

Terms of Reference for consultancy services

Learning designer

Designing a connected learning course in Community Health for refugees

Background: InZone is a programme of the University of Geneva leveraging the academic expertise of its faculties to offer accredited higher education opportunities to refugees stranded in transit countries. In-Zone is currently operating in Kenya (Kakuma camp) and Jordan (Azraq camp). It plans to establish new learning sites in refugee environments in at least one French-speaking African country by 2023.

InZone has for a decade been a pioneer in blended and connected learning in fragile contexts. It is a founding member of the Collected Learning in Crisis Consortium (CLCC).

InZone shares the CCLC definition of connected and blended learning (Open Society University Network, Connected Learning Toolkit) as:

Connected Learning : *“in which students, instructors, and advisors actively engage with one another to connect courses and resources. Connected learning is meant to create personalized learning pathways for students. This type of learning connects academics to personal interests, students to mentors, and educational goals to higher-order learning skills. In this sense, connected learning is a kind of engaged learning in that it focuses on the links between learning, personal interests, academic achievement, career success, and societal engagement”.*

Blended learning : *“Blended learning (sometimes called “hybrid learning” or “the flipped classroom”) refers generally to the practice of engaging in a formal educational experience in which part of the instruction takes place in a face-to-face environment and part of it takes place online. The in-person aspects of the learning experience are synchronous; they take place at the same time. The online aspects of the learning experience may be either synchronous or asynchronous; students engage with the same material at their convenience, in terms of time, location, and pace of learning”.*

Health courses in a refugee context: The University of Geneva's Faculty of Medicine contributes to InZone's academic offer with three courses: two Moodle-based courses in basic medical education and community health care and one blended learning course in public health (One-Health).

The Faculty of Medicine is currently reassessing its contribution to InZone and aims to develop a new blended learning Certificate of Open Studies in Community Health specifically designed to address refugees' needs. The future certificate will address both local healthcare needs and the wider existing needs of origin and resettlement countries. Concise and practice-oriented, the certificate course, which is to include 10 modules, should be stackable and facilitate access to ancillary professions/functions in high demand by healthcare service providers.

InZone is looking for a learning designer to support the Faculty of Medicine and its course coordinator in developing such Certificate of Open Studies in Community Health.

Primary Working Goal of the Consultant: Provide technical and pedagogical support to the course coordinator (and subject matter expert) in developing a Certificate of Open Studies in Community Health worth 10 ECTS credits, specifically designed for refugees, spanning across 10 modules. The consultant shall adapt the existing pedagogic material and help design an engaging learning journey for online students.

Deliverables:

An interactive 250 hours online course in Community Health spanning 10 modules and adhering to the annexed curriculum.

Timeline: The consultancy shall start as soon as possible. The estimated number of days to produce the deliverables in collaboration with the subject matter expert is 60 days.

Working Language: English.

Location: No preference.

Profile of the consultant/s: the consultant should be a digital pedagogy specialist with solid experience in creating online learning content and managing digital learning platforms.

Application: please send your application including your CV, a short description (2 pages max.) of the methodology proposed and a budget estimate to Lou Pisani: Lou.Pisani@unige.ch

Deadline: the deadline for application is the 27th of January 2022 midnight.