

Project Title **LINQED network educational strengthening by TEL**

1. PROJECT SUMMARY

1.1. Project title

Capacity building in Technology Enhanced Learning (TEL) for and by LINQED members

1.2. Short Project Description

Project purpose

This project wants to develop and strengthen knowledge and skills regarding TEL among LINQED partners by building on the available pedagogical expertise within the network.

Expected results

1. An introduction one-week workshop is developed and delivered to a particular group of LINQED partners who lack e-learning basic knowledge and skills but would embark in e-learning teaching. The workshop focuses on exploring technological tools for e-learning.
2. An online course on e-learning is developed and made available to all LINQED partners. The emphasis of the online course is on instructional design-related issues.
3. An online course on how to set up and maintain a community of practice is developed.
4. Further needs of LINQED partners regarding TEL are identified.

1.3 LINQED partners involved

Three partners will take the lead:

University of Pretoria, South-Africa.

Universidad Peruana Cayetano Heredia, Peru.

Institute of Tropical Medicine, Antwerp, Belgium.

LINQED partners interested in developing/strengthening their TEL capacities are:

BP Koirala Institute of Health Sciences, Nepal

Ecole de santé Publique, DR Congo

Institut National d'Administration Sanitaire, Morocco

Instituto Nacional de Higiene, Epidemiología y Microbiología, Cuba

Institute of Public Health, India

Instituto Pedro Kouri, Cuba

Institute of Tropical Medicine, Belgium

Makerere University, School of Public Health, Uganda

Pontificia Universidad Católica del Ecuador, Ecuador

Universidad Mayor de San Simon, Bolivia

University Gadjah Mada, Indonesia

1.4. Duration

Three years

2. CONTEXT ANALYSIS

2.1. Problem analysis

All educators and medical professionals are living in an increasingly fast changing, globalizing and complex world. Knowledge is power and keeping abreast with new developments is of utmost importance for professionals and researchers. Enables institutes and individuals at all stages of their development to pursue stimulating learning opportunities in low resource areas and countries is a challenging task.

New technologies are developing rapidly, constantly evolving. It creates opportunities in terms of access to knowledge, to professional networks and for lifelong learning etc.

However, low resource areas/countries have much more difficulties and fewer opportunities to catch up such rapid development. As the technological field is fast moving field the gap between those individuals and institutions that know and use TEL and those that don't may increase exponentially over the coming years.

2.2. Objectives

General objective

To train at post-graduate level health experts and scientists from developing countries in the management of health services and disease control programmes, in health-related research or in the delivery of reference health services using TEL.

Current focused objectives

1. After the one-week e-learning workshop, core staffs in partner institutions acquire sufficient knowledge and skills on how to use technology enhanced tools.
2. After completing the online facilitation of e-learning course, core staffs in partner institutions are capable of applying e-learning and adult learning principles to design e-learning environments which meet the needs of individual and of groups.

2.3. Problems addressed in the project

In LINQED all members offer postgraduate training, some have extensive expertise in using TEL, while others have made a start with it or are willing to do so in a near or further away future. There is an unbalance of knowledge and skills between partners in implementing TEL. However, from another perspective, such unbalance also promotes interest in sharing and raises a demand for learning from the available expertise.

Although trust has been built up and communication among partners has been promoted, in between workshops, passive behavior still exists. For instance, LINQED website is specially set up for exchanging information between partners. However, it is not actively used by members. Concrete cooperative projects are needed for further strengthening the relationships between all the institutions within LINQED.

2.4. Expected benefit from LINQED network collaboration on these problems

Significant advantages are to be gained from the sharing of expertise and resources between partners:

1. An educational network as LINQED with partners with different backgrounds to regard TEL offers opportunities for collaborative learning, sharing of expertise and experience and mutual capacity strengthening.

Because the experience with TEL varies from almost none to high, we think collaborative learning will certainly increase the TEL knowledge of these “naïve” partners. In a long term, institutions with expertise in TEL will also benefit. They will gain more experience in delivering e-learning training.

2. This joint learning and exchanging of knowledge will also benefit us all in the global educational context.

The joint approach will add to the global understanding of TEL challenges in low resource settings and how to overcome them. This project wants to enable collaboration within the LINQED network, and to enable all the LINQED partners to stay on top of the contemporary shifts towards more TEL being used in the educational realm. The expertise that would result from this project will allow them to provide a higher quality lifelong learning education for individuals and other groups in the regions where the LINQED partners are located. It is expected that the overall health knowledge in these regions will increase. Meanwhile, the updated knowledge of TEL will also enable partners to strengthen their own positions as they will have the skills to stay on top of the latest evolutions and research in the field of health. By exchanging all this knowledge and build upon it within the LINQED network, all our institutions can grow and strengthen their educational strategies in a trusted environment.

Concrete project will trigger the network members' commitment in building up stronger relations with other partners. It is expected that more interactions between partners will occur.

3. PROJECT DESCRIPTION (Logical framework)

INTERVENTION LOGIC	Objectively verifiable indicators	Source of verification	Assumptions
<p>OVERALL OBJECTIVES (OO)</p> <p>To train at post-graduate level health experts and scientists from developing countries in the management of health services and disease control programmes, in health-related research or in the delivery of reference health services using TEL</p>			
<p>PROJECT PURPOSE</p> <p>This project wants to develop and strengthen knowledge and skills regarding TEL among LINQED partners by building on the available education expertise within the network</p>	<p>By the end of the project all the partners that have followed the TEL courses made available to the LINQED network, will have increased their knowledge of TEL, or – in case that knowledge was available - will have made their knowledge available to all the interested members of the LINQED network.</p> <p>A website is available with the courses that have been built.</p>		
<p>RESULTS</p>			
<p>Result 1 An introduction workshop on e-learning is delivered to and benefit all the LINQED partners</p>	<p>The workshop is held and all the partners gain basis knowledge of various technology-based tools and are aware of the pedagogical issues of designing an e-learning course.</p>		
<p>Result 2 An online introduction course on e-learning is built and made available to all the LINQED partners</p>	<p>The online introduction course is built and made available to partners.</p>		<p>The course is: or for free, or within reasonable cost, in order for the LINQED partners to follow the course.</p>

INTERVENTION LOGIC	Objectively verifiable indicators	Source of verification	Assumptions
Result 3 A online course is developed on how to set up and maintain a Community of Practice (CoP)	A course is made available through a website.		A relatively stable internet connection can be assured.
Result 4 Further needs of LINQED partners regarding TEL are identified	LINQED partners interested to learn more about TEL have expressed further interests and needs.		

ACTIVITIES	Assumptions
Act. 1.1 An introduction workshop on eLearning is delivered to all the LINQED partners	
Act. 1.2 An online introduction course to TEL is developed	
Act. 1.3 Personnel of the LINQED partners follow the introduction to TEL course	
Act. 1.4 The course is evaluated by the first people from the LINQED partners that followed the course	
Act. 1.5 The course is adapted according to the feedback of the evaluation	
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Act. 2.1 Investigate whether one of the LINQED partners has a basis to build the course for setting up a CoP on	
Act. 2.2 A CoP course is built	
Act. 2.3 Personnel of the LINQED partners follow the introduction to CoP course	
Act. 2.4 The course is evaluated by the first people from the LINQED partners that followed the CoP course	
Act. 2.5 The CoP course is adapted according to the feedback of the evaluation of the CoP course.	
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Act. 3.1 LINQED partners are surveyed on their future interests and learning needs regarding TEL	

BUDGET

- B. Investment costs: Costs made for purchases of valuable goods (over 1.000 €) for long-term duration (minimum 1 year). Investment costs are only permitted when specifically announced in the (submitted and approved) budget.
- C. Consumables: Costs that are directly connected to a specific activity of the project made for the purchase and/or the operational use of goods or services. These goods and services are different from investment goods because
- they have a short-term duration
 - cannot function on their own (e.g. spare parts) or
 - are very activity-related (e.g. costs for the organization of a training session).
- E. Grants: Grants include fees, travel and boarding costs allowing project collaborators to follow a course at home or abroad; of for students and scientists from elsewhere to follow a course at the partner's institution.
- F. Travel expenses: Travel expenses can include all costs made for transportation of personnel from "door to door", needed for the execution of the project.
- G. Subsistence/Accommodation: Subsistence /Accommodation refer to personal costs strictly connected to missions (taxi, lunch, hotel ...). *Per diems can never be paid to persons that are not on a mission (e.g. local residents that attend a meeting or a workshop can never be entitled to a per diem). Invoices, receipts or statements for food, drinks and other personal costs during missions will not be accepted. Please apply the per diem system.*

Cost category	2011	2012	2013	2011–2013
B. Investment costs				
C. Consumables				
E. Grant				
F. Travel Expenses				
G. Subsistence/Accommodation				
Total				

5. PROJECT CHRONOGRAMME AND MANAGEMENT

5.1 *Indicative timeline and milestones*

Please, give only an indication of the major milestones in the project.

Proposed project timeline – Introduction to TEL

Action	Description	Date
Determine the structure and content of the course	Decide on the process and procedure that the group will follow to determine the structure and content of the course e.g. through a WIKI, website, other ?? What will be included as course content – develop the course outline. Which delivery platform will be used e.g. website, Moodle, ??	June – November 2010
Marketing / sensitising (LINQED partners)	Introduce the course outline at the LINQED workshop in 2010. Obtain feedback and inputs from partners on the proposed outline.	December 2010
Development of the course	Determine the following: <ul style="list-style-type: none"> • Duration of the course • Course outcomes • Learning activities • Assessment • Communication • Learning resources (a resource bank?) • Facilitation (learning guidance for students?) Develop course content based on decisions regarding the listed items.	January – June 2011
Invite partners to register for the course	Distribute course information and schedule to all partners – invitation to register.	July 2011
Present course	Schedule to be determined.	August – November 2011
Evaluate the course	Candidates to complete a survey (online) to evaluate the course. Assessments on learning process ((log-file data) and learning outcomes of learning knowledge, skills and competency).	November 2011
Discuss feedback	Feedback discussed at LINQED workshop.	December 2011
Revise and adapt course	Revise the course according to the feedback received.	March 2012
Present the course to the next group of candidates	If a need for a second presentation of the course exists.	April – Dec 2012

5.2 Project management

How will the project be managed and who will manage the project?

Jointly by all network members who interested in e-learning.

5.3. Summary SWOT analysis of the LINQED network with respect to the project

Make a brief SWOT analysis of the LINQED network with respect to the project: what is the possibility that LINQED will be able to finalize the project and what are the threats LINQED will have to take account of?

Strengths

- Knowledge and skills of team members
- TEL experience of team members
- Support from ITM
- TEL was listed as a priority by LINQED members

Weaknesses

- High workload of project team members (this project is above and beyond the team members' work commitment)
- Language barrier (one possible solution is to involve LINQED members who speak French as facilitators so that they can support other French speaking members)

Opportunities

- Learning about TEL by using TEL
- Use social networking tools – experience for CoP
- Assist partner institutions to embed TEL as part of their teaching strategy

Threats

- Lack of interest from LINQED partners
- Communication between project team members as a result of geographic location (should be overcome by online communication)
- Cost??
- Commitment of the candidates to complete the course because of a high workload