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1. University of Maryland Baltimore
2. University of Maryland University College

Purpose:
To deliver an inter-professional, team based global health MOOC.

Background:
Global health is collaborative; but the educational concept of teams is difficult for students to envision, especially in academic environments defined by discipline.

Framing the course through a specific health issue offers cogent examples for broader global health team framework discussions.

The University of Maryland University College (UMUC) and the University of Maryland, Baltimore (UMB) jointly designed and taught a six-week Massive Open Online Course (MOOC), drawing on lessons of a readily identifiable international health crisis for this global health course.

Challenges
Some anticipation about project – an inaugural effort between schools.

Assemble a teaching team appropriate to the topic

Multidisciplinary

Varied, International Experience

Focus on the ability to interact with a global and diverse set of students

Understand MOOC parameters

Learn the platform

Develop the module content for an international and multi-disciplinary audience.

Meeting production deadlines for a four month project.

Methods:
Identify a faculty team reflecting broad breadth of discipline and experience, from law, to medicine, to management.

Presentations, readings, and videos represented full breath of global health field.

Student discussion questions, written interactions, and presentations brought their diverse health, geography, cultural and education experience to discussions.

Ebola example offered faculty and students views of the team interplay among medical (patient care), social (burial practices), environmental (disease spread), legal (quarantines and travel), managerial (structuring local responses), and psychological (loss, not touching family members) as examples.

These examples are interwoven into the six course modules:

Perspectives on Global Health/National & International Approaches
Women & Children's Health
Infectious Disease Epidemiology
Global Health Law and Ethics
Mass Violence and Civil Unrest
Management of Global Health Services

Define Participation and Success Standards

Students take the course without cost and, if they complete assignments and participate, are awarded a certificate of participation.

Production
Division of Labor
Storyboarding
Content Balance
Video
Voice
Text
Compelling Images
(with copyright permissions)
Identify and Design Assessments
International Perspective

Outcomes
Course Start

Demographics
Median Age: 29
25 and Under: 33.1%
26 to 40: 49.5%
41 and Over: 17.3%
Age Range (Identified): 12-76

Evaluation & Conclusions
A successful initiative.

Success factors:
Remarkable inter-institutional collaboration
Effective coordination between principals
Constant communication
Team orientation

Commitment to continuation and expansion
Promotion and advertising would increase penetration
Foundation for jointly administered graduate certificates in global health, starting 1 June 2017.

Top 10 Participating Nations

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>26.3%</td>
<td>255</td>
</tr>
<tr>
<td>Peru</td>
<td>6.0%</td>
<td>58</td>
</tr>
<tr>
<td>India</td>
<td>5.5%</td>
<td>53</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>4.0%</td>
<td>39</td>
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<tr>
<td>Brazil</td>
<td>3.3%</td>
<td>32</td>
</tr>
<tr>
<td>Nigeria</td>
<td>3.0%</td>
<td>29</td>
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<tr>
<td>Germany</td>
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<td>26</td>
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<tr>
<td>Canada</td>
<td>2.4%</td>
<td>23</td>
</tr>
<tr>
<td>Mexico</td>
<td>2.2%</td>
<td>21</td>
</tr>
</tbody>
</table>

41 and Over: 17.3%
26 to 40: 49.5%
25 and Under: 33.1%
Age Range (Identified): 12-76

Outcomes

Enrollment

Bachelor's 329
Master's 276
Secondary 125
Doctorate 83
Associate 32
Unknown 73
Other 28
Middle 18
Primary 4
None 1

1096 – Total
969 – Active
21 – Verified

118 Nations

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