Online Professional Development Getting started. Getting better.

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for

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After this webinar participants will be able to:

1 Identify 3 key technology tiers for scaling up online professional development.

2 Recognize the phases of instructional design.

3 Begin to employ common tools and common concepts in online TA and professional development.

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Poll Questions

Document Creation

Outdated Perception

New Reality

Online Learning

Understanding "Tiered Architecture"

Part 1

Tiered Architecture

By implementing a "planned" IT architecture, an online PD program can:

- scale from 10 to 10,000

- achieve fidelity
(less variance on "presentation tier")

- reduce development & delivery costs
(e.g., development time is reduced new development rounds; maintenance and support costs are reduced based on standards across projects)

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Tiered Architecture

A client–server architecture in which the presentation, the application, and the content management are logically separate processes.
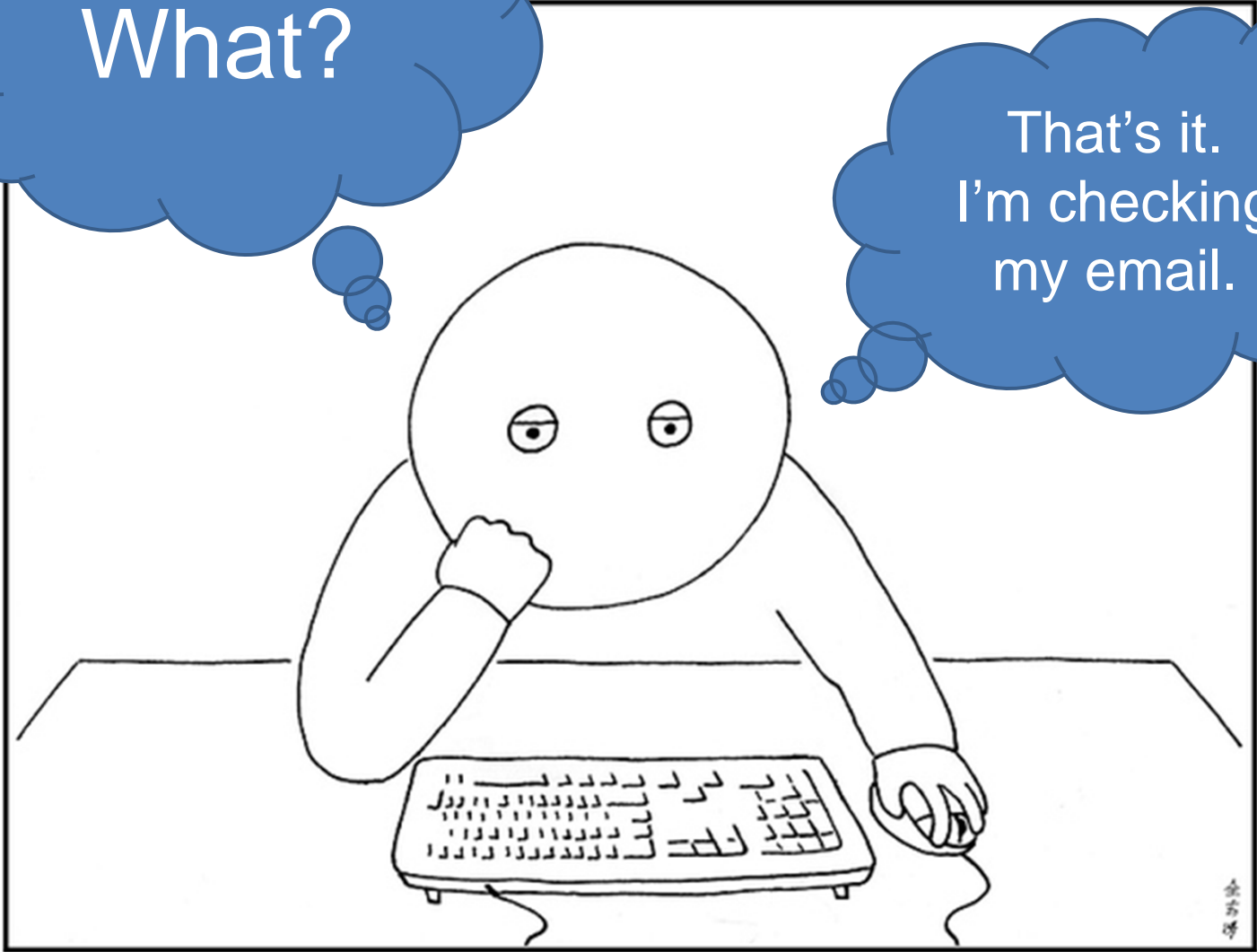
-Wikipedia

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Keep it Simple

Content Tier	Application Tier	Presentation Tier

Your professional development content.	Where the content lives after you publish it.	How the content is presented to learners.

Online PD is done on 3 distinct tiers

Takeaways:

I. The planning and development for **online** professional development is done on 3 distinct "tiers"

II. The development work typically begins on the "content tier", moves through the "application (middle) tier" and ends with development on "the presentation tier"

III. For a starter online PD initiative, all 3 tiers take the same amount of development time and resource.

IV. At times, development can be happening on multiple tiers at once (we have to change hats).

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Example

WA Early Support for Infant's and Toddlers (ESIT)
Systems Improvement Project

Washington Example

- More consistent approach to the provision of early intervention services statewide

- Increased practitioner use of evidence-based early intervention practices to better meet child and family outcomes

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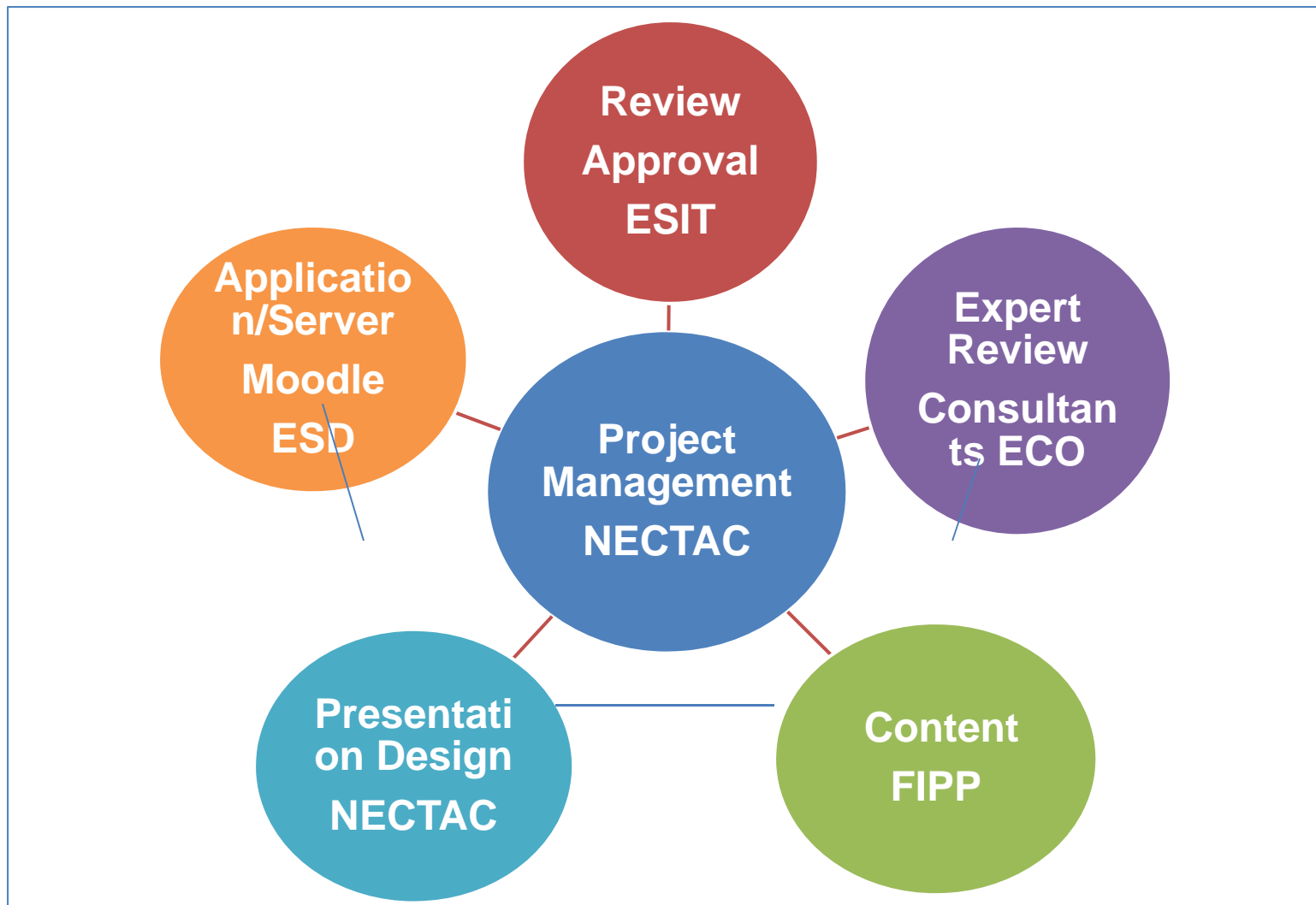
Washington Example

CONTENT AREAS

1. Foundations

2. Functional Assessment

3. IFSP Process

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Teaming: Staffing the Tiers

Recognizing the phases of "Instructional Design"

Part 2

Poll Questions

Instructional Design

Why It's Important

- You have to know where you are to know where you are going (plan what's next).

- There are broad <u>technology implications</u> when changes are made late in instructional design process.
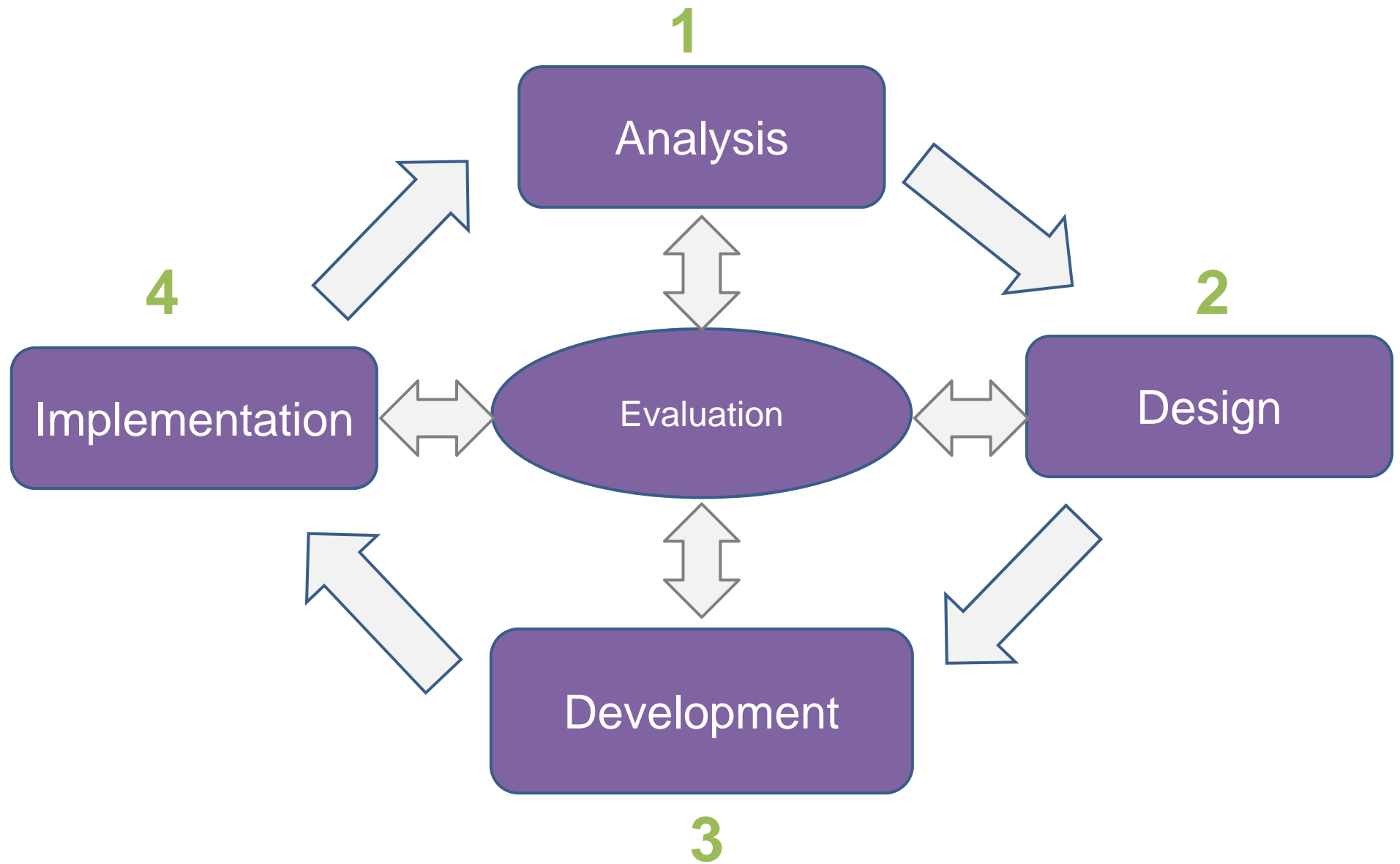
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Instructional Design

ADDIE Model

- Analysis
- Design
- Development
- Implementation
- Evaluation

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1
Analysis

2
Design

3
Development

4
Implementation

Evaluation

Example

WA Early Support for Infant's and Toddlers (ESIT)
Systems Improvement Project

							MN Online Module Production Schedule					
Step	**Start**	**End**	1-Jan	15-Jan	1-Feb	15-Feb	1-Mar	15-Mar	1-Apr	15-Apr	1-May	15-May
Design	1-Jan	15-May										
Architecture Design			█	█								
Instructional Design					█	█	█	█				
Template Design					█	█						
Web Site Design										█	█	█
Develop												
Module 1												
Content*											█	
Storyboard**												█
Pre-Production***												
Production****												
Testing/Proofing*****												
Enhancements******												
Module 2	1-Mar	1-May										
Content*			█	█	█	█						
Storyboard**							█					
Pre-Production***								█				
Production****									█			
Testing/Proofing*****										█		
Enhancements******											█	
Module 3	15-Mar	15-May										
Content*							█					
Storyboard**								█				
Pre-Production***									█			
Production****										█		
Testing/Proofing*****											█	
Enhancements******												█
Module 3	1-Apr	1-Jun										
Content*								█	█			
Storyboard**												

Shared
Tools & Concepts

Part 3

Poll Questions

Shared Tools & Concepts

Why They're Important

- Costs/Flexibility
- Scaling
- Fidelity/Continuity
- Collaboration
- Exchange

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Shared Tools & Concepts

- Learning Objects
- Learning Objectives
- Adobe Presenter

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Learning Objects

"A resource, usually digital and web-based, that can be used and re-used to support learning."

<div align="right">-Wikipedia</div>

Typically contain:
- Learning objectives and/or meta data
- instructional content
- practice
- and assessment

Key characteristics:
- Small/Short
- Self-contained (can stand alone, or grouped)
- Portable
- Reusable

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A *learning objective* should describe what the learner should know or be able to do at the end of the learning event that they couldn't do before.

MIT Teaching and Learning Laboratory

Shared Tools & Concepts

Learning Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Classify	Apply	Analyze	Arrange	Appraise
Identify	Describe	Compute	Appraise	Assemble	Assess
Indicate	Discuss	Construct	Calculate	Collect	Choose
Know	Explain	Demonstrate	Categorize	Compose	Compare
Label	Express	Dramatize	Compare	Construct	Contrast
List	Identify	Employ	Contrast	Create	Decide
Memorize	Locate	Use	Criticize	Design	Estimate
Name	Paraphrase	Illustrate	Debate	Formulate	Evaluate
Recall	Recognize	Interpret	Determine	Manage	Grade
Record	Report	Investigate	Diagram	Organize	Judge
Relate	Restate	Operate	Differentiate	Perform	Measure
Repeat	Review	Organize	Distinguish	Plan	Rate
Select	Suggest	Practice	Examine	Prepare	Revise
Underline	Summarize	Predict	Experiment	Produce	Score
	Tell	Schedule	Inspect	Propose	Select
	Translate	Shop	Inventory	Set up	Value
		Sketch	Question		

Eastern Kentucky University, Office of Institutional Effectiveness

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Shared Tools & Concepts

Adobe Presenter

Key Features

- Piggy Backs On PowerPoint (something already on your desktop)

- More Features than PowerPoint (narration editing, synchronizing with animation, embedded web media [handouts/video/audio] interactivity/quizzes, navigation, transcripts)

- Exchangeable

- Flexible Publishing
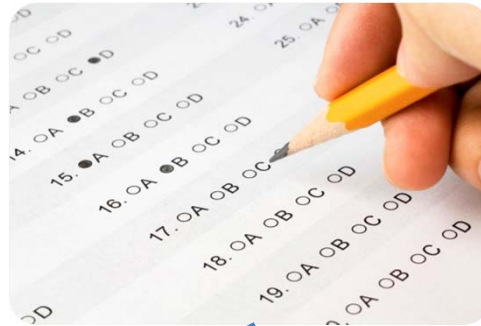
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Shared
Tools & Concepts

Adobe Presenter
PowerPoint Plug-In

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Tools & Concepts

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Example

WA Early Support for Infant's and Toddlers (ESIT)
Systems Improvement Project

Washington State Department of
Early Learning

Early Support
for Infants
and Toddlers

Example

NECTAC & Washington State Modules

Washington Example

We Knew What We Wanted

- Sound learning design
- Engaging, attractive
- Interactive
- Easily navigated
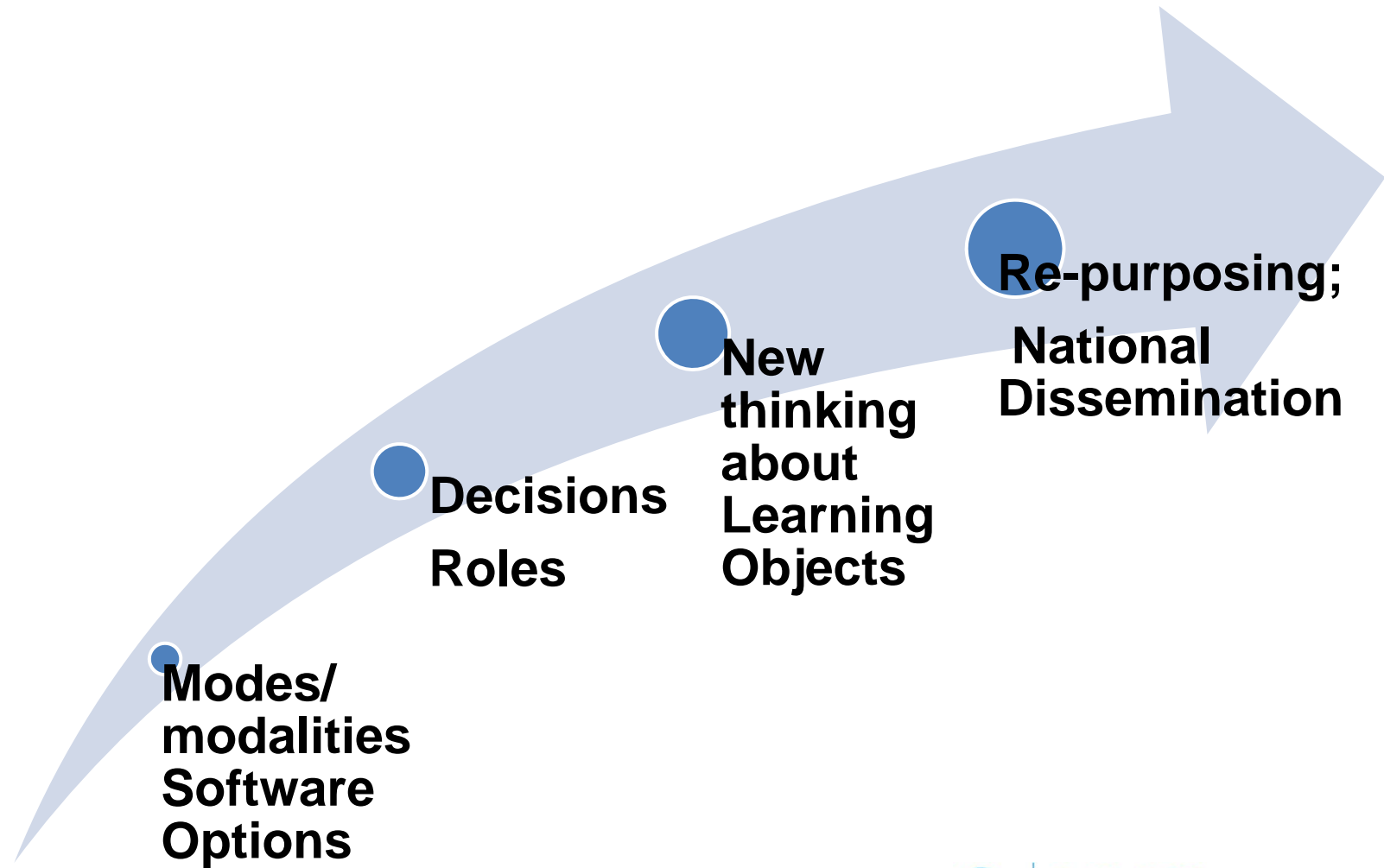- Common features across all modules

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Washington Example

Module 1 - Foundations

- Early Intervention under Part C, IDEA
- Mission and Key Principles
- Evidenced-Based Practices
- Introduction to the IFSP Process
- What Effective Intervention Looks Like
- WA Mission and Key Principles

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Washington Example

Activities

- Check Your Knowledge

- Apply It Now

- Think About This

- Capstone Activity

- Action Plan

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Think about this…

Document your ideas on the "Think about this" document at the end of Topic 3.

- Are you using resource-based practices in your work with children and families?

- How could you implement resource-based practices in your work with children and their families?

ACTIVITY

Washington Example

Resources

- Content Brief
- Learning In Action

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Learning in Action…

What do natural learning environment practices look like?

Read about Spencer, Jennifer and Peter's experience with intervention in natural learning environments.

Read Now >>

Learning in Action…

Review

What did you notice about how the early intervention provider engaged the parents in identifying interest-based learning opportunities in everyday activity settings and supported the parents in their responsiveness?

Check your answers >>

In this example Pam, the physical therapist, began identifying Spencer's interests within her everyday activities immediately. She looked at naturally occurring learning opportunities and ways to increase Spencer's opportunities to practice emerging abilities and learn new skills within the activities she enjoys doing with her parents.

Washington Example

Resources

- Learn More
- Exceed the Standard
- Investigate Further

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TEAMING APPROACHES

Investigate Further

CASE Collections
Learn more about teaming to support young children and their families at the Center for the Advanced Study of Excellence

CASE Tools: Checklists for Implementing a Primary Coach Approach to Teaming
Compare your practices with the primary coach approach to teaming practices using this tool

Washington Example

- New skill sets or new staff
  - Coordinating across multiple projects and teams across the country
  - Tracking; revising, hounding w/ grace & humor
  - Building communication processes
  - Information management - basecamp
  - Problem solving
  - Negotiating trade-offs between desires and resource costs
  - Negotiating differing perspectives on content and presentation
- Project coordination

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Washington Example

Lessons Learned

- Continually reassessing and reorganizing resources and timelines
Instructional Design/ADDIE– "formative evaluation" during each phase

- Hi-tech **AND** guaranteed access
Design/Development takes place on Application and Presentation

- Clear definition of who does the approval- who "speaks for the state"?

- Sign-Off by client on each ADDIE stage and each tier
Written approval process

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References and Resources

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