

M&E of E-Learning

About E-Learning

In the context of EORE, E-Learning refers to self-paced online courses. For guidance on the M&E of EORE sessions that are delivered online to one or several persons rather than in person face-to-face, please see the "Online EORE Sessions" version of these guidelines.

Metrics/Analytics for Monitoring

E-Learning offers many of the same opportunities for M&E as face-to-face learning, with the additional benefits that you can track additional demographic detail about who is taking the course, how much they complete, when they tend to stop, and learning along the way. E-Learning also offers opportunities for evaluation that are not available face-to-face, which will be discussed further in this guidance.

Counting Beneficiaries

E-Learning beneficiaries include those who complete at least 50% of the course.

To disaggregate beneficiary data by sex and age, most content authoring tools offer quizzes or polls that can be stored.

A brief set of questions at the start of the course can capture the learner's sex, age, and responses to the WGSS questions on disability.

These questions could also be used to get more detailed demographic information regarding adult learner's geographic location, ethnicity, or income levels if trying to see whether the online learners are representative of the wider community.

If the platform does not support saved quizzes, an optional Google or Microsoft Form can be linked to in order to capture this information.

Output Metrics to Track

Those using E-Learning should track similar metrics to face-to-face EORE:

- # of beneficiaries (SADDD, plus other demographic indicators of interest)
- # who complete the course (SADDD, plus other demographic indicators of interest)
- Locations of those completing the course
- Length of time to complete the course
- # and % of learners who pass a knowledge test at the end of the course
- Average final test scores of those who complete the course

In addition, the percentage of people who begin the course who complete 50%, 75%, and all of the course content can be useful in determining whether users are completing the course, and if not, where they tend to drop out.

Measuring Successful Engagement

- For a self-led E-Learning course, a completion rate of 50% is considered very high, and indicative of a successfully engaging course ([MOOC Completion Course Rates](#))

Measuring Knowledge Change

Within an online course, polls and quizzes can be set at various times to measure baseline knowledge levels and changes over time.

The questions from standard knowledge, attitude, and practices surveys can be used, with additional questions to capture actual behaviours and/or barriers to safe behaviours described in the next section.

Measuring Behaviour Change

E-Learning presents an opportunity to capture barriers to safe behaviours that is difficult to measure face-to-face, because the resources exist to poll all participants and not just a sample.

Therefore, we suggest including questions in E-Learning baseline polls that get at concepts such as:

- What peers think about touching/moving items (social norms).
- The perceived severity if an accident were to occur (perceived severity).
- Whether the respondent thinks it is possible to avoid an accident (self-efficacy).
- The belief that there are times the respondent has to enter areas they know are not safe, and why (forced/intentional behaviour).
- Participants' perceptions that there are times when touching/moving an item is the justified, or even the preferred course of action (reckless, misinformed, or forced).
- Actual behaviours, e.g., whether the person:
 - has seen an item of EO in the last six months
 - touched or moved the item if they saw one
 - reported the item to an adult or authority
 - has initiated a conversation with others recently about the risks of EO
 - looks for clues that an area might be dangerous when they travel, or
 - other behaviours that are particularly important in your context.

The responses to questions about barriers to safe behaviours can then be compared with those regarding actual behaviours to see whether those potential barriers are correlated with unsafe behaviours in your context, and sessions and risk mitigation interventions can be tailored based on the findings.

Because all E-Learning recipients will have access to the internet, follow-up tests can also be delivered online or via email to ask about reported behaviours. However, response rates to such tests are typically quite low.

It is possible that delivering an electronic "certificate of completion" after the 3-6 month test is taken may incentivise more recipients to take the test.

Limitations

E-Learning participants represent a specific sub-set of your population: those with access to the internet who seek out information to help reduce their own risks. Therefore, any data drawn from the E-Learning courses should be interpreted to reflect that sub-set of the population, and not necessarily the population as a whole.

For example, if responses to polls in online modules suggest that there is little "forced" use of contaminated areas, that may be the result of the sample being drawn from those with more economic resources than the average civilian, and that finding may not apply to the population at large. Similarly, questions about social norms, pre-session knowledge, and even rates of exposure to EO may be different among the E-Learning sub-set of the population, and should not be taken as representative of the whole community in which you work.

Summary and Conclusions

Delivering EORE information online offers many of the same M&E opportunities as face-to-face sessions, with additional abilities to test or poll a greater proportion of those who take the course, and to deliver more thorough tests. However, the constraints of the sample should always be considered when using data from E-Learning to generalise about a wider population.

Annex A: Sample Tests

The following questions may be asked at the start, end, and 3-6 months following online modules to determine:

- demographic characteristics of who is taking the course
- knowledge levels related to the risks of EO and safer behaviours
- confidence levels regarding their ability to identify EO and respond to potentially unsafe situations
- actual (reported) behaviours and potential barriers to safe behaviours

For online modules, these tests can be given using your content authoring tool, or externally through Google or Microsoft Forms. Due to the setup of most online courses, all participants will be tested rather than a sample.

Course Start and Follow-up/Retention Test

Demographic Information

1. How old are you? [#]
2. What is your sex? [male, female, prefer not to say]
3. What is your email address? [Optional, for follow up test, and for matching pre-/post- to follow-up tests]

Confidence Levels

1. How confident are you that you will recognise an explosive item if you see one? [completely, mostly, somewhat, not at all]
2. How confident are you that you would know what to do if you saw an explosive item? [completely, mostly, somewhat, not at all]

Potential Barriers to Safe Behaviours

1. Do you think it's possible to avoid accidents with explosive items? [yes, definitely; possibly; no, it's not possible to avoid accidents with explosives]
2. How serious do you think it would be if you set off an explosive item by accident? [Very serious, somewhat serious, not very serious]
3. What do your friends say about touching, moving, or playing with explosive items? [They discourage it, They encourage it, They don't talk about it]

Actual/Reported Behaviours

1. In the last six months, how often have you talked with others about the dangers of explosive items? [Often, Sometimes, Never]
2. In the last six months, when you've been walking or traveling, how often have you looked for clues that there might be explosive items around you? [Always, Often, Sometimes, Never]
3. Have you seen an explosive item in the last six months?
 - a. [If yes] Did you touch or move the item[s]? [Yes, always; Sometimes; No]
 - b. [If yes to 3] Did you report the item to an adult or authority? [Yes, always; Sometimes; No]

Knowledge of EO and Safe Behaviours

1. [Include pictures of explosive items and safe areas/items] Which of these do you think is an explosive item?
2. What are some of the clues that an area might have explosive items? Select all that apply. [List potential clues for your area such as damaged buildings, craters, abandoned areas, dead animals, etc., and some scenarios that are not clues, e.g., well-travelled paths, tarmac roads, new construction, etc.]
3. What are the signs that show where explosive items are? Select all that apply. [List the signs used in your local area such as the red danger-mines sign, red and white tape, a circle of rocks, crossed sticks, red spray-

painted signs, etc., and some signs that do not signify EO such as yellow warning tape, orange cones, a stop sign, etc.]

4. What should you do if you find yourself in a dangerous area? Select all that apply. [Include the main things you want the person to do and common unsafe options, e.g., Stop. Call for help. If help is not available, retrace my steps. Report the item to an adult or authority after getting to a safe area. Walk around and see if there are other dangerous items. Move the item somewhere safe. Ask someone to come into the area to help me out. Etc.]
5. What is the phone number you should call if you see a dangerous item? [Can be open- or closed-ended. If closed-ended, include several similar looking phone numbers.]

Test at Course Completion (using email addresses to link pre-, post-, and follow-up test responses if needed)

Demographic Information

1. Washington Group Short Set Questions:
 - a. Do you have any difficulty seeing, even if wearing glasses? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - b. Do you have any difficulty hearing, even if wearing hearing aids? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - c. Do you have any difficulty walking or climbing steps? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - d. Do you have any difficulty communicating or being understood in your primary language? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - e. Do you have any difficulty remembering or concentrating? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - f. Do you have any difficulty with self-care, such as washing all over or dressing? [No, no difficulty; Yes, a little difficulty; Yes, a lot of difficulty; Yes, cannot do at all; Prefer not to answer]
 - i. Translations of the WGSS are available at <https://www.washingtongroup-disability.com/resources/translations-of-wg-question-sets/>

Confidence Levels

1. How confident are you that you know what explosive items look like? [completely, mostly, somewhat, not at all]
2. How confident are you that you would know what to do if you saw an explosive item? [completely, mostly, somewhat, not at all]

Knowledge of EO and Safe Behaviours

1. [Include pictures of explosive items and safe areas/items] Which of these do you think is an explosive item?
2. What are some of the clues that an area might have explosive items? Select all that apply. [List potential clues for your area such as damaged buildings, craters, abandoned areas, dead animals, etc., and some scenarios that are not clues, e.g., well-travelled paths, tarmac roads, new construction, etc.]
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