



# Creating Computer Based Training for a Global Multilingual Audience : Challenges and Lessons Learned.



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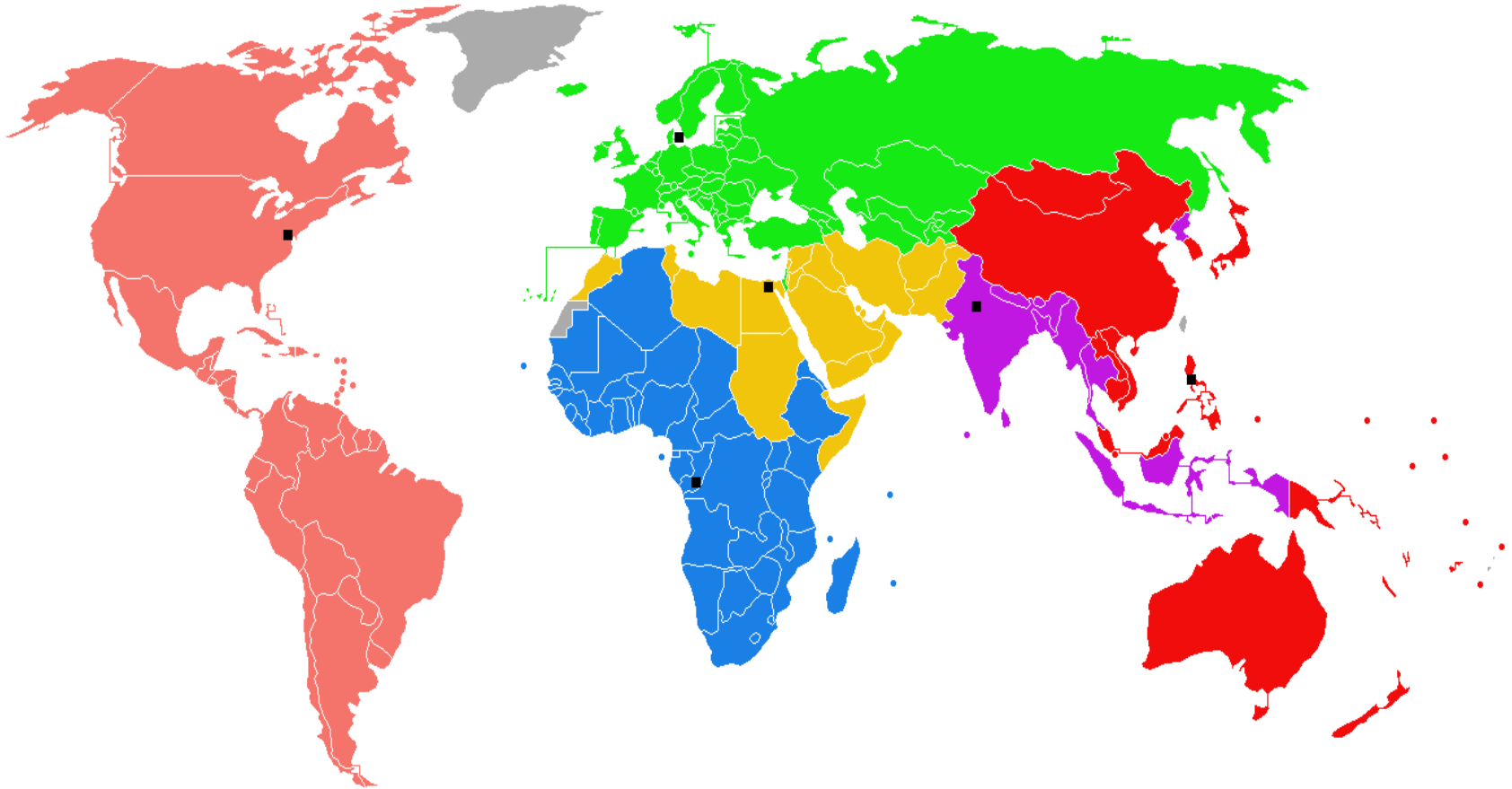
**WHO Library**

**World Health Organization**

**Geneva, Switzerland**



# WHO World Wide 6 Regions



# WHO in the Regions



World Health  
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REGIONAL OFFICE FOR  
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## Home

WHO/Europe home page

## Where we work

Our work in European countries

## What we do

Data and evidence, health topics

## What we publish

Books, fact sheets, press releases, reports

## Who we are

About us, our partners and networks



Sexual health throughout life

In review: European Immunization Week 2011

Outbreaks of E. coli O104:H4 infection

What works in tobacco control

Sexual health: equally important for all age groups. Sexuality and sexual experiences are part of everyone's life, and involve different needs and implications at different stages.



## News

WHO/Europe headquarters in Copenhagen closed due to flooding  
04-07-2011

Outbreaks of E. coli O104:H4 infection: update 28  
01-07-2011

Outbreaks of E. coli O104:H4 infection: WHO/Europe gives public health advice  
01-07-2011

Outbreaks of E. coli O104:H4 infection: update 27  
30-06-2011

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# WHO fulfils its objectives through its core functions:

providing leadership on matters critical to health and engaging in partnerships where joint action is needed;

shaping the research agenda and stimulating the generation,

**Translation and dissemination of valuable knowledge**

**Setting norms** standards and promoting and monitoring their implementation;

articulating ethical and **Evidence-based policy** options;

providing technical support, catalysing change, and building sustainable institutional capacity; and

monitoring the health situation and **Assessing health trends**

# WHO has set a six-point agenda to fulfill its objectives

- Agenda number 4 places emphasis on evidence and states

*"evidence provides the foundation for setting priorities, defining strategies, and measuring results. WHO generates authoritative health information, in consultation with leading experts, to set norms and standards, articulate evidence-based policy options and monitor the evolving global health situation".*

# WHO also considers itself a learning organization.

WHO Global Learning Committee (GLC) paper "Developing staff through learning" (January 2006). supports the development of WHO as a learning organization and defines a two-pronged approach to sustaining learning within WHO:



# WHO Global Learning Committee (GLC)

## “5% and 2% rule”

- A benchmark of 5% of individual WHO staff time shall be devoted to learning;
- WHO’s Global Staff Development Fund (SDF) to finance staff learning was established through a 2% levy on staff salary costs.





# WHO HQ Library Training Offers

- Weekly 97 minute Library Orientation

On a 2 month cycle

- Approx 10 library resource specific courses

- 5 hour “In-Depth Searching” course

Over the Year

- 150 hours of core teaching time

- Over 100 classes but limited to maximum 20 participants





# Challenges

- Primarily one librarian conducting courses in WHO Geneva
- Regional Libraries also offer courses with primarily individual briefings to new staff.
- Regional Libraries also offer training sessions for WHO Country Library staff.
- WHO librarians have shared their learning materials such as Power Point presentations and handouts among the group.
- Materials need to be adapted to local settings with particular need for translation or adaptation to other languages



# Computer based training

- WHO Library made a bid for funding covering a three year period to Staff Development Fund
- Bid submitted for the development of computer-based training (CBT) courses to supplement the current face-to-face courses being offered in the WHO Library based in Geneva.
- 67,000 USD for the entire 3 year period
- Bidding and approval process consumed almost entire first year



# The objectives of the proposal were to :

- 1) develop computer based training (CBT) modules that could be used to supplement the current face-to-face library courses in WHO HQ Library
- 2) integrate the CBTs into a virtual learning classroom allowing for participants to have real time interaction with the instructor
- 3) distribute the course materials to WHO Regional, Liaison and Country Office counterparts for local library training programmes
- 4) translate the CBTs into languages other than English depending on demand and availability of translators.

# The “CBT Team”

**HOLGER**



**TOMAS**



**JENNIFER**



**SALIMA**

**ALEX**



**ELISABETH**



**LAHCEN**



# Initial Steps

- 4 of the team attended the F2F (face to face) courses in order to:
- Learn about the courses, objectives and overall teaching methods used.
- Observe the reactions of the participants record difficulties the participants encountered, note questions raised during the session, identify concepts that were not easily learned.



# Landscaping

- The team coordinator (Holger Postulart) reviewed web sites of the commercial vendors and also other institutions to see what was being developed.
- Many vendors provided "canned" tutorial videos. Quality varied.
- Some cases, the examples used in the training tools were not relevant to the work of WHO.
- Nothing existed for WHO created resources
  - ( example WHOLIS)



# Not re-inventing the wheel

- National Library of Medicine was already using short video clips for distance training
- NLM had conducted an analysis of the various software for creating such video clips and shared this with the team
- NLM allowed us to take their tutorial clips and adapt to our needs.





# PubMed Tutorials

## PubMed® Online Training

### PubMed Tutorial

The [PubMed Tutorial](#) is based on the NLM's one-day [PubMed training course](#).

Go to:

- [Understanding the Vocabulary](#)
- [Building the Search](#)
- [Managing the Results](#)
- [Saving the Search](#)
- [Getting the Articles](#)

### Quick Tours

The following are brief [animated tutorials](#) with audio for using PubMed. Running times are rounded to the nearest minute. Click on t launch the tour.

#### Searching PubMed

- [Search PubMed by Author](#) (2 min., June 2010)
- [Searching PubMed by Author and Subject](#) (1 min., September 2009)

#### Saving Searches (My NCBI)

- [Saving Searches and Creating E-mail Alerts](#) (4 min., revised April 2011)
- [Changing Saved Searches](#) (2 min., revised April 2011)

[Return to](#)



#### Hot Topic

- [Changing Your Default Display](#)



# WHO Library e-Resources Page



Weather

brought to you by your WHO Libraries...



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AtoZ list

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This list provides access to more than 10,000 online journals with full text accessible to all WHO staff worldwide.

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0-9 ▶ **A** [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Titles where title name begins with 'A': 924

Page list:   page: [next](#) ▶ [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#)

## The AAHM Newsletter

[EBSCO Open Access Medical and Health Collection](#) 2000 to present

## AANA journal

[Academic Search Premier](#) 2001 to present

[EBSCO Open Access Medical and Health Collection](#) 1999 to present



# ***Planning for an evaluation of the CBTs***

We were fortunate to be able to conduct 3 interventions for evaluation of the CBTs.

- focus group,
- pre- and post-testing session and
- online satisfaction survey

*Further details are available in the full report **Elaboration d'une démarche d'évaluation de modules e-learning de recherche à l'Organisation mondiale de la Santé** (<http://doc.rero.ch/record/20932>).*



# Conclusion : Some lessons learned

- Build on the work of others.
- Storyboarding is the most critical stage (and the most grueling process). Getting the story right in the beginning will save time later.
- Remember to teach concepts not "point and click" shows. Concepts can be reused for a lifetime, interfaces change daily.
- Play with the software. Try out the features, as one our team noted, have fun discovering the programme and explore all its features and bugs which you will be sure to discover!



# Conclusion : Some lessons learned

- Keep an open communication with the software providers. We originally purchased 5 licences for the programme of which one licence came with technical support from the vendor.
- With 5 licences the entire team was able to have access to the Qarbon program. The team needed to work on WHO computers as well as their own personal computers. Loading software onto external hard discs the team to mobile while still respecting our licence agreement.
- Be aware of new features and updates. Many times these will solve your current problems



# Conclusion : Some lessons learned

- Evaluate and test as you develop. Early identified mistakes can be corrected sooner than later
- Accept that web sites are going to change. Many vendors don't announce in advance major changes to their web sites.
- Delete cookies and clear your navigation history. Generally you want the images captured in your short clips to be replicating the first time user's experience.
- Human voice narration proved much superior to mechanical generated narration



# Conclusion : Some lessons learned

- Don't be afraid to experiment. Our narrator is francophone but speaks wonderful English with a slightest of accent. Since the majority of the audience is non-native speakers or English speakers of many different countries, this was seen as a plus rather than a negative.
- Do have a native speaker review ALL your work. In a international community English, French, Spanish and Portuguese have many variant terms and meanings.
- A team approach is the best. Building on the strengths of each team member, cross learning and mutual support produced better product.

