The Medical Education Partnership Initiative

Report of an eLearning Strategic Plan Development Workshop

Gaborone, Botswana
February 24-27, 2014

March 2014

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ACKNOWLEDGEMENTS

This workshop was carried out after much thought, planning, and collaboration by representatives from many organizations. Below are the individuals, listed in alphabetical order, who especially deserve recognition for their efforts in the organization and successful completion of the workshop.

Rebecca Bailey (Capacity*Plus*, health workforce development team lead)
Ms. Bailey provided technical oversight for the establishment of the MEPI/Capacity*Plus* eLearning leadership team and contributed critical expertise from an education and workforce perspective to the work of the team.

Christopher Busang (University of Botswana-School of Medicine)
Mr. Busang facilitated the workshop session on developing a strategic plan, including points related to how to develop a strategic plan, what the strategic plan seeks to achieve, and what elements to include in a strategic plan.

Selamawit Bedada Chale (MEPI Coordinating Center)
Co-representing the MEPI Coordinating Center, Ms. Chale provided technical expertise in the development of the overall strategic approach of the workshop.

Christopher Deery (Capacity*Plus*, health workforce development officer)
Mr. Deery provided support to the MEPI/Capacity*Plus* eLearning leadership team coordinating the planning, preparation, and in-country logistics for the workshop as well as the post-workshop evaluation.

Seble Frehywot (MEPI Coordinating Center and George Washington University School of Public Health and Health Services- Department of Health Policy and Department of Global Health, associate research professor)
Dr. Frehywot co-represented the MEPI Coordinating Center, providing critical support and leadership.

Masego Kebaetse (University of Botswana-School of Medicine, distance learning specialist, MEPI eLearning technical working group school focal person)
Dr. Kebaetse facilitated the round-table session on "Faculty development" and provided technical expertise in the development of the overall strategic approach of the workshop.

Leah McManus (Capacity*Plus*, program officer)
Ms. McManus provided support to the MEPI/Capacity*Plus* eLearning leadership team coordinating the planning, preparation, and in-country logistics for the workshop.

Oathokwa Nkomazana (University of Botswana-School of Medicine, MEPI eLearning technical working group co-chair, MEPI principal investigator)

As eLearning technical working group co-chair, Dr. Nkomazana provided overall guidance and leadership for the workshop.

Moshi Ntabaye (Kilimanjaro Christian Medical Center, MEPI eLearning technical working group co-chair, MEPI principal investigator)
Dr. Ntabaye co-chaired the eLearning technical working group and provided overall guidance and leadership for the workshop.

Dave Potenziani (Capacity*Plus*, senior informatics advisor)
Dr. Potenziani led the development of all technical pieces for the workshop, including the strategic plan template and agenda. He served as lead facilitator for "eLearning approaches" session.

Dativa Tibyampansha (Kilimanjaro Christian Medical Center, learning management system specialist, MEPI eLearning technical working group school focal person)
Ms. Tibyampansha facilitated the session on "Student development" and provided technical expertise in the development of the overall strategic approach of the workshop.

Yianna Vovides (MEPI Coordinating Center, communications cluster lead, instructional design and technology)
Co-representing the MEPI Coordinating Center, Dr. Vovides facilitated the round-table session on "Technology assessment and development." Dr. Vovides provided technical expertise in the development of the overall strategic approach of the workshop.

Stephen Walsh (Stellenbosch University-Faculty of Medicine and Health Science, specialist physician and eLearning manager)
Dr. Walsh facilitated the round-table session on "Building institutional support" and provided technical expertise in the development of the overall strategic approach of the workshop.

Scholastica Williams (IntraHealth International, human resources for health advisor)
Scholastica Williams provided in-country logistical support before and during the conference.

TABLE OF CONTENTS

Introduction 1
Workshop Objectives and Expected Outcomes 1
Participants 1
Workshop 2
Initiating the Strategic Planning Process 2
Workshop Overview 2
SWOT Analysis 2
Domains 3
Building a Community of Practice 4
Workshop Outcomes 5
eLearning Strategic Plans 5
Collaboration 5
Workshop Evaluation 5
What Worked? 5
What Can Be Done Better? 6
Next Steps 6
Appendix 1: MEPI eLearning Strategic Plan Development Workshop Agenda 8
Appendix 2: Participants' Expectations 10
Appendix 3: List of Participants 13
Appendix 4: Strategic Planning Template 17
Appendix 5: eLearning Domain Descriptions 24
Appendix 6: Workshop Evaluation Form and Response Analysis 28

EXECUTIVE SUMMARY

The US President's Emergency Plan for AIDS Relief (PEPFAR) Medical Education Partnership Initiative (MEPI) is a five-year initiative (2010–2015) supporting 13 medical schools in 12 African countries with the aim of increasing the capacity and quality of African medical education, improving retention of medical graduates, and promoting regionally relevant research through locally-led innovative programs. MEPI is funded by PEPFAR and by the National Institutes of Health (NIH). The initiative is administered by the NIH Fogarty International Center and the HIV/AIDS Bureau of the Health Resources and Services Administration. George Washington University, based in the US, and the African Center for Global Health and Social Transformation (ACHEST), a nongovernmental organization based in Uganda, jointly serve as the coordinating center for the initiative.

In collaboration with the MEPI eLearning technical working group, PEPFAR-funded USAID Capacity*Plus* Project and the MEPI coordinating center organized and conducted a workshop to complete draft eLearning strategic plans for MEPI-supported institutions, share knowledge and experiences, and build a supportive network of eLearning collaborators. The workshop, which was held in Gaborone, Botswana, from 24–27 February 2014, brought together representatives from 11 MEPI-supported schools and one MEPI consortium. The participants included two champions of eLearning from each institution to work through the strategic planning process.

The workshop used participatory lectures, group work, round tables, presentations, feedback sessions, and the Google+ community platform to encourage discussion and foster development of the eLearning community. This diversified approach allowed the participants to receive formal instruction in strengths, weaknesses, opportunities and threats (SWOT) analysis, and to engage in the strategic planning process, design an executive presentation, and develop and receive feedback on the same from fellow participants and facilitators.

Each school departed the workshop with a draft strategic plan to be further contributed to and approved by stakeholders and leadership at the various institutions. In addition, participants agreed to and were enthusiastic about utilizing the Google+ community to provide further drafts of the strategic plans to the facilitators for their feedback and also to coordinate with other participants either via the Google+ homepage wall or within the Google+ drive with working documents or the sharing of files.

INTRODUCTION

In 2010, the US President's Emergency Plan for AIDS Relief (PEPFAR) launched the Medical Education Partnership Initiative (MEPI), funding 13 medical schools ($130 million over 5 years) in 12 African countries to improve the quantity, quality, and retention of their graduates in an effort to begin strengthening health systems in those countries. MEPI is funded by PEPFAR through the Office of the US Global AIDS Coordinator in the State Department and by the National Institutes of Health (NIH). The initiative is administered by both the NIH Fogarty International Center and the HIV/AIDS Bureau of the Health Resources and Services Administration in the US Department of Health and Human Services. In collaboration with the MEPI eLearning technical working group (TWG), the PEPFAR-funded USAID Capacity*Plus* Project and the MEPI coordinating center (MEPI-CC) organized and conducted an eLearning Strategic Plan Development workshop to complete draft eLearning strategic plans for each participating institution, share knowledge and experiences, and build a supportive network of eLearning collaborators. The three-day workshop brought together two representatives from each of the 11 participating MEPI schools and one MEPI consortium. The workshop was held from 24-27 February 2014 at the Gaborone International Convention Center in Gaborone, Botswana (see workshop agenda, Appendix 1).

Workshop Objectives and Expected Outcomes

The three primary objectives of the workshop were to:

1. Build capacity of the MEPI-supported institutions in eLearning strategic planning, instructional design, and content development
2. Share knowledge and experiences between participants
3. Build a supportive network of eLearning collaborators.

The workshop had two expected outcomes, in addition to participants' own expectations (see Appendix 2):

1. An eLearning strategic plan for each school
2. Agreement on how to continue a virtual collaboration between the participants.

Participants successfully developed strategic plans, leveraging the methodologies, tools, and collaborative discussions from the workshop. In addition, workshop participants outlined a suggested way forward for school leaders to advance the progress of their institution's eLearning program.

Participants

Workshop attendees included representatives from 11 MEPI institutions and one MEPI consortium. In addition, five representatives from two partner organizations (CDC and Capacity*Plus*/IntraHealth International) were present at the workshop. In all, 36 participants and facilitators from 12 countries attended the full workshop (see Appendix 3 for list of participants).

The MEPI-affiliated participants included the MEPI school eLearning focal persons as well as faculty members and educators at the MEPI institutions who are champions of eLearning at their institutions. Overall, the delegates were individuals who have wide experience, knowledge, and understanding of the eLearning situation at their institutions and who were able to provide an overview of their institution's current eLearning approach and future needs.

WORKSHOP

Initiating the Strategic Planning Process

Prior to the workshop, organizers asked participants to begin working with their delegation and other relevant stakeholders at their institution using an eLearning strategic planning template (see Appendix 4). This template acted as a working guide to walk participants through the strategic planning process. Draft strategic plans were requested from the participants prior to the workshop for review and analysis by the workshop facilitators.

In the initial draft plans, participants identified a number of issues pertaining to improving eLearning at their institutions. The issues touch on the goals of eLearning, infrastructure and connectivity needs, eLearning approaches, student and faculty needs, and research (see Figure 1, next page).

Workshop Overview

The workshop was implemented in a working group manner to allow participants to build on the progress made in their draft strategic plans.

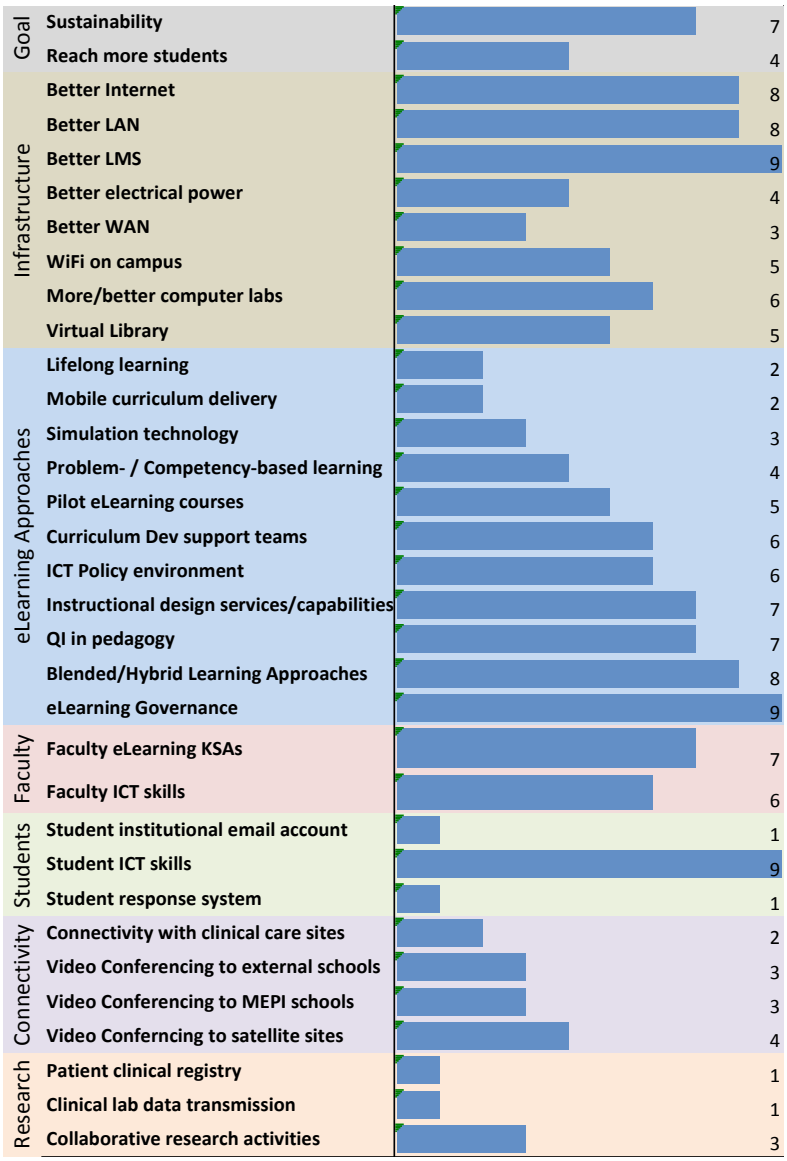
To begin the workshop, the group heard comprehensive and inspiring opening remarks from Deputy Director Gabathuse Blackie Molelu from the Educational Technology Unit Centre for Academic Development at the University of Botswana. Facilitators then walked participants through the agenda and reviewed the workshop objectives and expected outcomes. Facilitators also introduced the Google+ platform for the community of practice during this session.

SWOT Analysis

The basis for the rest of the workshop was established with a session on "Developing a strategic plan," which emphasized the assessment activity known as a strengths, weaknesses, opportunities, and threats (SWOT) analysis. After this session, participants broke out into their respective school delegations to conduct their own SWOT analysis with facilitators circulating to provide support.

Facilitators next asked each delegation to present its SWOT analysis. The various SWOT analyses were compiled into a group SWOT analysis to compare and contrast the various elements of the analysis between the schools. This process served as a critical foundation for the remainder of the workshop, which was spent further developing the schools' strategic plans.

Figure 1: eLearning Issues Cited in Draft Strategic Plan (N=11)



Domains

After the group SWOT analysis activity, participants returned to their delegations. In round-table discussions, the five facilitators (Mesego Kebaetse, David Potenziani, Dativa Tibyampansha, Yianna Vovides, and Steve Walsh) presented briefly on their respective domains and answered questions from participants (see further description in Appendix 5). The five domains—student development, eLearning approaches, faculty development, institutional support, and technology assessment and development—can be summarized as follows:

- **Student development** (Dativa Tibyampansha): Students have their own needs. They often have fewer resources in terms of technology and even skills to engage in eLearning.
- **eLearning approaches** (David Potenziani): eLearning approaches embrace a wide array of choices of development and fulfillment. Each school team will need to identify the best mix that fit their goals and capabilities.

- **Faculty development** (Masego Kebaetse): Faculty members are a critical part of the eLearning effort. Without their active participation and support, the effort will not succeed. A beginning point to remember is that faculty members are all experienced in teaching face-to-face. Teaching through eLearning techniques can be unfamiliar and threatening, even or perhaps especially to experienced faculty.
- **Building institutional support** (Steve Walsh): eLearning programs require resources from the host institution. These business functions require revenues to support salaries as well as institutional structures of administration, technology support, and instructional delivery.
- **Technology assessment and development** (Yianna Vovides): Technology resources involve many choices and approaches that need to be carefully considered to strike a balance between the needs of faculty and students and the resources available from the host institution.

Continuing the Strategic Planning Process

After the initial set of round-table discussions, in which facilitators introduced their domains, the workshop continued with a series of breakout sessions to allow teams to work on their strategic plans. Facilitators circulated to provide general support on strategic plan development and focused support on the respective domain areas.

Based on the progress made on strategic plans, facilitators then asked participants to create an executive presentation—a five-minute, three-slide presentation aimed at participants' colleagues and their institutions' executive teams on the strategic plan. After the presentations, participants and facilitators provided feedback to the presenters. This process allowed the presenters to present in a simulated board meeting (or other executive-level meeting) to gain experience advocating for investment in strategic planning in front of an executive team. In addition, the presentations were recorded to allow the presenters to revisit them later.

Taken together, the participatory lecture sessions, round-table discussions, executive presentations, and group work with facilitator guidance allowed participants to gain more knowledge of and experience using eLearning strategic planning tools.

Sharing Knowledge and Experiences

Participants presented in plenary on their SWOT analyses, strategic plans, and success stories. This allowed for feedback from participants and facilitators alike. At the workshop, actions were also taken to begin pairing institutions with different levels and areas of technical expertise to enable them to work together to build each other's capacity.

Building a Community of Practice

Yianna Vovides introduced workshop participants to the MEPI eLearning Google+ community, describing use of the site throughout the workshop and beyond. After this general presentation, Dr. Vovides worked with individual delegates to connect them to the Google+ community and provided brief one-on-one training on how to use the community. Throughout the workshop,

participants and facilitators posted resources, comments, and photos on the Google+ community. The community will continue to be used as a way for schools to share information, ask questions, or solicit feedback from the TWG.

Workshop Outcomes

The workshop achieved both of its expected outcomes, producing an eLearning strategic plan for each school and reaching agreement on how to sustain a virtual collaboration between participants.

eLearning Strategic Plans

Each school departed the workshop with a draft strategic plan to be further contributed to and approved by stakeholders and leadership at the various institutions.

Collaboration

Participants agreed to continue to use the Google+ community to provide further drafts of the strategic plans to the facilitators for their feedback and also to coordinate with other participants either via the Google+ homepage wall or within the Google+ drive with working documents or the sharing of files. All institutions now have access to the Google+ community and named private folders for the documents they would like to share with the facilitators for feedback.

Workshop Evaluation

All workshop attendees received a formal evaluation form at the end of the workshop. The evaluation form sought to measure the extent to which the workshop met participants' expectations and the value that participants placed on the workshop's outcomes. The evaluation form requested feedback on five specific topics: workshop objectives, methodology, logistics, impact, and next steps (see evaluation results in Appendix 6). In addition, the evaluation form requested participant feedback on "what worked" and "what didn't work" in the workshop.

What Worked?

Participants appreciated a number of aspects of the workshop, including the multiple learning formats and the workshop materials. Participants shared positive comments about:

- The advance preparation for the workshop using the strategic plan template and the template itself
- The introduction to and context for understanding eLearning
- The group work
- Workshop facilitation with teams
- Teams being open to sharing both successes and challenges

- The SWOT analysis
- Twinning – when one MEPI institution with a more advanced eLearning program partnered with a less advanced institution.
- E-platforms.

What Can Be Done Better?

Participants had several suggestions for improving the workshop, including:

- Building in more sharing across teams
- Ensuring that all eLearning focal persons within the TWG are present at future workshops to increase visibility and understanding of all concepts presented during key sessions
- Allocating more time for domain exploration.

Next Steps

On the last day of the workshop, the participants met in plenary to discuss workshop follow-up. The discussion, moderated by the facilitators, allowed participants to openly share their ideas for next steps as well as collaborate on operationalization of the same. Workshop participants agreed to finalize their strategic plans (working with various stakeholders at their institutions) and subsequently present the plans to their institution's leadership. After the final strategic plans are set in place, participants will commence implementation planning in order to carry out the activities in the plans.

In addition to continuing the strategic planning process, participants cited six other points as next steps for refinement and expansion:

1. Share updates across schools
2. Expand the TWG and maintain regular contact. Summarize the eLearning literature outside of the MEPI network.
3. Include leadership (deans) to enhance buy-in, especially in relation to budgeting
4. Pursue funding to support the development of products; communicate externally to organizations outside of the MEPI network to enhance funding opportunities and sharing of resources
5. Focus on the eLearning community of practice/group-level output
6. Transition to implementation and conduct eLearning pilot programs based on the strategic plans that schools can share in terms of implementation

APPENDIX 1: MEPI ELEARNING STRATEGIC PLAN DEVELOPMENT WORKSHOP AGENDA

Gaborone, Botswana

February 24-27, 2014

Gaborone International Convention Centre (GICC) adjacent to the Grand Palm Resort
Gaborone, Botswana

Workshop Objectives

- Build capacity of the MEPI-supported institutions in eLearning strategic planning, instructional design, and content development
- Share knowledge and experiences between participants
- Build a supportive network of eLearning collaborators.

Expected Outcomes

- A draft eLearning strategic plan ("strategic agenda") for each school
- Agreement on how to continue a virtual collaboration between participants.

Pre-Meeting: Monday, February 24, 2014

7:00PM Welcome dinner—Hotel

Day 1: Tuesday, February 25, 2014

8:30 AM	Registration and logistics	Leah McManus
9:00 AM	Welcome and opening remarks	Gabathuse Blackie Molelu
9:30 AM	Opening activity • Introductions of workshop participants • Overview of workshop objectives, expected outcomes, agenda, method of work and logistics • Overview of the Google platform	Yianna Vovides David Potenziani
10:30 AM	Tea break	

10:45 AM	Developing a strategic plan (How to do it, what to achieve, what elements to include)	Christopher Busang
12:00 PM	Group photo	
12:05 PM	Lunch	
1:00 PM	Breakout session of school teams to complete a strengths, weaknesses, opportunities, and threats (SWOT) analysis	Facilitators
1:45PM	Round table session introduction and sessions with facilitators on key domains (see attached description of domains) • Dativa Tibyampansha—Student development • David Potenziani—eLearning approaches • Masego Kebaetse—Faculty development • Steve Walsh—Building institutional support • Yianna Vovides—Technology assessment and development (After the facilitators outline their domains to the whole workshop, they will rotate through five stations that have school teams in groups of 4 to 6. Each session runs 15 minutes with a facilitator for discussion of the domain area. Each team should decide what the elements of their strategic plan are and should formulate the key messages to sell their strategic plan to colleagues and senior leaders.)	Facilitators
3:00 PM	Tea break	
3:15 PM	Use of online resources (Google +, Google Groups, etc.)	Yianna Vovides Leah McManus
3:30 PM	Report back on school teams' SWOT analysis	Facilitators
5:30 PM	Adjourn for the day Evening work and what to expect on day two	
	EVENING WORK: Work on draft strategic plan document and identify highlights for two-minute presentation on morning of day two.	

Day 2: Wednesday, February 26, 2014

8:30 AM	Summary of day one and plans for day two	
8:45 AM	Opening activity: Google+ demo	Yianna
9:10 AM	Breakout session: Write next objective for strategic plan; reflect based on SWOT analysis; revise and operationalize; continue on to next objective	Facilitators
10:10 AM	Tea break	
10:25 AM	Breakout session continues	School teams
12:10 AM	Sharing examples and success stories by school participants	Facilitators
12:30 PM	Lunch	
1:30 PM	Breakout session continues	Facilitators
2:30 PM	Tea break	
2:45 PM	Breakout sessions: Begin a 3-slide presentation aimed at your colleagues and executive team	Facilitators
4:30 PM	Wrap-up session EVENING WORK: Complete executive presentations	Facilitators

Day 3: Thursday, February 27, 2014

8:30 AM	Summary of day two and plans for day three	
8:45 AM	Delivery of presentations for executives to the workshop participants (5-minute presentation per team, followed by 5 minutes of clarification and feedback)	School teams
10:00 AM	Tea break	
10:15 AM	Continue with presentations	School teams
11:15 AM	Discussion of next steps for the MEPI eLearning Schools; define concrete milestones in relation to the strategic plans at two levels: (1) individual focal persons and their schools; and (2) as an eLearning community of practice/TWG	Facilitators
11:45 AM	Feedback and evaluation of workshop	All
12:45 PM	Closing remarks	Dr. Oathokwa Nkomazana & Dr. Kien Alfred Mteta
1:00 PM	Adjourn the workshop and attend lunch	
2:30PM	Field trip to University of Botswana School of Medicine	All

APPENDIX 2: PARTICIPANTS' EXPECTATIONS

Participant	Expectations
1	I hope during the workshop, we will i) fine tune our vision and mission statements ii) fill in the gaps that exist in our strategy template iii) learn from and exchange ideas with others on how they gone about developing and perhaps implementing their eLearning strategy.
2	Personal: 1. Learn from the experiences and best practices of other medical schools in planning, implementation, and evaluation of eLearning programs; 2. Build skills on strategic planning, faculty development strategy, instructional design, course content development, and maximizing the benefits of eLearning in low resource settings Institutional: Develop a draft eLearning strategic plan for Addis Ababa University- College of Health Sciences
3	The Kwame Nkrumah University of Science and Technology, Kumasi, Ghana currently has on its enrollment a student population of over 41,000 with a yearly intake of about 10,000 undergraduate students. Its staff strength is 3,467 made up of 888 senior embers, 1001 senior staff and 1578 junior staff. The University has an eLearning Centre mostly used by its Institute of Distance Learning which has 9919 students. There is the potential for the use of this facility by other Schools/Faculties and the School of Medical Sciences intends augmenting its teaching and learning programmes through eLearning approaches. Already, our students have access to Open Education Resource (OER) materials developed by its faculty and available on the website of the University (www.knust.edu.gh). Our broad expectations of the Botswana eLearning workshop are; i. To understand the varied and potential uses of eLearning in medical education ii. To appreciate elements that should go into developing and managing an eLearning strategy iii. To learn from fellow workshop participants who have experience in the deployment of eLearning technology for medical education iv. To seek potential Global Networking support in eLearning for the School
4	I hope to understand the basics and rudiments of eLearning and how it can be used to augment the traditional way of teaching so as to improve the quality of medical education in limited resource settings. I hope to also meet other colleagues from other universities and share ideas. This I hope would further improve our way of teaching. I hope to also impact the knowledge I learn from the workshop back to my colleagues at my school to improve the teaching environment. This I know would create a congenial atmosphere for both students and lecturers as a whole.
5	I hope that this forum will help me and my colleagues from the College of Medicine consolidate our eLearning strategic plan and it is my hope that this workshop will also mention content development by teachers especially to be used on virtual learning platforms.
6	My major expectation is to have a draft strategic plan which I can present to the College of Medicine management and ICT committee. I am hoping that it will be nearly finished product so that COM management can just endorse it.
7	1- Personally, I expect to achieve knowledge and skills during the workshop so that I can improve them in our Faculty. 2- Exchange regional experience about the effective implementation of eLearning in Africa and Mozambique; 3- Find international and regional partners from other institutions that can provide us with useful suggestion for Mozambique; 4- Share our experience from Mozambican institutions about eLearning; 5- Present new challenges for future of eLearning in our Faculty.

Participant	Expectations
8	1. Acquire skills in eLearning Strategic planning and development; 2. Improve my skills in instructional technology, content management and impact assessment; 3. Build upon and improve existing College/University eLearning infrastructures and skills; and perfectly align eLearning mission and vision to those of the University; 4. Actively contribute to MEPI's eLearning goals, leverage on experiences of other MEPI sites and share experience and skills with MEPI sites in Nigeria; 5. Contribute to effectively improving access to medical education in Nigeria through collaboration and research.
9	The development of a veritable eLearning framework and policy is an essential part of a global effort in improving the quality of education in institutions worldwide. It is therefore my expectation that at the end of the workshop, the medical school in Ibadan will have a defined focus and framework which will not only enhance the quality of teaching on the part of the lecturers, but also aid understanding on the part of students.
10	My expectations include to have standardized nomenclature for eLearning including "instructional course designers versus learning content management" and establish networks with like-minded people and groups.
11	I expect to acquire hands on skills in the development of an eLearning strategic plan and use this not only to come up with an eLearning strategic plan for Mbarara University College of Health Sciences, but also use the skills to develop other strategic plans in the university. If there are any institutions that may need my skills, I will be happy to pass them on.
12	My major expectation for this workshop is to understand better the key steps taken while developing an eLearning strategic plan. And also to be able to fine tune the eLearning strategic plan for Mbarara University College of Health Science.
13	Expectation: Develop a draft strategic plan for eLearning for the mesau Partner institutions. Question: As we develop this plan are there hopes of funding to support this as here in Makerere we have many plans that are on the shelf for lack of funding to support follow through.
14	1. The workshop will provide me with more skills and knowledge in eLearning tools and applications; 2. The workshop will open up my mind to view eLearning as a formal process that can be systematically established at the faculty to support teaching and learning; 3. The workshop will provide my institution with documented (strategic plan) to guide eLearning approaches suitable for my institution. This will provide a basis on which students, facilitators and administrators will agree and will be guided when implementing eLearning plan; 4. The workshop will establish eLearning network team of MEPI institutions in Uganda and abroad to collaborate on common and standard interfaces. This will improve collaboration and sharing of eLearning and teaching resources.
15	What do I expect to achieve during this workshop personally: Through the interaction with other workshop participants and workshop facilitation, I intend learn how others are managing their eLearning Information Literacy program. How they are handling LARGE groups of students whose lecturers are not ready to register them to their various courses in Moodle. Learn new eLearning skills and how to handle lecture materials (power point) sent to you by a lecturer with no course title or codes. For your school or country: As a result of my attending eLearning strategic workshop, the school should achieve its vision and goals. This can be achieved by developing and maintaining a culture that encourages all faculty members to work more effectively with technology in an eLearning environment. Ensure that the school Provides academic and technological support to enhance student eLearning. Workload for lecturers will be avoided through eLearning! For the MEPI Network as a whole: To convince MEPI to provide more online library services on the eLearning platform with the most updated online resources recommended by faculty.

Participant	Expectations
16	1. My personal expectation from the workshop is to gain Skills in Strategic Plan Development and also to gain an understanding of the benefits of eLearning in higher education specifically medical schools; 2. Further my expectation for the school from the workshop is to come up with a draft to guide our school in the formulation of an eLearning strategy plan which we hope will be other schools in the University; 3. Finally, my expectation from the workshop for the MEPI network is to create collaboration within the MEPI network for further discussions, benchmarking and best practices in eLearning.
17	I expect to learn about developing strategies and how to set goals for eLearning for different situations. I also expect to have insights into managing the change that is brought by eLearning in terms of resources, engaging leadership, faculty and student engagement. I hope to leave the meeting with knowledge of how to set the ball rolling and guidance that I will use in the implementation of eLearning, in the form of a completed document or a document that I can complete after the workshop. This document should be referenced in bringing relevant and useful high impact change at the UZCHS and I hope to be able to share it with other colleagues at the UZCHS and elsewhere
18	What are your expectations for the eLearning Strategic Plan Development Workshop? First: I hope to get a sense of how well the other centres are doing what we can learn from them; Second: we have identified [lack of] course design as a major weakness in our capacity to develop eLearning modules. Would like to know how other centres are addressing this issue. In other words, what do you expect to achieve during this workshop personally? Personally, I have been trying hard to incorporate eLearning tools in my teaching and to encourage my students to use that in their own teaching and learning. However, the time between an idea I may have during lesson preparation and eLearning readiness is too long, meaning I will only get to use that at a much later time than intended. How do other colleagues do it ? For your school or country, We want to put eLearning at the centre of learning/teaching in our college. IT skills of most staff are not optimal for eLearning medium. College IT dept are at periphery of eLearning in our College, they focus on hardware and systems, not content. How do others do it ? Also we want to develop local research [scholarship] in eLearning / education. What is already being done? For the MEPI Network as a whole? Want to agitate for a network eNewsletter

APPENDIX 3: LIST OF PARTICIPANTS

Medical Education Partnership Initiative (MEPI) eLearning Strategic Plan Development Workshop
Gaborone International Convention Center, Gaborone, Botswana, 25-27 February 2014

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APPENDIX 4: STRATEGIC PLANNING TEMPLATE

MEPI eLearning Strategic Planning Template

[INSERT NAME OF SCHOOL AND COUNTRY]

[INSERT DATE OF DRAFT]

[INSERT NAMES OF FOCAL PERSONS]

This document is created to support the work of the MEPI eLearning TWG members. It is meant to provide guidance in preparation for the February 25-27, 2013 workshop coordinated by Capacity*Plus* and the MEPI CC. The document will be used during the workshop and will also serve as the core follow-up document.

Table of Contents

Mission of Host Institution 19
Vision for eLearning 19
Guiding Principles 19
Planning Assumptions 20
1. Environmental Assessment 20
Current capabilities 20
Needed capabilities 20
2. Team 20
Current KSAs 20
Needed KSAs 20
3. Student Development and Support 20
4. Faculty Development and Support 20
Current Technology Training Resources 20
Needed Technology Training Resources 20
5. Institutional/Administrative Support 20
6. Instructional Design 20
7. Sustainability 20
8. [other] 20
Goals, Strategies, and Objectives 21
Sustainability 21
Resources Available 21
Resources Needed 21
Implementation Plan 21
Implementation Plan Matrix 22
Annex 1: Features of a Strategic Plan 23

Mission of Host Institution

[Referring to the overarching mission of the host institution in which the MEPI eLearning program will be embedded. A statement of the institution's mission serves to ground the process of developing an eLearning strategic plan in the unique history, values, and purpose of the institution.]

Vision for eLearning

[What is the vision of your MEPI eLearning program? In other words, what will be the MEPI eLearning situation after your strategic plan has been completely implemented? Think in terms of 3 to 5 years, or whatever timeframe is appropriate for your context.]

Guiding Principles

[Guiding principles are the basic values and beliefs that are shared by the members of the institution. They underlie the planning process. The goals, strategies, and objectives that result from the strategic planning process must not conflict with these principles. Guiding principles often serve as helpful ideas in choosing the path the institution should take.

Some examples of guiding principles include:

- We use ethical procedures in decision-making.
- We provide a friendly, humanistic environment for the academic community.
- We maintain both traditional and non-traditional methods of instruction.
- Our business is learning.
- Our administration, faculty, and staff provide good examples by using information technology in their daily business.
- We are a leader in technology and innovative programs.
- We meet the needs of all students regardless of barriers.
- We put students first.
- Our needs drive technology choices.
- Training and support in technology and multimedia is a priority.
- We respond to the educational needs of industry and the community.

- We strive to retain a friendly, connected community]

PLANNING ASSUMPTIONS

1. Environmental Assessment

1.1. [State of eLearning at the institution]

1.2. [Current and needed capabilities]

Current capabilities	Needed capabilities

1.3. [eLearning resources available outside the institution]

2. Team

2.1 [Current and needed knowledge, skills, abilities (KSAs)]

Current KSAs	Needed KSAs

3. Student Development and Support

3.1 [What is their readiness to use eLearning techniques and tools?]

3.2 [What resources will be needed, if any, to prepare them for eLearning?]

4. Faculty Development and Support

4.1. Technology training resources

Current Technology Training Resources	Needed Technology Training Resources

5. Institutional/Administrative Support

5.1. Leadership and management support

5.2. Technology infrastructure

6. Instructional Design

6.1. Development processes

6.2. Program evaluation

7. Sustainability

8. [other]

Goals, Strategies, and Objectives

1. [Goal 1]
   1.1. [Strategy]
      1.1.1.[Objective]
   1.2. Strategy
      1.2.1.[Objective]
2. [Goal 2]
   2.1. [Strategy]
      2.1.1.[Objective]
      2.1.2.[Objective]

Sustainability

1. [Development of program]
   1.1. [Resources available and needed]

Resources Available	Resources Needed

Implementation Plan

[The implementation plan, presented in matrix form on the next page, indicates the individual assigned to assume leadership responsibility for the implementation of each of the goals, strategies, and objectives identified during the planning process, and the due date for completion of the activity.]

IMPLEMENTATION PLAN MATRIX

Goal	Strategy	Objective	Resources		Due Date	Responsible Individual
			Available	Needed		
[Goal #1]						
	1.1 [Strategy]				[Date]	[Name]
		1.1.1 [Objective]			[Date]	[Name]
		1.1.2 [Objective]			[Date]	[Name]
	1.2 [Strategy]				[Date]	[Name]
		1.2.1 [Objective]			[Date]	[Name]
		1.2.2 [Objective]			[Date]	[Name]
[Goal #2]						
	2.1 [Strategy]				[Date]	[Name]
		2.1.1 [Objective]			[Date]	[Name]
		2.1.2 [Objective]			[Date]	[Name]

ANNEX 1: FEATURES OF A STRATEGIC PLAN

- *Executive Summary:* The one-page written case statement that can be used to create buy-in by the institution's key stakeholders (funders, leaders, faculty, students, and other stakeholders in the community).
- *Elevator Pitch:* A brief statement describing the plan. It's both a sales device and a simple reminder of what the plan is all about.
- *Mission Statement:* Any strategic plan needs to fit into the mission of the organization adopting it. While it may seem obvious, often concisely stating the mission can help when the planners deal with a point of disagreement or uncertainty.
- *SWOT:* Another standard exercise is to explore and name the strengths, weaknesses, opportunities, and threats that the plan will have to address.
- *Program Design:* These goals should be specific, measurable, and time-boxed. They can also be staged over phases or periods of time.
- *Program Evaluation:* A goal, even a specific one, often has a set of indicators and methods to obtain them to help understand the path to achieving it as well as supporting its attainment.
- *Environmental Assessment:* This can begin as an institutional assessment, but eLearning often reaches beyond the host institution and can embrace resources and capabilities far removed. The assessment is meant to catalog the resources that exist currently and relate to the goals of the plan. It can be represented in a spectrum from tangible items (computers, network bandwidth, documentation, etc.) to the intangible (skills in instructional design, graphics development, learning theory, etc.)
- *Faculty Development and Support:* The assessments above can help identify the needs of faculty for training and other support services and resources. Specific faculty needs assessment may also be required.
- *Student Development and Support:* The same issues relate to students for needs, but with the added issues of their access to technologies and other resources needed for success.
- *Institutional/Administrative Support:* Any strategic plan has to be adopted and supported by the institution's leaders. The dissemination of the plan can provide a roadmap that the planners can use to help orient these leaders to its approach, goals, and measurements. It includes steps to engage with them, help them understand and adopt the plan as their own, and bring their continuing contributions to the effort.
- *Team:* The team begins with the knowledge, skills, and abilities (KSAs) needed for success. The human resources with these KSAs may currently be available but may also need to be found or developed. Here is where the planners outline the mix of people and skill sets needed.
- *Instructional Design Processes:* The best strategies require tactics. This section calls on the planners to outline the steps they need to achieve success in the plan. Often, this is the centerpiece of the plan with the greatest amount of detail. Yet, these steps need all the above components to begin developing it.
- *Sustainability:* All the above require resources for development and ongoing effort. This component offers a subplan to acquire and sustain those resources.

APPENDIX 5: ELEARNING DOMAIN DESCRIPTIONS

eLearning Domain Outlines

The following are descriptions on how each facilitator may approach their domain. There are inevitably overlaps, but even those can be useful since a domain may look at that characteristic from a different perspective or purpose.

Dativa Tibyampansha: Student Development

Students have their own needs. They often have fewer resources in terms of technology and even skills to engage in eLearning.

- **Technical skills** require initial assessment. Not all students are skilled in the technologies involved. They may need focused training in technology skills or systems used.
- **Navigation guidance** to help orient them to where to look for online resources.
- **Communication** involves more than technologies but expectations of appropriate etiquette, methods of communication, and time for responses. It is best to set expectation specifics at the beginning of each course.
- **Student technology** (hardware and software) are usually highly sensitive to cost. They may have older versions of hardware, operating systems, and software.
- **Student support** for orienting them to the eLearning approach is necessary.
    - Student cohorts can provide social and academic support within groups
    - Expectations of performance (deliverables, format, deadlines, etc.)
- **Student counseling** as students adapt to a different set of pressures inherent in eLearning.
- **Helplines** for technical assistance, especially for novice eLearners.
- **Technology change** when moving from one generation of systems to another.

David Potenziani: eLearning Approaches

eLearning approaches embrace a wide array of choices of development and fulfillment. Each school team will need to identify the mix that best fits their goals and capabilities.

- **Delivery and engagement types** can involve a wide spectrum
    - Computer-assisted instruction (often self-paced, can be online or media—CD, DVD)
    - Pure eLearning/fully online (virtual classrooms, usually web-based)
    - Blended or hybrid (face-to-face and online)
    - Mobile learning (using SMS and other protocols to deliver targeted lessons)
    - Digital library (online resource of materials—books, articles, webcasts, etc.)
- **Student grouping** options offer great flexibility

    - Formal cohorts move through a curriculum together which often helps students find social support to cope with physical separation and isolation.
    - Ad hoc cohorts usually created for a single course as an enrollment threshold is reached.
- **Schedule** of engaging students can be also be flexible
    - Academic calendar
        - Follows established academic calendar and has familiarity for faculty and students
    - Learning sessions types
- **eLearning tools** offer a wide variety of choices from proprietary to open source
    - Course management systems (Moodle, Blackboard, Sakai, etc.) offer platforms for entire curricula
    - Interactive conferencing (Adobe Connect, WebEx, GoToMeeting, some CMS systems, etc.) can address the need for interactive communication
    - Streaming content delivery (YouTube, narrated slide presentations, iTunes, etc.) can allow students the freedom to repeatedly review materials.

Masego Kebaetse: Faculty Development

Faculty members are a critical part of the eLearning effort. Without their active participation and support the effort will not succeed. A beginning point to remember is that faculty members are all experienced in teaching face-to-face. Nevertheless, teaching through eLearning techniques can be unfamiliar and threatening to even experienced faculty, perhaps especially to experienced faculty.

Faculty development training plan to ensure continued targeted and relevant support for teaching, learning and research:

- Needs assessment ensures that we are addressing faculty needs and training for skills needed in the curriculum
- Using a variety of faculty development methods can enable us to meet faculty at the point of need and address their needs as learners.

Faculty skill development to orient faculty to the tools of eLearning:

- eLearning literacy involves more than technical skills and includes how to collaborate and communicate fruitfully in an online setting (online pedagogy).
- Instructional design assistance to help plan learning encounters with specific components (learning objectives, lesson materials, student assignment/activities, assessment, etc.).
- Technical assistance in using technology to develop and deliver instruction (prepared or recorded in advance or delivered interactively).

- Restructuring lectures and other materials for online delivery often requires different pacing and smaller components.
- Skills for the online instructor (pedagogical, social, administrative/organizational, technical).
- Information literacy skills.

Faculty time investment to develop eLearning courses:

- Release time to develop one course as a learning exercise for the faculty
- Incorporate extra development time for adding or updating eLearning courses in the inventory
- Faculty compensation or course loads may be different for online learning.

Faculty support:

- Teaching assistants can help faculty members handle interactions with students.
- Different from face-to-face approaches, eLearning involves more written communication (email, chat, lecture notes) and interactions outside a regular schedule
- Faculty access to resources for technical or logistical support—including reporting grades and student assessments online
- Helplines to assist faculty with system issues as well as their individual technical needs
- Personnel to ensure faculty have support for skill development and efficient curriculum delivery
- Mentoring for faculty to learn from peers
- Support for research on teaching with technology.

Faculty teaching practices and policies to set appropriate expectations for faculty interactions with students (manage 24/7 practices):

- Course delivery
- Student interaction
- Course development models
- Templates and rubrics
- Branding.

Steve Walsh: Building Institutional Support

eLearning programs require resources from the host institution. These business functions require revenues to support salaries as well as institutional structures of administration, technology support, and instructional delivery.

- **Business models** provide a structure for the eLearning enterprise (state supported, non-profit, for-profit); matters in terms of who ultimately pays for eLearning.
- **Tuition and fees** may vary from face-to-face programs because cost structures are different.
- **Internal marketing and support** is needed to convince leaders that the eLearning effort will benefit the institution, faculty, and students.
- **Limited time** to develop sustainable programs (MEPI funding only until August 2015).
- **Institutional buy-in** will be needed to provide support for eLearning infrastructure (technical and human) both initially and in the long term.
- **Sources of funding** may vary, depending on the business model and culture of the institution.
- **Aligning with the institutional goals** is necessary to establish and continue eLearning programs.
- **NO short cuts** are allowed. You will need to do lots of research and publish!

Yianna Vovides: Technology Assessment and Development

Technology resources involve many choices and approaches that need to be carefully considered to strike a balance between the needs of faculty and students and the resources available from the host institution.

- **Connectivity** to access the material and communicate effectively where the faculty and students reside.
- **Capability** to assure that technologies at both ends of the eLearning encounter support the approach and materials, including supported hardware and software.
- **Choice of software and platform** including content management systems to support wide and distributed access.
- **Cost to students** for technology access (their computers and connections and software) including network charges as well as equipment and software.
- **Costs to faculty** to manage expectations for personal computers and related software.
- **Institutional technology resources** involve a wide array of needs
    - Development of eLearning materials
        - Hardware (computers, microphones, cameras, etc.)
        - Software (graphics, presentation, web development, etc.)
    - Delivery of materials
        - Course management systems (Moodle, Blackboard, Sakai, etc.)
    - Communications and student engagement
        - Email, chat, streaming content, VOIP (video and/or voice)
- **Total cost of ownership** for any system involves acquisition, set-up, maintenance, and retirement.

APPENDIX 6: WORKSHOP EVALUATION FORM AND RESPONSE ANALYSIS

1. Workshop Objectives and Expected Outcomes

Note: Figures in the tables indicate the number of participants who selected that response choice.

1.1 Did the workshop meet your expectations?

Did not meet expectations	Somewhat met expectations	Uncertain	Mostly met expectations	Fully met expectations
0	1	1	16	6

- Got more knowledge on learning management systems (Google+); The workshop helped me to streamline strategic objectives of eLearning for my intuitions
- It would have been great to have a session on implementing the strategic plan. The meeting itself was short. In terms of coming up with a plan, the meeting was successful.
- Clearly expectations in acquisitions of skills for developing eLearning Strategic Plan. All the sessions contributed in one way or the other. Collaborating with colleagues in sharing strengths and helping weaknesses. There was not much content on management or instructional design.
- I was expecting to be taken through the steps of developing a strategy an we have the things we have in the MEPI template.
- Needed to understand what an eLearning program and also have an understanding of strategic planning and that was tackled in the sessions.
- Yes, the shared experience will help us to implement eLearning.
- Covered good ground in coming up with strategic plan. Good guidance.
- Made me fully understand and appreciate how to make an eLearning plan for the school.
- Understand better the key steps of developing a strategic plan.
- I was hoping we would have at least a draft strategic plan by the end of the workshop. However, due to time constraints, some parts of the strategic plan are yet to be done.
- Time spacing of activities was not adequate
- The transition from SWOT to objectives was not very clear
- Yes, the workshop did meet my expectation. The facilitators are very informed and clear.
- It did not necessarily provide basic tools for beginners in developing a strategic plan.

1.2 To what extent did the workshop succeed in guiding you through the development of an eLearning strategic plan for your school?

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	0	1	7	15

Note: One participant did not respond

- The workshop helped me to put right the strategies appropriate for my institution; The workshop helps me to get contacts of other MEPI networks.
- I now have a working strategic plan. It can be modified though.
- The SWOT analysis help to put things in the right perspective. Other sessions provided insight into how to turn weaknesses through opportunities to strengthen and overcome threats. Provided broader view of eLearning.
- The method adopted in the workshop encouraged more time being used in real discussion and improved the output.

- Did not understand where the domain session fit into the strategic. Not well explained.
- I have more tools, skills and knowledge.
- Good guidance on the processes. Great interaction with facilitators.
- Group work was great. And the facilitators made me understand a lot more about planning in relation to eLearning.
- I learned that the objectives have to be: Improve infrastructure; Faculty development; Student development.
- There was good assistance from the facilitation.
- Yes, the workshop was very organized and very successful in guiding us through the development of an eLearning strategic plan.
- Made me aware of a lot of gaps that was created initially.

1.3 To what extent did the workshop succeed in strengthening a network for ongoing collaboration on eLearning?

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	0	0	7	16

Note: One participant did not respond

Briefly explain your response in the space below:

- Joining the Google+ to me was a good experience to m later and practice it for other collaborative needs.
- Not enough mixed group work. So had very limited time to discuss with out of group colleagues. Not enough socialization- community?
- The success can only be determined at a later date when we return to our workplaces.
- Identified colleague who could be of assistance and vice versa
- Through the workshop and interaction with the participants, there is a renewed zeal to ensure implementation of the draft plan.
- To support each school to implement eLearning.
- Everyone is at ease now.
- We not know each other in person as well, not just by institution
- The Google Platform is a great link to all of us.
- It was good to hear experience from other schools and mapping the capabilities and needs matrix was also useful for networking.
- Met many new practical collaborators.
- Face to face meeting and joining of the online network worked.
- Very well done with this aspect. Workshop created a great community/network of practionners.
- We had opportunities to engage with each other. Helps understand what everyone is doing and where they are at, we will stay in touch.
- Meet other institutions to learn about what they are doing.
- Collaboration; SWOT analysis use
- The old and experienced shared with the new

1.4 What is the most valuable skill, concept, or piece of knowledge that you gained from this workshop? *(write your response in the space below)*

- Using SWOT analysis approach to develop a strategic plan; Using LMS Google+
- To have [goal], to achieve [objective], What I want to do [task]
- Coming up with a SWOT analysis to develop the strategic plan

- 1. Defining Goals, Objectives and Strategies; 2. Developing structures capacity building programs for faculty; 3. Involving stakeholders not commonly considered; 4. Selling/convincing management/executive; 5. Utilizing SWOT analysis effectively (better understanding).
- At the workshop we were better assured that the weaknesses we have in eLearning adaptability is not peculiar to us. It also showed the strength we have and the high potential to implement a viable eLearning plan.
- Defining eLearning
- I gained knowledge and skills to make a strategic plan. Using measurable timeline and be clear.
- What is involved in eLearning, the different components and strategies that can be utilized.
- Preparation of the strategy (eLearning)
- Developing a strategic plan
- 1. Strategy development; 2. Selling your strategy to the top management; 3. Creating community of practice for eLearning
- Clear understanding of a strategic plan and how to develop a meaningful strategic plan.
- Understanding the support systems, staff, students, etc. needed to get an eLearning approach group.
- Doing audio over PowerPoint from Steve Walsh
- Presentation on SWOT analysis, details of what faculty development is
- Strategic planning writing skills.
- Clarity on basic concept to conceive and write a strategic plan for eLearning, level of concepts (goals, objectives, activities)
- I gained insight on what the other schools are doing in eLearning, commonalities, and challenges.
- How to use the eLearning platforms.
- SWOT analysis and developing a vision for eLearning

2. Workshop Methodology

2.1 How effective were the opening sessions of the workshop (e.g. introduction to the methodology) in preparing you to work productively?

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	1	1	12	10

2.2 How effective were the round table sessions on eLearning approaches, student development, faculty development, building institutional support, technology assessment and development for informing the development of your eLearning strategic plan?

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	1	6	9	8

2.3 How effective were the breakout sessions as a method for developing the eLearning strategic plan for your institution?

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	0	0	10	14

2.4 How effective were the elevator pitches and executive presentations in developing key messages to present your strategic plans to senior leaders at your institution?

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	0	6	9	8

Note: One participant did not respond

2.5 How effective were the facilitators at improving your understanding of eLearning approaches and strategies?

Very ineffective	Ineffective	Neutral	Effective	Very effective
0	0	2	13	9

3. Logistics

3.1 How satisfied are you with the following workshop logistics?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1. Communication about and invitation to the workshop	0	0	0	13	11
2. Pre-workshop information package	0	1	2	5	15
3. Travel arrangements	1	0	2	7	13
4. Airport transfer/ transportation	2	0	6	5	10
5. Lodging	1	0	1	8	13
6. Reception dinner	0	0	0	8	14
7. Lunches/tea breaks	0	1	1	8	14
8. Meeting rooms	0	0	0	10	14
9. Workshop materials (workbook, handouts, etc.)	0	0	1	11	12
10. Audio visual equipment	0	0	4	10	9
11. Responsiveness to questions and needs	0	0	1	9	13

Note: Some participants did not respond to every question

If you have any comments or suggestions, please let us know in the space below:

- The communications need to be more specific (e.g. how meals will be covered).
- The round table sessions were a bit rushed. Actually benefited from only two but perhaps time constrained.
- The choice of Botswana for the workshop is very appropriate because they appear to be ahead in implementing. However, the access to internet connectivity was below average.
- Please organize work sessions/workshops. Visit us in to support if possible.
- May be need of more time out of the conference discussions for refreshments

4. Impact

Not at all	Limited extent	Uncertain	Some extent	Large extent
0	0	1	9	13

Note: One participant did not respond

4.1 To what extent did this workshop prepare you for the implementation of an eLearning strategic plan at your school?

- It will help my institutions to formalize most of the ICT support structures.

- There is need to further support the implementation and I need guidance to launch the processes using best practices.
- We were able to know the infrastructural requirements and preparedness for the proper take off in an eLearning model.
- Gave clarification on the importance of understanding where our school is an where we hope to go in implementing eLearning.
- Only I have to advocate it for my stakeholders.
- Good progress on strategic plan and ready to go and improve it and present it.
- I can speak with authority about eLearning strategic plan. Not before.
- Having been part of the strategic planning development team, I feel I understand better this whole thing and will be able to implement it.
- It has guided me through the process of developing a strategic plan.
- Helped point out areas which need more information.

4.2 Do you intend to interact with the with the participants of this workshop in the future? What do you hope to gain from this eLearning support network?

- Yes, I need consultations with institutions with similar objectives.
- Learning from what they are doing.
- Yes. To collaborate and work through the eLearning processes and for general support as a community of practice.
- Exchanging ideas; measure impact
- Yes, I will like to know how institutions with similar foci are going in implementation.
- Yes, exchange ideas
- Yes. To share experiences and possibly some mentorship from colleagues who have some expertise in eLearning.
- Support in terms of skills and innovation
- Yes, online and might call others for specific help
- Yes, collaboration and other new eLearning skills
- Yes, learning from their experiences, getting technical assistance from facilitators, and school that have strengths in certain areas
- Yes, collaboration to help each other it may not be financially but with ideas.
- Learn their achievements
- Yes, research collaborations
- Yes, peer support
- Yes, most definitely. I will reach out to different schools for various issues
- Knowledge and experience exchange; Troubleshooting my own problems; Templates and support
- Finalize the strategic plan
- See in Google group
- I expect to communicate with the school and share successes and challenges
- Hope for interaction with other participants and tap into their success story
- Yes, I hop to get skills and knowledge.

5. Next Steps and Follow Up

5.1 How will you disseminate the outcomes of this workshop to other members of your school or other schools and organizations in your country?

- 1-Formal presentations to institutions communities; 2- Using ICT services to install the workshop outputs

- Check group in community
- Share the plan in a meeting and seek support in the implementation through a working group.
- Retreat. Presentation and brainstorming sessions.
- We intend to report to the college management and other stakeholders and then get the authority to form an eLearning implementation group.
- Give a presentation to the school's board meeting.
- Report and present to the Board of Studies of the school
- Workshops, explaining why eLearning and it's benefit of our economy, political and social life
- Will present it to school's ICT committee and ask for their input into eLearning strategic plan before giving it to Dean for approval processes
- Present a paper to management meeting and Board of Studies meeting
- Through a stakeholders meeting
- 1. Presentation for eLearning taskforce; 2. Put articles on the intranet and newsletter
- Present to them what I have and then do timing of activities
- Forming an eLearning group and getting heads of Departments involved
- I plan to engage the local consortium to take this to the next level
- Meet expectations/present to top university administration
- A presentation to relevant staff
- Meeting; Email
- Improve eLearning strategic plan; Present it to the Dean staff; Google+ support
- Present a written report, to college planning committee
- Through workshops and seminars
- Through publication use; local newspaper at my school and meetings with top management in my school
- Workshop or general faculty meeting to sensitize faculty

5.2 What additional information, resources, or support from the MEPI network does your institution need to achieve its eLearning goals?

- Training of technical staffs
- Course design support; name "how we did/do this"
- Support for implementation (e.g. institutional design, skills and resources)
- Situation analysis; Workshops; Instructional design; faculty development
- There is need to support in the area of capacity building for eLearning. This will target both faculty and students.
- Support to acquire more computers and possible visits to schools that have eLearning fully operational
- Improve infrastructure and connectivity, provide e-resource and mobile advices.
- Technical assistance with technology issues. Experiences and visits to institutions that have advanced in eLearning would be helpful
- Clinical key database as a e-Resource for medical students and faculty; IT support; IT man power support learned (skills)
- Training; Potential sources of funding.
- 1. Technical assistance in some of the areas identified as a gap; 2. Remote online assistance; 3. Review meetings to evaluate.
- Funding, expertise, strengthen collaboration with this eLearning community.
- 1. Information as practical collaborations; 2. Information as funding calls
- Need to know potential sources of support of training expertise, potential cases for timeline of support

- Technology; Learning management systems
- Bibliography; Training course or eLearning
- Student record information system (academic)
- More support in teams of acquisition of skills and knowledge about eLearning; More arrangement of similar workshop to instructing with out members on site in schools; Extend funds to invent in eLearning equipment like video conferencing.
- Funding for MEPI related activities

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