



## **Short Report on the Public Health Planning for Hearing Impairment (PHPHI) on-line courses in 2020**

I am sending you for your interest my report on the Public Health Planning for Hearing Impairment (PHPHI) courses that were presented online in 2020. Courses are listed by date.

I was based at home at Chatham, Kent, near London, UK for all of the courses.

### **1. Starkey Hearing Institute (SHI), Lusaka, Zambia**

**Course Version: Public Health Approach for District Level Ear and Hearing Health**

**19-23 October 2020.**

**Time difference: Zambia is 2 hours ahead of UK time (GMT).**

The course took place in the lecture hall of the Starkey Hearing Institute. The participants attended in person. Local supervisors gave presentations in person and all external faculty gave presentations in real-time on-line. The platform used was Microsoft Teams.

The participants, local presenters and supervisors wore face masks and maintained physical distancing in the main hall. The working groups came together in person. Certificates were presented in person.

There were 23 participants comprising 10 SHI trainee Hearing Instrument Specialists and 13 Zambian Health workers in clinical care, nursing, public health and planning.

**Inspiration**

The course was enhanced by additional on-line presentations by international experts invited by the Zambian National Coordinator for Ear and Hearing Care.

### **2. University of Nairobi, Kenya**

**26-30 October 2020.**

**Time difference: Kenya is 3 hours ahead of UK time (GMT).**

All local and external presentations were given in real-time on-line using the Zoom platform. The participants, local presenters and external faculty were on-line at home.

Groups came together in virtual break-out rooms and presented their project proposals on-line. Virtual course certificates were presented on-line.

There were 20 participants from ENT, Paediatrics, Audiology, Nursing, and primary care. 19 were from Kenya, and one was from the UK.

**Inspiration**

The course organisers mailed the ear plugs for the raising awareness exercise to participants in advance before the course started. The participants successfully carried out the exercise at home with their families.

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### **3. WizEar and University of Zimbabwe, Harare, Zimbabwe**

**2-6 November 2020.**

**Time difference: Zimbabwe is 2 hours ahead of UK time (GMT).**

The PHPHI course took place in a local conference venue. Participants and local organizers attended in person. Local supervisors gave presentations in person and all external faculty gave presentations in real-time on-line. The platform used was Zoom.

All participants, local presenters and supervisors wore face masks and maintained physical distancing. The working groups came together in person for discussion and presented their projects in person. Certificates were presented in person.

There were 29 participants from the health, teaching, policing, sound engineering, photography, performing arts, government, management and business sectors. 28 participants were from Zimbabwe, and one was on-line from Madagascar.

#### **Inspirations**

The course was enhanced with musical interludes during breaks by a local guitarist playing in person.

Frank Pamire, who is blind and deaf, attended the course for the 2<sup>nd</sup> time with his wife Design.

### **4. Santo Tomas University (STU), Manila, Philippines**

**9-13 November 2020 and extra days.**

**Time difference: Philippines is 8 hours ahead of UK time (GMT).**

All presentations were pre-recorded and participants viewed them on-line during the 2 weeks preceding the course.

Participants and presenters came together online in real-time in the afternoons of the planned course dates for discussions, question and answer sessions, and course exercises. The platform used was Zoom.

There were 76 participants comprising Masters in Audiology Students, clinicians in ENT and Audiology, Health Programme Officers and Teachers.

#### **Inspiration**

The course was interrupted by a severe Typhoon which hit Luzon midway during the week of the course. The course was able to resume about two weeks later. Missed presentations were then shown, and virtual group work and on-line presentations of group projects were completed. Virtual course certificates were emailed to participants.

### **5. Indian Institute of Public Health, Hyderabad (IIPH), India**

**23 November-4 December 2020**

**Time difference: India is 5 hours and 30 minutes ahead of UK time (GMT).**

The course was held on-line in real time on weekday afternoons over 2 weeks.

The overseas faculty gave their presentations in real time on-line or as pre-recorded presentations and then took part in on-line live discussions, Q & A sessions, and presentation of group projects. The platform used was Zoom.

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The programme was arranged in this way so that overseas faculty from distant time zones could give their presentations in real time. The participants were able to attend other courses or do clinical work during the mornings.

There were 36 participants who were mainly students and staff attending IIPH institutes, local Universities and other institutions and local health workers.

### **Inspiration**

Specially created inspiring videos were shown by the Ashray-Akruti organisation about their teaching methods for deaf children and achievements. The PHPHI course has always visited this inspiring organization in person in previous years.

## **6. Pakistan Institute of Rehabilitation Sciences (PIRS), Islamabad, Pakistan**

**7-11 December 2020**

**Time difference: Pakistan is 5 hours ahead of UK time (GMT).**

The participants and presenters were all on-line at home.

Pre-recorded presentations from international faculty were given on-line without their attendance in the mornings because they were in distant time zones. Local external faculty gave online real-time presentations in the mornings.

International faculty joined the course in the afternoons to give further on-line presentations in real-time. Presentations were followed by live on-line discussions, Q and A sessions, and supervision and presentation of group work. The platform used was Zoom.

There were 26 participants. They comprised staff and students from PIRS and another University, ENT and Public Health Specialists and other health and NGO workers.

### **Inspiration**

On the first day, each working group decided to set up its own WhatsApp group. This was done initially because of a slight delay in implementing the virtual break-out rooms. However, the WhatsApp groups persisted after the virtual break-out rooms began because they enabled more in-depth and longer discussions outside of the designated timings of the course.

### **Recommendations for on-line courses**

- It is important to involve IT staff experienced in online teaching platforms especially Zoom and Microsoft Teams. IT staff should be involved in the planning stage and quickly available whilst the course is being taught.
- A “dry-run” session for course organisers and key external faculty should be held to test the performance of on-line links and best techniques for on-line presentations. IT staff should attend. A “dry-run” for participants should also be held if they are expected to have little previous experience in taking part in on-line learning.
- Presentations should be configured for mobile phones as well as laptops, since a significant number of participants may opt to use their phone for all or part of the time.
- Participants and presenters should be given guidelines on how to use the on-line platform and on-line etiquette.
- A Cloud-based repository should be set up by LSHTM for each course to hold and share presentation files.

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- Particular actions are needed to maintain the interest and engagement of participants on-line, e.g. shorter presentations, more interactive discussions, more exercises, greater use of videos and case-studies.

### **Advantages of online courses**

- The catchment area for participants is much greater and can include people from other countries in neighbouring time zones.
- A wider range of experts from distant locations can be included in the teaching faculty.
- On-line courses allow greater flexibility in daily timing.
- An on-line course is less expensive to run because travel and accommodation costs for external faculty are avoided.
- The carbon footprint of an on-line course is likely to be less than a face-to-face course.
- It is feasible to run an online course more than once during a calendar year.

### **Summary**

I would like to thank everyone for all their hard work in meeting the challenge of converting the courses from a face to face format to an online presentation.

I feel very humbled that everyone came together with such enthusiasm and determination to make the online courses a great success.

I look forward to teaching the Public Health Planning for Hearing Impairment course on-line in 2021.

Best regards

Andrew

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