

# DGHI Global Health 777: Evaluation and Recommendations

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Infectious Disease Epidemiology in Global Settings

# Summary

## **Global Health 777 was very successful:**

Students gave the course positive reviews

The instructors successfully created instructional videos and taught via WebEx

Students said having instructors in the field made the course better

The instructors incorporated their field experience in the instruction

Many students noted the unique learning opportunity this course represented for them

## **Future courses using this model should consider:**

Using active learning in the WebEx classes

# Course Description

3 instructors based in Kenya, Tanzania, and Sri Lanka  
with a local teaching assistant



Class meetings via WebEx, office hours via WebEx, on-  
campus TA office hours



Flipped class model - videos watched before class  
meetings

3 modules, each taught by a different instructor

Pilot run with 10 students before possibly scaling to  
certificate program or other classes



Included DKU students

# Video Development

The course videos were being filmed while the course was running, sometimes with only **one week** between initial filming and distribution to students; this created a very heavy workload for the video production staff editing the raw footage

12 weeks of videos, each week had 6-10 videos

Around 100 hours of video editing

Instructors would have benefitted from training and practice making videos before traveling to their field sites; they had a lot of questions once they started and the time difference and slow internet speeds made it difficult to respond to questions quickly

# Data

**INFECTIOUS DISEASE EPIDEMIOLOGY IN GLOBAL SETTINGS-- SURVEILLANCE,  
PREVENTION & CONTROL**



Survey after each module

Survey at the end of the course

WebEx debriefing with instructors

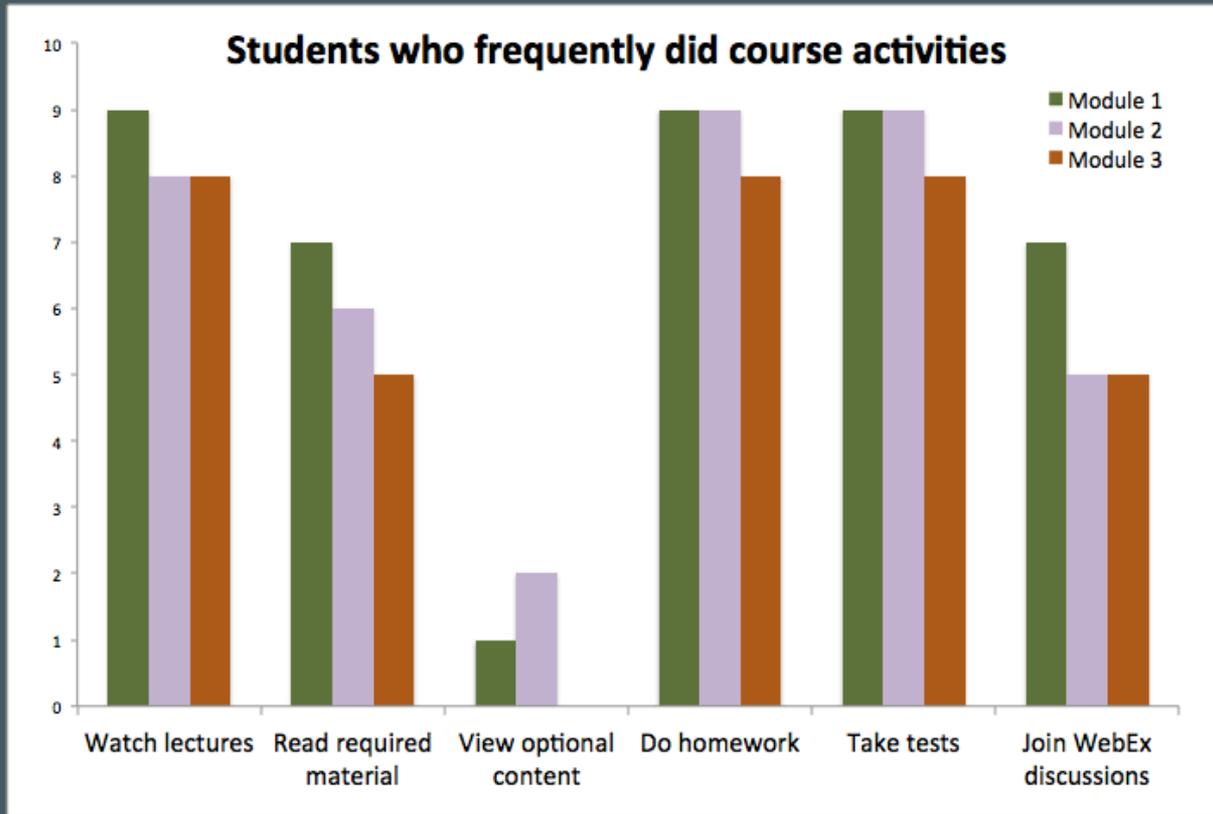
Interviews with course support staff

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# Course Goals

1. Evaluation-driven instructional redesign to create a flipped classroom and online communication
2. Potentially improve the student learning experience by adding relevant global perspectives on infectious diseases from leading field experts
3. Strengthen DGHI's partnerships in Tanzania, Kenya, and Sri Lanka by involving partner sites and field experts from these countries
4. Provide DGHI with more data on the costs and benefits of online courses
5. Provide educational resources to students at DGHI partner sites.

# Participation declined only slightly over time



# Student Evaluations

Students rated the course as “excellent” compared to a traditional class

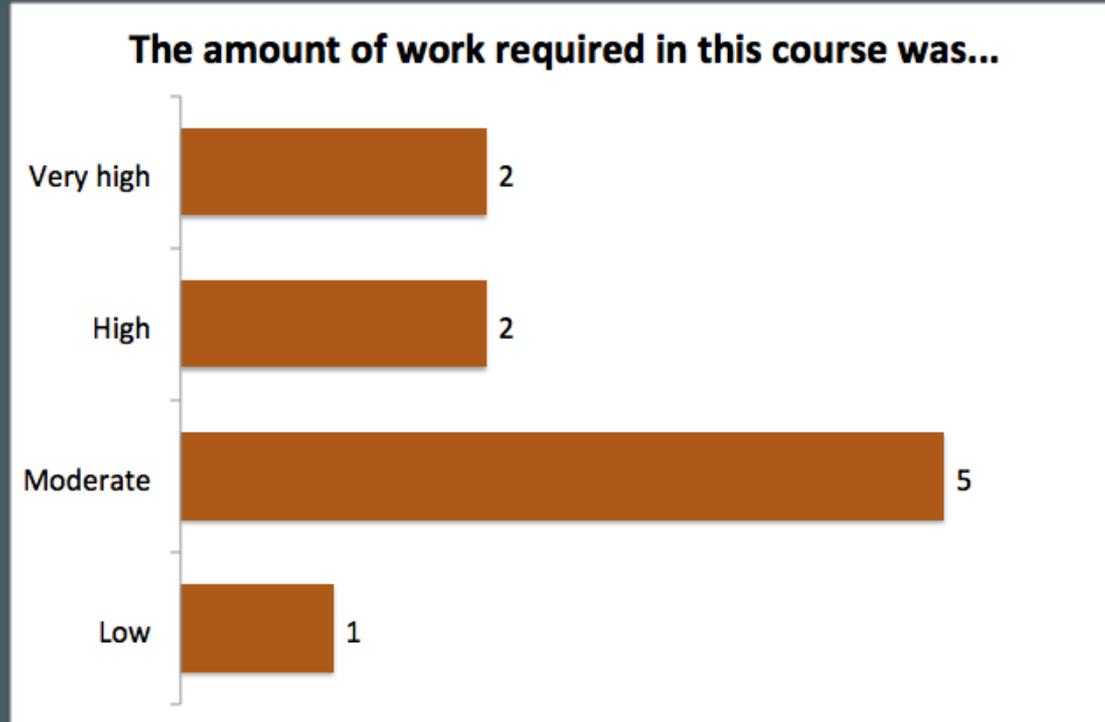
Students gave the instructor videos high scores but found the expert interviews and location videos less engaging

Office hours - both the instructors' and the TA's - did not contribute to learning for most students

Most students disliked the discussion forums and said they felt “forced”

**Many students said this was their favorite class of the semester!**

# The workload in the course was moderate to high



# Student Comments

“The lectures and supporting papers were well-designed, presented, and interesting.”

“the fact that our course instructors were teaching from three different places and presenting country-specific disease-pattern was great.”

“I really enjoyed the course material and the 3 perspectives from 3 different professors.”

“This was by far my favorite class this semester, I hope that you offer it again, it was very useful for me! I think it was great to have three instructors from different backgrounds teaching us on the different topics. I also really enjoyed the article presentations, I think it allowed some room for us as students to explore the literature.”

# Staff Feedback

Academic Technology  
Consultant  
Video Editor

In some cases, videos could not be uploaded by the instructors due to internet instability causing project delays

It worked well to create the course, run it once, and then identify needed revisions rather than trying to anticipate where problems would emerge

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# Recommendations

The last slides present 2 groups of ideas:

1. Recommended specific revisions to the existing course
  2. Recommended broad principles to guide taking this course model to scale in other courses or across a certificate program
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# Recommended Revisions: WebEx Sessions

Set up the room so students and instructors can be engaged, face each other

Use active learning exercises such as:

- Quick polls

- Think-pair-share

- Minute paper/exit ticket

- Playposit in-video questions

Train the TA as a facilitator in the room to help instructors carry out active learning techniques, moderate discussions, etc.

Explore ways to get DKU students to participate fully in the live sessions

# Recommended Revisions: Assignments

Design group work that pairs Duke students with DKU students on tasks or problems

Integrate DKU students' global perspectives into the class, e.g. make DKU students to contribute some China-related topics to the course discussions

Develop intercultural skills in students by creating collaborative learning and assessment opportunities

Add in-video quizzes in some videos

# Recommended Revisions: Other Course Changes

The TA should be active on the discussion forums

Consider eliminating synchronous office hours

Make the guest videos more central to the core content of the course

Identify any video revisions and re-record as needed

# Broad Recommendations: Scaling the Model

1. Develop active learning activities for instructor WebEx class sessions
2. Create brief assessment tools so student read required readings
3. Structure the discussion forum requirement to promote interaction and engagement (see slide note for details)
4. Continue to teach courses with multiple instructors from different locations
5. Continue to explore technology improvements for teleconferencing
6. Allow time during development to deliver videos through mail in case internet delivery is unsuccessful

**Questions?**  
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