



Joint Action on HTA 2012-2015

Final report about piloting the production of e-learning material and providing access to it

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Introduction and aim

EUnetHTA is a network spread over more than 30 countries. Face to face training requires a lot of investment for both speakers and attendees (travelling, etc). Based on results of yearly surveys conducted during the Joint Action 1 period, WP2 decided to explore e-learning. Aside webinars (described elsewhere), the production of video e-learning material was considered in order to provide the necessary information to more partners at a reduced cost compared to face to face trainings.

The aim of this WP2 activity was to pilot the production of e-learning material by / with partners in order to evaluate feasibility of this approach compared to face to face trainings and Webinars.

Material and methods

e-learning platform

Work Package 6 Lead Partner (WP6 LP) conducted an evaluation to identify the most suited platform to deliver the e-learning that would be produced by methods and tools developer under coordination of Work Package 2 (WP2) (see references).

WP6 concluded that the best option was

- To make use of the already available Web conferencing system (SABA meeting) to provide Webinars (to be recorded) and create Webcasts
- To make use of groups in the Intranet to provide access to, store and organise documents and e-learning material
- To subscribe to with an online Video platform to host the various movies created (Webcasts, Slide casts, recordings of face to face trainings, recordings of Webinars).

Recording of Webcasts

Webcasts were recorded using SABA meeting web conferencing system. Webcam of speaker was on at the beginning and the end of the presentation only.

Recording of face to face events

The face to face events were recorded using the following material (see <reference>)

- Movie HD camera with audio in for external microphone audio capture (Canon XA-10)
- Tie microphone connected to wireless transmitter for the speaker (Rode Lavalier + AKG WMS 40 mini)



Figure 1: technical material for audio and video capture

Audio editing

In some case, audio editing was required and accomplished using the following software: Garage Band from apple.com, and Audacity from audacityteam.org.

Video editing

Before edition, some video were transcoded using a dedicated video conversion software: HandBrake from handbrake.fr

The videos are edited using a dedicated Webcast editing software: Camtasia Studio from Techsmith.com.

This tool allows to edit the video tracks and to enhance / dub the audio tracks; or to lively record an audio comment. It also allows to add effects on the video track to complement the information provided by the speaker (text), or to focus the viewer on one specific place on the screen (arrow, frame, cache)

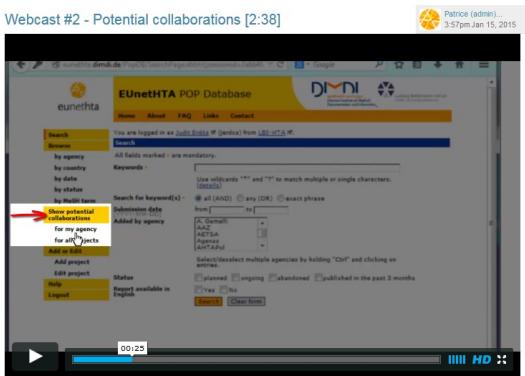


Figure 2: Screen copy of an edited video track with additional features to focus the viewer on one part of the screen: arrow + cache.

Video publishing

The videos are published on an online video hosting platform selected by WP6 (see <reference>): Vimeo.com (pro account) or using the EUnetHTA YouTube channel.

Those tools avoid to store heavy file son the Intranet (impact on the cost and performance of the Intranet). Vimeo provides additional services: limitation of play linked to a domain name, automatic production of various format to enable vision on several devices (smartphone, tablet, computer), data about usage

Results

Webcasts

The production of Webcasts was piloted by Judit Erdös, LBI-HTA, and resulted in the production of 4 Webcasts for the POP DB virtual classroom.

Production

- Recording: the speaker used SABA meeting to present the content with a usual headset. Several takes were made for some parts of the presentation.
- Editing: the file format of recorded webinar provided by SABA being not a standard video format, the SABA recording had thus to be played again, and the screen recorded thanks to Camtasia. Some de rushing was necessary since several takes were made for the same part of the presentation. Standard introduction and outro were added (slide + music) in order to create a visual identity.
- Publishing: Movies were published using the video hosting platform. Viewing was limited to the domain name intranet.eunethhta.eu. Each movie was embedded in an Intranet page.

Lessons learned

- The preparation time was considered as acceptable: material prepared for Webinars or face to face trainings can be re-used.

- The recording was considered as easy, some habit is still necessary to avoid moving too fast with the cursor. The audio quality could be better.
- The editing process was of medium complexity: Unplanned time was required for video capture and audio quality enhancement.

Slide casts from face to face training

The production of slide casts was piloted by the presenters of the face to face trainings for partners in Paris, Brussels and Diemen, and for the presenters of the face to face training for Stake Holders in Brussel (see acknowledgements) .

Production

- Recording: Two settings were tested for the video recording. First, a consumer HD movie camera was used for video capture; the movie camera audio capture was complemented with a voice recorder wear by the speaker. Second, a semi prop HD movie camera was used for video and audio capture; the audio capture was accomplished by a lavalier microphone wear by the speaker, the microphone was connected to the camera through a wireless transmitter.
- Editing: the video file from the camera was converted and then imported in the editing software. Movies were de rushed to remove not pertinent sequences. Standard introduction and outro were added (slide + music) in order to create a visual identity.
- Publishing: Movies were published using the video hosting platform. Viewing was limited to the domain name intranet.eunethta.eu. Movies were embedded in an Intranet page.

Lessons learned

- The preparation time for the speaker was limited to wearing the voice recorder / microphone.
- The recording was easy.
- The editing process of the first setting turned to be very complex regarding the audio aspect: the audio recording generated from the voice recorder di not respected the same time code than the video file; the audio track had thus to be cut every 3-5 minutes and re synchronised manually. This process was very time consuming and was thus stopped after the first movie.
- The editing process of the second setting did not resulted into any specific difficulty. Providing the speaker on screen raise the time required for editing.

Slide casts from slideshow and audio file

The production of slide casts was piloted by Conor Teljeur, HIQA, to produce an introduction to a guideline for the general public.

Production

- Recording: The speakers produced an audio file independently, using a semi pro voice recorder (Zoom H2n); files were captured in Wave format, and then converted in mp3 format using the audio editing software Audacity.
- Editing: the slideshow was transformed in a set of image files to be imported into the video editing software. The audio file was imported directly. Standard introduction and outro were added (slide + music) in order to create a visual identity.
- Publishing: Movies were published using the EUnetHTA YouTube channel.

Lessons learned

- The preparation time for the speaker was considered as acceptable. The preparation is a little bit different than for a live event: the text must be written down (not mandatory for a live presentation), more rehearsal is useful to be fluent when recording (1 hour extra time for a 5 minutes presentation). Each slide was recorded two – three times (30 minutes in all).
- The recording was easy.
- The editing process was easy.

Recommendations to speakers

- Spend time on getting your script right. Keep the sentences short and not too technical.
- Practice reading it aloud a couple of times before recording – you can be surprised what words might trip you up.
- Find a quiet room to record in – preferably one without a window and traffic outside.
- Record the script one slide at a time. Make a few attempts at each recording.
- Even if you make a mistake, keep going before trying again.
- Imagine you are talking to someone as you record it.

Virtual classrooms

A Virtual Classroom (VC) is an Intranet group dedicated to the presentation of e-learning material. The VC are all organised the same way, in order to help users to quickly find their way:

- The Document library (mandatory)
 - Is the landing page of the VC
 - Contains a text describing the content of the VC, and possibly more information
 - Shows a “table of content”(on the right side) which sends to each daughter page; for page embedding a video, timing of the video is indicated in the title
 - Has several daughter pages (with the video embedded or other information like information to collect feedback)
- A news section (optional): the news are used to communicate with VC members (e.g. warn people about forthcoming webinar on the topic of the VC).
- A members list: contains the VC owner, and users that wish to be informed about the topic (e.g. e-mail notification when a news is published)
- Polls: use to get feedback of the VC users
- A forum: to provide interaction between the VC members and the VC owner

One Virtual Classroom was created for each objective or event.

VC “Planned and Ongoing Project database (POP DB)”

This VC contains Webcasts recorded using the web conferencing system. It also includes a News section to warn about Webinars, a Poll to collect feedback about the Webcasts, and a forum to favour interactions with interested users.

The POP Virtual Classroom serves as an e-learning platform for the Planned and Ongoing Projects Database.

The access to this group is open to all Intranet members, but you need to be member of the group (see below) to interact (respond to Poll, post on forum, receive e-mail notifications).

The Virtual Classroom has 5 sections:

- The News section will advertise the next Webinars (also listed in the general group's Calendar)
- The Document Library of the Classroom features 4 webcasts (recorded videos) that introduce the interested viewers to the database, how it works, what functionalities it has. The videos can be found in the document library and are between 2:30 and 6 minutes long. Webcast #1 (General presentation) is addressed to the general public too, Webcast #2 and #3 (Search and browse for projects, Potential collaborations) are for those who have access to the database, while Webcast #4 (Create or edit projects) is for the users with creator rights. You can also consult the user manual, in which you can find the content of the webcasts in writing.
- The members repertory lists all the Intranet users that subscribed to this group (and will thus receive e-mail notifications for new content).
- The polls functionality will welcome your feedback on the Virtual Classroom, and will be used in the organization of webinars and live sessions to estimate the needs and availability of the interested participants.
- This discussion forum will welcome your questions about the POP database; all the other members of the group also see your question and the answer to it.

We wish you a very enjoyable and successful learning!

Please provide feedback on the Virtual Classroom POP database once done with the Webcasts.

Judit Erdős, project coordinator POP database

Figure 3:

Screen copy of the Virtual Classroom "POP database"

VC "Virtual Classroom - Training Partners May 2015 (Diemen, NL)": the VC contains the movie recordings of the face to face training that took place in Diemen in May 2015.

This VC contains edited recordings of the face to face training.

- Each presentation has resulted in a separate recording so users can view only the topic they are interested in.
- Movie includes the slides / shared screen only.
- Not useful period of the recording (audio checks, waiting time because moving to application share...) and questions and answers were cut.

The screenshot shows a web-based virtual classroom interface. At the top, there's a header with a user profile (Patrice Chalon), navigation links ('Groups', 'Virtual Classroom - Training Partners May 2015 (Diemen)'), and the EUnetHTA logo. Below the header is a toolbar with icons for 'Document Library', 'User Profile', and 'Help'. The main content area has tabs for 'View', 'Edit', 'Revisions', 'Clone', and 'Archive'. A message from 'Patrice (admin)...' dated '11:14am Jun 26, 2015' is displayed. To the right, there are two sections: 'Highlight changes' (with a dropdown menu set to '< No highlighting >') and 'Document Library' (listing various recordings with their titles and durations). At the bottom of the page are links for 'Add child page', 'Print', and 'Print entire section'.

Training Partners May 2015 (Diemen, NL) Virtual Classroom

This Virtual Classroom hosts the video recordings of talks from the training for Partners that took place in Diemen (May 2015).

Agenda

1. EUnetHTA Intranet, Carl Devos, KCE (no recording, see the Webinar Recording)
2. POP database, Judith Erdős, LBI (no recording, see Virtual Classroom - POP database)
3. HTA Core Model®, Kristian Lampe, THL
4. Introduction to the EUnetHTA Methodological guidelines, Jörg Lauterberg, IQWiG
5. Methodological guideline on *information retrieval*, Elke Hausner, IQWiG
6. Methodological guideline on *economic evaluation*, Emelie Heintz, SBU
7. HTA Core Model REA, Evelien van Bijnen, ZIN; Julia Mayer, LBI-HTA

Add child page Print Print entire section

Highlight changes

< No highlighting >

Document Library

- Recording #3 - HTA Core Model® [46:01]
- Recording #4 - Introduction to the EUnetHTA Methodological guidelines [23:01]
- Recording #5 - Methodological guideline on information retrieval [27:18]
- Recording #6 - Methodological guideline on economic evaluation [30:58]
- Recording #7 - HTA Core Model REA
- Training Partners May 2015 (Diemen, NL) Virtual Classroom

Figure 4: Screen copy of the Virtual Classroom providing access to the recordings of the Face to Face training in Diemen

Virtual Classroom - EUnetHTA Tools and Methods Sept. 2015 (Webinar)

This VC contains edited recordings of a full day Webinar.

- Each presentation has resulted in separate recordings so users can view only the topic they are interested in.
- Movie includes the slides / shared screen only.
- Not useful period of the recording (audio checks, waiting time because moving to application share...) and questions and answers were cut.

The screenshot shows a SharePoint-like interface for the EUneHTA Virtual Classroom. At the top, there's a navigation bar with a user profile (Patrice Chalon), group links ('Groups' and 'Virtual Classroom - EUneHTA Tools and Methods Sept'), and the EUneHTA logo. Below the navigation is a toolbar with icons for 'Document Library' and 'User'. The main content area has tabs for 'View', 'Edit', 'Revisions', 'Clone', and 'Archive'. A search bar and a 'Create content' button are also present. On the right, there are two sections: 'Highlight changes' (with a dropdown menu) and 'Document Library' (listing 11 items from the webinar agenda). The central content area displays the following agenda:

This Virtual Classroom hosts the video recordings of talks from the Webinar for Partners about EUneHTA Tools and Methods that took place on September 21st, 2015.

Agenda

1. Introduction to the HTA Core Model, Kristian Lampe, THL
2. Demonstration of the HTA Core Model online tool, Kristian Lampe, THL
3. The HTA Core Model for the production of Rapid Assessments, Evelien van Bijnen and Lisa Krüger, ZIN
4. The Evidence database on new technologies (EVIDENT), Irena Guzina, HAS
5. The Planned and Ongoing Project (POP) database, Judit Erdos, LBI-HTA
No recording, please visit the [Virtual classroom about the POP DB](#) (4 webcasts to look at)
6. The EUneHTA Intranet, Carl Devos, KCE
7. General introduction to EUneHTA Guidelines, Jörg Lauterberg, IQWIG
8. Methodological guideline for REA of pharmaceuticals: Clinical endpoints, Conor Teljeur, HIQA
9. Process of information retrieval for systematic reviews and health technology assessments on clinical effectiveness, Elke Hausner, IQWIG
10. Methods for health economic evaluations – A guideline based on current practices in Europe, Emilie Heintz, SBU
11. Meta-analysis of diagnostic test accuracy studies, Conor Teljeur, HIQA

At the bottom of the page are links for 'Add child page', 'Print', and 'Print entire section'.

Figure 5:

Screen copy of the Virtual Classroom providing access to the recordings of the one day webinar

Movies

1. POP database #1 - General presentation [5:54]
2. POP database #2 - Potential collaborations [2:38]
3. POP database #3 - Search and Browse for projects [6:37]
4. POP database Webcast #4 - Create or edit projects (creators only) [5:08]
5. Diemen Rapid Assessments
6. Diemen guideline info retrieval
7. Diemen 2015 Guidelines
8. Diemen Guideline Economic Evaluation
9. Diemen 2015 HTA Core Model
10. EUneHTA Training course for Partners - Introduction to the HTA Core Model® and core HTA information
11. Webinar 2015-09 - Methods for health economic evaluations
12. Webinar 2015-09 Meta-analysis diagnostic test accuracy studies
13. Webinar 2015-09 - General introduction to EUneHTA Guidelines
14. Webinar 2015-09 - EVIDENT database
15. Webinar 2015-09 - The EUneHTA Intranet
16. Webinar 2015-09 - Apply(ing) the HTA Core Model for Rapid Assessment for national adaptation and reporting
17. Webinar 2015-09 The HTA Core Model
18. Webinar 2015-09 Demonstration of the HTA Core Model online tool

Data

rank	country	code	total_loads	total_plays
1	Belgium	be	130	33
2	Netherlands	nl	23	8
3	Germany	de	17	8
4	Taiwan	tw	24	0
5	Norway	no	15	9
6	Slovenia	si	15	4
7	Japan	jp	18	0
8	Spain	es	9	8
9	Romania	ro	11	6
10	Croatia	hr	11	4
11	Italy	it	10	3
12	Austria	at	8	2
13	Finland	fi	6	3
14	Sweden	se	5	4
15	Portugal	pt	9	0
16	Malta	mt	8	0
17	France	fr	4	3
18	Denmark	dk	6	1
19	Estonia	ee	4	2
20	Lithuania	lt	5	0
21	Turkey	tr	3	1
22	Russia	ru	4	0
23	Poland	pl	2	1
24	United States	us	2	0
25	Luxembourg	lu	2	0
26	Hungary	hu	1	1
27	Switzerland	ch	2	0
28	United Kingdom	gb	2	0
29	Czech Republic	cz	1	1
30	Israel	il	1	0
31	Ukraine	ua	1	0
TOTAL		359	102	

Table 1: analytics from the Video hosting platform from Jun. 2014 to Nov 2015.

NB: The video management being accomplished by WP2 CoLP, data from Belgium are over represented.

Discussion

Three type of e-learning material have been produced: webcast, slide cast (recorded webinar), video cast (recorded face to face training).

The webcast proved to be achievable to produce, and useful for users. The only concern is about the audio quality that could be better, and the frequency of update which is related to the upgrade of the related tools (any change of the interface would require the webcasts to be created again).

The Slide cast proved to be achievable to produce, since the speaker may count on the appropriate material / skills. In this case, the editing work is limited (other way, the webcast approach should be used).

The video cast proved to be achievable, with a very low impact on speakers. The editing work is more important.

The inclusion of the e-learning platform in the existing infrastructure has been a good choice: less interface, less user management... No limitation were identified at this point. The choice of one Virtual Classroom for one topic / event is retrospectively not so pertinent: it creates a lot of Virtual Classrooms (difficult to identify for end-users), and also does not brings benefits in term of interaction (forum were not used, or even not required by speakers). Having one Virtual Classroom organised by topics should be considered to facilitate access to the training material.

The use of an online video hosting platform proved to be very useful, reducing the workload when publishing (only one file to produce, only an embed code to copy paste at the intranet page). This approach is also cost efficient: the fee are really affordable, and using such a platform avoid to increase the storage of the Intranet.

While the produced material meet the objectives, the usage data are low. Communication has been identified has a potential reason, including the options to put the Virtual Classrooms ahead at the Intranet. But change management could also explain this low use. This aspect should be further investigated before continuing the development of e-learning material.

Recommendations

From the experience gained during JA2, we recommend the following

1. Keep the infrastructure and procedure developed during JA2 to keep costs as low as possible (Intranet + Video hosting; internal video editing)
2. For presentation, favour Slide casts with creation of raw material by speakers themselves; when not possible, use the Web conferencing system (audio quality will be less ideal).
3. Re organise the different classrooms in ONE UNIQUE Virtual Classroom that would be organised based on the HTA doers Work Flow (see figure)
4. Include the e-learning material within the global training process: do not provide content available in e-learning format at face to face trainings
5. Better communicate on the Virtual classroom (what is the content, where is it located, how to access and use it); e.g.: in the “Welcome pathway” of new participants
6. Survey partners about awareness and barriers to use e-learning material.

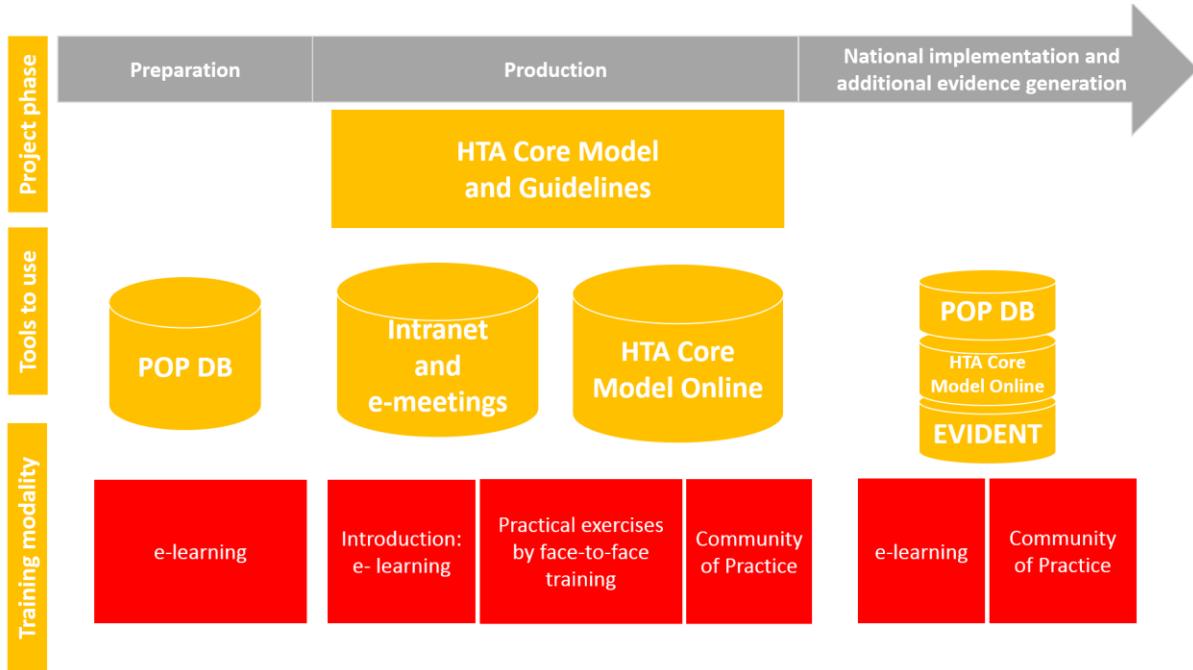


Figure 6: Figure to include in the “home page” of the Unique Classroom to create in the Intranet

References

- Patrice Chalon, WP6. e-learning platform – technical report: Identification of needs, recommendation and proposal for a technical option. EUnetHTA: May, 2014.

Appendix

Glossary

- Recording of Webinar = slide cast (if presentation only) / webcast (if screen sharing)
- Recording of face to face training = Video cast: a video recorded talk/lesson (also named “video podcast”)
- Slide cast: a slideshow combined with audio comments
- Virtual classroom: a group in the EUnetHTA Intranet that host e-learning material
- Webcast = screencast delivered through the Web: a video recording of what happens on the computer screen with audio comments of the operator. The webcast is produced using a dedicated video editing software allowing to highlight some sequences with adding arrows, text, focus.
- Webinar: a webinar is a seminar provided through a web conferencing system.

Feedback on the Virtual classroom POP DB

How are you satisfied with the Virtual Classroom on the POP database? (please comment below)



Patrice (admin)...
8:40am Mar 23, 2015

Very satisfied

75%

3 votes

Somehow satisfied

25%

1 vote

Not really satisfied

0%

0 votes

Not satisfied at all

0%

0 votes