Course Strategy
Content/M&E/Technology

Socialize Course Map
Content/metrics/technology

Course Outlines
Working with SMEs

Course Prototyping
Storyboards to Beta Testing

QA/User Testing
revisions/bug fixing

LAUNCH COURSE

User Analytics

DRAFT 3/14/2023

M&E of TB Programs Online Course
COURSE STRATEGY

Start Date: January 15, 2023

Activity Manager: Stephanie Mullen
Code: TB-C-203
Team Lead/POC: Margie Joyce
Period of Performance: January 15, 2023 – July 31, 2023 with the roll-out of translated courses through December, 2023

Overview

The design of this online course will be based on an analysis of TB DIAH's M&E course materials and assessments developed for Cambodia, Nigeria, Kyrgyz Republic, DRC, and the EEE region. These in-person, instructor-led courses provided competency-based training to TB program and M&E staff already engaged in TB M&E activities to hone the fundamentals of TB M&E and surveillance. This included how to develop, operate, manage, and maintain a well-functioning M&E system while familiarizing trainees with the basics of developing M&E plans.

The online course will include a prerequisite component testing the knowledge of basic TB and M&E concepts and provide access to existing, targeted resources based on testing results (e.g. Basics of epidemiology of TB; M&E concepts; Excel basics). Learners confident with the basics can proceed to the main course content that focuses on M&E TB frameworks, emphasizing the PBMEF, core and extended indicators, TB data analysis and cascade analysis, dimensions of data quality, data visualizations, how to communicate TB data to stakeholders, and how to use TB data to inform decision-making and improve program strategies. .

The TB M&E e-learning course will be a flagship e-learning course for the TB DIAH project. It falls under the Intermediate Result: *Improved design and implementation of M&E frameworks and information-gathering processes, including tools,*

methodologies, and technical guidance to meet users' needs.

The bridge between the TB M&E course and the other [TB DIAH e-courses](#) developed by the team is that M&E of a TB program relies on professionals at all levels starting with the front-line workers who collect and report the data. Lessons learned from the development of those courses will be reflected in the M&E course, including designing for mobile devices and considerations for [localization.](#)

Mode of Delivery
Based on need and audience analysis, we can explore if the course will be stand-alone or can include features for discussion fora (non-facilitated). We will also explore if the course can access and store data on the Data Hub.

Target Audience
Senior program staff and technical leads involved in the policy/strategy formulation, planning, development, management, supervision and monitoring and evaluation of programmatic implementation of TB Programs at national and sub-national levels, including:

- USAID Missions TB technical leads
- National TB Program (NTPs) management team members at national and sub-national levels
- National TB Program (NTPs) technical experts and leads at national and sub-national levels
- Country M&E Officers
- Implementing partners TB program managers and technical experts
- National TB Technical Working Group members
- M&E Professionals working along the TB data collection, reporting, analysis continuum specialists and advisors working in the TB sector
- Secondary: Professionals working along the TB data collection, reporting, analysis continuum (data entry operators, etc.)

Proposed Modules
(This is based on a preliminary review of existing TB DIAH courses, but will change based on further analysis):

0. Suggested Prerequisites: Test Your Knowledge of TB Basics, M&E Basics, USAID Strategy and Performance Framework *(Provide learners with links to specific*

courses and resources, e.g., Global Health Learning, WHO Knowledge portal courses, USAID Strategy and performance framework (PBMEF) and other that focus on basics of data use, data quality; Excel fundamentals: creating charts and graphs, etc.)

1. Overview of Monitoring and Evaluation for TB: The Importance of Measuring TB Programs (Strategy)
2. M&E Systems, Frameworks, MEL Plans (Emphasis on PBMEF, core, extended TB indicators and process indicators)
3. TB data analysis and cascade analysis
4. Dimensions of data quality (overview with links to resources and other courses)
5. Data visualizations and interpretation (activities using the TB DIAH Data Hub; links to other resources on practical skills and tools)
6. How to communicate TB data to stakeholders

Each module will have a pre/post-test and mini-confidence survey

Instructional Systems Design (ISD) Process

The ISD team will use two well-established instructional design models - ADDIE (analyze, design, develop, implement, evaluate) to organize the work at a high level and SAM (Successive Approximation Model) to remain agile and iterate throughout the process. Design activities are outlined below following these phases.
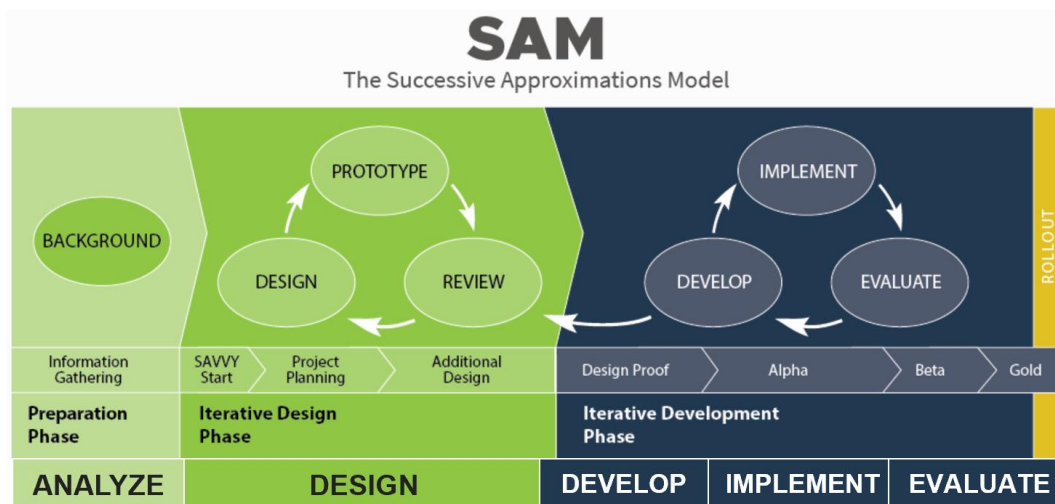
ANALYSIS PHASE/INFORMATION GATHERING

During this phase, the ISD team will gather all existing course materials developed by

the TB DIAH project, along with past works of MEASURE Evaluation and other resources available from WHO, Stop TB, etc. that focus on M&E of TB programs.

The team will use the following design activities to help guide content development.

Content mapping – This collaborative activity allows the team to map the knowledge, skills, and attitudes covered in existing training materials and assessments conducted in the priority countries. This will help us articulate where the e-learning course fits into the Capacity Building plan of TB DIAH as a whole. It allows us to see themes, competencies, and discuss the practicalities of online delivery. The team will decide if the e-course design will fill an identified gap or reinforce essential knowledge, skills and attitudes identified during capacity assessments and in-person training.

Audience Analysis: The team will interview TB DIAH technical and country teams to understand audience needs and preferences based on the experience implementing capacity building activities and of the ARC, MESSA, D2AC, and STEP tools. (Optional survey sent to SIG members)

Definition of Competencies: Based on the analysis of TB DIAH's existing capacity building assessments, the team will articulate which M&E competencies will be covered in the online course and how they will be measured.

DESIGN

Course Map and Subject Matter Expert (SME) Consultations: Based on content mapping and audience analysis and data from assessments conducted??, the team will provide a course map with proposed modules. For each module, the instructional design team will create a preliminary outline from research and then set up consultations with subject matter experts (SMEs) to review and provide feedback. Each outline will be signed off by USAID.

Course Outlines
A template will be provided to guide the course outlines for the instructional design team and SMEs. Included in the course outline template are the following:

- Title of Module
- TB DIAH/USAID SME
- Proposed Duration
- Purpose; Learning Objectives

- Course Content (knowledge, skills, attitudes)
- Instructional Strategies to apply knowledge - e.g., scenarios, videos, schematics, case-based activities, embedded apps, activities using Data Hub visualizations.
- Key Takeaways
- Job Aids, downloadable guides, workbooks, glossary of terms, cheat sheets
- Supporting Resources and research

DEVELOPMENT

Visual Prototype

The ISD team will rapidly develop a prototype using Articulate Rise 360 and Articulate Storyline to help SMEs visualize how the course will look online. Team will collaborate with KM to ensure branding guidelines are followed and 508 compliance is adhered to.

Visual Design Principles

The ISD team will work with Comms/KM to follow best practices when using imagery and photography, following guidance in this report cited by USAID Comms: [The Lancet: The use of imagery in global health: an analysis of infectious disease documents and a framework to guide practice](#)

Content Development

ISD team will work with SMEs to develop explanatory text, schematics, data stories, scenarios, job aids, cheat sheets, collaboration guides based on the module outlines.

Usability Testing

Currently the TB DIAH courses are housed on the Moodle Learning Management System (LMS) and focus on TB case finding. Moodle provides in-depth analytics from SCORM files, but there are some user experience issues viewing these files on mobile devices. Based on analytics from the TBCI coures and usability testing of the TB/HIV course, over 60% of users consume e-learning on their phones. Our design, therefore, needs to ensure the learning experience is optimal on all devices. The team will conduct usability testing in a small sample of target countries of how the course content is displayed using Articulate Rise
 (and other digital packages?) and how well members of the target audience navigate through the material.

EVALUATION

Ways to Measure Learning

The following knowledge and course evaluations surveys will help track learning:

- Performance needs assessment/technology readiness assessment (if possible)
- Prerequisite knowledge survey of basic TB and M&E concepts
- Confidence Surveys
- Knowledge assessment for each competency (pretest)
- Final exam (post-test)
- Course Evaluation/feedback survey
- Course Completion (# of learners who receive Certificate)
- Course analytics (i.e. scores, % passed, specific areas of confusion)
- Follow-up survey conducted after 3 months to assess how well course content was retained and how the experience impacted job performance

We proposed to target a set number of learners from USAID priority countries where TB DIAH works or has influence:

- TB DIAH countries (high touch/English) – Nigeria, Cambodia, Uganda, Bangladesh
- TB DIAH countries (high touch/require translations) – Kyrgyz Republic, Ukraine, Tajikistan, Uzbekistan, Georgia, COE countries (Russian) Mozambique (Portuguese), DRC, Haiti, Vietnam (French)
- Priority countries (mid-level touch) Tanzania, Kenya, South Africa, Lesotho, India, Ethiopia
- USAID Priority countries (low touch): Afghanistan, Indonesia, Malawi, Pakistan, Zambia, Burma, Philippines, Zimbabwe
- Other countries (IPs/INGOs)

IMPLEMENTATION
Outreach/Promotion Strategy
TB DIAH ISD team will work with Communications Director and KM team to build out a promotional campaign for the course including a webinar, social media posts, posters/one-pagers, conference/meeting exhibits/presentations, etc.

Ideas to investigate: Brainstorm ideas around certain psychological principles that may motivate or persuade people to take the course:
Reciprocation*: When people are given something freely, they generally feel a need to repay the kind gesture. (Be careful asking too much from learners who have limited time, if there is not some kind of intrinsic or extrinsic reward for their time.)*

Social Proof: *People reference opinions and behaviors of others to guide their own behaviors. (social media posts, show what others are saying about the course, etc.)*

Liking: *People are persuaded by the opinions and actions of those they like and are similar to.*

Scarcity: *When people have limited access to a resource, they perceive it to be more valuable.*

Consistency and Commitment: *Someone committed to a course of action feels pressure to follow through with it.*

Authority: *Those with recognized authority (in virtually any domain) hold strong persuasive power over others*

Source: [*https://www.nngroup.com/articles/psychology-study-guide/*](https://www.nngroup.com/articles/psychology-study-guide/)

Use 7 Taps micro-learning site to provide mobile-friendly messages/nudges to reinforce key concepts (post-course) or drive users to the course (pre-course).

PROPOSED TIMELINE

MONTH	TASK	RESPONSIBLE
January	General planning: Creation of SOW (i.e., budget, timeline), general research of existing TB M&E courses and content, draft of instructional design strategy (technology and content), basic course functionalities, etc.	Margie Joyce Stephanie Mullen
February	Research of existing content from TB DIAH, WHO, etc., Content mapping Audience analysis	Margie Joyce Gunjan Dhawan Nina Frankel Yanira Garcia-Mendoza
	Inteviews/Meetings with Technical Team leads; Design meeting with TB DIAH technical team to review content mapping	TB DIAH Technical & Management Team: Stephanie, Ann, Ezra, Tariq, Kola, Nikki, Bridgit,

		Jeanne, Yanira, Mayur, etc.
March	Develop Course Map (course flow, sequencing, modules) Collaborative Design Meeting Begin module outlines with content leads/SMEs	Margie Joyce Gunjan Dhawan Nina Frankel
		TB DIAH Technical
April	Continue module outlines with SMEs	Margie Joyce Gunjan Dhawan Nina Frankel
	Develop module content and learning activities based on course outlines Prototyping in Articulate Rise and Storyline	TB DIAH Technical
May	Continue developing module content and learning activities based on course outlines and uploading to Articulate Rise and Moodle LMS	Margie Joyce TB DIAH Technical Content Leads
	Copy editing/508 compliance Configuring LMS	KM Kim Chandler (LMS Admin)
June	Testing of 1-3 draft modules (including quizzes, animation, interactions, draft supplementary materials) by representatives from USAID/TB DIAH and a sample of SIG members	Margie Joyce Gunjan Dhawan Nina Frankel
July	Finalizing course content Uploading resources, evaluation, certificate of completion in Moodle LMS	Margie Joyce Nina Frankel Kim Chandler
July 15	**Pilot Course Ready to launch!**	
July and beyond	Plan and implement course pilot, gather lessons learned, make resulting revisions to course	Margie Joyce Nina Frankel

	Compiling and sending course files for Translation	KM
	Ongoing maintenance/management of site. Pulling Moodle reports of learner usage and evaluation, as needed.	Margie Joyce Kim Chandler
July – December	Translation of course materials and tested with USAID Missions or IPs in-country Uploaded to Moodle and test with native speakers	KM (Gretchen) Margie Joyce or Translation Coordinator Kim Chandler
August - March	Follow-on data collection to measure impact on performance	

APPENDIX

Background References Reviewed:

Measure Evaluation M&E Course (2006)
https://www.globalhealthlearning.org/course/m-e-fundamentals/page/what-monitoring-and-evaluation

Framework for conducting reviews of tuberculosis programmes
https://www.who.int/publications/i/item/9789241507103

Constructing care cascades for active tuberculosis: A strategy for program monitoring and identifying gaps in quality of care
https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1002754

Existing Courses Reviewed:

https://www.globalhealthlearning.org/course/tuberculosis-advanced-concepts

https://www.globalhealthlearning.org/course/tuberculosis-basics

https://www.globalhealthlearning.org/course/data-use-program-managers/page/importance-data-use-decision-making