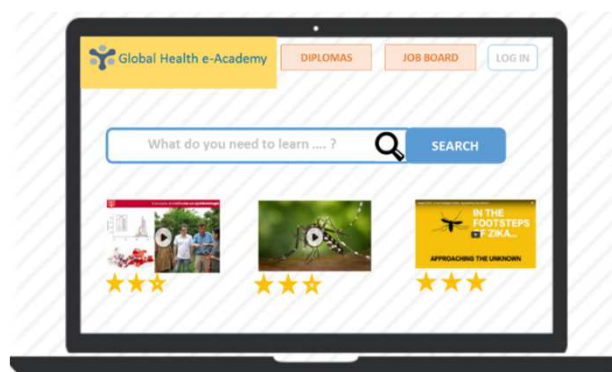


# The Global Health e-Academy Initiative

Facilitating access to MOOCs in Global Public Health



*AEMASE III,  
Paris, October 4, 2017*

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# Massive Online Open Course (MOOC)

## « Concepts and Methods in Epidemiology »

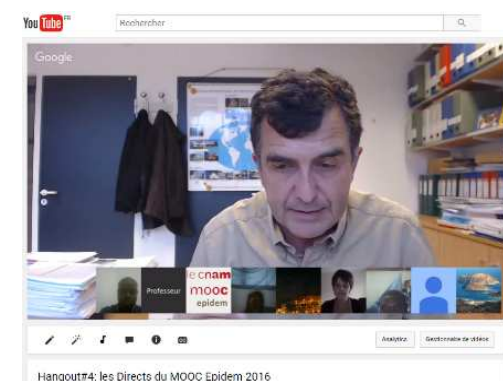
Created in 2014 by the Cnam,

First MOOC on epidemiology in French (subtitles in English)

Hosted by the national platform France Université Numérique (FUN)

Organization:

- 6- week course (videos)
- 5 Hangouts facilitated by the teacher
- 1 final exam: online and free (multiple choice questions)
- Optional pedagogical activities: exercises, readings, case-studies
- Paid certification (60€) since 2016 : online or face-to-face supervised exam (partnership with AUF).



# MOOC Epidemiology

## Stats on the students

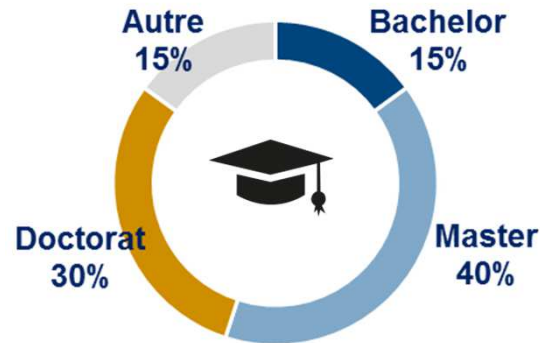
### Students characteristics 2014-2016



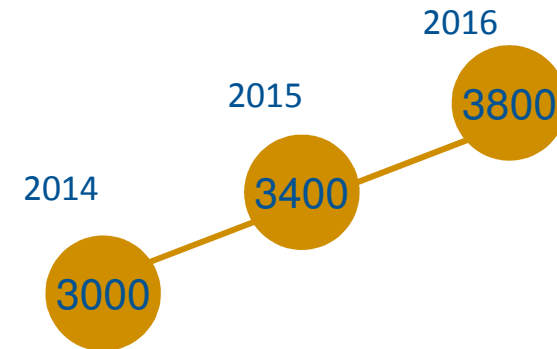
50% - 50%

Age group

25 - 35 ans



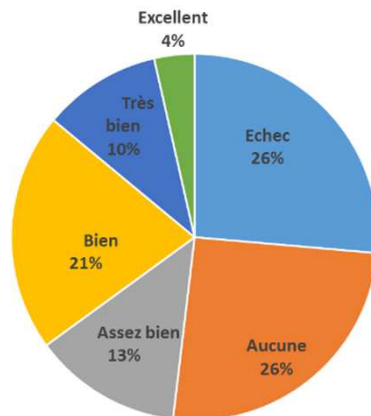
### Number of students 2014-2016



### Final exam results 2014-2016

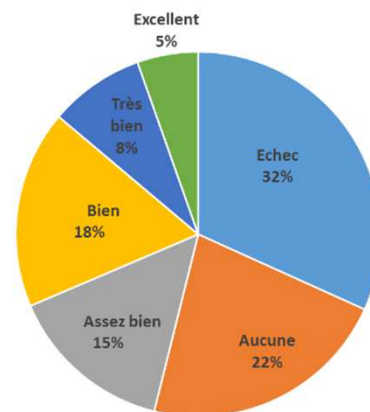
2014

451/2986 take the exam (15%)



2015

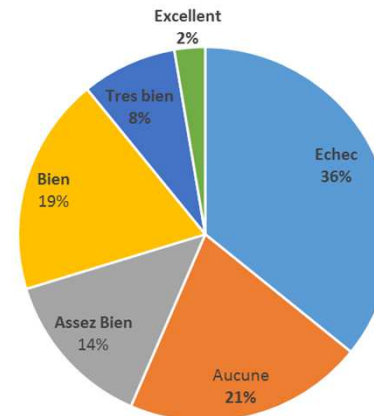
592/3411 take the exam (17%)



2016

467\*/3825 take the exam (12%)

\*Including 90 who paid 60€ for the certificate (19%)

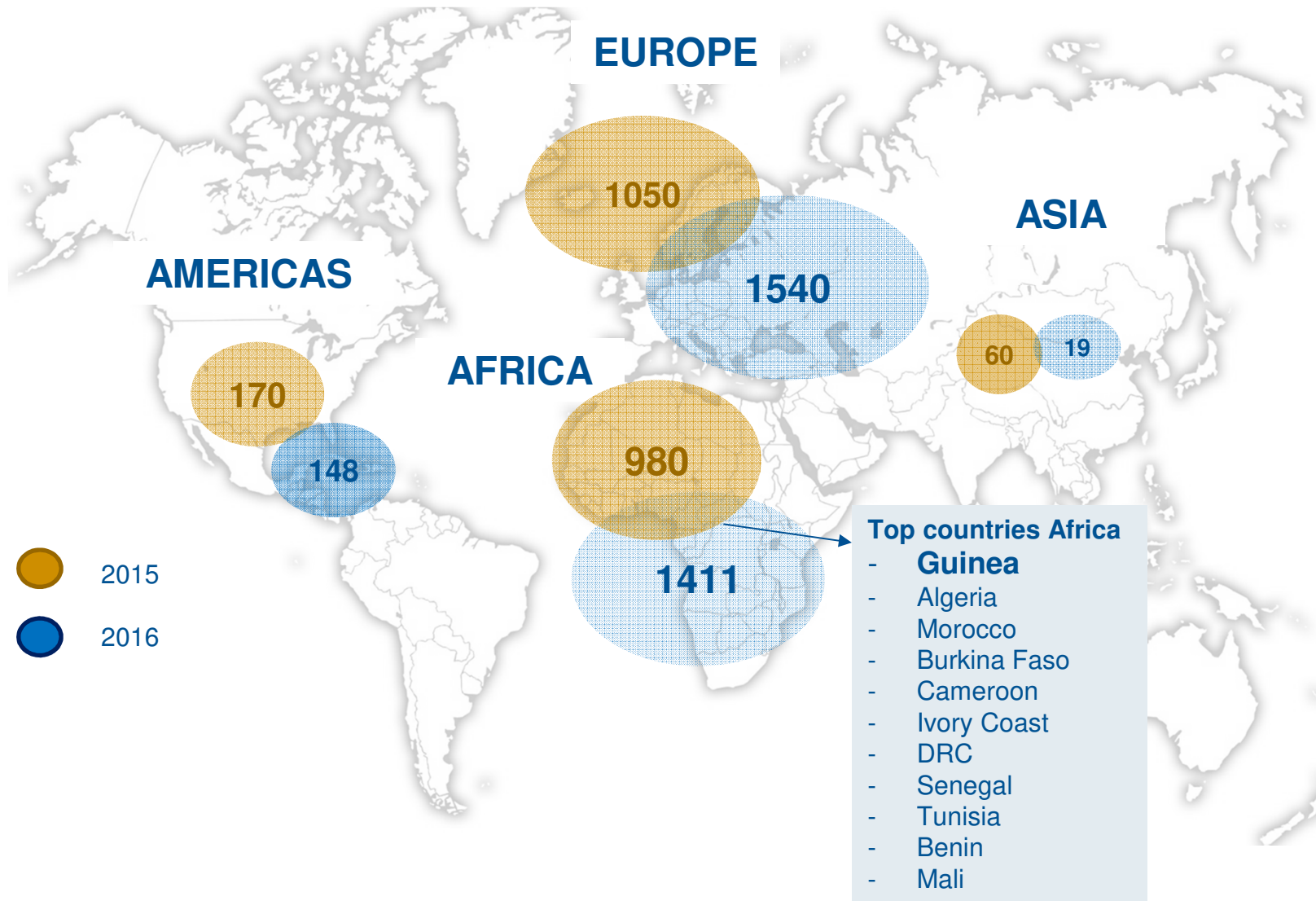


Grades (out of 20)

- Excellent : 18-20
- Very good : 16-18
- Good : 14-16
- Fair : 12-14
- Just ok : 10-12
- Fail: grades <10

# MOOC Epidemiology

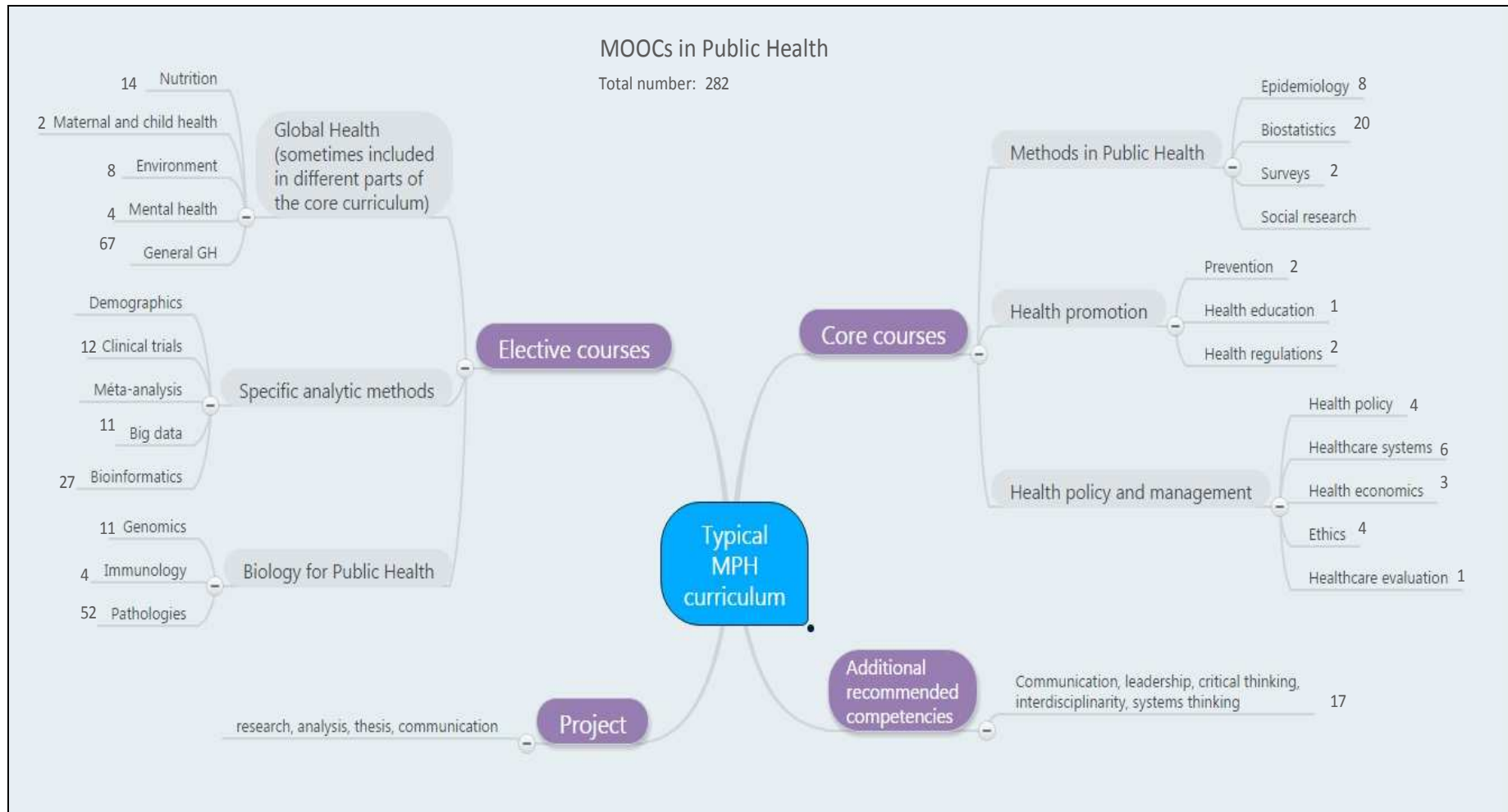
*Geographic distribution of students 2015-2016\**



# Further use of MOOC in Epidemiology

- Request to use the MOOC for teaching public health at the Faculty of Medicine in Phnom Penh, Cambodia, and Beijing University, China
- Used for selection of Master of Public Health students from Africa

# Global Health MOOC mapping (n=282)



# MOOCs: use, benefits and risks

## Integrated into teaching programs, MOOCs:

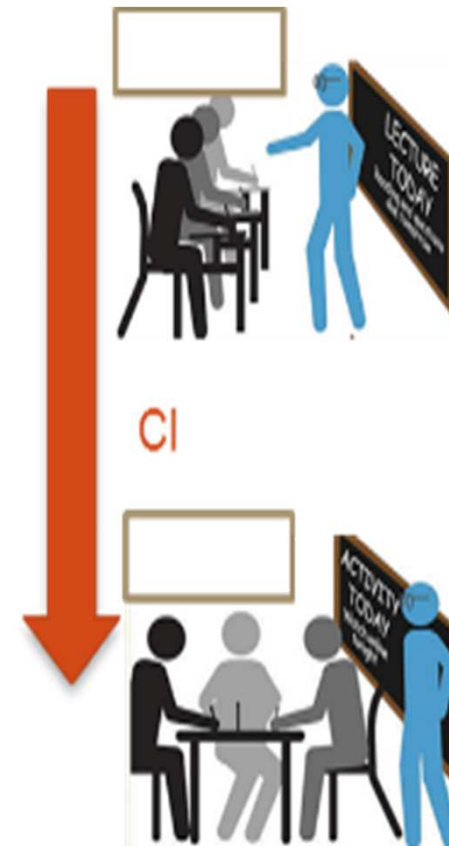
- Complementary to traditional courses for the transmission of basic concepts or to illustrate a theme (e.g numerous MOOCs on emerging viruses are available worldwide)
- Facilitate active pedagogy; students follow the course on their own and devote more time to group work, case studies, projects « flipped classroom"

## Advantages:

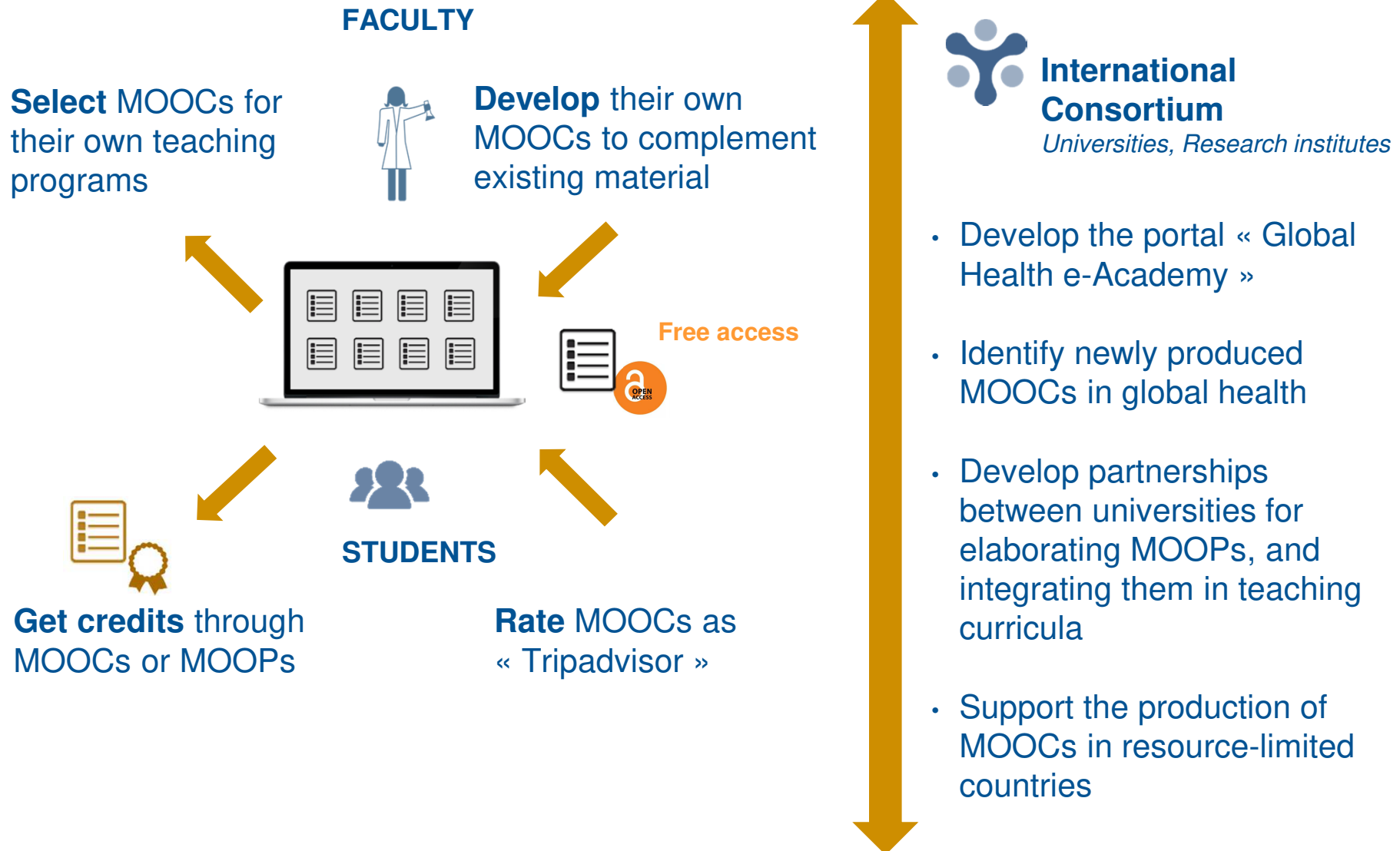
- Easy and free access (internet)
- Fast-growing production
- Broad subject and disciplinary fields
- Adapted to continuing education

## Risks:

- Superficiality
- Dispersion
- Uncontrolled quality



# Proposal: The Global Health e-Academy





# Potential partners for the Global Health e-Academy



# Massive Online Open Programs (MOOPs)

- Combination of MOOCs on methods (epidemiology, biostatistics,...) and public health themes (One Health, mother-to-child health...)
- May give a certificate delivered by one/several universities from the consortium
- Example of a MOOP in Global Health:
  1. Concepts et méthodes en épidémiologie (FR; Cnam; FUN) + Fondamentaux en biostatistiques (FR; CVV; FUN)  
or:  
Health in numbers: Quantitative methods in clinical and public health research (EN, Harvard T.H. Chan SPH; edX)
  2. Readings in Global Health (EN; Harvard T.H. Chan SPH; edX)
  3. Improving the health of women, children and adolescents: from evidence to action (EN; London School of Hygiene and Tropical Medicine; Future Learn)
  4. Global Health at the Human-Animal Ecosystem interface (EN; University of Geneva, Institut Pasteur, University of Montreal, CVV; Coursera)

# Points for discussion

- LEGAL: Re-use of existing MOOCs for delivering diplomas or degrees?
- ACCESSIBILITY: How to overcome bandwidth issues in resource-limited countries?
- EXAM organization: Online? At the university? Cost of the certificate?
- PARTNERSHIPS: What public/private alliances or partnerships in order to implement the Global Health e-Academy?