

*Online Professional Development Design Elements
For Adult Educators New to Online Teaching*

Design Elements Tables			
<p>Targeted Audience for Training * Instructional Developers * Teachers/facilitators * Managers of online learning * Subject Matter Experts * The Whole Instructional Development Team</p>	<p>Tasks for Planning, Implementing and Evaluating Online and Blended Professional Development</p>	<p>Content of Training</p>	<p>Recommendations, Considerations and Resources</p>
<p>Instructional Developers Instructional Developers (IDs) create the flow of content so that it is logical, organized, and engaging for the learner. The ID must have a clear picture of the intended audience, instructional needs of the learners, and goals of instruction in order to develop an effective course or other online or blended learning mode. This table includes information that an ID needs, along with sample procedures in the design process.</p>			
<p>Instructional Developers (IDs) Those who create courses, online study groups, or</p>	<p>Tasks for those who Develop Online Learning for <u>Teachers</u>: * Create the online PD course, study group or self-instructional learning for online</p>	<p>Training Content for Developers of Online Learning for Teachers * How to design effective online instruction (e.g. course, curriculum, study group, self-study instruction, etc., referred to below as a “course”) * How to create navigation that best</p>	<p>Recommendations, Considerations and Resources Recommendation: Create an instructional development team, ideally consisting of:</p> <ul style="list-style-type: none"> • Subject matter expert (SME) • Instructional developer (ID)

<p>other online or blended self-instructional learning</p>	<p>teachers</p> <ul style="list-style-type: none"> * Field test and evaluate it with small groups of teachers * Revise and update it, as needed. 	<p>supports learning</p> <ul style="list-style-type: none"> * Choice and design of kinds of content (readings, videos, web sites, etc.) for the PD course * Choice of course requirements for entry (“pre-requisites”) and completion * Choice of delivery type(s) <ul style="list-style-type: none"> • Choice of pure DL or blended (online and face to face) learning <ol style="list-style-type: none"> 1) Facilitated 2) Self-instructional, or 3) Self-instructional with supports. • Choice of synchronous (real-time) or asynchronous; online or blended learning • Choice of platform (Learning Management System/Course Management System such as: <i>Moodle</i>, <i>Angel</i> or <i>Blackboard</i>; work groups such as: <i>Community Zero</i>, <i>OfficeZilla</i>, <i>Google</i> or <i>Yahoo Groups</i>, or <i>tappedin.org</i> or “social networks” such as <i>Elgg</i> www.elgg.org) * Choice of format and content of orientation (synchronous or asynchronous, face-to-face, online, or blended; through video, individual phone call, phone conference call, web meeting, etc.) * Choice of enrollment model (individual open-entry/ open-exit; small group; whether program-based; whether to enroll 	<ul style="list-style-type: none"> • Project manager, and • Media/data resource aide. <p>Recommendation: Courses need a range of media; it may take a lot of time and resources to collect media for each course module, so include a team member (media/data resource aide) whose responsibility is to collect, post and organize images, illustrations, videos, sound files, etc.</p> <p>Recommendations regarding course design:</p> <ul style="list-style-type: none"> • Require participants to complete an orientation. • In the orientation (or earlier) include a self-assessment to determine if the participant is a good candidate for distance teaching/learning. This could be a “doing” self-assessment requiring the participant to use certain online tools. For example have them post to a forum or create a course framework in a wiki. • “Chunk” your material (into small pieces). • Present information to participants using a variety of methods: video and audio files; documents such as case studies and articles; research projects, etc. • A “one size fits all approach” to transitioning from face-to-face (f2f) professional development to OPD does not work. Instead, ask: <ul style="list-style-type: none"> • Who is the audience for the PD we offer/intend to offer? • What do we currently offer that can be easily moved from f2f to online? • What are the goals of this training? Can those goals be achieved if we offer the training online/at a distance?
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		<p>just teachers or teachers and administrators from an organization as a team, etc.)</p> <ul style="list-style-type: none"> * Design of learning activities and assignments * Locating and evaluating good online learning resources * Recruiting students for online learning * Screening/assessing students for online learning * Sound approaches and practices for online teaching and learning * How online teaching/learning is similar to and differs from face-to-face (f2f) teaching/learning * How teachers can communicate effectively with online students * How Instructional Developers and teachers can engage and maintain students' interest, for example through use of: <ul style="list-style-type: none"> • Images, audio and video • Collaborative online learning, including developing an online learner and teacher community • Blended learning • Project-based learning * Evaluating students' online learning * Methods for communicating effectively with teachers in an OPD course * Evaluating teachers' online learning/teaching skills as a result of 	<ul style="list-style-type: none"> • What is the best delivery method for this particular topic? Is there more than one way to deliver this to reach our audience? For example: <ul style="list-style-type: none"> -Live chat -Email -Structured asynchronous or synchronous course where goals and objectives, learning activities, assignments and assessments are seamlessly and scrupulously aligned -Phone conference -Self paced learning -Some combination of the above and/or f2f • Depending on the online or distance delivery method selected, what time span should this training cover in order to address all the content that needs to be included in the training? • How does our current outline for this f2f PD fit into the new OPD delivery method and new time frame? • How will we evaluate this new offering, when and how often? This depends on the length of the OPD offering. • It is important to make very clear how and when assignments are to be submitted and how they will be evaluated. <p>Consideration: Instructional Developers are often trained and expert at migrating or adapting course content that has been written by a Subject Matter Expert (SME). IDs can also assist instructors and</p>
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		<p>participating in OPD, for example: will there be an individual or group product expected such as an action plan, or a course design?</p> <ul style="list-style-type: none"> * Follow-up after OPD * Research needed 	<p>or managers in developing course content for online delivery.</p> <p>Consideration: Need for facilitation and to build a learning community. While many teacher participants may indicate that OPD needs to be self-accessed and self-instructional, retention is best when a self-access course is facilitated and/or moderated in some way. Many teacher participants need to have that community and be encouraged to participate. A course design could include features that encourage or support community such as threaded discussion, real-time chat, small group projects, and mentoring.</p> <p>Consideration: Courses can be structured and facilitated based on a solid and shared base of knowledge. Then, through live chats, threaded discussions, projects and mentoring experiences participants and the facilitator can continually update this content.</p> <p>Consideration: Emphasize:</p> <ul style="list-style-type: none"> • Learning communities • Job-embedded learning, and • Supports such as tutoring, coaching, mentoring and telephone helpers. <p>Consideration: Diversity of methods in initial trainings: Participants begin OPD with a range of online experiences. Some are excited to embrace this method while others approach it with extreme caution. Consider:</p> <ul style="list-style-type: none"> • Hosting <u>live chat</u> trainings • Providing similar trainings using a <u>phone</u>
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			<p><u>conference call</u> for those who want to ease their way into OPD technology</p> <ul style="list-style-type: none"> • Making a <u>screen-capture slide show video</u> that shows how each feature of the course is used. (A good, free resource for doing this, for example, is Jing, http://jingproject.com) <p>Consideration: Leadership at the program level: Program level administrative effort is needed to provide teacher participants with the authority and support to follow through with the training they acquire. The instructional design should support this. For example, Project IDEAL's DL101 course is aimed at helping adult education agencies develop an implementation plan that will then form the foundation of their efforts to begin a Distance Learning (DL) program. For this reason, Project IDEAL requires that an administrator from the adult education agency/center and the prospective distance teachers take the course as a team. As a team, they brainstorm the issues involved in beginning a DL program and make decisions about what they think would work best for their agency. This insures administrative support and "buy-in" from all of the key players in this new venture for the agency.</p> <p>Consideration: Peer mentoring and coaching via distance learning: Trainers should be professionals who work in the field every day. They can take the philosophy and theory behind distance/online learning and illustrate solid examples like, "When we first tried this, it didn't</p>
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			<p>work very well, but we learned to structure the orientation and here is the success we are now seeing.”</p> <p>Resource: In an online course developed by Melanie G. Knier, Instructional Coordinator, Basic Skills, Davidson County Community College in Lexington, North Carolina, students read the Shirley Jackson short story “The Lottery.” They learn how to find the short story using the local library online catalog. They also learn how to access it via http://www.classicauthors.net They read the short story and answer questions about it. Finally, they view the 1969 grainy Encyclopedia Britannica 17-minute film, “The Lottery” available through AOL Video. They compare and contrast the film to the short story. All these resources are freely available on the Internet. You don’t have to reinvent the wheel.</p> <p>Resource: Introduction to Podcasting http://getonboard.pbwiki.com/Podcasting</p> <p>Resource: Introduction to wikis http://getonboard.pbwiki.com/Wikis</p> <p>Resource: Introduction to PowerPoint Including an excellent example of an <i>interactive</i> PowerPoint on using context clues to determine the meaning of an unknown word. http://getonboard.pbwiki.com/PowerPoint+presentations</p> <p>Resource: A resource for evaluating an online course design: http://www.qualitymatters.org/</p> <p>Resources: Learning Community Resources:</p>
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			<ul style="list-style-type: none"> • Tapped-In: live chats and active discussions http://tappedin.org • Hot Topic discussions on discussion lists such as those that will be found at http://www.nifl.gov/lincs/discussions • GED-i Case Studies: a structured and facilitated course. http://www.ged-i.org • Telephone conference calls • Mentoring experiences
	<p>Tasks for those who Develop Online Learning for <u>Students</u>:</p> <ul style="list-style-type: none"> * Create the online course, study group or self-instructional learning for adult ed students * Field test and evaluate it with small groups of students * Revise it, as needed. 	<p>Training Content for Developers of Online Learning for <u>Students</u></p> <ul style="list-style-type: none"> * How to design effective online instruction (course, curriculum, study group, self-study instruction, etc.) * How to create navigation that best supports learning (for example, navigation that is instructive in itself) * Choice/design of kinds of content (readings, videos, web sites, etc.), for the students' course * Choice of course requirements * Choice of delivery type(s): <ul style="list-style-type: none"> • Choice of pure DL or blended learning 1) Facilitated, 2) Self-instructional, or 3) Self-instructional with supports • Choice of platform (Learning Management System or Course Management System such as: <i>Moodle</i>, <i>Blackboard</i> or <i>Angel</i>; or work groups 	<p>Recommendation: The orientation for the online course or other online learning should be created by online facilitators/teachers who are experienced in working with adult basic skills learners. In developing the orientation, nothing can be taken for granted. Many students, for example, will not be comfortable or competent in using online technology, or a computer, and most will not have taken an online course before.</p> <p>Recommendation: Programs that plan to do distance learning should create student screening criteria or guidelines. See, for example http://ged.spps.org/Is_Online_GED_for_Me.html</p> <p>Recruitment and marketing efforts that require persistence on the part of the potential online student should also be a part of the screening process for the potential distance learner. Even before orientation there are several steps that programs should take to ensure that they are screening the right students into the distance learning offerings. Often overlooked is a</p>

		<p>such as: <i>Community Zero</i> or <i>OfficeZilla</i>; <i>Google groups</i> or <i>Yahoo Groups</i>, <i>tappedin.org</i>, etc.)</p> <ul style="list-style-type: none"> * How to recruit students for online learning * How to Screen/assess students for online learning * Choice of enrollment model (individual open-entry, open-exit; small group; whether program-based, etc.) * Choice of format and content of <u>orientation</u> (face-to-face, online, or blended; through video, individual phone call, phone conference call, web meeting, etc.) * Design of learning activities and assignments * Locating and evaluating good online resources * Sound approaches and practices for online teaching and learning * How online teaching and learning is similar to and different from face-to-face teaching and learning * How teachers can communicate effectively with online students * How developers (and teachers) can engage and maintain students' interest, for example through use of: <ul style="list-style-type: none"> • A casual, approachable writing "tone" • Images, audio and video 	<p>documented "Plan B" for those who are not accepted for the distance learning option. Students who do not meet the screening criteria should have an alternative offered to them when they do not meet the criteria. This helps to retain the potential student and keep the student connected to the program.</p> <p>Recommendation: Online course elements should be repeated and cross-referenced in as seamless a way as possible, with a minimum number of clicks, to prevent frustration and needless delay caused by confusing design elements.</p> <p>Recommendation: Distance or online learning is not appropriate for all students. Finding ways to screen students, to help them reflect on their own learning styles, and counsel them into the most appropriate program (DL or f2f) is important. We must try not to set students up to fail by placing them in a program that they don't have the skills for or that isn't a good fit for their needs.</p> <p>Consideration: Should the orientation take place online (for example using an online video with a live online chat to clear up continuing concerns), face-to-face, or in some combination of the two? This is a key element in the overall retention of online students.</p> <p>Consideration: Online learning often depends more on reading, and can be more intensive.</p> <p>Consideration: Advantages of asynchronous learning include that one can think about a comment before posting a message, whereas in f2f</p>
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		<ul style="list-style-type: none"> • Collaborative online learning • Blended learning • Project-based learning * Evaluating student online learning * Follow-up with students * Research needed 	<p>learning people may hold back; however, there's the lack of immediate feedback/reaction from the facilitator and classmates, and being able to quickly clear up misunderstandings or glitches.</p> <p>Resources: For easy-to-read adult learner materials online, see Firstfind.info at http://www.westchesterlibraries.org/files/u5/ff/eval.html For a tool to evaluate web sites for plain language or literacy level content, see http://www.westchesterlibraries.org/files/u5/ff/eval.html</p>
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Teachers/Facilitators
Teaching online requires that an instructor have a skills set that encompasses best practices in the traditional classroom setting and new skills for the online environment. Teachers need to know how to adapt their existing classroom and instructional practices to meet the needs of the online learner and also the expectations of their program administrator. This table provides teachers with insight into the many aspects involved in the online teaching and learning process.

<p>Teachers/ Facilitators of online Learning</p>	<p>Tasks for Online Teachers/ Facilitators</p> <ul style="list-style-type: none"> * <u>Recruit</u> students * <u>Screen/assess</u> them * <u>Orient</u> them * <u>Communicate</u> effectively with students, and support them * <u>Teach</u> them * <u>Evaluate</u> students' learning * <u>Evaluate and improve</u> the course 	<p>Content for Online Teachers/ Facilitators</p> <ul style="list-style-type: none"> * How to recruit students for online learning * How to properly provide an orientation to students who will be learning online. * How teachers can screen/assess students for online learning * Sound approaches and practices for online teaching and learning * How online teaching/learning is similar to and how it differs from f2f teaching/learning * How teachers can communicate effectively with online students * How teachers can develop and maintain students' interest * How to facilitate online asynchronous and synchronous discussions * How teachers can support online students * Evaluating student online learning * Reporting students' learning progress * Topics for further research: <ul style="list-style-type: none"> • Which skills or learning styles are best reinforced by an online learning environment? • How might one read/write/communicate differently f2f and online? • Which combination of modalities and 	<p>Recommendations, Considerations and Resources</p> <p>Recommendation: Periodic face-to-face check-in with students</p> <p>Consideration: Some online teaching is asynchronous, and some is conducted in real time. Some is teaching in the context of a course. Some involves tutoring, mentoring, counseling or assisting in other ways. In real-time online teaching, many of the best face-to-face classroom strategies can be used in the “online classroom.” For example, teaching beginning level ESL/ESOL students in a small online class, where students can communicate by telephone or VOIP with the teacher(s) and other students in the class, has the richness of a face-to-face class. One good example of this, English Under the Arches, is a workplace ESL/ESOL class offered by the McDonald’s Corporation to its frontline immigrant employees who are training to become managers.</p> <p>Consideration: Does the orientation take place online, f2f or in some combination of the two? This is a key element in student retention.</p>
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		<p>media is most effective?</p> <ul style="list-style-type: none">• How can we provide the necessary support to online students who have learning disabilities?	
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Managers of Online Learning

Administrative leadership is vital to any instructional effort. With distance and online learning the focus is on teachers learning new methods to engage students and remediate their learning. The administrative leadership needs to learn new methods, processes, and procedures to support these teachers. The administrator defines and communicates expectations for teachers that align with program policy. This table illustrates how administrators can lead online learning initiatives.

Managers of online Learning	Tasks for Managers	Training Content for Online Learning Managers	Recommendations, Considerations and Resources
	<ul style="list-style-type: none"> * <u>Recruit teacher participants</u> for the online PD training * <u>Screen/assess teachers' skills</u> and experiences in adult ed teaching, online teaching, and using technology. (This could include an online self-assessment that would help teachers to judge whether they want to learn how to teach online.) * <u>Hire online teachers</u> to teach online students * <u>Evaluate teachers' online learning</u> resulting from their participating in the OPD training * <u>Follow-up</u> after teacher training * <u>Manage the development of the courses</u> 	<ul style="list-style-type: none"> * Methods of recruiting and assessing teachers for online learning * Methods of recruiting, assessing, orienting and evaluating students for online learning * Issues in awarding teacher and student credit (CEUs, certificates, etc.) * Data collection and evaluating data for decision making, program improvement, and measuring the outcomes of online/distance learning 	<p>Recommendation: To recruit teachers to participate, provide "testimonials" about the value and impact of this training on practice.</p> <p>Consideration: Online teachers can benefit from interaction with other online instructors. In Pennsylvania, for example, some teachers who work with learners at a distance have benefited from network meetings where best practices are shared. Additionally, managers may want to use experienced mentor teachers to assist teachers who are new to online learning.</p> <p>Resource: The Distance Teaching Self Assessment available at http://www.adultedonline.org Can help with teacher skills needed for online teaching. The Technology Integration Self Assessment (at the same website) looks at technology integration in classroom settings, but may have some relevance in helping teachers determine if they have the needed computer skills.</p> <p>Consideration: How to recruit students will depend on what the goal of offering distance/online learning is. If distance/online learning is viewed as another option for students already coming into</p>

	<p><u>*Oversee recruitment, assessment, orientation, instruction and evaluation of online students</u></p> <p>* <u>Promote</u> online or distance learning course to state agencies, businesses, local learning centers or libraries</p> <p>* Network with local institutions (e.g. learning centers and libraries) to <u>determine local need/appropriate target audience and to decide on which offerings to move to online format</u></p>		<p>adult ed programs, then recruitment takes one approach. Recruitment can be done through classroom programs, program brochures and intake counselors making distance learning an available option. However, if distance learning is perceived as a way to try and reach adults who aren't already coming to adult ed programs, then recruitment is very different, because agencies or teachers are trying to recruit from a different population. In this case, the OPD needs to help teachers and agencies figure out what those new populations might be and how to reach them.</p> <p>Consideration: Screening and assessing students for online learning is difficult. There are lots of online quizzes to determine if online learning is a good fit for someone, but (as far as we know) reliability and validity haven't been established for any of them yet. Project IDEAL, http://projectideal.org is trying to gather data to look at whether scores on one of these quizzes is a good predictor of online persistence or academic success, but they don't have sufficient data yet. In the meantime, they suggest that teachers/intake specialists have students complete one of these assessments and use it as talking points to help counsel students into appropriate programs. If nothing else, it can help students reflect on their learning preferences, time available for study, etc.</p> <p>Recommendation: Project IDEAL's Handbook of Distance Education for Adult Learners provides information about sound approaches and practices</p>
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			<p>in online teaching and learning.</p> <p>Recommendation: The Distance Teaching Self Assessment, http://www.adultedonline.org includes examples and video clips that address how online teaching/learning is similar to and how it differs from f2f teaching/learning.</p> <p>Consideration: A learning community can be maintained by a teacher/facilitator reinforcing spontaneous student-to-student interaction, as long as it is not off-task too long, replying to (asynchronous) posts, and weaving discussion threads together. Students need to learn from one another as well as from the facilitator.</p>
<p>Subject Matter Experts (SMEs)</p> <p>Writing instructional content and facilitating student learning are two separate sets skills. Subject matter experts need to write content that meets the needs and abilities of the intended audience and that represents the best thinking from the content field. They must be able to provide this content in a fluid and organized manner. Providing the SME with guidelines to structure their writing process will make the content development phase organized and productive, resulting in a solid content foundation.</p>			
<p>Subject Matter Experts (SMEs)</p>	<p>Subject Matter Expert Tasks:</p> <p>* <u>Planning</u>. Whether there is one SME or a team of SMEs, a plan must be made before course development takes place. The plan evolves as content is created or added, and as new needs, labels, categories, or content come to the forefront.</p>	<p>Training Content for SMEs</p> <p>* Training on communication and presentation tools is needed to understand the possibilities and limitations of various software features and applications.</p> <p>* Training may be needed on the particular CMS or LMS that will be used.</p>	<p>Recommendations, Considerations and Resources</p> <p>Recommendation: Basing a course on sound pedagogy/andragogy is the first step in developing it for online delivery. The process, however, requires a different path from face-to-face course development. An SME will need to consider how content will be presented, and how activities/tasks, assignments and assessments will be completed in the LMS or CMS.</p> <p>Recommendation: A storyboard template designed specifically for the online course is quite helpful to</p>

	<p>Decisions depend in part on the funding available, but the steps that follow have worked on projects ranging from \$5000 - \$500,000, with three-month to multiple-year development time lines. This approach works for LMS content development as well as email/chat/ telephone presentations of content.</p> <ul style="list-style-type: none"> • Team determines budget for course development • SME determines course content • Team determines course time line • Team determines target audience for the course • SME Outlines how the content will be organized as a guide for the content to be developed. • SME decides on the template for development of the 		<p>the SME. The decision should be made early on by the SME during the planning process as to what elements should be included in the teaching/learning content to be presented online. This allows for consistency in content formatting when multiple SMEs are used. Wording that is common (such as the wording leading into the objectives, wording leading into all lesson reviews, etc.) to all teaching/learning content should be decided on in the early stages of the development, again to ensure consistency when multiple SMEs are working together to build a curriculum.</p> <p>Recommendation: An open line of communication on the team is needed so that everyone is communicating the needs for additions or revisions to the lesson format template.</p> <p>Consideration: The information needed by the SME and others on the program instructional development team may overlap. The SME and those who move the subject matter from the traditional presentation format to the online or DL format need to be a close-knit team. It is important that nothing is lost in the translation from the SME to the end presentation method.</p> <p>Consideration: One approach to organizing content for online delivery in an LMS or CMS is to use PowerPoint. The SME can create a .ppt slide show for every unit. This helps the SME sequence content and helps the Instructional Developer work with the SME to adapt it for the LMS or CMS. Another approach is to use a wiki (e.g.</p>
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	<p>content. For example a content development group (SMEs) creating content to be presented online in reading, writing, and math may decide to go with the following common elements in all their online lessons:</p> <ul style="list-style-type: none"> • Objectives • Key terms • Introduction • Teaching and learning content (with some other agreed-upon consistent and key elements.) • Lesson wrap up • Learning check • <u>Development</u>. The SME works with the ID (and other members of the course development team) to develop the content following the agreed-upon format. 		<p>http://pbwiki.com)</p> <p>Consideration: Guiding Questions for the SME: How will the teacher present the course content? What application(s) will best fit content and the unit objectives? How will a learner apply knowledge? What kind of tasks and assignments will be developed to engage a learner with materials and content? What kind of assessments can be developed so that learners demonstrate the ability to use the information? What kinds of activities can be used to create a community of learners?</p> <p>Resource: An excellent resource for adapting and/or developing content for online delivery is http://vudat.msu.edu/teach/</p>
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Program Instructional Development Team			
In some online/distance learning programs content is created by an Instructional Development Team made up of a Team Manager, an Instructional Developer, Subject Matter Expert(s), Media/Resource Aide and Teacher/Facilitator(s).			
Program Instructional Development Team (Manager, ID, SME, Teacher/facilitator, Media/Resource Aide)	Team Tasks * Create an online or blended learning implementation plan * Carry out the plan/develop the online course * Pilot test and evaluate the course * Revise the course based on the pilot test data	Training Content for Team * Training on <u>how to create an online/blended learning program</u> (or instructional program component for a face-to-face program) <u>implementation plan</u> . <ul style="list-style-type: none"> • The team leader (the program manager, for example) helps the team to <u>set goals for the program and expectations and responsibilities for the team</u>. • The team <u>defines the purpose</u> of the online learning • The team <u>outlines processes and procedures</u> needed for successfully implementing a separate student online/blended/distance learning program, an online/blended/distance learning component of a face-to-face instructional program or an online professional development strategy. • The team addresses in the plan each of the following kinds of issues for the following program staff: <ul style="list-style-type: none"> • <u>Support Staff</u>: The program support staff has to be trained to: <ul style="list-style-type: none"> - Appropriately respond to potential student (and other) inquiries about the 	Recommendations, Considerations and Resources Consideration: <u>Blended learning is quite difficult</u> , and requires that students and teacher agree about which components are most essential to be done online, which f2f, and which optional. Consideration: <u>Team leader role</u> . The team leader: <ul style="list-style-type: none"> • Reinforces decisions • Provides directives • Creates buy-in from other staff • Obtains support and funding for training and PD • Assigns or sees that the team assigns roles and responsibilities to each staff member so that the implementation of the distance learning curriculum is seamless • Documents and updates the implementation plan • Distributes the implementation plan to other stakeholders and program implementers for feedback and to get buy-in Consideration: When doing pilot testing include students who have learning difficulties or disabilities. Online learning could pose greater challenges for this group but, in some cases, it might prove to be a preferred way of learning. Identify the challenges so that possible adaptations can be built in, and identify the ways in which

		<p>program, for example to make appropriate referrals and give out the correct information when calls come in about program related offerings</p> <ul style="list-style-type: none"> - Properly record distance-learning options into the program's data reporting system. • <u>Online Teacher(s)</u> must know what is expected of them. <ul style="list-style-type: none"> - Will they be required to have online office hours? - How often should the online teacher log onto the system? - How will they properly report student time? -How should they handle student disconnect from the online learning option • <u>Other Teachers</u> (teaching face-to-face in the same program) need to know what is going on in the online/blended part of the program so they can properly support the online teacher. They also may need to make referrals to the online/blended part of the program of students from their classrooms if they see that a student might disconnect because of work schedule or childcare issues, and if the online offering could help them stay connected to the program. They 	<p>online learning can facilitate learning for others with difficulties and disabilities.</p> <p>Consideration: <u>Stages of the Implementation Plan Process:</u></p> <ul style="list-style-type: none"> • Foundation planning (Administration and team members) • Plan writing and review (Admin and team member) • Plan sharing (Admin and Program staff) • Plan revising based on input from the staff (Admin) • Plan review (Admin and Team member) • Piloting the plan • After 3, 6, and 9 months, evaluating the effectiveness of the plan and updating it based on needed changes and new developments • Plan implementation • Once or twice a year revisiting the plan to determine new needs. <p>Consideration: <u>Information Needed for the Planning Team</u></p> <ul style="list-style-type: none"> • Goals of the overall program as they relate to distance learning component • Target audience(s) for online/blended/distance learning • Criteria for screening students • Expectations of program, staff, and students, for online/blended/distance learning component • Opportunities and constraints for orienting students and getting them started. • Requirements for evaluating learning progress
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		<p>have to know the screening criteria and student expectations so they can properly communicate those to a student whom they might refer from the face-to-face class to the online class.</p>	<p>(e.g. U.S. Department of Education National Reporting System requirements) Resources: Tools for collaboration include http://PBWiki.com or Google applications such as Google Docs, Google Groups, and for gathering both learner and team feedback, Google Forms.</p>
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