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# K4Health Blended Learning Guide

## Follow-Up Questions

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The purpose of the K4Health Blended Learning Guide Follow-Up Questions is to assist trainers who provide step-down (also referred to as cascading) training workshops. It can be used in the following ways.

**GROUP FACILITATION:**

- Choose or adapt activities to facilitate with the group
- Facilitate activities either immediately after reading the Guide, or separately over a period of time as appropriate
- Make a copy of the Q&A to distribute during the face-to-face training workshop

**SELF-GUIDED LEARNING:**

- Decide whether you would like to work on your own or try to work with a partner or online forum
- Refer to the questions below for discussion, self-reflection, or written response

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## 1 Global Health eLearning: Opportunities for Blended Learning

*At the end of this section, you will be able to:*

- Define blended learning.
- Explain what the Global Health eLearning (GHeL) courses are.
- Name three advantages of blending the Global Health eLearning courses with other types of learning experiences.

### Reflection Questions

*Answer the following questions to test your learning from this section:*

1. What is blended learning?

- a. The combination of a variety of learning media (face-to-face, online, print, social media) and learning environments (instructor-led, teamwork, peer-to-peer interaction, self-study and individual work) that reinforce and accelerate mastery and application to the job.
- b. Performance support over time to learners after they have taken a GHeL course.
- c. The phases of learning according to Wilson & Biller: learning in, for, and from action.
- d. Self-paced, 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, and serve as a practical resource for increasing public health knowledge.
- e. All of the above.

2. The GHeL courses are NOT:

- a. Online
- b. Self-paced
- c. Facilitated
- d. Focused on public health knowledge acquisition
- e. Offered to individuals

3. Which of the following categories of learning objectives, according to Bloom's Taxonomy, are addressed by GHeL courses (select all that apply):

- S:  
M:  
A:  
R:  
T:

4. Name three advantages of blended learning:

- 1.
- 2.
- 3.

5. Reflection: in what ways can blending GHeL courses with additional learning experiences help you or your colleagues apply what you learn to your work?

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## 2 Three Phases of Learning

*At the end of this section, you will be able to:*

- Define the three temporal phases of learning, according to Wilson & Biller.
- Identify in which temporal phase of learning the GHeL courses fall.
- Explain why learning experiences that support learning in all three phases may be more effective.

### Reflection Questions

*Answer the following questions to test your learning from this section:*

1. Match the temporal phase of learning (according to Wilson & Biller) with its correct description:

a. Learning for action	i. Formal learning of new knowledge
b. Learning in action	ii. Learning from experience and reflection
c. Learning from action	iii. “On the job” learning

2. In which phase of learning do GHeL courses fall?

- Learning for action
- Learning in action
- Learning from action
- All of the above
- None of the above

3. Reflection: Why are learning experiences that support learning in all three phases more effective?

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### 3 Determining the Right Approach

*At the end of this section, you will be able to:*

- Explain the ADDIE model of instructional design.
- Develop SMART learning objectives.

## Reflection Questions

*Answer the following questions to test your learning from this section:*

1. What do the following letters stand for in the instructional design model ADDIE?  
A:  
D:  
D:  
I:  
E:
2. In which of the following phases of ADDIE would you create the content for your intervention?
  - a. Analyze
  - b. Design
  - c. Develop
  - d. Implement
  - e. Evaluate
3. What do the following letters stand for in the description of learning objectives SMART?  
S:  
M:  
A:  
R:  
T:
4. The following learning objective is SMART: “By June 2013, 60% of VCT counselors (10 out of 15) will significantly increase their knowledge of male circumcision and its association with HIV prevalence.”  
True  
False  
Why or why not?

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## 4 Designing GHeL Blended Learning Experiences

*At the end of this section, you will be able to:*

- Explain how to analyze a learning need.
- Explain how to design a blended learning approach to address this need.

### Reflection Questions

*Answer the following questions to test your learning from this section:*

1. Which of the following is important to consider when analysing your target audience's current situation?
  - a. Access to new knowledge and learning
  - b. Technology and Tools
  - c. Resources
  - d. Time
  - e. All of the above
2. Why does Ms. Chiwego set-up a closed Facebook group for sharing information about male circumcision counselling among her counsellors? (Select all that apply)
  - a. There is a lot of good information about male circumcision on Facebook.
  - b. Her counsellors report that they already use Facebook on a regular basis.
  - c. Facebook offers an easy and inexpensive way for counsellors to share and access information.
  - d. Facebook is an accessible place to organize documents.
  - e. None of the above.
3. When Tom includes discussing the application of Marjorie's understanding of family planning and HIV/AIDS integration in her work in their supervisory touch bases, which phase of learning is he supporting?
  - a. Learning in action
  - b. Learning from action
  - c. Learning for action
  - d. All of the above
  - e. None of the above
4. When Tom includes discussing Marjorie's application of family planning and HIV/AIDS integration in her work in their supervisory touch bases, what aspects of Marjorie's current situation has he considered?
  - a. Lack of internet access
  - b. Lack of interest in social media
  - c. Lack of time
  - d. Lack of interest in the subject area
  - e. None of the above
5. Reflection: In what ways will you measure and evaluate a learning intervention you are currently working on at each of Kirkpatrick's 4 levels?

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## 5 Summarizing and Sharing

*At the end of this section, you will be able to:*

- Summarize three main lessons of this guide.
- Identify where you can go to gather and share ideas for blending GHeL courses with other learning experiences.

### Reflection Questions

*Answer the following questions to test your learning from this section:*

1. When designing blended learning approaches for GHeL courses, which of the following should you consider?
  - a. Supporting learners through all three temporal phases of learning
  - b. Supporting the application of GHeL learning through blended approaches
  - c. The needs, technology, and resources (human, time, financial) of your target audience
  - d. How you will evaluate the intervention
  - e. All of the above
2. Reflection: In what ways will you apply what you learned from this guide to your current learning challenges?

## *Answer Key*

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### **1** Global Health eLearning: Opportunities for Blended Learning

1. a
  2. c
  3. a and b
  4. 3 of the following:
    - learners having more time than is available in a classroom learning experience to apply new knowledge in the workplace;
    - the ability to bring and experiment with new approaches in the workplace;
    - learning from and with peers; and
    - supporting learning over time.
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### **2** Three Phases of Learning

1. a-i, b-iii, c-ii
  2. a
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### **3** Determining the Right Approach

1. Analyze / Design / Develop / Implement / Evaluate
  2. c
  3. Specific / Measureable / Appropriate / Realistic / Time-bound
  4. False
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### **4** Designing GHeL Blended Learning Experiences

1. e
  2. b and c
  3. a
  4. c
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### **5** Summarizing and Sharing

1. e



