

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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Title	FOSTERING CONTINUITY OF LEARNING FOR HEALTH PROFESSIONAL STUDENTS DURING COVID 19: AN EVALUATION OF OPEN DISTANCE AND ELEARNING AT CLARKE INTERNATIONAL UNIVERSITY
Type	Oral Presentation <i>High-Quality Learning and Collaborations in the Health Workforce</i>
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Abstract N ^o	TUFH753
Content	<p>Introduction: To foster continuity of learning for Higher Education Institutions (HEIs) during the Covid-19 pandemic, the Uganda National Council of Higher Education (NCHE) approved Emergency Open Distance and eLearning (ODEL) strategies for HEIs that met a reasonably sound infrastructure. The purpose of this survey was to evaluate the implementation of ODeL at Clarke International University among health professional learners. Methods: We used a descriptive cross-sectional quantitative and qualitative design to survey 730 learners from December 2020 to January 2021. We assessed student, institutional and faculty factors related to ODeL. Results: 427(58.5% response rate) reported high scores on: access to conferencing tools for learning 335(78.6%); instructor readiness 395(92.5%); subject mastery 410(96.0%); task completion 383(89.7%); online-delivery competency 384(89.9%); student engagement 347(81.3%); access to learning content 403(94.4%); and quality of content 352(82.4%). Institutional support factors included: ODeL training and orientation 287(69%); access to library resources 257(60.2%); and ICT-eLearning support 258(60.4%). Overall experience was rated at 305(71.4%) and ease of navigating the ODeL learning platform 236(55.3%). Deterring factors: only 85(19.9%) had consistent access internet. Qualitative data highlighted: a need for better internet access, provision of data bundles; practical sessions, integrated videos and recorded demonstrations in the course content; learning gadgets, more flexible options in scheduling, and training of instructors on ODeL. Conclusion: Our data indicate continuity of learning via ODeL is possible. Successful implementation can be bolstered through enabling student, faculty, and institutional factors. Access to the internet and educational resources remains a deterrent. Students and the lecturers need continuous ODeL sensitization.</p>