

DL 101: Survivor

The Island of Workforce Development



ANNUAL PUBLIC HEALTH DISTANCE LEARNING SUMMIT

12th



Brought to you by

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- ✿ Catherine Shoemaker, M.Ed., Instructional Systems Specialist, Division of Professional Development and Evaluation, PHPPO, CDC
- ✿ Brian Tencza, M.Ed., Instructional Systems Specialist, Division of Professional Development and Evaluation, PHPPO, CDC



Phase One
Justification

Where things stand

- ✿ You are the DLC for *The State of Confusion*
- ✿ Your agency serves 15 local health jurisdictions
- ✿ You work for the Director of Human Resources, Ima Whiner, who answers directly to the State Health Officer
- ✿ You have a staff of three, one of whom serves a support function only and another who works part time

Your first clues

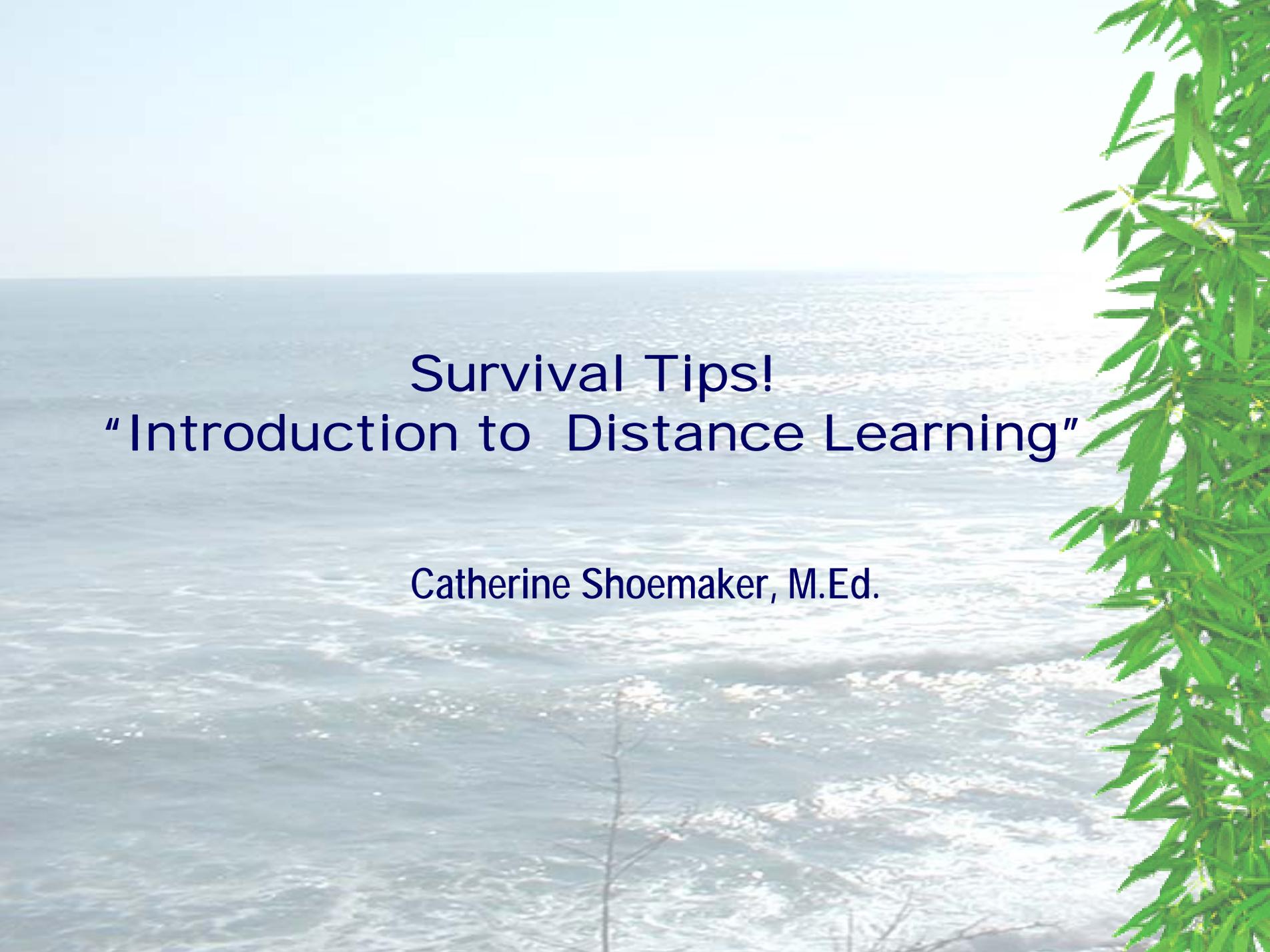
- ✿ Ms. Whiner has been to a special meeting in which the use of Distance Learning has been discussed as the “wave of the future” for all training.
- ✿ You receive the following e-mail...

To: Hero Jones, DLC
From: Ima Whiner
RE: Get 'er done!

Just got back from a FABULOUS conference on workforce development. Saw some AMAZING mulitmedia, high tech, web-based modules and a very impressive satellite network that would knock the socks off of Dr. Sunshine. We need to continue our initiative towards these new technologies. I'd like you to join me in giving a presentation to the management team next Monday to get their buy-in on increasing our distance learning program. Why don't you draft some talking points and we can discuss tomorrow? Thanks ever so much!

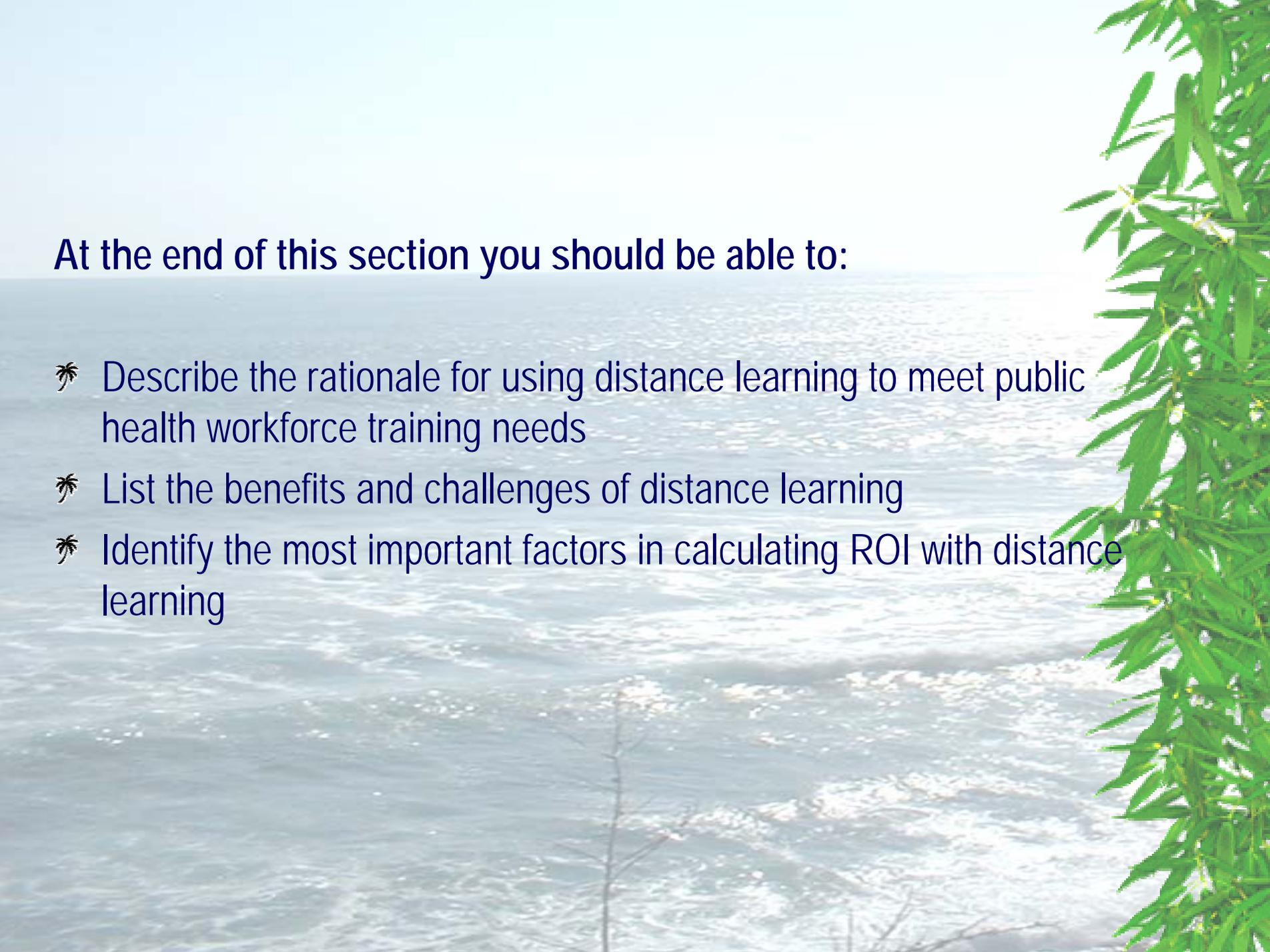
A scenic view of a large body of water, likely a lake or sea, with a clear blue sky and a green leafy branch in the foreground on the right. The water is a deep blue-grey color with white foam from waves breaking in the distance. The sky is a pale, clear blue. The green branch on the right side of the frame has small, pointed leaves.

Behind the Scenes...
Take One



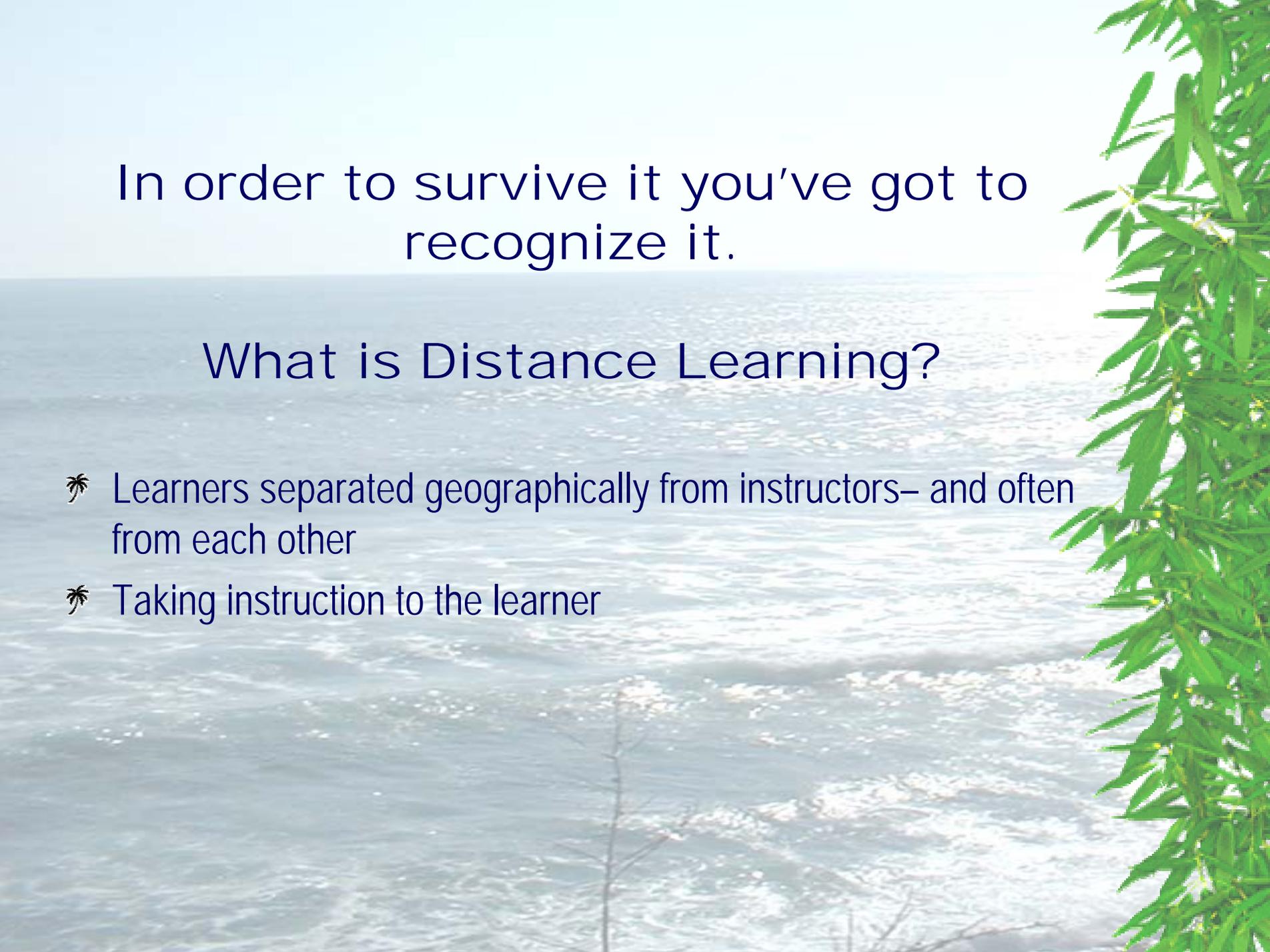
Survival Tips!
“Introduction to Distance Learning”

Catherine Shoemaker, M.Ed.



At the end of this section you should be able to:

- ✿ Describe the rationale for using distance learning to meet public health workforce training needs
- ✿ List the benefits and challenges of distance learning
- ✿ Identify the most important factors in calculating ROI with distance learning



In order to survive it you've got to recognize it.

What is Distance Learning?

- 🌴 Learners separated geographically from instructors– and often from each other
- 🌴 Taking instruction to the learner

Distance Learning Technologies

Media

- ✿ Print
- ✿ Video
- ✿ Computer-based training (CD, DVD, diskettes)
- ✿ Web-based training
- ✿ Audio conferencing
- ✿ Compressed video
- ✿ Satellite broadcasting
- ✿ Electronic conferencing

Distribution Method

- ✿ Mail, email, internet download, wireless
- ✿ Mail, email, internet link, satellite brdcst, compressed video, wireless

As the technology progresses the distinctions between these media blur.

What about E-Learning?

- ✿ Learners separated geographically from instructors– and often from each other
- ✿ Taking instruction to the learner
- ✿ Delivered or enabled by electronic technology

Some Distance Learning Basics

- ✿ Synchronous
- ✿ Asynchronous
- ✿ Interactive
- ✿ Multi-media
- ✿ Blended media
- ✿ Training vs. Education

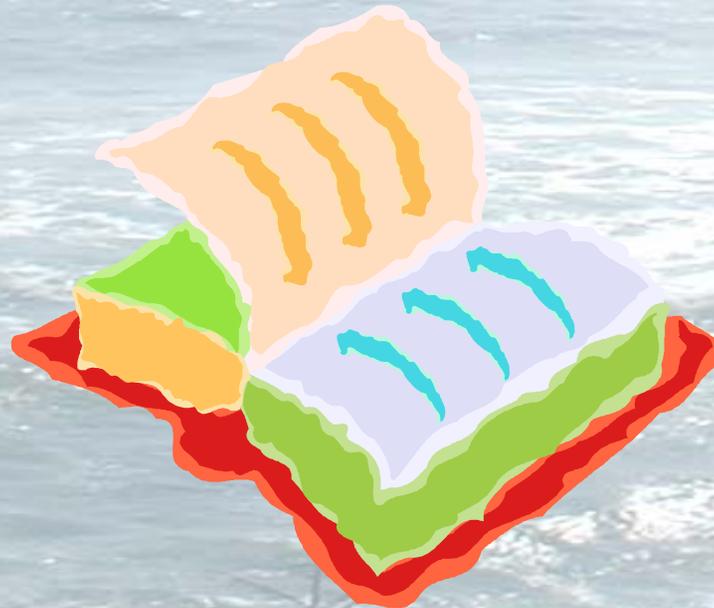
History of Distance Learning

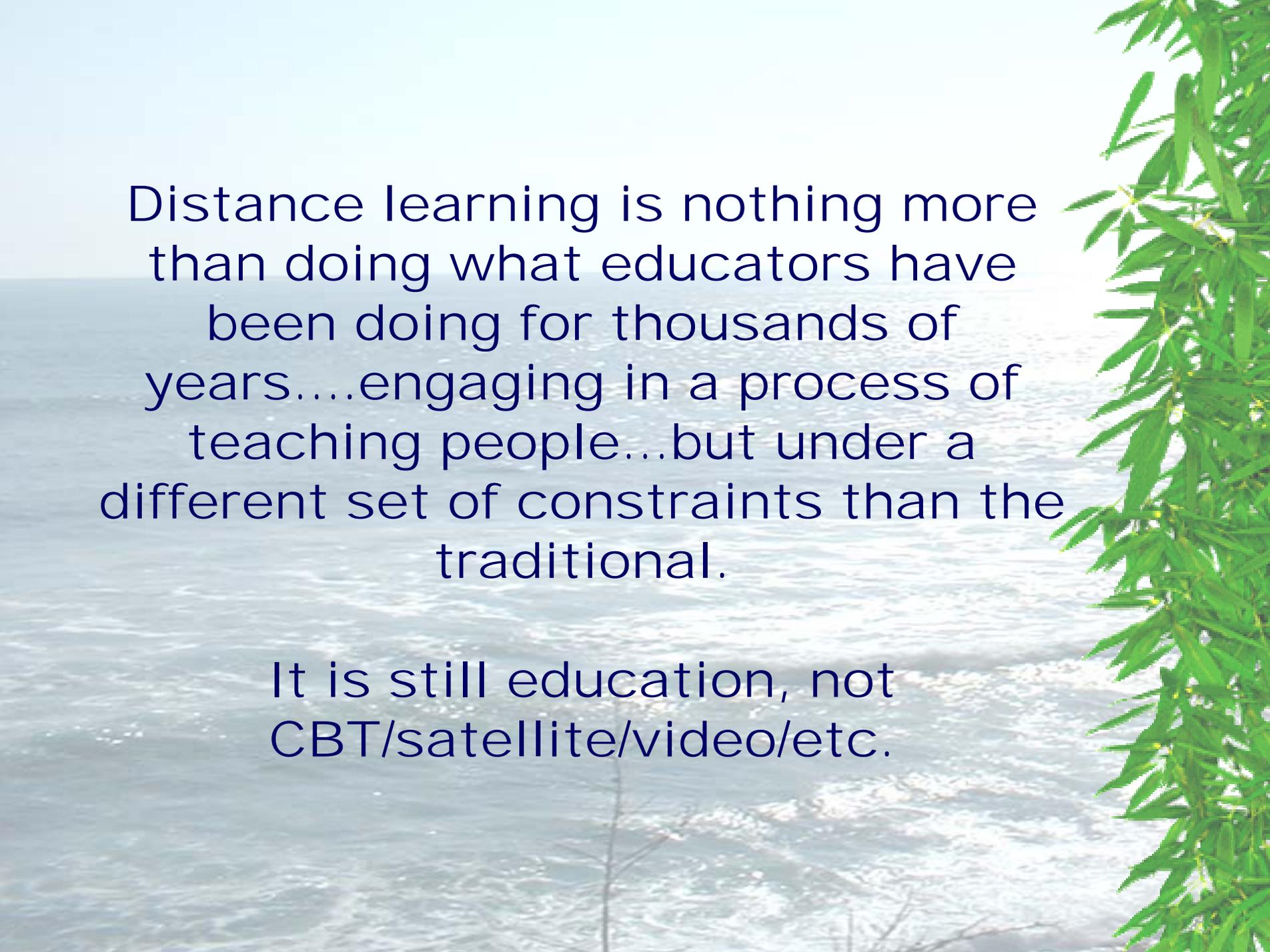
What was the first application?



History of Distance Learning

What was the first application?



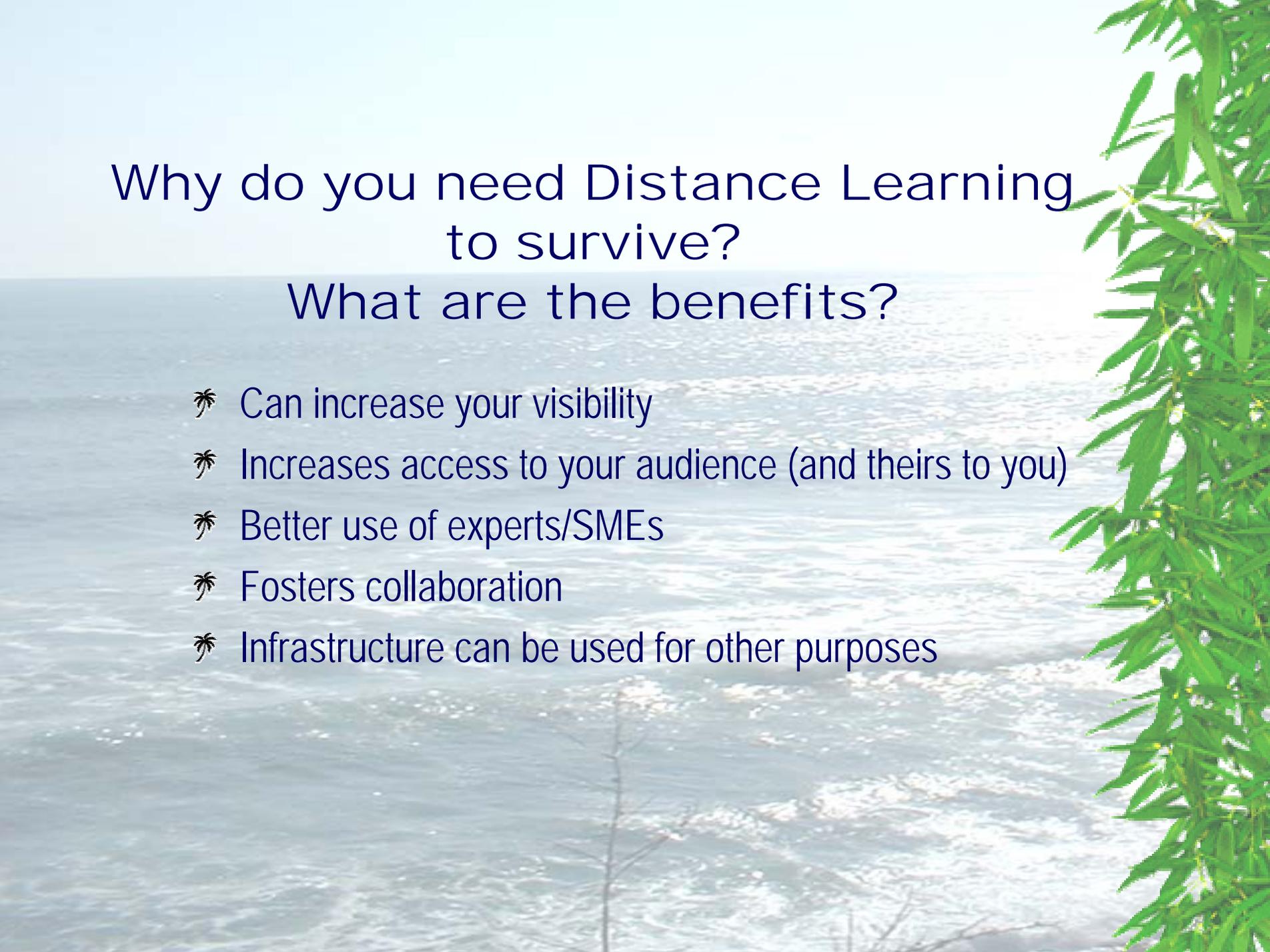


Distance learning is nothing more than doing what educators have been doing for thousands of years....engaging in a process of teaching people...but under a different set of constraints than the traditional.

It is still education, not CBT/satellite/video/etc.

Characteristics of Distance Learning

- ✿ Adult-centered and work-related
- ✿ Learner-focused
- ✿ Anywhere, Anytime
- ✿ Emphasizes solutions and learning results
- ✿ Creates new models for providing training



Why do you need Distance Learning to survive?

What are the benefits?

- ✿ Can increase your visibility
- ✿ Increases access to your audience (and theirs to you)
- ✿ Better use of experts/SMEs
- ✿ Fosters collaboration
- ✿ Infrastructure can be used for other purposes

The challenges of Distance Learning

Can you survive them?

- ✿ Can be expensive initially
- ✿ Poorly designed training is magnified by DL
- ✿ First failure may be your last opportunity
- ✿ Takes time
- ✿ Requires new ways of measuring success
- ✿ Is not always the solution
- ✿ Many are skeptical

Key to survival

Newbies focus on means

“Which authoring tool or LMS should I use?”

More experienced focus on
process issues

“How do we get SMEs? How can we get
more ID staff?”

Successful veterans focus on
the goals of the agency

“How do we connect our DL to the important
objectives of the agency?”

Thinking like this will make the difference
between zeros and heros!

Bill Brandon, E-Learning Developers' Journal. “Connect e-Learning to Business
Ojfectives, April 12, 2004

Business Case

Training that used to take 6 to 9 months will be compressed to just 2 to 3 weeks, thus assuring faster time-to-market with products, and greater productivity.

Fortune Magazine. "E-Learning: Leading Strategies for Executive Education and Corporate Training." www.FORTUNEelearning.com

Business Case

Numerous studies have shown that workers learn faster with multimedia training; they more accurately recall what they learned over a longer period; and they are better able to transfer what they learned to actual performance.

A Vision of E-Learning for America's Workforce, Report of the Commission on Technology and Adult Learning, 2001

<http://www.masie.com/masie/researchreports/ELEARNINGREPORT.pdf>

Business Case

Corporations save between 50-70 percent when replacing instructor-led training with electronic content delivery. Opting for e-training also means that courses can be pared into shorter sessions and spread out over several days so that the business would not lose an employee for entire days at a time. Workers can also improve productivity and use their own time more efficiently, as they no longer need to travel or fight rush-hour traffic to get to a class.

W.R. Hambrecht + Co. *Corporate E-Learning: Exploring a New Frontier*.
2000. www.wrhambrecht.com/research/coverage/elearning/ir/ir-explore.html.

Business Case

Training is holding its own in the post 9/11 economy. The Next Economy appears to have enhanced prior trends in training, and particularly that towards more use of learning technologies.

American Society for Training and Development. *State of the Industry Report 2003*. Alexandria, VA. 2003

www.astd.org

Return on Investment (Things to count)

- ✿ Costs of research, development, and review
- ✿ Costs of each presentation instance
- ✿ Costs of updating, refining, and re-distributing the materials over time
- ✿ Instructor/presenter training time and expense
- ✿ Evaluation methods and cost of correction and follow-up
- ✿ Risks of not training
- ✿ Cost-avoidance of successful training
- ✿ Cost risks of minimal, ineffective, under-funded training
- ✿ Payback time, within the time before re-training is required

Social Case

- ✿ Help to solve economic disparities?
- ✿ Broaden access to high-quality education and training opportunities?
- ✿ Boost income growth?
- ✿ Strengthen democracy and community?
- ✿ Improve public health?

A Vision of E-Learning for America's Workforce, Report of the Commission on Technology and Adult Learning, 2001

<http://www.masie.com/masie/researchreports/ELEARNINGREPORT.pdf>

Survival Resources

Marc J. Rosenberg, Ph.D

“Building a Successful E-Learning Strategy”

http://www.trainingconference.com/handouts/handout_179209.pdf

Rex J. Allen, PhD, Cofounder, Allen Communication
Whitepapers

“Step Right Up! Real Results for Real People!”

“What Works: Training and Development”

http://www.allencomm.com/Resources/Whitepaper_Archive.aspx

A publication that describes adoption of e-learning in leading business, good overview of best practices

<http://www.forbes.com/specialsections/elearning/>

Join the E-Learning Guild for great journal, resources, discussion forum, conferences, online seminars, etc.

www.eLearningGuild.com

Summary

- ✿ Distance learning is nothing new. It's about training people to perform their jobs more effectively and efficiently.
- ✿ If you focus on agency goals and design quality courses, the benefits will overcome the challenges.
- ✿ Measure your impact on agency goals and ROI. Let people know.



And now, back to

Survivor:
Island of Workforce Development

When last we left you, Ms. Ima Whiner was looking to you for guidance on a presentation on distance learning to be given to the management team.

Challenge #1

Draft presentation for the increased use of Distance Learning

- ✿ Select a tribal name that reflects your attitude toward workforce development.
- ✿ List some talking points explaining why distance learning should be used to meet the training needs of the State of Confusion Health Department
- ✿ List two public health problem areas where distance learning could be part of the solution
- ✿ List the possible impact of distance learning technology on these problem areas
- ✿ List some potential partners for these distance learning solutions



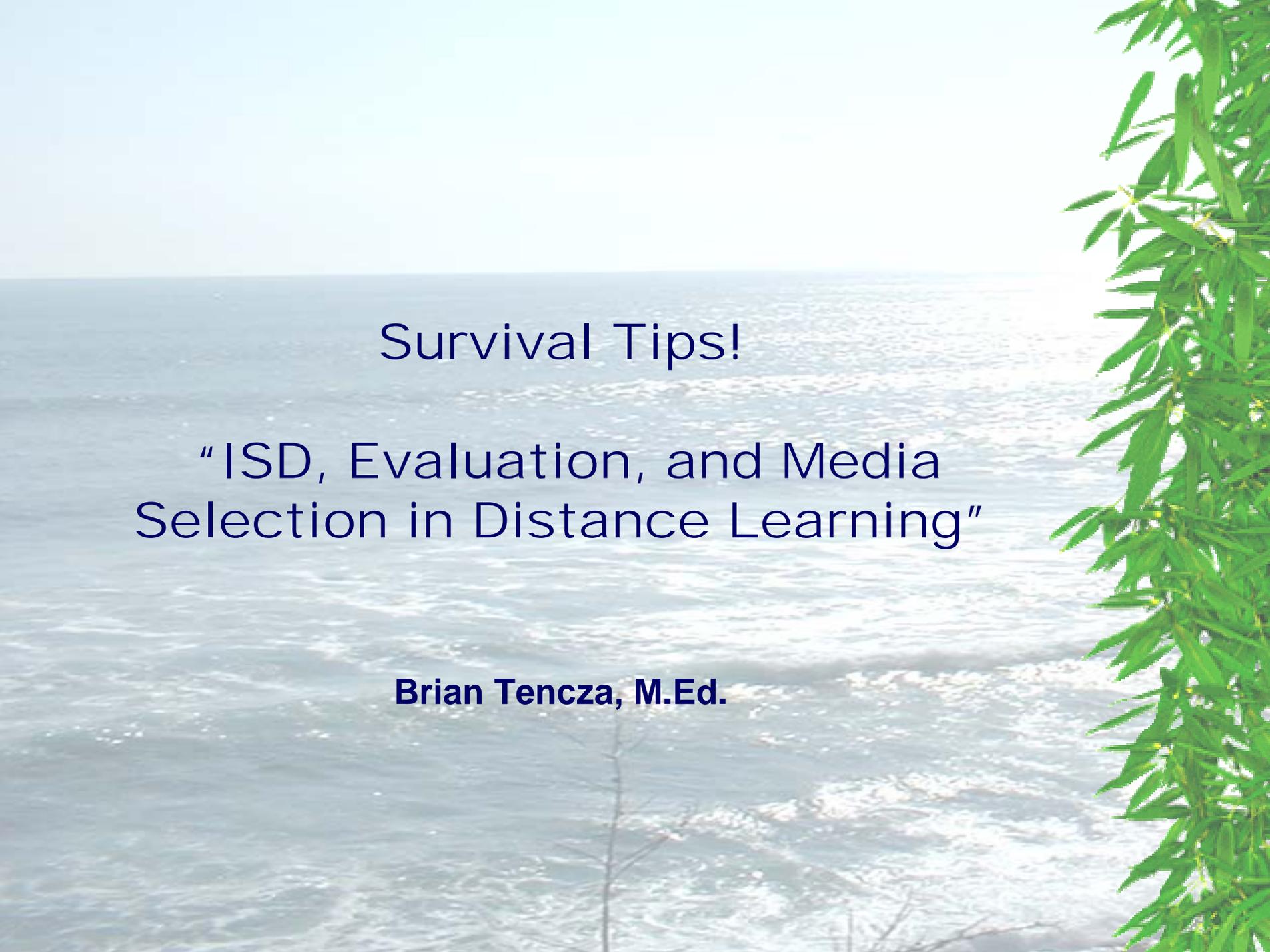
Phase 2
Matching the Solution
to the Need

How things stand

- ✿ You and Ima Whiner made your case. The management team gave the thumbs up to your distance learning initiatives!
- ✿ You've been given a modest budget to develop a new distance learning course for a priority training need. This is your big chance to put the spotlight on workforce development and distance learning.



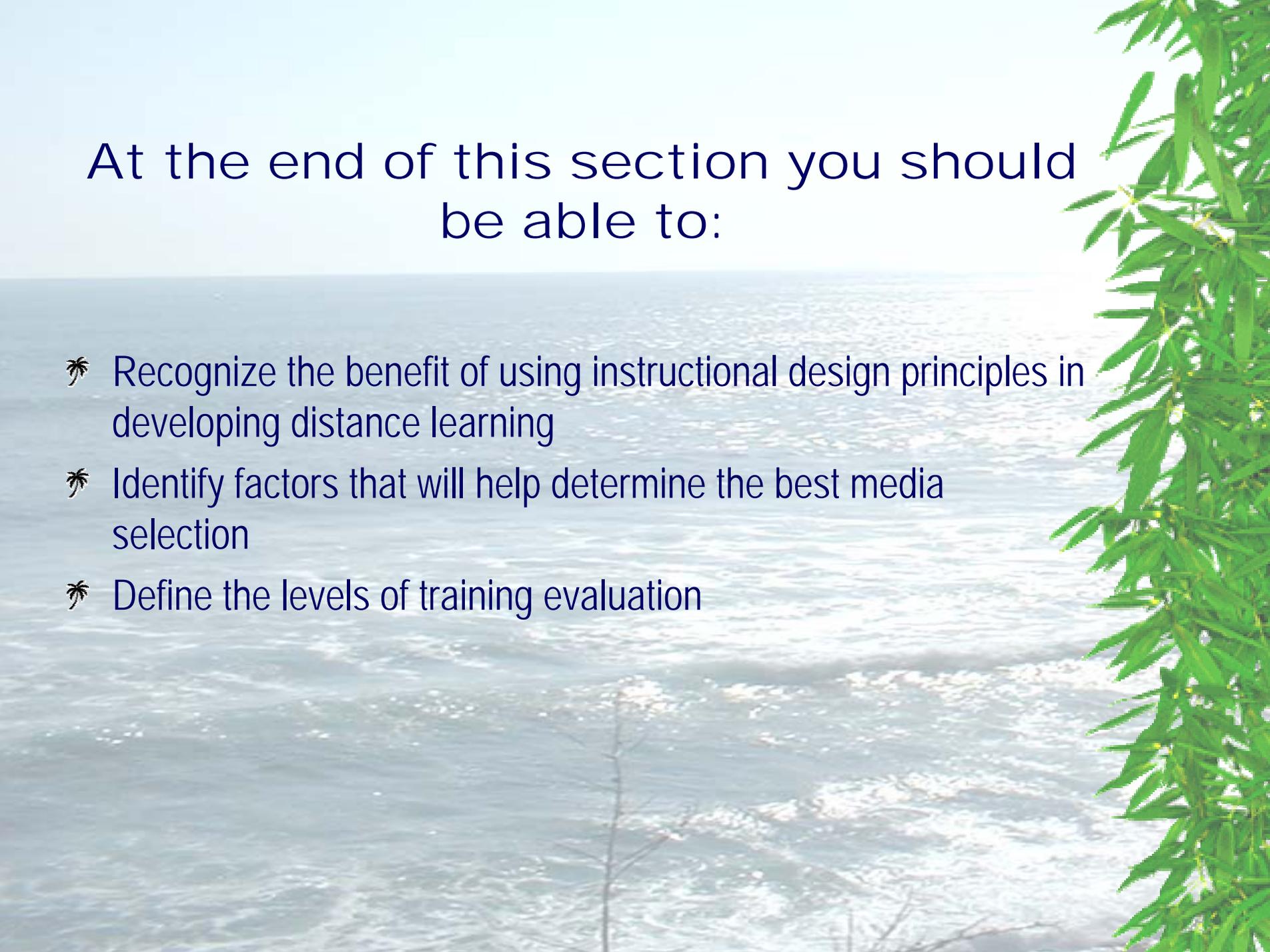
Behind the Scenes...
Take Two



Survival Tips!

“ISD, Evaluation, and Media Selection in Distance Learning”

Brian Tencza, M.Ed.



At the end of this section you should be able to:

- ✿ Recognize the benefit of using instructional design principles in developing distance learning
- ✿ Identify factors that will help determine the best media selection
- ✿ Define the levels of training evaluation

Distance Learning and Instructional Design

- ✿ Using instructional design when you develop distance learning helps ensure:
 - You have done all you can to guarantee mastery
 - You have selected content, media, methods based on a thorough analysis of the situation and the learners
 - The “need to know” are taught and the “nice to know” is kept to a minimum

What is Instructional Design?

- ✿ The systematic process of creating or adapting instruction, including at least these steps:
 - Analysis
 - Design
 - Development
 - Implementation
 - Evaluation

Analysis

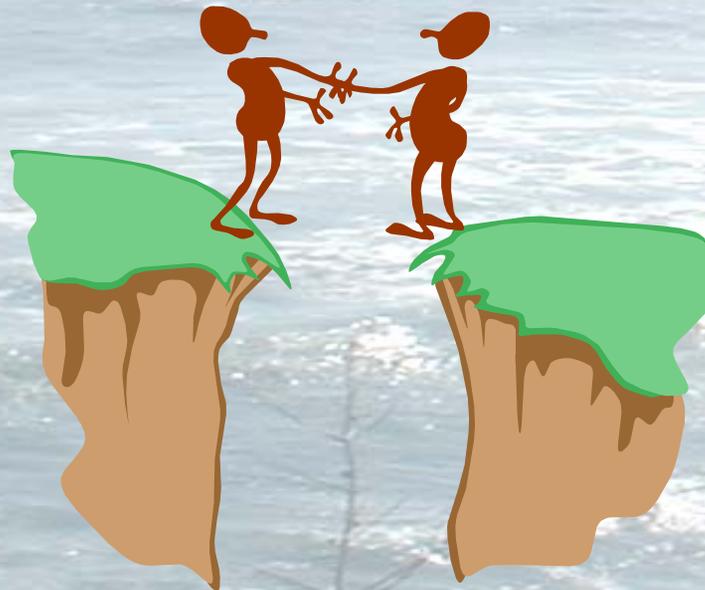
🌴 Purpose: Identify the probable causes for a performance gap.

🌴 Steps:

- Determine root cause of performance gap
- Analyze learners
- Conduct a resource analysis

Bridging the Gap

- ✿ The purpose of distance learning and instructional design is to bridge a performance gap



Find the “Root” Cause(s) of the Performance Gap

- ✿ If you don't find the “root” cause you might not identify the correct solution.
- ✿ Example: Immunization coverage for 2 year olds in neighborhoods in Miami and in Los Angeles are at a ten year low.
- ✿ What could be the cause(s)?

Find the “Root” Cause(s) of the Performance Gap

Parent materials need to be in Spanish

Forms are difficult for staff to fill out

Audit is incorrect; coverage hasn't gone down

Clinic staff not trained in sending out reminder memos

Public health clinics are difficult to access for those who work

Clinics not easy to get to

Staff not filling form out completely

Mobility of population has caused false results

There isn't enough vaccine

Parents against immunization

Clinic staff not communicating importance of vaccinations to parents

Outcome of a Gap Analysis

🌴 Solution may or may not be training.

🌴 Other causes of performance gaps:

- Poor Management
- Not enough resources
- Poor employee selection
- Missing simple job aid

Learner Analysis

🌴 Do you know your learners?

🌴 Consider:

- Aptitude and ability
- Motivation
- Attitudes
- Prior knowledge and entry behaviors
- Learning styles and preferences
- Experience with specific technology
- Disabilities

Products at the of the Analysis Phase

When you have completed the Analysis phase you should have documents that clearly describe:

- ✿ The performance gap
- ✿ The learners
- ✿ Your resources

Design

✿ Purpose: Verify the desired performances, the learning tasks, and the appropriate testing strategies

✿ Steps:

- Break down the task and determine the objectives
- Determine activities to support objectives
- Determine which media and methods best support attainment of the objectives –(this is where you determine whether distance learning is an option)
- Determine learner assessment strategies

Critical Points about the Design Phase

- ✿ Make sure you work with your SMEs to include only the critical objectives needed in your training
- ✿ Make sure your objectives reflect what the learner will be able to do as a result of the instruction.
- ✿ Make sure the objectives reflect observable behaviors by:
 - Avoiding verbs like “understand” and “know”
 - Using verbs that will indicate what behaviors your learners will exhibit that show that they “understand” and “know”

The “Need to Know”

- 🌴 Include what your learners need to know and be able to do at the end of the instruction. Don't include the “nice to know.”

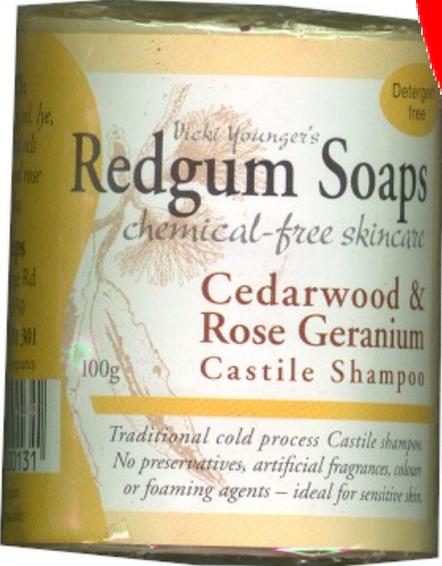


Castor beans have been found in Egyptian tombs dating back to 4000BC, and used for centuries in oil lamps and for jewelry.





Today



Products at the End of the Design Phase

(Assuming a training intervention)

A Design Report that includes:

- Project time lines
- Objectives
- Activities to support objectives
- Media and methods that best support attainment of the objectives
- Learner assessment strategies
- Evaluation strategies

Calculating Development Time

Factors Affecting Development Time	
Requirements for media integration	Experience of developers
Complexity of instructional objectives	Number and location of team members
Required level of interactivity	Project management skills
Degree of learner control desired	Role clarity
Complexity of instructional strategy	Client experience/commitment/time
Degree of branching	Team turnover
Nature, complexity, and volume of graphics, animation, and sound	Political factors
Clarity of design specifications	
Number and timing of changes requested by client	
Volatility of content	
Availability of authoring/productivity tools	
Hardware capabilities and limitations	

Source: CAI: Design & Languages Course Packet. Davidson G. & Smith P., 1991

Determining Assessment Methods

Type of Learning Outcome	Best Method of Testing	Activities that indicate achievement of objectives
Intellectual Skills: <ul style="list-style-type: none">• Discriminations• Concepts• Rules	<ul style="list-style-type: none">• Multiple choice and true/false• Constructed response (labeling, sorting, matching)• Performance of integrated tasks or constructed response (short answer)	<ul style="list-style-type: none">• Detect similarities or differences• Recognize examples or non-examples• Apply rule, principle or procedure
Verbal Information	Constructed response (fill in the blank, essay questions)	Recall information

Determining Assessment Methods

Cognitive Strategies	Student explains process to examiner	Self-report or audit trail of work done
Motor Skills	Performance Test	Perform smooth, coordinated action
Attitudes	Observe student in different situations	Observe actual situated behavior

Source: Instructional Systems Development. Department of the Air Force. AF Manual 36-2234. 1993

Development

🌴 Purpose: Generate and validate the training materials

🌴 Steps:

- Production
- Formative evaluation
- Revision

Development Phase Products

- 🌴 Completed training materials revised by formative evaluation

Implementation

- 🌴 Purpose: Prepare the training environment and conduct the training

Evaluation

- 🌴 Purpose: Assess the quality of the instructional products and processes both before and after implementation

Levels of Evaluation

0. Participation – *How many and who were trained?*
1. Participant Reactions – *Did they like it?*
2. Learning Outcomes – *Did they learn it?*
3. Transfer of Learning to the Job – *Do they use it on the job?*
4. Results – *How did it benefit the organization and/or public health?*
5. Return on Investment (ROI) – *What were the monetary benefits to the organization and/or public health?*

Choosing Media



Technical Considerations

- ✿ Analyze and understand the strengths and weaknesses of your delivery systems (how they deliver the instruction and meet student needs and course requirements)
- ✿ Use technology because it enhances the delivery; not because it's there.
- ✿ Select technology based on technological constraints; make sure the students have access to the required delivery technology (RealPlayer, PowerPoint, etc.)

Technical Considerations

- ✿ If web based, design the course to take into account the slowest network connection available to your students
- ✿ Suggest other possible locations where students might be able to connect at faster speeds or as a back up in case they have computer problems
- ✿ Consider learners with special needs

When Shouldn't You Use Distance Learning?

- ✿ When face to face instruction is essential
- ✿ When it is more effective and efficient to do face-to-face instruction

Examples:

- ✿ Single office with low turnover needs to practice a new procedure in small pox inoculation
- ✿ Less than 100 people that can be easily brought together

Questions to Determine Media

🌴 Does your boss insist on a certain medium?



Media Considerations

- ✿ Does training involve a physical skill that needs to be performed?
- ✿ Does training involve life and death knowledge that must be mastered? Is it information that just needs to be made available to the worker to consult when needed?
- ✿ Does training involve an interpersonal skill that should be modeled?
- ✿ Does the workers' competency of the content need to be approved in person?

Questions to Determine Media

- ✿ What size of group must be accommodated in one room on a single occasion?
- ✿ What is the range of viewing and hearing distance for the use of the media?
- ✿ How easily can the media be "interrupted" for pupil responding, discussion, or for providing feedback?
- ✿ Is the presentation "adaptive" to the learners' responses?
- ✿ Does the desired instructional stimulus require motion, color, still pictures, spoken words, or written words?

Taken from Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of Instructional Design (4th ed.).

Fort Worth, TX: Harcourt Brace Jovanovich College Publishers

Questions to Determine Media

- ✿ Is sequence fixed or flexible in the medium?
- ✿ Is the instruction repeatable in every detail?
- ✿ Which media provide best for incorporating most of the conditions of learning appropriate for the objective? Which media provide more of the desired instructional events?
- ✿ Do the media under consideration vary in probable "affective impact" for the learners?
- ✿ Are the necessary hardware and software items obtainable, accessible, and storable?

Questions to Determine Media

- ✿ How much disruption is caused by using the media?
- ✿ Is a backup readily available in case of equipment failure, power failure, film breakage, etc.?
- ✿ Will instructors need additional training?
- ✿ Is a budget provided for spare parts, repairs, and replacement of items that become damaged?
- ✿ How do cost compare with probable effectiveness?

Synchronous or Asynchronous

- 🌴 Synchronous = at the same time
 - Involves interacting with an instructor in real time
 - Examples:
- 🌴 Asynchronous = not at the same time
 - Allows the student to complete the training on his/her own time and schedule, without live interaction with the instructor
 - Examples:

The background of the slide is a photograph of a large body of water, likely a lake or sea, with white-capped waves breaking. The sky is a pale, clear blue. On the right side of the image, there is a vertical strip of vibrant green foliage, possibly a willow branch, which frames the scene. The text is centered in the upper half of the image.

Some Tools to Assist in Media Selection

Examples	Learning Factual Information	Learning Visual Identifications	Learning Principles, Concepts, and Rules	Learning Procedures	Performing Skilled Perceptual-Motor Acts	Developing Desirable Attitudes, Opinions, and Motivations
Still pictures	Medium	HIGH	Medium	Medium	low	low
Motion pictures	Medium	HIGH	HIGH	HIGH	Medium	Medium
Television	Medium	Medium	HIGH	Medium	low	Medium
3-D objects	low	HIGH	low	low	low	low
Audio recordings	Medium	low	low	Medium	low	Medium
Programmed instruction	Medium	Medium	Medium	HIGH	low	Medium
Demonstration	low	Medium	low	HIGH	Medium	Medium
Printed textbooks	Medium	low	Medium	Medium	low	Medium
Oral presentation	Medium	low	Medium	Medium	low	Medium

MEDIA ANALYSIS RATING SCALE

Instructions

Complete the rating scale as follows:

1. Using the key provided, consider the importance of each factor on the rating scale to the situation that you are analyzing.
2. Use the summary sheet to tally the number of occurrences of each medium that you ranked as a 4 or 5.
3. Tally each medium that you ranked as a 1 or 2 (ignore those ranked as 3).
4. Subtract the number of Low Occurrences from the High Occurrences and record that number in the Difference column.
5. Determine the weight of the difference by dividing the Difference column with the All Occurrences column and record that percentage in the Weight column.
6. The media with the highest-weighted averages are probably the most appropriate media for your solution.

Rating Scale

- 5 = Very Important Consideration
- 4 = Important Consideration
- 3 = Neutral Consideration
- 2 = Unimportant Consideration
- 1 = Not A Consideration At All

Table 3 — Instructional/Student Factors Rating Sheet

<i>Instructional/ Student Factors</i>	<i>Considerations</i>	<i>Suggested Media</i>
<p>1 2 3 4 5</p> <p>Content requires interactivity (computer)</p>	<p>Does the content involve computer software, simulation, or practice?</p> <p>Computer-based training simulations can facilitate learning.</p>	<p>Computer-based</p> <p>Web-based</p>
<p>1 2 3 4 5</p> <p>Incidental learning may occur</p>	<p>Do you need to control for incidental learning?</p>	<p>Instructor-led</p> <p>Satellite broadcast</p> <p>Video teleconference</p>
<p>1 2 3 4 5</p> <p>Collaborative learning is desired</p>	<p>Do group learning experiences, including opportunities to build relationships or share information, need to occur?</p>	<p>Instructor-led</p> <p>Satellite broadcast</p> <p>Video teleconference</p> <p>Web-based</p>
<p>1 2 3 4 5</p> <p>Content requires interactivity (human)</p>	<p>Will participants gain interpersonal and communication skills from immediate observer feedback about their performance?</p> <p>To what extent does the learner need to use or demonstrate interpersonal or communication skills, such as presentation, teamwork, leadership, or facilitation?</p>	<p>Instructor-led</p> <p>Satellite broadcast</p> <p>Video teleconference</p>

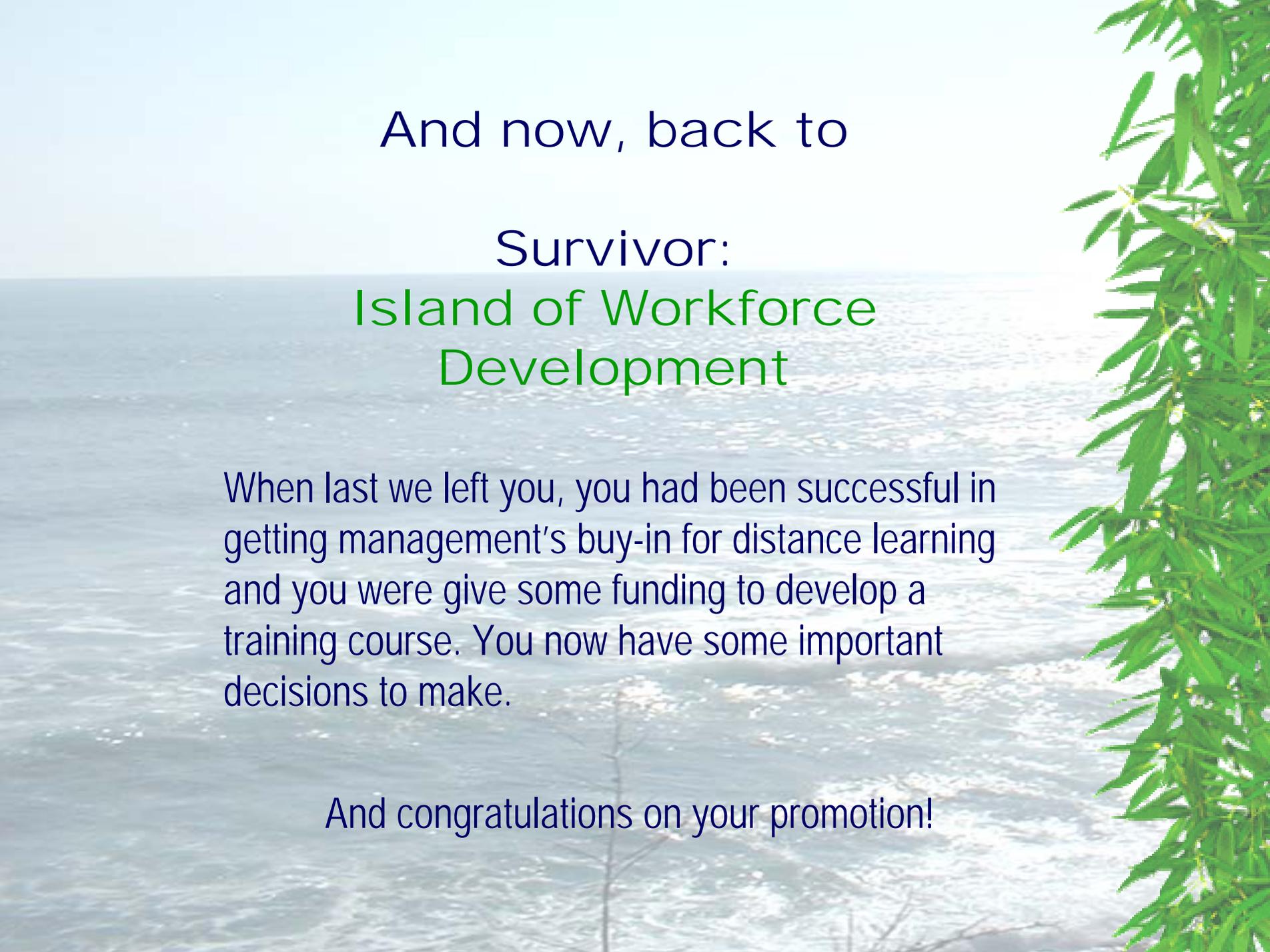


Learning Outcome	Examples	Exclusions	Media Selection
Intellectual Skills	Identify appropriate treatment for toxins	Exclude media not having interactive feature	Select media providing feedback to learner responses
Verbal Information	List the five areas in the US where Lyme disease is most prevalent	Exclude real equipment or simulator with no verbal accompaniments	Select media able to present verbal messages and elaboration
Attitudes	Choose a new HIV counseling process	Exclude real equipment or simulator with no verbal accompaniments	Select media able to present realistic picture of human model and message
Motor Skills	Demonstrate appropriate smallpox vaccine procedure	Exclude media having no provision for learner response and feedback	Select media making possible direct practice of skill, with informative feedback

Taken from Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). Principles of Instructional Design (4th ed.). Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.

Summary

- ✿ Use the instructional system design process to make distance learning more effective
- ✿ Analyze content, learners and resources carefully when choosing media
- ✿ Evaluate instructional effectiveness and use evaluation data to improve future products



And now, back to

Survivor:
Island of Workforce
Development

When last we left you, you had been successful in getting management's buy-in for distance learning and you were give some funding to develop a training course. You now have some important decisions to make.

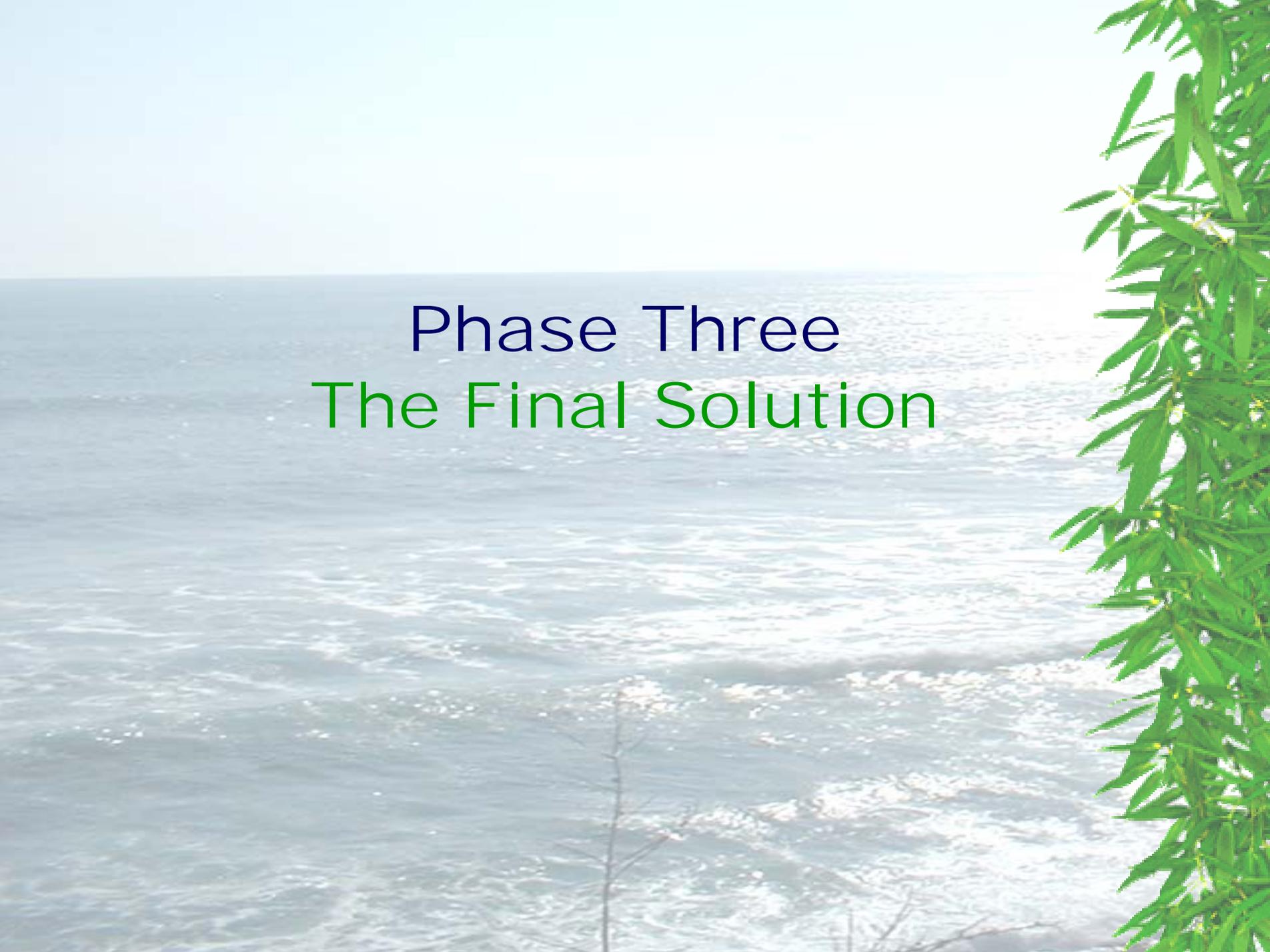
And congratulations on your promotion!

Challenge #2

Name Your Poison

Create a plan for a distance learning training course that will address some of the training needs related to the health problem you have been assigned.

- ✿ Training needs related to the problem
- ✿ Title of training course
- ✿ Target audience description
- ✿ Content (main topics)
- ✿ Type of activities, interactions, feedback needed
- ✿ Type of media to be used
- ✿ Distribution method
- ✿ Evaluation methods



Phase Three
The Final Solution

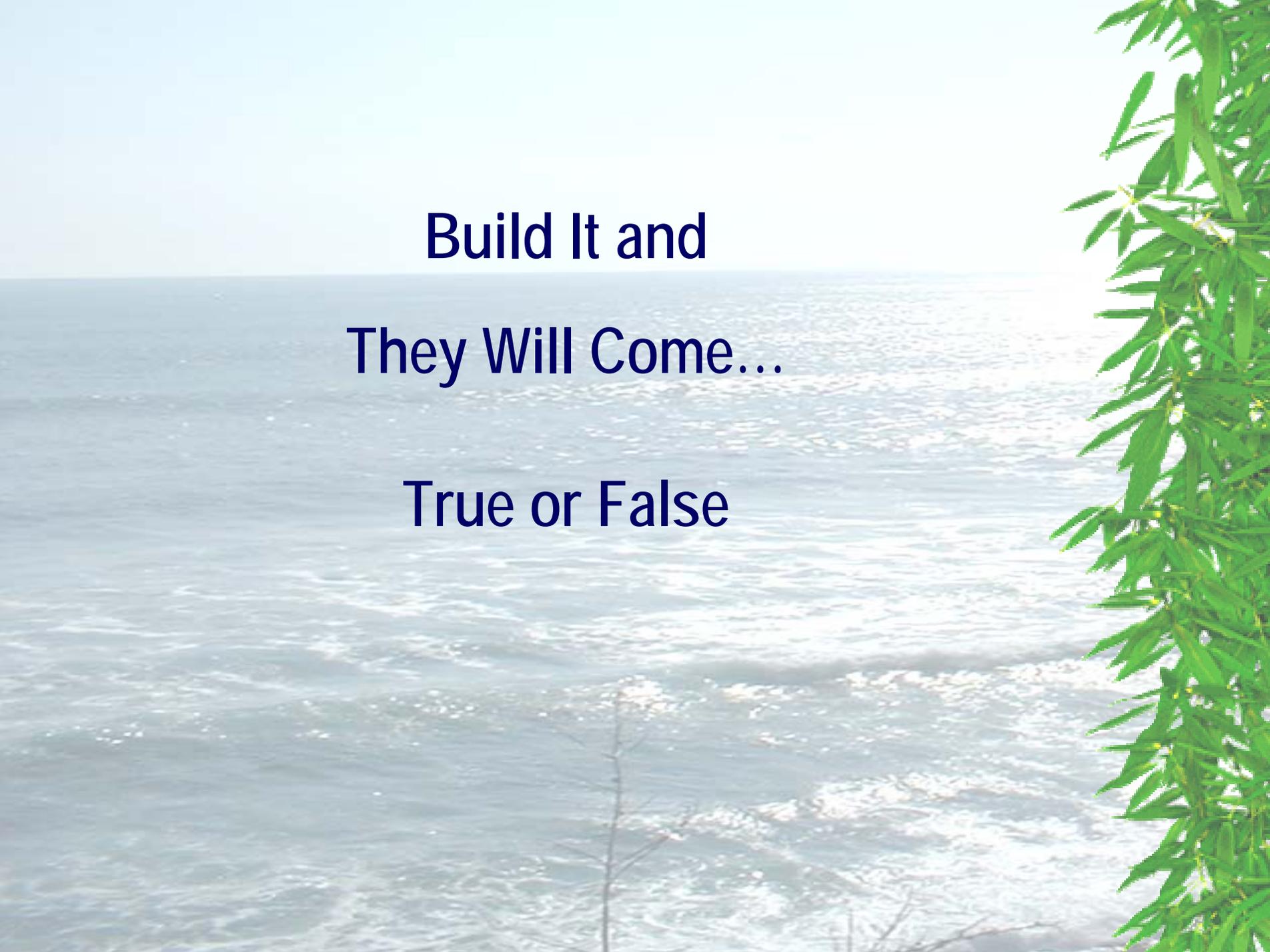


Behind the scenes...
Take Three

Survivor Tips!

“Taking Care of Business:
Ensuring Quality,
Learner Support, Marketing,
and Course Maintenance”

Barbara Orisich, MS



**Build It and
They Will Come...
True or False**

Objectives for Section Three

- ✿ List strategies to ensure **quality** distance learning
- ✿ Develop a plan to provide **learner support**
- ✿ Describe strategies for **marketing** distance learning
- ✿ Describe methods to **maintain** and update training

Quality

What Makes a Quality Course

Training...

- ✿ **Provides solutions** which meet the needs of the targeted audience
- ✿ **Meets Individual needs** – content is chunked to meet user needs
- ✿ **Is easy to access, use, and review**
- ✿ **Uses technology** appropriate for targeted audience
- ✿ **Provides estimated time to complete** that is reasonable

Quality - What Makes a Quality Course?

Training... *(continued)* **Learner Interaction**

- ✿ References **additional resources** for more information
- ✿ Encourages **networking** - product opens channels to network with other learners
- ✿ Provides **incentives**, such as certificates for completion

and Feedback

What Makes a Quality Course?

Types of Interaction

- 🌴 L - C Learner to Content
- 🌴 L - I Learner to Instructor
- 🌴 L - L Learner to Learner

What Makes a Quality Course?

Ways to Accomplish Learner interaction

- ✿ Provide content or activity in advance
 - Problem to solve prior to event
 - List of topics to be covered
 - Discussion guide
 - Opportunity to prepare targeted question for presenter (keynote speaker)

What Makes a Quality Course?

Ways to Accomplish Learner interaction

- ✿ Practice exercises or group activities
- ✿ Demonstrations
- ✿ Engaging visual aids – roll-ins (video)
- ✿ Ask questions...polling during event
 - Keypads or net conferencing
- ✿ Telephone and/or e-mail Q & A

What Makes a Quality Course?

Ways to Accomplish Learner interaction

- ✿ Pre-test & Post-test
- ✿ Visual interface – engaging – requires inquiry
- ✿ Interactive questions
- ✿ Puzzles / Teasers
- ✿ Problem solving – scenarios that encourage processing and application of information

What Makes a Quality Course?

Learner Feedback

- ✿ Timely answers to test & quiz questions
- ✿ Q & A – chat room, e-mail, FAQs, 1-800 # , listserv
– someone responds to questions
- ✿ Interactive questions with e-learning provide immediate feedback (self checks) – answers correct? Remedial loop for review
- ✿ Additional questions inserted when learner does not score well on first try
- Practice

Objectives for Section Three

- ✿ List strategies to ensure quality distance learning
- ✿ Develop a plan to provide **learner support**

Learner Support

Before

- ✿ Location logistics, technical issues – Satellite uplink/downlink? Computer workstations?
- ✿ Continuing Education credits (CE)? Certification?
- ✿ Registration? Login?
- ✿ Telephones? Web system requirements?
- ✿ Advance information? Fact sheets and course information?
- ✿ E-mail address or 'Contact Us' link available in advance?
- ✿ Advance downloads; links to plug-ins

Learner Support

During

- ✿ Technical assistance
- ✿ Professional Q & A session
 - Telephone – 1-800 number
 - E-mail – who will respond?
- ✿ Printed materials (download slides or .pdfs)
- ✿ Link to system requirements; links to download plug-ins
- ✿ Glossary, Best Practices, Course Information, Internet Resources

Learner Support

After

- ✿ Course evaluations
- ✿ Follow-up information highlighting important new information / updates (mail posters or other printed materials to those who request them)
- ✿ E-mail address and URL for website posted
- ✿ Telephone 1-800 # posted
- ✿ Web archives – additional information, review
- ✿ FAQ – additional information resources

Objectives for Section Three

- ✿ List strategies to ensure quality distance learning
- ✿ Develop a plan to provide learner support
- ✿ Describe strategies for **marketing** distance learning

Marketing

What do we mean?

"market training"?

All methods and strategies used to promote learning and learning product(s) to the target audience and/or prospective audience(s)

Marketing Considerations

1. How much time available for promotion?

- ✿ Need to meet specific time deadlines?
- ✿ Repeated promotion over time?

2. What are associated costs?

- ✿ Budget limitations?
- ✿ Costs to learners?

3. Are similar training materials already available?

- ✿ How is this one different?

Marketing Considerations

4. What is the marketing strategy?

- ✿ **Inform** – announcement, press release, fact sheet, news story, newsletters
- ✿ **Promote** – announce and encourage
 - Referral by recognized authority
 - Social marketing – behavior change
 - Reduce barriers, increase access
 - Exchange
 - what we get
 - what learner gets

Marketing Considerations

4. What is the marketing strategy *(continued)*?

- ✿ **Persuade** – (campaign)
 AIDA approach
 Attention, Interest, Desire, Action
- ✿ **Educate** – spend a little more time reaching the right people to explain the importance of this training

Marketing Approach

Professional Organizations & Partnerships

- ✿ Association meetings: public health, nurses, hospitals, school health, military health, managed care, etc.
- ✿ Conference exhibit booths
- ✿ Topical meetings: bioterrorism, infectious diseases, etc.
- ✿ Other organizations

Affinity Marketing

- ✿ links on websites

Marketing Approach

Direct Mail (snail mail)

- ✿ Brochures, flyers, handouts, registration forms, posters, give-aways, newsletters
- ✿ Catalogs (general announcements of multiple offerings)

Telephone

- ✿ Telemarketing – list of professionals to call
(telephone tree)

Marketing Approach

E-Mail - (form of direct marketing)

✿ Initial announcement

Who, What, When, Where, Why

Continued use of e-mail

- Registration confirmation
- Follow-up reminder
- Available downloads or mailings
- After training follow-up

Marketing Approach

Presentations

- ✿ Visit local public health agencies
- ✿ Appear at board meetings
- ✿ Ask to visit schools
- ✿ Associate training with other events attended by target audience

Marketing Approach

Clearinghouse Distribution

- ✿ Public Health Foundation (TrainingFinder.org)
- ✿ Learning Resource Centers
- ✿ Other distribution services (public & private)

Marketing Approach

Web Site

- 🌴 Calendar of events
- 🌴 Recommended or required training available
- 🌴 On-line training links to other available sources of additional information

Objectives for Section Three

- ✿ List strategies to ensure quality distance learning
- ✿ Develop a plan to provide learner support
- ✿ Describe strategies for marketing distance learning
- ✿ Describe methods to **maintain** and update training

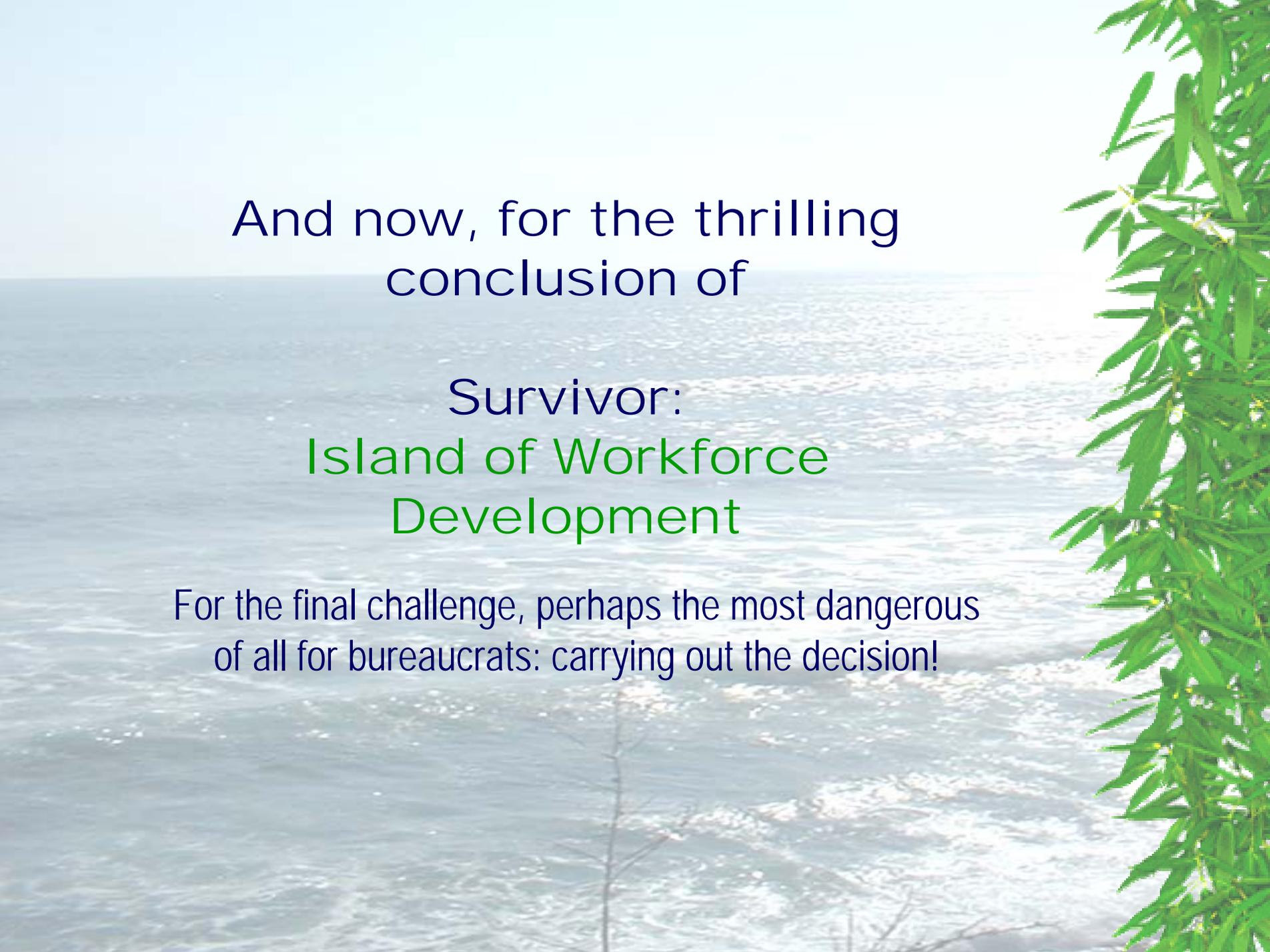
Course Maintenance

What might change?

- ✿ Will content change? Updates? How often?
- ✿ Technical improvements –will it be offered on Palm Pilots or other hand-held wireless devices in a few years?
- ✿ Variations or additions planned?
What support will be needed?
- ✿ Staff - what tasks will be required to maintain the course?
- ✿ Associated costs & time?

Summary

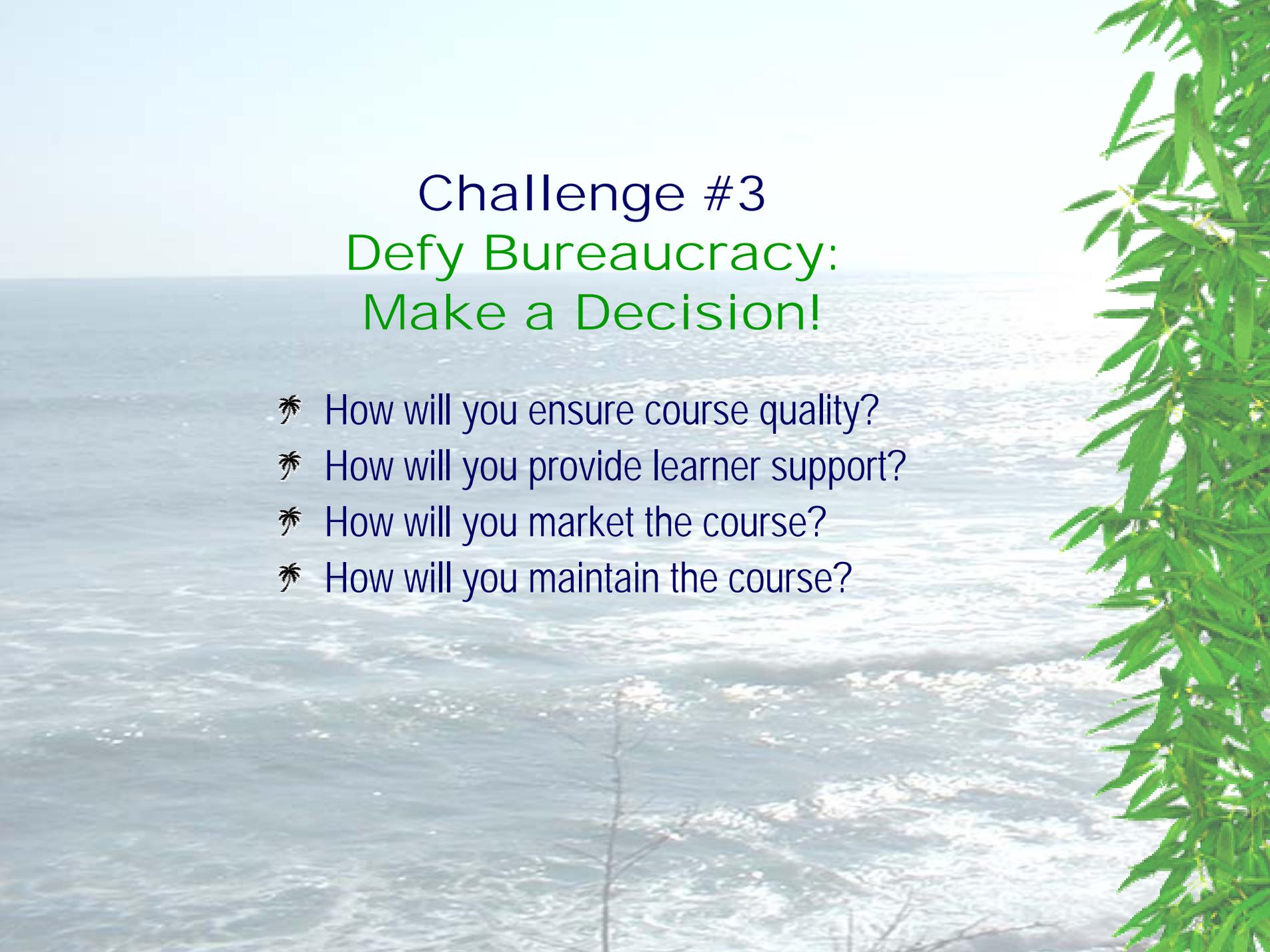
- 🌴 Quality
- 🌴 Marketing
- 🌴 Maintenance
- 🌴 Learner Support



And now, for the thrilling
conclusion of

Survivor:
Island of Workforce
Development

For the final challenge, perhaps the most dangerous
of all for bureaucrats: carrying out the decision!



Challenge #3

Defy Bureaucracy: Make a Decision!

- 🌴 How will you ensure course quality?
- 🌴 How will you provide learner support?
- 🌴 How will you market the course?
- 🌴 How will you maintain the course?

You ARE a SURVIVOR!

- 🌴 Congratulations, you did not get voted off the island!
- 🌴 You are now “unofficially” licensed to preach the gospel of Distance Learning wherever you may go
- 🌴 Remember to use your newly found knowledge for good, instead of evil
- 🌴 Go forth and do good!

DL 101 Survivors

- Barbara Orisich, MS, Instructional Systems Specialist, Division of Professional Development and Evaluation, PHPPO, CDC
- Terri Sasser, MPH, HAN Director for the Mississippi State Department of Health
- Catherine Shoemaker, M.Ed., Instructional Systems Specialist, Division of Professional Development and Evaluation, PHPPO, CDC
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