense” – (Were there any surprises?)
- Hints of directions for the group to further the knowledge creation

Effectiveness of Components

- Instructors/Experts/Mentors
 - Key success driver
 - Question – Are there differences between Face-to-Face and Virtual Instructor effectiveness?
- Job Related Alignment
 - Other key success driver
 - Question – Can this be approximated through simulation and/or other techniques?

Determining Appropriate Blend

- A Bit Muddled – Message seems to be: “It all works” (S-S, S-T, S-C example)
- Individualized better for “soft” skills
- Structure better for “hard” skills
- Voluntary assignments least useful

Facilitators and Hinderances

- Facilitators
 - Instructor Feedback
 - Appropriate Content
- Hinderances
 - Technology
 - Self-Discipline
 - Inflexibility
 - Quality

Within SBCC Competencies

- Knowledge
 - How to strengthen nature of instructor to student and peer to peer interactions is fertile ground
- Attitudes
 - Self reflection particularly useful
- Skills
 - Supervised Hands-on practice important/essential
- Application
 - Real world application exercises
 - Team trainings enhance adoption

Considerations for SBCC Applications

- Access to Technology
- Language
- Cost

Literature Review Questions

- Do we have the right conclusions? What needs adding or clarification?
- What are the enabling factors and what is the translation of this to the real world?
- What additional questions do we need to ask ourselves to develop a blended learning approach to capacity strengthening?
- How do we sustain the motivation of learners to continuous, life-long learning and how does blended learning help?