

ISLT 9471

Instructional Systems Design



Motivating Adult Learners in the Online Environment

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Executive Summary

Many schools are businesses are turning to online courses to provide instruction and training. Online course delivery creates a unique set of challenges that must be addressed by instructional designers and online instructors. This professional development session will help the participants to recognize some of the challenges of creating an engaging online learning community.

This is a two-day, face-to face professional development session and will cover the following topics:

- Motivation Theory
- Adult Learning Theory
- The Role of the Online Teacher
- Ways to Engage Online Learners
- Articulate, SurveyMonkey, and YouTube

Intended Audience: This project was designed to for those who teach or intend to teach online learners. Audience members come from a variety of teaching situations including public school, colleges, and local businesses. Due to the limited availability of technology, the course will be limited to 30 participants. The course will be offered again at a future date so that more people can participate.

Team Responsibilities

Team Member	Primary Role	Responsibilities
Karen Ballengee	Project Manager	<ul style="list-style-type: none"> ✓ Project Manager ✓ Broad Goals and Big Ideas ✓ Learning Objectives (shared) ✓ Needs Analysis ✓ Task Analysis (review only) ✓ Learner Analysis (review only) ✓ Contextual Analysis (review only) ✓ Formative Evaluation (write text) ✓ Summative Evaluation (write text) ✓ Types of Learning Experiences ✓ Materials for Training Program ✓ Implementation Plan (Review Only) ✓ References (shared) ✓ Appendix A: Task Analysis
William Duncan	Team Member	<ul style="list-style-type: none"> ✓ Learning Objectives (shared) ✓ Needs Analysis (review) ✓ Task Analysis ✓ Learner Analysis ✓ Contextual Analysis ✓ Formative Evaluation (write surveys) ✓ Summative Evaluation (write surveys) ✓ Types of Learning Experiences (review) ✓ Materials (review) ✓ Implementation Plan, including Schedule and Logistics ✓ References (shared)

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1. Desired Results

1a. Broad Goals and Big Ideas

Adult learners come to the classroom with different needs and goals than younger learners. Instructors should consider the specific characteristics of adult learners when designing instruction. The use of technology is one way to engage adult learners. As more programs transition from face-to-face to online instruction learners come to the classroom with different needs and goals than younger learners. Instructors of adult learners, it is important to understand the motivations of adult learners and how motivation effects learner participation and retention. SurveyMonkey, YouTube and Articulate are examples of technologies that can support adult learning in an online community.

This training is a two-day, face-to-face professional development session for instructors and future instructors of online learners. The training will provide the learners with knowledge of adult learning and motivation principles. Participants will learn the skills needed to introduce SurveyMonkey, YouTube and Articulate in an online environment. Participants will be given examples of ways to use these technologies to engage their online adult learners.

This professional development training will take place in eight sessions over the course of two days. The first day will include introductions, a preview of learning objectives, a review of relevant learning and motivation theories, the characteristics of adult learners, and the instructor's role in traditional and online learning. Participants will participate in an online attitude survey using SurveyMonkey. Day One will finish up with groups and individual participants providing feedback on using surveys to engage adult learners, their own attitudes toward instructional technology, and the course.

Day Two will include instruction and practice using YouTube, SurveyMonkey, and Articulate. The learners will select one of these technologies for their final presentation. Each project will be evaluated by the rest of the class using the checklist provided in the learner guide. There will also be a post-presentation survey at the end of the second day. Participants will be provided with copies of all instructional materials and references.

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.

Goal 3: Learners will relate learning and motivation theories to attitudes of adult learners toward technology use.

The Participants will pick one of the three technologies to complete a project

Goal 4: Learners will express their attitudes toward technology and create a survey with proficient use with SurveyMonkey.

or

Goal 5: Learners will access and examine three videos under 5 minutes in length they would use for instruction on YouTube.

or

Goal 6: Learners will access and create an online lesson and quiz with proficient use of Articulate.

1b. Learning Objectives

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
1.1 Following the training, learners will successfully discuss the role of the traditional teacher.	<u>Discuss</u> the role of the traditional teacher. <u>List</u> the words and phrases. <u>Collaborate</u> with peers to create the list.	The learners in groups of 5, will write down as many words or phrases about the role of the traditional teacher in 2 minutes.	The learners have listed words and phrases about the role of the traditional teacher.
1.2 Following the training, learners will successfully recognize the role of the online teacher.	<u>Recognize</u> the role of the online teacher. <u>List</u> the words and phrases. <u>Collaborate</u> with peers to create the list.	The learners in groups of 5 will write down as many words or phrases as they can about the online teacher in 2 minutes.	The learners have listed words and phrases about the traditional teacher.
1.3 Following the training, learners will successfully compare and contrast the roles of the online and traditional teacher.	<u>Compare</u> the traits of the traditional and online teacher. <u>Contrast</u> the traits of the traditional and online teacher. <u>Diagram</u> the similarities and differences with circles and underlining.	The learners in groups of 5, will circle any phrases that are the same for traditional and online teachers and underline any phrases that are different.	The learners circled the similar phrases and underlined the differences.

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
2.1 Following the training, learners will successfully recognize three ways to engage online learners.	<u>List</u> the ways to engage online learners. <u>Write</u> the list in their learner guide. <u>Choose</u> one engagement technique <u>Apply</u> the engagement technique to the online module.	List three ways to engage learners online. Use one of these in your online module	The learner used one engagement technique in the Articulate Module.
2.2 Following the training, learners will successfully discuss the challenges of teaching online learners.	<u>List</u> one challenge. <u>Analyze</u> the problem. <u>Generate</u> a solution. <u>Discuss</u> with peers.	List one challenge you could face as you transfer a lesson in your subject area from face-to-face to online. How would you mitigate the challenge?	The learner listed the challenge and mitigation in the workbook and discussed the challenge and solution with the class.
2.3 Following the training, learners will successfully identify one task or small block of instruction (5-10 minutes) that they can transfer to an online learning module.	<u>Identify</u> the lesson to transfer online.	Think of a lesson or task you would transfer from face to face to online. This lesson should be 5-10 minutes	The learner identified one 5-10-minute lesson or task to transfer from face-to-face to online.

Goal 3: Learners will relate learning and motivation theories to attitudes of adult learners toward technology use.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
3.1 Following the training, learners will successfully relate the three domains of Bloom's Taxonomy of Learning to KASI	<u>Identify</u> the three domains of Bloom's Taxonomy of Learning. <u>Compare</u> the domains of Bloom's Taxonomy with KASI (knowledge, attitude, skills, interpersonal skills)	Recall the three domains of Bloom's Taxonomy and relate them to a KASI (knowledge, attitude, skills, interpersonal skills) map in an online quiz format.	Cognitive domain - knowledge Affective domain -- attitude Psychomotor domain -- skills & interpersonal skills
3.2 Following the training, learners will successfully relate the three psychological needs as discussed in Self-determination Theory to Maslow's Hierarchy of Needs	<u>Identify</u> three psychological needs, as communicated in self-determination theory <u>Relate</u> three psychological needs of humans of SDT to Maslow's Hierarchy of Needs	Construct a graphic organizer that relates the three basic needs of self-determination theory to aspects of Maslow's Hierarchy	Autonomy -- Self-actualization Competence -- Esteem Relatedness -- Belonging
3.3 Following the training, learners will successfully identify characteristics of adult learners.	<u>Brainstorm</u> some of the characteristics of adult learners <u>Self-identify</u> three characteristics within yourself	As a class, construct a list of characteristics of adult learners Highlight characteristics of individuals within the training	Readiness Relevance Agency Collaboration Clearly defined Goals

Goal 4: Learners will express their attitudes toward technology and create a survey with proficient use with SurveyMonkey.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
4.1 Following the training, learners will demonstrate proficient use of SurveyMonkey by designing a 10 question quiz	<u>Complete</u> a survey using SurveyMonkey <u>Create</u> a 10 item content relevant quiz using SurveyMonkey	Complete an instructor generated survey on SurveyMonkey Create a 10 item quiz using SurveyMonkey	Learner completed an instructor generated survey on SurveyMonkey Learner created a functioning content relevant quiz using SurveyMonkey
4.2 Following the training learners will demonstrate proficient use of SurveyMonkey by collecting responses from all group members	<u>Collect</u> statistical data from a minimum of 5 individuals who take the quiz you created	Collect performance data from learner generated quiz	Learner enlisted a minimum of 5 individuals to take the quiz they created Learner collected statistical data about performance on the quiz they created
4.3 Following the training learners will demonstrate proficient use of SurveyMonkey by analyzing data	<u>Analyze</u> the data you collected to revise the quiz you created.	Analyze performance data Revise quiz	Learner analyzed performance data for the quiz they created Learner revised the quiz in light of their analysis
4.4 Following the training learners will report to the large group attitudes of small group members to using SurveyMonkey as a learning tool	<u>Discuss</u> with the quiz takers their attitudes toward using SurveyMonkey as a learning tool <u>Report</u> the attitudes of learners to the large group.	Discuss attitudes about the effectiveness and limitations of using SurveyMonkey as a learning tool Report results of discussion	Learner discussed and discussed with classmates their attitudes about the quiz they took using SurveyMonkey and their attitudes toward SurveyMonkey as a learning tool.

Goal 5: Learners will access and examine three videos under 5 minutes in length they would use for instruction on YouTube.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
5.1 Following the training, learners will search YouTube and choose 3 videos under 5 minutes in duration that are relevant to their teaching situations	<u>View</u> YouTube videos related to course content <u>Select</u> 3 videos to use in teaching course content.	Preview and choose 3 instructional videos of under 5 minutes' duration to use as learning tools.	Learners chose 10 videos relevant to their teaching objectives Learners selected 3 videos under 5 minutes in duration to use for instructional purposes
5.2 Following the training, learners will create a reference list of the YouTube videos they have chosen (including time stamp)	<u>Create</u> a reference list of the YouTube videos, including URL and running time, you have chosen to use in teaching course content	Create a reference list for the three YouTube videos chosen.	Learners created a reference list of the 3 videos they chose to use in teaching course content
5.3 Following the training, learners will discuss their attitudes about using YouTube videos as a learning tool	<u>Discuss</u> the value of the videos chosen as learning tools. <u>Report</u> the attitudes of learners to the large group.	Discuss the value of using YouTube videos for instructional materials	Learners discussed their attitudes about using videos from YouTube as instructional materials Learners communicate their attitude to their classmates

Goal 6: Learners will access and create an online lesson and quiz with proficient use of Articulate.

OBJECTIVE	ALIGNMENT	ASSESSMENT	EVIDENCE
6.1 Following the training, learners will successfully build a module in articulate using 5-10 slides and 3-5 quiz questions at the end.	Learners <u>create</u> a lesson. Learners <u>explained</u> a concept in the module. Learners <u>built</u> the slides.	Create one 5-10 slide module with 3-5 quiz questions.	The learner used 5-10 slides The learner used 3-5 quiz questions.
6.2 Following the training, learners will successfully insert a photo or illustrated character into to their Articulate module.	Learners used the character to <u>build</u> the slide.	Insert one character in the module. The character will have one pose and one facial expression.	The learner used one photo or illustrated character in their articulate module. The learner created a pose and a facial expression for the character.
6.3 Following the training, learners will insert one photo into their articulate module, practicing proper copyright etiquette.	Learners <u>build</u> the slide by adding a photo. Learners <u>evaluate</u> the copyright status of the photos.	Insert one photo in the module.	The learner inserted one photo into Articulate. The photo was the learner's original, was purchased, or met the terms of Fair Use.
6.4 Following the training, learners will successfully add questions to their quiz, using one drag and drop and one hotspot type question.	<u>Create</u> quiz questions. <u>Test</u> the learners. <u>Discuss</u> learner attitudes toward Articulate. <u>Report</u> learner attitudes to the large group.	Create one drag and drop and one hotspot quiz question.	The learner had one drag and drop and one hotspot question in their quiz.

1c. Needs Assessment

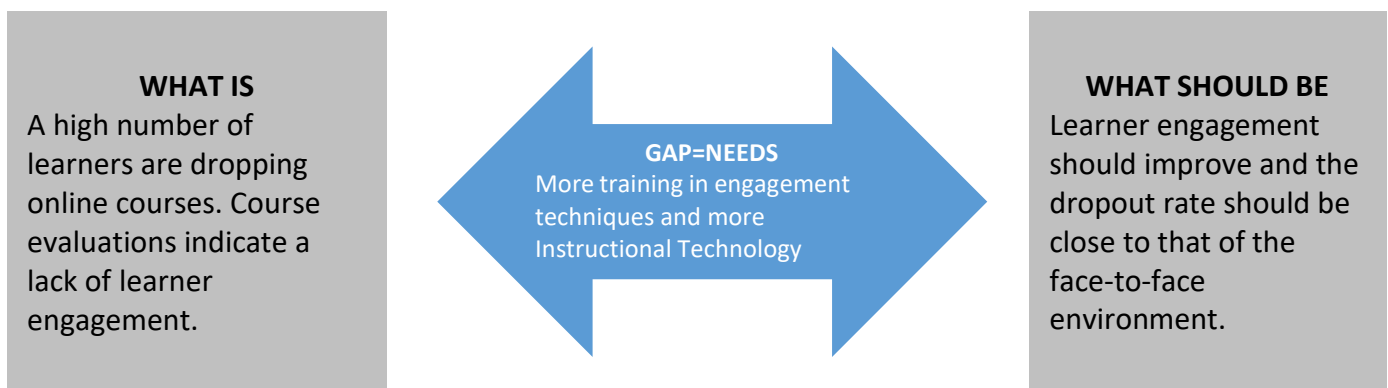
Summary of the study's purpose

The purpose of this study is to determine what instructional solutions should be provided to combat the high learner dropout rate in online courses. Initial research indicates a lack of engagement as the main reason learners drop online courses. This study will determine what instructor training, academic support, IT, and learner mentoring resources are needed.

Summary of the Process

1. Interviews -- Administrators/Instructional Technologists
2. Focus Groups -- Instructors/Learners
3. Surveys -- Learners/Instructors
4. School Data -- Dropout rates/Course evaluations/Instructor evaluations

Summary of the Results



People to Ask	Things to Observe	Things to Study/Analyze
<ul style="list-style-type: none">• Key stakeholders• Instructors who teach online courses• Instructors who do not teach online courses• Instructors who will need to transition from traditional to the online classroom in the future• Learners who take online courses• Learners who have dropped out of online courses• Instructional Designers and Technologists• Administrators	<ul style="list-style-type: none">• Instructors' willingness to transfer face-to-face instruction online• Instructor knowledge of engagement strategies for online learners• Samples of online courses of the instructors• Learner attitudes toward online instruction• School resources such as instructional designers or technologists	<ul style="list-style-type: none">• Literature, books and articles on online learner retention and engagement• Instructor evaluations• Learner data (online and f2f) such as drop -out rates.• Experience, training, and resources for those who teach online courses• Learner surveys and reasons for online course drop• Online learner survey on learner engagement• Adult learning and motivation theories

Problem or existing situation (what is)	Desired situation (what should be)	Individual or Group Questioned	Possible Causes or Indicators	Solution Alternatives
Online learners don't feel a connection in the online classroom and have a high drop rate.	Learners should feel a sense of online learning community and retention rates should improve	Instructors of face-to-face courses	Are not comfortable teaching online courses Do not wish to teach online	Conduct professional development with the instructional technologist Offer incentives such as merit pay or funds for professional development
		Online instructors	Some are not comfortable with the technology	Provide a successful online instructor as a mentor
		Administrators	Online dropout is high	Provide time for professional development for improvement
		Instructional technologists	No one requests their services	Hold professional development sessions. Go to the instructors and show them strategies for online teaching
		Online learners	Online is impersonal	Assign a peer mentor
		Online learners	The instructor never answered my email or questions	Create a policy that the instructor must answer emails in 48 hours
		Online learners	The subject was too difficult for online	Offer online tutoring
		Online learners	Technical difficulties	Set up an IT help desk with convenient hours for the working learner
		Online learners	Do not know where to go for technical or instructional help	Create a learner orientation Set up an IT helpdesk

Stakeholder	Expectations
Administrators	High learner success rate/low dropout rate
Instructors	Resources, training, and support to teach online
Online learners	Convenient education/academic support and accommodations for special needs/engaging environment
Instructional designers and technologists	Instructor support and participation in professional development activities

Project Roles	Project Responsibilities
Project Manager	Responsible for determining deadlines, overall content,
Team Members	Develop objectives Write content Create needs assessment, learner analysis, contextual analysis, procedural analysis and implementation plan Create instructional materials Oversee formative and summative evaluations
Instructors	Set up the PowerPoint Hand out materials Teach the content
Technology SME	During the technology portions, facilitate the use of Voice Thread, Articulate, and Video Assist with the learner projects
Materials coordinator	Create printed materials, gather all materials, set up before the professional development
Instructional Technologists	Procure the laptops and set up before the training
Recorder	Records all answers from interviews and focus groups. Puts the data in a word document, excel spreadsheet, or chart.

	Constraints	Resources
School	Some subjects are not easy to teach online	Instructional Design Staff
IT	Budget	IT Staff
Teacher	Some are unwilling to transition to the online environment	There are several teachers identified as master online teachers
Learner	Some are unwilling to seek help in an online environment	Peer tutors and online mentors

Final Report:

The information from the interviews, focus groups, and surveys indicates the following recommendations.

Results and Recommendations

Non-instructional:

Instructor availability was one concern learners expressed in the focus groups. These learners suggested that instructors hold virtual office hours so that they might answer any learner questions. Learners also mentioned instructor response to email was slow. It is recommended that the school institute a policy that instructors of online courses must answer emails within 48 hours. An IT learner help desk with convenient hours would help to eliminate any learner IT issues. Peer tutors and mentors would help the learners in some of the more difficult online courses. Online orientation will help to acquaint the online learners with the online classroom and help them to navigate the resources available to them. Ideally, the learners would complete this orientation and be familiar with the online environment before classes start.

Instructional

Most instructors indicate a willingness to teach in the online environment, but few instructors feel that they have the resources necessary to effectively engage the learners. Professional development sessions and one-on-one help from the Instructional Technologist are recommended. There were several instructors recognized by the administration and learner evaluations as the masters of online instruction. These instructors can mentor those who are less experienced at online teaching.

Recommendations Summary

Non-Instructional

- Offer library support for online learners
- Offer virtual office hours for instructors
- Create a 24-hour IT helpdesk
- Conduct online learner orientation

Instructional

- Use expert online instructors as mentors to novice online instructors
- More one-on-one time with Instructional Technologists
- Professional development sessions for online teaching. Topics should include information on adult learning and motivation, online learner engagement, and the use of specific technology tools.

Please refer to [Appendix 1-a](#) for a list of interview questions and a copy of the pre-training faculty questionnaire.

1d. Task Analysis

Prerequisite Analysis:

A pre-training survey will be administered to participants to determine the level of experience and their attitudes regarding technology use in education, specifically, YouTube, SurveyMonkey and Articulate. Workshop participants will be divided into different learning groups based on their expressed level of experience and confidence in using these applications.

Topic Analysis

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.

1.1. Review the role of the traditional teacher.

1.1.a. Discuss the role of the traditional teacher.

1.1.b. List the words and phrases.

1.1.c. Collaborate with peers to create the list.

1.2. Review the role of the online teacher.

1.2.a. Recognize the role of the online teacher.

1.2.b. List the words and phrases.

1.2.c. Collaborate with peers to create the list.

1.3. Compare and contrast the roles of the online and traditional teacher.

1.3.a. Compare the traits of the traditional teacher with the traits of the online teacher.

1.3.b. Contrast the traits of the traditional teacher with the traits of the online teacher.

1.3.c. Diagram the similarities and differences with circles and underlining.

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.

2.1. Recognize three ways to engage online learners.

2.1.a. List ways to engage online learners.

2.1.b. Learners will write the list in the learner guide.

2.1.c. Choose one engagement technique.

2.1.d. Apply the engagement technique to the online module.

2.2. Discuss the challenges of teaching of teaching online learners.

2.2.a. List one challenge.

2.2.b. Analyze the problem.

2.2.c. Generate the solution.

2.2.d. Discuss the peers.

2.3. Identify a task or block of instruction to transfer to an online learning module.

2.3.a. Identify the lesson to transfer.

Goal 3: Learners will relate learning and motivation theories to attitudes of adult learners toward technology use.

3.1. Relate the three domains of Bloom's Taxonomy of Learning to the terms that form the acronym K.A.S.I. (knowledge, attitude, skills, interpersonal skills).

3.1.a. Identify the domains of Bloom's Taxonomy of Learning.

3.1.b. Compare the domains of Bloom's Taxonomy of learning with K.A.S.I.

3.2. Relate the three psychological needs discussed in Self-Determination Theory to Maslow's Hierarchy of Needs.

3.2.a. Identify three psychological needs communicated in Self-Determination Theory.

3.2.b. Relate the three psychological needs to Maslow's Hierarchy of Needs.

3.3. Identify the characteristics of adult learners.

3.3.a. Brainstorm some of the characteristics of adult learners.

3.3.b. Self-identify three characteristics.

Goal 4: Learners will create a survey with proficient use with SurveyMonkey and express their attitudes toward the technology as a learning tool.

4.1. Demonstrate proficiency with SurveyMonkey by designing a 10 question quiz.

4.1.a. Complete a survey using SurveyMonkey.

4.1.b. Create a 10 item content relevant quiz using SurveyMonkey.

4.2. Collect responses to the quiz created using SurveyMonkey.

4.2.a. Collect responses from a minimum of five individuals who have taken the quiz.

4.3. Analyze collected quiz responses using SurveyMonkey.

4.3.a. Analyze data collected from those who took the quiz.

4.3.b. Revise the quiz based on data analysis.

4.4. Report learner attitudes about using SurveyMonkey to the large group.

4.4.a. Discuss with quiz takers their attitudes toward using SurveyMonkey as a learning tool.

4.4.b. Report attitudes of SurveyMonkey users to the large group.

or

Goal 5: Learners will access and examine three videos under 5 minutes in length they would use for instruction on YouTube and express their attitudes toward the technology as a learning tool.

5.1. Search YouTube and choose three content relevant videos under five minutes in duration.

5.1.a. View content relevant YouTube videos.

5.1.b. Select three videos under five minutes.

5.2. Create a reference list, including URL and time stamp, of the YouTube videos chosen.

5.3. Discuss with learners their attitudes toward using YouTube videos as a learning tool.

5.3.a. Discuss with learners their attitudes about using YouTube videos as a learning tool.

5.3.b. Report results of discussion with the large group.

or

Goal 6: Learners will access and create an online lesson and quiz with proficient use of Articulate and express their attitudes toward the technology as a learning tool.

- 6.1. Build a module of 5-10 slides and a quiz of 3-5 questions in length using Articulate.
 - 6.1.a. Create a lesson using Articulate.
 - 6.1.b. Explain the concept covered by the lesson.
 - 6.1.c. Build a module of 5-10 slides using Articulate.
 - 6.1.d. Build a quiz of 3-5 quiz questions.
- 6.2. Insert a photo or illustrated character into the Articulate module.
 - 6.2.a. Create a new slide.
 - 6.2.b. Choose a character from the Insert menu.
- 6.3. Insert a photo, paying attention to copyright issues, into the Articulate module.
 - 6.3.a. Create a new slide.
 - 6.3.b. Choose Photo from the Insert menu.
 - 6.3.c. Select a photo and insert the photo into the slide.
- 6.4. Create a quiz containing at least one drag and drop question and one hotspot type question using Articulate.
 - 6.4.a. Create a new slide.
 - 6.4.b. Choose Graded Question in the New Slide menu.
 - 6.4.c. Choose Matching Drag-and-drop question and insert into the slide.
 - 6.4.d. Choose Hotspot question and insert into the slide.
 - 6.4.e. Choose 1-3 other question forms and insert into the slide.
 - 6.4.f. Fill in questions with content information.

Procedural Analysis:

Using the Goals and Learning Objectives described in Sections 1-a and 1-b, Learning Goals 1 and 2 have been detailed in a step-by-step procedural analysis. The analysis focused on determining the steps needed to achieve the observable and measurable goals for each application. These analyses are included in [Appendix 1-b](#).

2. Evidence of Acceptable Results

2a. Formative Evaluation

Before and during the training, the facilitators will conduct formative evaluations. These evaluations will determine if the content is relevant for the target audience. The instructors will conduct several electronic surveys to determine learner attitudes about technology use in the online classroom, learner knowledge on the principles of teaching online, adult learners, and presentation and content. The subject matter experts will be consulted throughout the training to determine if the technology training is realistic and appropriate for those who are new to such technologies.

Participant attitudes toward technology in the online classroom

What experiences do these learners have with online teaching?

Are they willing to use technology in an online environment?

Are they comfortable using technology in the online classroom?

Do they know what technologies are available?

Do they know how to use these technologies?

Participant knowledge of the principles of teaching online learners

Do the participants have knowledge of adult learners?

Do the participants know how to engage online learners?

Are the participants willing to teach learners in the online environment?

Presentation and content

Was the content engaging?

Were the instructional materials and visual aids useful

Was the professional development session too long, too short, or just right?

Did the participants learn enough to use the technology in the online environment?

Was there enough technology for everyone to participate?

Can the participants apply the principles of teaching adult online learners to their online instruction?

Technology training

Is the training realistic for those who are new to the technologies?

Can this training be accomplished in the amount of time?

To view the Formative Evaluation Materials, see [Appendix 1-c](#).

2b. Summative Evaluation

Key questions

1. Are participants able to apply motivation theory and adult learning theory to their online courses?
2. Are participants able to create engaging content for their online courses?
3. Are participants able to use SurveyMonkey to make the online course more interactive and gauge the interest of the participants?
4. Are the participants able to select and use a You Tube video to engage participants?

5. Are the participants able to use Articulate to better explain topics?
6. Are participants able to use Articulate to create more interactive quizzes?

The Summative Evaluation will be conducted to determine if learning and transfer has occurred. This occur directly after learning and six months after the professional development session.

Instrument	Time Period
Technology checklist	Directly after the professional development session
Participant focus groups	3 and 6 months after the professional development session
Administrator interviews	3 and 6 months after the professional development session
Learner engagement surveys	3 and 6 months after the professional development session.
Teacher evaluation surveys	After the next full semester

The technology checklist

This checklist will be used after the professional development session. This will determine if the participants were able to perform all of the tasks required to operate their particular technology. The learner participant guide will provide a place for the participants to brainstorm for ideas on how they can use technology in their subject area

Participant focus group

These focus groups will help determine the transfer and use of the information over a long period of time. Are the teachers using the technologies? If so, how?

Administrator Interviews

These interviews will capture the big picture from the administrator's point-of-view. Questions will determine if, in the administrator's opinion, any improvement has been made.

Learner Engagement Surveys

These surveys (along with the pre-training surveys) will determine if the participants feel any more engaged than before the training.

Teacher Evaluations

These evaluations can determine if the teachers are using technology more and in more engaging and meaningful ways.

To View Summative Evaluation Materials, see [Appendix 1-d](#).

3. Learner Experiences and/or Instruction

3a. Learner Analysis

The “Motivating Adult Learners in an Online Environment” professional development presentation is designed for instructors of adult learners. As adult learners themselves, the participants in the presentation will be provided with some instruction, but predominantly tasks using technology that they will subsequently evaluate as to its utility in teaching adult learners like themselves. The presentation materials are designed to be effective and engaging and consistent with current theories of learning, motivation, and andragogy (teaching adult learners).

Pre-Instruction Learner Survey

1. Which of the following apply to your teaching experience (Check all that apply)?
<input type="checkbox"/> Face to face only
<input type="checkbox"/> Online only
<input type="checkbox"/> Blended (face to face and online)
<input type="checkbox"/> Face to face sections and online sections
<input type="checkbox"/> Not currently teaching
2. How confident are you teaching in a face to face learning environment?
<input type="checkbox"/> Not confident at all/I have not taught in a face to face learning environment
<input type="checkbox"/> Slightly confident/I have limited experience teaching in a face to face learning environment
<input type="checkbox"/> Confident/I teach in a face to face learning environment on a regular basis
<input type="checkbox"/> Extremely confident/I teach exclusively in a face to face learning environment
3. How confident are you teaching in an online learning environment?
<input type="checkbox"/> Not confident at all/I have not taught in an online learning environment
<input type="checkbox"/> Slightly confident/I have limited experience teaching in an online learning environment
<input type="checkbox"/> Confident/I teach in an online learning environment on a regular basis
<input type="checkbox"/> Extremely confident/I teach exclusively in an online learning environment
4. How long have you been teaching?
<input type="checkbox"/> Less than one year
<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years
<input type="checkbox"/> 11-15 years
<input type="checkbox"/> 16-20
<input type="checkbox"/> More than 20 years
5. What grade level are the learners whom you teach? (check all that apply)?
<input type="checkbox"/> K-5
<input type="checkbox"/> 6-8
<input type="checkbox"/> 9-12
<input type="checkbox"/> 2-year post-secondary
<input type="checkbox"/> 4-year post-secondary
<input type="checkbox"/> graduate/professional
<input type="checkbox"/> adult learner/enrichment/occupational/technical

6. Which of the following have you used in a learning context (check all that apply)?
<input type="checkbox"/> Computer
<input type="checkbox"/> Internet
<input type="checkbox"/> Smart phone
<input type="checkbox"/> Tablet
<input type="checkbox"/> Other (specify)
7. In a learning context, how do you use technology (check all that apply)?
<input type="checkbox"/> Creating instructional materials and assessments
<input type="checkbox"/> Viewing online materials (e.g. YouTube, TED talks)
<input type="checkbox"/> Multimedia learning sites (e.g. Articulate, Prezi)
<input type="checkbox"/> Learning Management System (e.g. Canvas, Blackboard, Moodle)
<input type="checkbox"/> Proofreading/editing/plagiarism check (e.g. Turn-it-in)
<input type="checkbox"/> Asynchronous communication (e.g. email, personal messaging, discussion boards)
<input type="checkbox"/> Synchronous communication (e.g. Skype, FaceTime)
<input type="checkbox"/> Image editing software (e.g. Photoshop)
<input type="checkbox"/> HTML editing software (e.g. Dreamweaver)
<input type="checkbox"/> Software stored on the Cloud (e.g. Adobe Creative Cloud, Microsoft Office 365)
8. How confident are you creating instructional materials and assessments using technology?
<input type="checkbox"/> Not confident at all/I have not created instructional materials/assessments using tech
<input type="checkbox"/> Slightly confident/I have limited experience creating instructional materials using tech
<input type="checkbox"/> Confident/I create instructional materials for learning using technology on a regular basis
<input type="checkbox"/> Extremely confident/I create all instructional materials and assessments using technology
9. How confident are you using a learning management system?
<input type="checkbox"/> Not confident at all/I have not used a learning management system
<input type="checkbox"/> Slightly confident/I have limited experience using a learning management system
<input type="checkbox"/> Confident/I use a learning management system on a regular basis
10. If you teach online courses, how many years have you been teaching online courses?
<input type="checkbox"/> I have never taught online courses
<input type="checkbox"/> I have taught online course for 1-2 years
<input type="checkbox"/> I have taught online courses for 3-5
<input type="checkbox"/> I have taught online courses for 6-10 years
<input type="checkbox"/> I have taught online courses for more than 10 years
11. What aspect of teaching online courses is most interesting to you?
<input type="checkbox"/> Technology
<input type="checkbox"/> Course organization
<input type="checkbox"/> Time management
<input type="checkbox"/> Bookkeeping
12. What aspect of teaching online courses is most challenging to you?
<input type="checkbox"/> Technology
<input type="checkbox"/> Course organization
<input type="checkbox"/> Time management
<input type="checkbox"/> Bookkeeping

13. To which of the following instructional technologies do you have access in your workplace? (check all that apply)
<input type="checkbox"/> Computer for instructor use
<input type="checkbox"/> Computer stations for shared use by learners
<input type="checkbox"/> Computer stations for individual learner use in the library/media center
<input type="checkbox"/> Tablets/laptop computers for shared use within your department
<input type="checkbox"/> Tablet/laptop computer for individual learners
<input type="checkbox"/> Internet access for group/individual learner use in the library/media center
<input type="checkbox"/> Wireless internet access for group/individual learner use in the library/media center
<input type="checkbox"/> Wireless internet access for group/individual learner use in the classroom
<input type="checkbox"/> Whiteboard/Smartboard in classroom
<input type="checkbox"/> I clicker/REEF polling in classroom
<input type="checkbox"/> instructor/course web presence with learner access
<input type="checkbox"/> word processing/spreadsheet/presentation software for learner access

A variety of learner characteristics are embedded in surveys, interviews, focus groups and school data found online.

3b. Contextual Analysis

Contextual analysis was developed for participants in the Motivating Adult Learners in the Online Environment program and divided between the learning environment and applied environment. In addition to the Pre-Instruction Learner Survey, data analysis will include:

	Learning Context	Performance Context
1. Facility		
	<input type="checkbox"/> Optimal -- classroom with room for small groups to work	<input type="checkbox"/> Optimal -- classroom/meeting room with room for small groups to work
	<input type="checkbox"/> Adequate -- library/m.c.	<input type="checkbox"/> Adequate -- library/m.c.
	<input type="checkbox"/> Minimal -- computer cart/laptops	<input type="checkbox"/> Minimal -- computer cart/laptops
2. Hardware		
	<input type="checkbox"/> Optimal -- tablet/laptop for individual learner use	<input type="checkbox"/> Optimal -- tablet/laptop for individual learner use
	<input type="checkbox"/> Adequate -- tablet/laptop for small group use	<input type="checkbox"/> Adequate -- tablet/laptop for small group use
	<input type="checkbox"/> Minimal -- desktop for instructor with Smartboard/projector and white board	<input type="checkbox"/> Minimal -- desktop with Smartboard/projector and white board
3. Connectivity		
	<input type="checkbox"/> Optimal -- Wireless high speed internet connection in classroom	<input type="checkbox"/> Optimal -- Wireless high speed internet connection in classroom
	<input type="checkbox"/> Adequate -- Wireless high speed internet connection in library/media center	<input type="checkbox"/> Adequate -- Wireless high speed internet connection in library/media center
	<input type="checkbox"/> Minimal -- Wired in router for direct connection to instructor computer and smartboard/white board and projector	<input type="checkbox"/> Minimal -- Wired in router for direct connection to computer and smartboard/white board and projector
4. Software		
	<input type="checkbox"/> Word processing	<input type="checkbox"/> Word processing
	<input type="checkbox"/> Spreadsheet	<input type="checkbox"/> Spreadsheet
	<input type="checkbox"/> Presentation	<input type="checkbox"/> Presentation
	<input type="checkbox"/> Web browser	<input type="checkbox"/> Web browser

The contextual analysis allows the trainer to set up the learning context as closely to the performance context as possible, thus lowering the affective filters of participants. As the presentation proceeds, participants will be invited to provide input about adapting use of the technology to their individual requirements.

3c. Types of Learning Experiences and Instruction

This learning experience is a professional development session occurring during two consecutive days. This learning experience has a combination of approaches. The training consists of direct instruction, small group discussion, and break-out groups. The direct instruction will be used for the Motivation Theory and Adult Learner portion of the training. Small group discussion will be used for the Role of the Online Teacher and Ways to Engage Online Learners modules. The participants will break out into three groups, based on the technology they choose. Each technology group will have a Subject Matter Expert to facilitate the training. The subject matter expert will go over the technology step-by-step and then be available to assist the participants while they are working on their final presentation.

See [Appendix 2a](#) for the Table of Learning Experiences and Instructional Strategies

3d. Materials for the Training Program

Materials for the training program are found include the table of learning experiences and instructional strategies, which describes the role of the facilitator/trainer, and the participant syllabus, activity sheets, and case studies (i.e. student materials), the MS PowerPoint presentation and technology use handouts, from which the participants will develop their online projects.

See [Appendix 2b](#) for materials for the training program.

3e. Implementation Plan

The implementation plan includes a detailed schedule of the two-day (16 hour) training presentation. The schedule is found in Appendix 2-c. The implementation plan also includes logistical information on the physical aspects of the presentation. That information is found in section 3b, Contextual analysis, wherein is found information regarding the facilities (room number, size, and configuration), equipment (computer type and number, network connection), and software (word processor, spreadsheet, presentation, web browser) available in the learning environment and the performance environment. Because there will be participants whose responsibilities involve working with adult learners in educational settings and in business settings, it will be necessary to solicit solutions to logistical problems from participants during the training sessions.

Logistics

Pre-Survey

Students have signed up for one of the three technologies and placed in groups

Students have a ten-minute lesson for technology use

3 rooms are reserved

Internet connectivity is established

Computers are available

There are three instructor computers with projectors

Articulate is installed on the computers

Students have registered for SurveyMonkey

Handouts are printed and distributed

PDFs are available for handouts
Flip charts with sharpies are available.

See [Appendix 2c](#) for the Implementation Schedule.

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Appendices

Appendix 1. Needs Assessment Instruments and Evaluation Materials

Appendix 1a. Needs Assessment Survey

Interviews

Administrators

What online classes are offered at your school?
What is the dropout rate for all classes?
What type of support is offered to online learners?
What do you perceive to be the problem with online retention?

Instructional Technologists/Designers

How many people are on your team?
What types of support do you offer for online classes?
Do you offer any additional training for online instructors?
Do instructors take advantage of the training?

Successful Online Instructor

What subject do you teach?
How many learners per course drop the class?
What do you do to reach learners with problems?
What materials do you use to teach online?
Have you worked with the Instructional Technologist/Designer?
Is there any additional support you'd like to have?
What advice would you give to instructors who are new to online teaching?

Online Learners Who Have Dropped a Course

What course did you drop?
Would the course have been better to take face-to-face?
What type of IT support did you receive?
Did you get an online orientation?
Did you have access to library materials?
Did the instructor have convenient virtual office hours?
Would you do better with a peer mentor or tutor?

Focus Groups

Instructors of Online Courses (all)

What does it take to be a successful online instructor?
How do you identify struggling learners?
What types of support do you offer to struggling learners?
Do you hold virtual office hours?
What kind of IT support do you receive?
Why do you think learners drop online courses?

Online Learners(all)

Why do learners take online courses?
What types of problems do learners encounter in online courses?
What types of support do learners have?
What types of support do they need?
Are the instructors available if there is a problem?
What would the ideal online course look like?
How do you as an online learner balance school and your jobs, family, etc.?

Surveys

Instructor Survey

1. Which of the following apply to your teaching experience (Check all that apply)?
<input type="checkbox"/> Face to face only
<input type="checkbox"/> Online only
<input type="checkbox"/> Blended (face to face and online)
<input type="checkbox"/> Face to face sections and online sections
<input type="checkbox"/> Not currently teaching
2. How confident are you teaching in a face to face learning environment?
<input type="checkbox"/> Not confident at all/I have not taught in a face to face learning environment
<input type="checkbox"/> Slightly confident/I have limited experience teaching in a face to face learning environment
<input type="checkbox"/> Confident/I teach in a face to face learning environment on a regular basis
<input type="checkbox"/> Extremely confident/I teach exclusively in a face to face learning environment
3. How confident are you teaching in an online learning environment?
<input type="checkbox"/> Not confident at all/I have not taught in an online learning environment
<input type="checkbox"/> Slightly confident/I have limited experience teaching in an online learning environment
<input type="checkbox"/> Confident/I teach in an online learning environment on a regular basis
<input type="checkbox"/> Extremely confident/I teach exclusively in an online learning environment
4. How long have you been teaching?
<input type="checkbox"/> Less than one year
<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years
<input type="checkbox"/> 11-15 years
<input type="checkbox"/> 16-20
<input type="checkbox"/> More than 20 years
5. What grade level are the learners whom you teach? (check all that apply)?
<input type="checkbox"/> K-5
<input type="checkbox"/> 6-8
<input type="checkbox"/> 9-12
<input type="checkbox"/> 2-year post-secondary
<input type="checkbox"/> 4-year post-secondary
<input type="checkbox"/> graduate/professional
<input type="checkbox"/> adult learner/enrichment/occupational/technical
6. Which of the following have you used in a learning context (check all that apply)?
<input type="checkbox"/> Computer
<input type="checkbox"/> Internet
<input type="checkbox"/> Smart phone
<input type="checkbox"/> Tablet
<input type="checkbox"/> Other (specify)

7. In a learning context, how do you use technology (check all that apply)?
<input type="checkbox"/> Creating instructional materials and assessments
<input type="checkbox"/> Viewing online materials (e.g. YouTube, TED talks)
<input type="checkbox"/> Multimedia learning sites (e.g. Articulate, Prezi)
<input type="checkbox"/> Learning Management System (e.g. Canvas, Blackboard, Moodle)
<input type="checkbox"/> Proofreading/editing/plagiarism check (e.g. Turn-it-in)
<input type="checkbox"/> Asynchronous communication (e.g. email, personal messaging, discussion boards)
<input type="checkbox"/> Synchronous communication (e.g. Skype, FaceTime)
<input type="checkbox"/> Image editing software (e.g. Photoshop)
<input type="checkbox"/> HTML editing software (e.g. Dreamweaver)
<input type="checkbox"/> Software stored on the Cloud (e.g. Adobe Creative Cloud, Microsoft Office 365)
8. How confident are you creating instructional materials and assessments using technology?
<input type="checkbox"/> Not confident at all/I have not created instructional materials/assessments using tech
<input type="checkbox"/> Slightly confident/I have limited experience creating instructional materials using tech
<input type="checkbox"/> Confident/I create instructional materials for learning using technology on a regular basis
<input type="checkbox"/> Extremely confident/I create all instructional materials and assessments using technology
<input type="checkbox"/> 9. How confident are you using a learning management system?
<input type="checkbox"/> Not confident at all/I have not used a learning management system
<input type="checkbox"/> Slightly confident/I have limited experience using a learning management system
<input type="checkbox"/> Confident/I use a learning management system on a regular basis
<input type="checkbox"/> Extremely confident/I have used a variety of learning management systems for some time
9. How confident are you using a learning management system?
<input type="checkbox"/> Not confident at all/I have not used a learning management system
<input type="checkbox"/> Slightly confident/I have limited experience using a learning management system
<input type="checkbox"/> Confident/I use a learning management system on a regular basis
<input type="checkbox"/> Extremely confident/I have used a variety of learning management systems for some time
10. Have you used YouTube videos as a learning tool?
<input type="checkbox"/> I have never used YouTube as a learning tool
<input type="checkbox"/> I have occasionally used YouTube as a learning tool
<input type="checkbox"/> I regularly use YouTube as a learning tool
<input type="checkbox"/> I integrate YouTube videos into instruction on a weekly basis
11. How effective do you think YouTube is as a learning tool?
<input type="checkbox"/> Very ineffective
<input type="checkbox"/> Ineffective
<input type="checkbox"/> No opinion
<input type="checkbox"/> Effective
<input type="checkbox"/> Very Effective
12. Have you ever used SurveyMonkey as a learning tool (to create quizzes or surveys)?
<input type="checkbox"/> I have never used SurveyMonkey as a learning tool
<input type="checkbox"/> I have used SurveyMonkey once or twice to create a quiz or survey
<input type="checkbox"/> I regularly use SurveyMonkey to create quizzes and/or surveys
<input type="checkbox"/> I use SurveyMonkey to create Warm Ups, short quizzes, and/or surveys weekly.

13. How effective do you think SurveyMonkey is as a learning tool?
<input type="checkbox"/> Very ineffective
<input type="checkbox"/> Ineffective
<input type="checkbox"/> No opinion
<input type="checkbox"/> Effective
<input type="checkbox"/> Very Effective
14. Have you ever used Articulate as a learning tool?
<input type="checkbox"/> I have never used Articulate as a learning tool
<input type="checkbox"/> I have used Articulate once or twice as a learning tool
<input type="checkbox"/> I use Articulate as a learning tool on a regular basis
<input type="checkbox"/> I use Articulate exclusively to present instruction and assess learning
15. How effective is Articulate as a learning tool?
<input type="checkbox"/> Very ineffective
<input type="checkbox"/> Ineffective
<input type="checkbox"/> No opinion
<input type="checkbox"/> Effective
<input type="checkbox"/> Very Effective
16. For which of the following would you like to receive training to enhance learning
<input type="checkbox"/> SurveyMonkey
<input type="checkbox"/> YouTube
<input type="checkbox"/> Articulate
<input type="checkbox"/> Other (specify)
17. For which of the following would you like to receive training to enhance learning?
<input type="checkbox"/> SurveyMonkey
<input type="checkbox"/> YouTube
<input type="checkbox"/> Articulate
<input type="checkbox"/> Other (specify)
18. If you teach online courses, how many years have you been teaching online courses?
<input type="checkbox"/> I have never taught online courses
<input type="checkbox"/> I have taught online course for 1-2 years
<input type="checkbox"/> I have taught online courses for 3-5
<input type="checkbox"/> I have taught online courses for 6-10 years
<input type="checkbox"/> I have taught online courses for more than 10 years
19. What aspect of teaching online courses is most interesting to you?
<input type="checkbox"/> Technology
<input type="checkbox"/> Course organization
<input type="checkbox"/> Time management
<input type="checkbox"/> Bookkeeping
20. What aspect of teaching online courses is most challenging to you?
<input type="checkbox"/> Technology
<input type="checkbox"/> Course organization
<input type="checkbox"/> Time management
<input type="checkbox"/> Bookkeeping

Learner Survey

1. Have you taken online classes?
<input type="checkbox"/> I have never taken online classes
<input type="checkbox"/> I have taken one or two online classes
<input type="checkbox"/> I have taken three to five online classes
<input type="checkbox"/> All of my classes are online classes.
2. Have you taken blended classes? (part online/part face-to-face)
<input type="checkbox"/> I have never taken blended classes
<input type="checkbox"/> I have taken one or two blended classes
<input type="checkbox"/> I have taken three to five blended classes
<input type="checkbox"/> All of my classes are blended class.
3. Have you withdrawn from an online/blended class?
<input type="checkbox"/> I have never withdrawn from an online/blended class
<input type="checkbox"/> I have withdrawn from one online/blended class
<input type="checkbox"/> I have withdrawn from two online/blended classes
<input type="checkbox"/> I have withdrawn from more than two online/blended classes
4. How satisfied were you with your online course?
<input type="checkbox"/> Very satisfied
<input type="checkbox"/> Satisfied
<input type="checkbox"/> Neutral
<input type="checkbox"/> Dissatisfied
<input type="checkbox"/> Very dissatisfied
5. Did you withdraw from an online or blended class?
<input type="checkbox"/> I have never withdrawn from an online/blended class
<input type="checkbox"/> I have withdrawn from a blended class
<input type="checkbox"/> I have withdrawn from an online class
<input type="checkbox"/> I have withdrawn from both a blended and an online class
5. If you withdrew from a blended class, was your reason related to the online part, the face-to-face part, or something else?
<input type="checkbox"/> The face-to-face part
<input type="checkbox"/> The online part
<input type="checkbox"/> Something else (please specify)
6. If you withdrew from an online class, was your reason related to how the class was administered, the class content, or something else?
<input type="checkbox"/> How the class was administered
<input type="checkbox"/> Class content
<input type="checkbox"/> Technology problem
<input type="checkbox"/> Something else (please specify)
7. Were you satisfied with how the class was administered?
<input type="checkbox"/> Very satisfied
<input type="checkbox"/> Satisfied
<input type="checkbox"/> Neutral
<input type="checkbox"/> Dissatisfied
<input type="checkbox"/> Very dissatisfied

8. Were you satisfied with the technology you used"
<input type="checkbox"/> Very satisfied
<input type="checkbox"/> Satisfied
<input type="checkbox"/> Neutral
<input type="checkbox"/> Dissatisfied
<input type="checkbox"/> Very dissatisfied
9. Were you satisfied with how the course content was presented?
<input type="checkbox"/> Very satisfied
<input type="checkbox"/> Satisfied
<input type="checkbox"/> Neutral
<input type="checkbox"/> Dissatisfied
<input type="checkbox"/> Very dissatisfied
10. What tasks did you complete for your class online?
<input type="checkbox"/> Submit assignments
<input type="checkbox"/> Participate in discussions
<input type="checkbox"/> Take quizzes
<input type="checkbox"/> Take exams
<input type="checkbox"/> Read an online textbook
<input type="checkbox"/> Check grades
11. Which of the following best describes your primary motivation for taking an online class?
<input type="checkbox"/> Online course allows me to work from home
<input type="checkbox"/> Scheduling courses is convenient
<input type="checkbox"/> On-campus sections were not available that would fit my schedule
<input type="checkbox"/> Online courses are more convenient for me based on disabilities
12. In terms of the difficulty of coursework, how do you compare an online course to face-to-face class?
<input type="checkbox"/> More difficult
<input type="checkbox"/> Same difficulty
<input type="checkbox"/> Less difficult
<input type="checkbox"/> N.A.
13. In terms of the amount of coursework, how do you compare an online course to face-to-face class?
<input type="checkbox"/> More work
<input type="checkbox"/> Same amount of work
<input type="checkbox"/> Less work
<input type="checkbox"/> N.A.
14. How would you rate the amount of interaction with other learners in your online class?
<input type="checkbox"/> Far too much interaction
<input type="checkbox"/> Too much interaction
<input type="checkbox"/> About the right amount of interaction
<input type="checkbox"/> Not enough interaction
<input type="checkbox"/> Not nearly enough interaction

15. How would you rate the amount of interaction with the instructor in your online class?
<input type="checkbox"/> Far too much interaction
<input type="checkbox"/> Too much interaction
<input type="checkbox"/> About the right amount of interaction
<input type="checkbox"/> Not enough interaction
<input type="checkbox"/> Not nearly enough interaction
16. Were assignment grades posted in a timely fashion?
<input type="checkbox"/> In a timely fashion
<input type="checkbox"/> Could have been returned quicker
<input type="checkbox"/> Not at all
17. Have you used SurveyMonkey as a learning tool?
<input type="checkbox"/> I have never used SurveyMonkey as a learning tool
<input type="checkbox"/> I have used SurveyMonkey once or twice as a learning tool
<input type="checkbox"/> I use SurveyMonkey on a regular basis as a learning tool
18. Have you used YouTube videos as a learning tool?
<input type="checkbox"/> I have never used YouTube videos as a learning tool
<input type="checkbox"/> I have used YouTube videos as a learning tool once or twice
<input type="checkbox"/> I often use YouTube videos as learning tool
19. Have you ever used Articulate as a learning tool?
<input type="checkbox"/> I have never used Articulate as a learning tool
<input type="checkbox"/> I have used Articulate as a learning tool once or twice
<input type="checkbox"/> I use Articulate as a learning tool regularly
20. Based on your prior experience, would you enroll in another online course?
<input type="checkbox"/> No. I would not take another online course
<input type="checkbox"/> I would take another online course if I had more input in the type of learning activities
<input type="checkbox"/> I would take another online course if there were more interactions among learners
<input type="checkbox"/> I would take another online course if graded assignments were returned in a timely manner.
<input type="checkbox"/> Yes. I would take another online course.

Appendix 1-a-i. Pre-Training Faculty Questionnaire

1. Which of the following have you used in a learning context (Check all that apply).				
<input type="checkbox"/> Computer				
<input type="checkbox"/> Internet				
<input type="checkbox"/> Tablet				
<input type="checkbox"/> Smart phone				
2. Indicate how confident you feel using each of the following in an educational context.				
	Not confident	Slightly confident	Confident	Very confident
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smart phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In a learning context, I use technology to... (Check all that apply)				
<input type="checkbox"/> View instructional videos				
<input type="checkbox"/> Write assignments and papers with a word processor				
<input type="checkbox"/> Communicate via discussion boards or personal messaging				
<input type="checkbox"/> Communicate using real time video (e.g. Skype or FaceTime).				
<input type="checkbox"/> Teleconference (using GoToMeeting, VoiceStream, or Collaborate Ultra)				
<input type="checkbox"/> Multimedia learning sites (e.g. Articulate or Prezi)				
<input type="checkbox"/> Other (please specify)				
4. Have you ever watched YouTube videos to help you learn?				
<input type="checkbox"/> I have never watched YouTube videos to help me learn.				
<input type="checkbox"/> I have occasionally watched YouTube videos to help me learn.				
<input type="checkbox"/> I regularly watch YouTube videos to help me learn.				
<input type="checkbox"/> I weekly watch YouTube videos to watch me learn.				
5. How effective do you think YouTube is as a learning tool?				
<input type="checkbox"/> Very Ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> N.A.	<input type="checkbox"/> Effective	<input type="checkbox"/> Very Effective
6. Before today, have you used SurveyMonkey in your experience as a learner?				
<input type="checkbox"/> I have never used SurveyMonkey in my experience as a learner.				
<input type="checkbox"/> I have used SurveyMonkey once or twice in my experience as a learner.				
<input type="checkbox"/> I often use SurveyMonkey in my experience as a learner.				
<input type="checkbox"/> All of my instructors use SurveyMonkey for assessments and learner feedback.				
7. How effective is SurveyMonkey as a learning tool?				
<input type="checkbox"/> Very ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> N.A.	<input type="checkbox"/> Effective	<input type="checkbox"/> Very effective
8. Have you ever used Articulate in your experience as a learner?				
<input type="checkbox"/> I have never used Articulate in my experience as a learner.				
<input type="checkbox"/> I have used Articulate once or twice in my experience as a learner.				
<input type="checkbox"/> I regularly use Articulate in my experience as a learner.				
<input type="checkbox"/> All of my instruction use Articulate for instruction and assessment.				
9. How effective is Articulate as a learning tool?				
<input type="checkbox"/> Very ineffective	<input type="checkbox"/> Ineffective	<input type="checkbox"/> N.A.	<input type="checkbox"/> Effective	<input type="checkbox"/> Very effective
10. For which of the following would you like training for use in a learning environment? (Check all that apply)				
<input type="checkbox"/> SurveyMonkey				
<input type="checkbox"/> YouTube				
<input type="checkbox"/> Articulate				
<input type="checkbox"/> I do not need or want training in any of the above.				

Appendix 1-a-ii. Questions for Interviews and Focus Groups

Appendix 1-b. Procedural Analysis Detailed Outline

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.

Procedural Analysis

1.1. Review the role of the traditional teacher.

- 1.1.a. Discuss the role of the traditional teacher.
- 1.1.b. List words and phrases that describe the role of the traditional teacher.
- 1.1.c. Collaborate with peers to create the list.

Procedural Analysis

1.2. Review the role of the online teacher.

- 1.2.a. Recognize the role of the online teacher.
- 1.2.b. List the words and phrases.
- 1.2.c. Collaborate with peers to create the list.

Procedural Analysis

1.3. Compare and contrast the roles of the online and traditional teacher.

- 1.3.a. Compare the traits of the traditional teacher with the traits of the online teacher.
- 1.3.b. Contrast the traits of the traditional teacher with the traits of the online teacher.
- 1.3.c. Diagram the similarities and differences with circles and underlining.

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.

Procedural Analysis

2.1. Recognize three ways to engage online learners.

- 2.1.a. List ways to engage online learners.
- 2.1.b. Learners will write the list in the learner guide.
- 2.1.c. Choose one engagement technique.
- 2.1.d. Apply the engagement technique to the online module.

Procedural Analysis

2.2. Discuss the challenges of teaching of teaching online learners.

- 2.2.a. List one challenge.
- 2.2.b. Analyze the problem.
- 2.2.c. Generate the solution.
- 2.2.d. Discuss with peers.

Procedural Analysis

2.3. Identify a task or block of instruction to transfer to an online learning module.

- 2.3.a. Identify the lesson to transfer.

Appendix 1-c. Formative Evaluation Materials

We are always looking improve our instruction. Would you help us by answering some questions about your experience with learning with technology? Your responses will be anonymous. Thanks.

1. What experience do you have teaching online classes?
 - ☐ I have never taught an online class.
 - ☐ I have taught an online class once before.
 - ☐ I teach an online class once a year.
 - ☐ I teach only online classes.
2. If you have not taught an online class, are you willing to use technology and teach a class online?
 - ☐ I am not interested in teaching a class online.
 - ☐ I would be interested in teaching an online class if I first receive adequate training.
 - ☐ I would be interested in teaching an online class if I work with people I know.
 - ☐ I would be interested in teaching an online class if the content were relevant to my job or life.
3. Do you have knowledge of how adults learn?
 - ☐ I do not have knowledge of how adults learn.
 - ☐ I have worked with adult learners before.
 - ☐ I have been an adult learner and I work with adult learners regularly.
4. Do you know how to engage adult learners in online learning?
 - ☐ I have no background in working with adult online learners.
 - ☐ I have experienced success engaging learners in an online learning environments.
 - ☐ My learners have consistently commented that I make online learning interesting.
5. Are you confident using technology to teach an online class?
 - ☐ I am not confident teaching an online class.
 - ☐ I am fairly confident using technology to teach an online class.
 - ☐ I am confident using technology to teach an online class.
 - ☐ I am experienced in using technology to teach online classes.
6. Have you used YouTube videos as a teaching tool before now?
 - ☐ Yes
 - ☐ No
7. If you have used YouTube videos to learn before, how confident are you in teaching that way?
 - ☐ I've used YouTube videos in teaching once or twice.
 - ☐ I use YouTube videos in teaching on a regular basis.
 - ☐ I could show others how to select YouTube videos for their online classes.
8. If you currently use YouTube videos to learn, how long have you been using it?
 - ☐ Less than one year
 - ☐ 1-2 years
 - ☐ 3-5 years
 - ☐ over 5 years

9. Will using YouTube videos help your learners to learn together?
- ☐ I think it will help.
 - ☐ It might help them.
 - ☐ I don't know if it will help.
 - ☐ I don't think it will help.
 - ☐ I think it won't help.
10. Have you ever used SurveyMonkey before now to give a survey or quiz?
- ☐ Yes
 - ☐ No
11. If you have used Survey to teach before, how confident are you in teaching that way?
- ☐ I've used SurveyMonkey in my teaching once or twice.
 - ☐ I use SurveyMonkey in my teaching on a regular basis.
 - ☐ I could show others how to use SurveyMonkey in their teaching.
12. If you currently use SurveyMonkey in your teaching, how long have you been using it?
- ☐ Less than one year
 - ☐ 1-2 years
 - ☐ 3-5 years
 - ☐ over 5 years
13. Will using SurveyMonkey help your learners to learn together?
- ☐ I think it will help.
 - ☐ It might help them.
 - ☐ I don't know if it will help.
 - ☐ I don't think it will help.
 - ☐ I think it won't help.

Questions for the Technology Subject Matter Experts?

Are the objectives realistic for the first-time user?
Can the tasks be accomplished in our two-day training?
Are the learning objectives appropriate for a first-time user?
How can the training be improved?
Is there anything in the training that isn't necessary?
Is there any task that could be added to the training?

Appendix 1-d. Summative Evaluation Materials

Technology Checklist

Participant Focus Groups

Have you used any of the three technologies?

If so, how?

What are the learners' reactions?

What are some good points?

What can be improved?

Administrator interviews

Have you noticed instructors using technology more?

Can you give specific examples?

What is going well?

What can be improved?

Teacher Evaluation Surveys

Name:			
Lesson			
Engagement Technique:			
	Did Not Meet Standard	Met Standard	Exceeded Standard
Lesson contained 5-10 slides of instruction			
Lesson contained 3-5 quiz questions			
Lesson contained a results slide			
Quiz contained one drag and drop and one hotspot question			
Photo contained in module			
Audio contained in module			
Photo and audio follow copyright (either user-created, purchased, falls under Fair Use)			
Photo and audio properly attributed			
Engagement technique supported the lesson			
Comments:			

Appendix 2. Materials, Schedules, Outlines, Etc.

Appendix 2-a. Table of Learning Experiences and Instructional Strategies

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.			
Objective	Type of Learning	Instructional Strategy	Rationale
1.1 Following the training, learners will successfully discuss the role of the traditional teacher.	Facts/Recall	Discuss/Explain	The participants will need to understand the role of a teacher.
1.2 Following the training, learners will successfully recognize the role of the online teacher.	Facts/Recall	Discuss/Explain	The participants will need to understand the role of the online teacher.
1.3 Following the training, learners will successfully compare and contrast the roles of the online and traditional teacher.	Facts/Recall/Identification	Discuss/Explain/Compare/Contrast	The participants will need to understand how the roles of the online and traditional teacher are similar and different.
Motivational	Tell the participants that, although online teaching is different than teaching in the traditional classroom, there are many similarities.		
Initial Presentation	First the participants will break into groups of five and write as many phrases as they can think about the traditional instructors in two minutes. Then the class will discuss the role of the traditional teacher. The participants will then get into their groups and write as many phrases as they can about online instructors in two minutes. The class will discuss the role of the online teacher.		
Generative Strategy	The groups will then compare and contrast the role of the online teacher by circling the similarities and underlining the differences.		

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.			
Objective	Type of Learning	Instructional Strategy	Rationale
2.1 Following the training, learners will successfully recognize three ways to engage online learners.	Facts/Recall/Identification	Discuss/Explain/Apply	The participants will need to know how to engage online learners.
2.2 Following the training, learners will successfully discuss the challenges of teaching online learners.	Facts/Recall/Identification	Discuss/Explain	The participants will need to know the challenges of teaching online learners.
2.3 Following the training, learners will successfully identify one task or small block of instruction (5-10 minutes) that they can transfer to an online learning module.	Facts/Recall/Identification/Application	Plan	The participants will need to transfer one of their lessons to an online environment.
Motivational	The online instructor creates an inviting environment much like the classroom teacher creates an inviting classroom environment. There are a few ways you can welcome your learners into the online classroom and engage them in learning.		
Initial Presentation	The instructor will take examples of activities from the traditional classroom and convert them to the online environment. Examples are introductions, discussions, office hours. The class will then discuss the challenges of the online classroom.		
Generative Strategy	The learners will list in their participant guide three ways they can engage online learners. They will come to the training with a short lesson that they want to transfer online. They will list their technology choice and how this technology can be used in the lesson to engage learners. They will also list one challenge and a solution to the challenge.		

Goal 3: Learners will relate learning and motivation theories to attitudes of adult learners toward technology use.			
Objective	Type of Learning	Instructional Strategy	Rationale
3.1 Following the training, learners will successfully relate the three domains of Bloom's Taxonomy of Learning to KASI	Facts/Recall/Identification	<u>Observe</u> slide presentation <u>Connect</u> Bloom's cognitive domain with K - knowledge; affective domain with A - attitudes; Psychomotor (skills, interpersonal skills) <u>Relate</u> learning theory to practical learning	Participants will recognize that learning involves skills and attitudes as well as knowledge
3.2 Following the training, learners will successfully relate the three psychological needs as discussed in Self-determination Theory to Maslow's Hierarchy	Facts/Recall/Identification	<u>Observe</u> slide presentation <u>Relate</u> autonomy, competence, and connectedness to Maslow's hierarchy of needs -- basic needs, psychological needs, self-fulfillment needs	Participants will connect motivation theory to the needs of adult learners
3.3 Following the training, learners will successfully identify characteristics of adult learners.	Facts Recall/Identification	<u>Identify</u> that adult learners expect agency, collaboration, and relevance	Learners will connect to felt needs of adult learners
Motivational	Instructor uses visual presentation to make learning and motivation theory relevant to adult learners		
Initial Presentation	Instructor will guide learners connect relevant points of learning theory and motivation theory to the characteristics of adult learners		
Generative Strategy	Learners will connect their needs as adult learners to common points of learning and motivation theory		

Goal 4: Learners will express their attitudes toward technology and create a survey with proficient use with SurveyMonkey.			
Objective	Type of Learning	Instructional Strategy	Rationale
4.1 Following the training, learners will demonstrate proficient use of SurveyMonkey by designing a 10 question quiz	Procedural	<u>Follow</u> steps to take SurveyMonkey online survey <u>Complete</u> online survey/quiz	Learners will experience online quiz survey using SurveyMonkey
4.2 Following the training learners will demonstrate proficient use of SurveyMonkey by collecting responses from all group members	Procedural	<u>Create</u> 10 question quiz <u>Collect</u> responses from small group members	Learners will practice using SurveyMonkey to create an online quiz and collect quiz data for analysis
4.3 Following the training learners will demonstrate proficient use of SurveyMonkey by analyzing data	Identification	<u>Review</u> quiz responses of small group members <u>Analyze</u> responses <u>Discuss</u> apparent effectiveness of quiz	Learners will analyze data to evaluate the effectiveness of the quiz they created
4.4 Following the training learners will report to the large group attitudes of small group members to using Survey Monkey as a learning tool	Identification	<u>Discuss</u> attitudes of small group members about the value of using SurveyMonkey as an effective instructional tool. <u>Report</u> attitudes to the large group.	Learners will verbalize attitudes about the use of SurveyMonkey as an effective instructional tool for assessments
Motivational	Instructor shifts center of learning experience to learners.		
Initial Presentation	Instructor will guide learners through logging on and taking quiz before turning the technology over to learners to create their own product.		
Generative Strategy	Learners will choose the technology, create the quiz, analyze the data, and report their attitudes about using SurveyMonkey to their peers.		

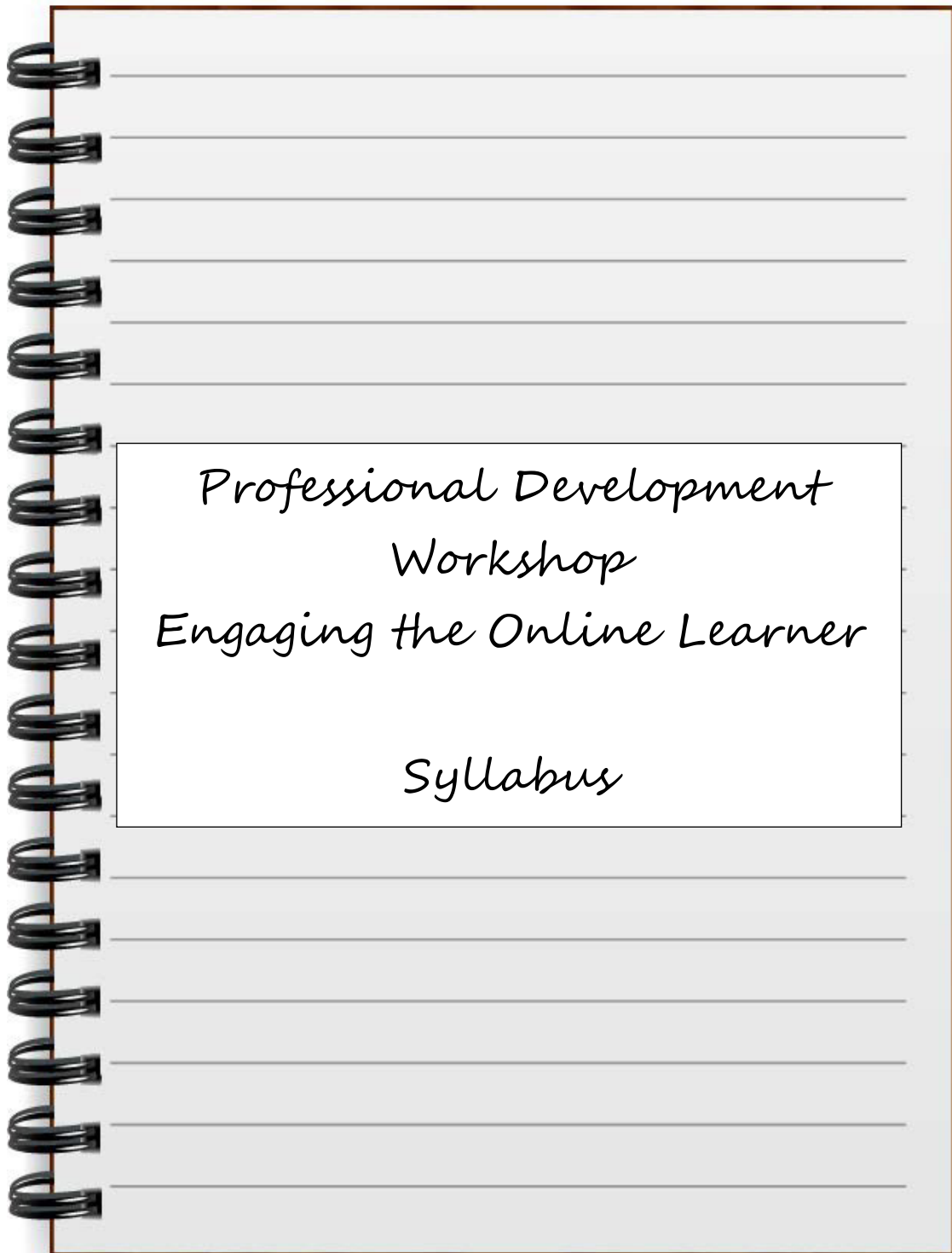
Goal 5: Learners will access and examine three videos under 5 minutes in length they would use for instruction on YouTube.

Objective	Type of Learning	Instructional Strategy	Rationale
5.1 Following the training, learners will search YouTube and choose 3 videos under 5 minutes in duration that are relevant to their teaching situations	Identification/Procedural	<u>View</u> content relevant videos on YouTube <u>Select</u> 3 videos under 5 minutes duration	Learners will evaluate the value of videos on YouTube. Learners will select three videos to use in their instruction
5.2 Following the training, learners will create a reference list of the YouTube videos they have chosen (including time stamp)	Procedural	<u>Create</u> a reference list of content relevant videos for use in instruction	Learners will produce a list of YouTube videos, with URLs, to use in their instruction
5.3 Following the training, learners will discuss their attitudes about using YouTube videos as a learning tool	Identification	<u>Discuss</u> the value of YouTube videos and the attitude of small group members toward using videos in instruction	Evaluate the advantages and disadvantages of using YouTube videos in instruction

Goal 6: Learners will access and create an online lesson and quiz with proficient use of Articulate.			
Objective	Type of Learning	Instructional Strategy	Rationale
6.1 Following the training, learners will successfully build a module in articulate using 5-10 slides and 3-5 quiz questions at the end.	Procedural/Application	Explain/Demonstrate Model/Practice	The participants will need to know how to add slides and quiz questions.
6.2 Following the training, learners will successfully insert an illustrated character into to their Articulate module.	Procedural/Application	Explain/Demonstrate Model/Practice	The participants will need to know how to insert an illustrated character into Articulate.
6.3 Following the training, learners will insert one photo into their articulate module, practicing proper copyright etiquette.			
6.4 Following the training, learners will successfully add questions to their quiz, using one drag and drop and one hotspot type question.	Procedural/Application	Explain/Demonstrate Model/Practice	The participants will need to know how to add quiz questions in articulate.
Motivational	Explain that Articulate helps to create more engaging instruction. With Articulate, you can add images, sounds, and animations. You can even quiz learners to see what they know.		
Initial Presentation	This instruction will be done in break out groups. Each participant will have a written guide as the instructor demonstrates the procedures step-by-step. The learners will practice by making their own lesson.		

Generative Strategy	The learners will get hands-on practice and create an engaging lesson using articulate.
----------------------------	---

Appendix 2-b. Materials for the Training Program



Welcome to the Online Instructor Professional Development. This syllabus has everything you need to be successful.

Administrative Details

Technology

Since we are working with technology, there will be no eating or drinking in the classroom. We have a limited number of computers for each technology so you will need to sign up for your preferred technology at the beginning of the course. You will be given opportunities in subsequent professional development sessions to try all three technologies.

Restrooms

The restrooms are located by the front door.

Smoking

This is a smoke free campus

Day 1

Introduction

Introduce yourself.
Where do you teach?
Do you teach online?
What are your hobbies?
What do you hope to get out of this professional development session?

The Role of the Online Instructor Activity Sheet

Materials: One piece of flip chart paper for each group.

Instructions:

1. In groups of five, take 2 minutes to write down as many words or phrases as you can to describe the role traditional teacher.
2. One group spokesman will discuss the results with the class
3. In groups of five, write down as many words or phrases as you can about the role of the online instructor.
4. One group spokesman will discuss the results with the class.
5. In two minutes, take the list and circle the words and phrases that are similar and underline the phrases that are different.
6. One group spokesman will discuss the results with the class.

Traditional	Online
Examples: Lectures Caring	Examples: Distant Caring

Transfer and Engagement Activity

List three ways to engage online learners.

1. _____
2. _____
3. _____

Think of the technology you have chosen and the lesson you would like to teach. Choose one of these engagement technology techniques to apply to your online lesson.

Technology Used: _____

Lesson: _____

Engagement Technique: _____

Challenge	Solution

Learner Engagement Case Studies

Case Study 1:

Dave is a 43-year-old male who is switching careers. In order to make the switch, Dave has to take an online introduction to Math class online through the local community college. Dave hasn't been to school since the early 1990s and he has never "attended" school online. It's three weeks into the class and Dave is already frustrated. Math has never been his subject and he feels alone in his struggle.

1. What can the school do to help learners like Dave?
2. What can Dave do to help himself?
3. What can the instructor do if he or she realizes that Dave is struggling?
4. What are some ways that this Math course can be personalized?

Case Study #2

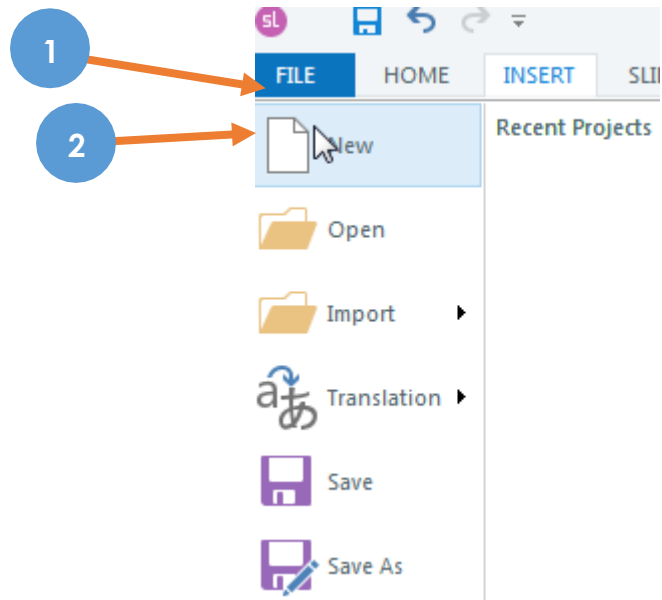
Martha is a highly-rated classroom teacher. She recently transitioned to the online classroom and has become frustrated. She feels that she has a grasp on technology, after all, she posts You Tube videos.

1. What questions need to be asked to determine if Martha is using the videos effectively?
2. What other suggestions could you make for Martha?

Articulate Instructions

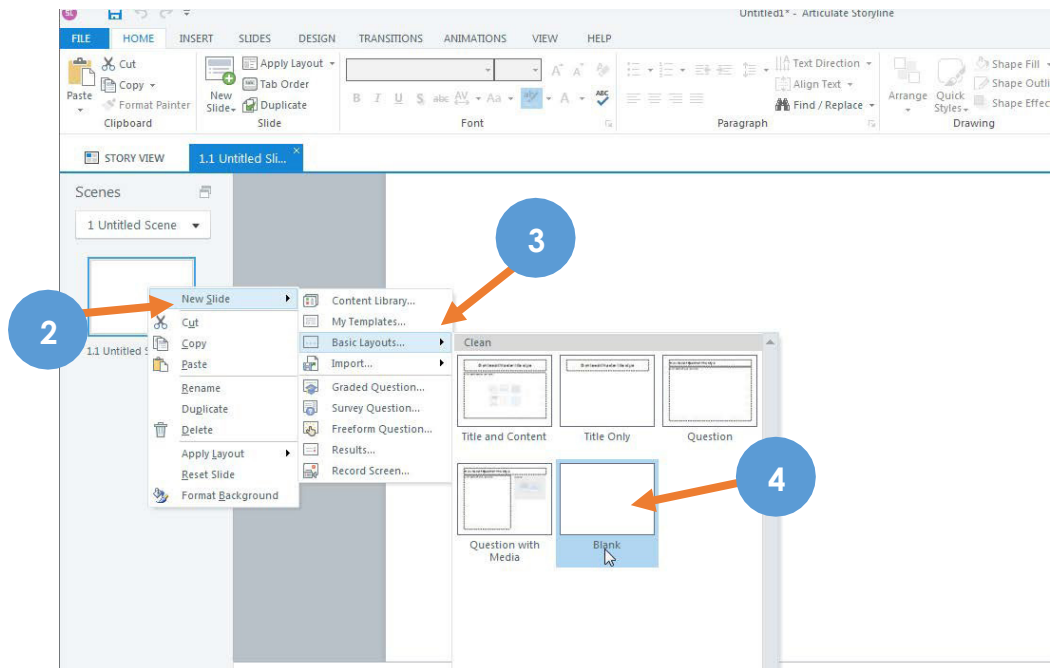
1. Create a New File

1. Go to the File Menu
2. Select New



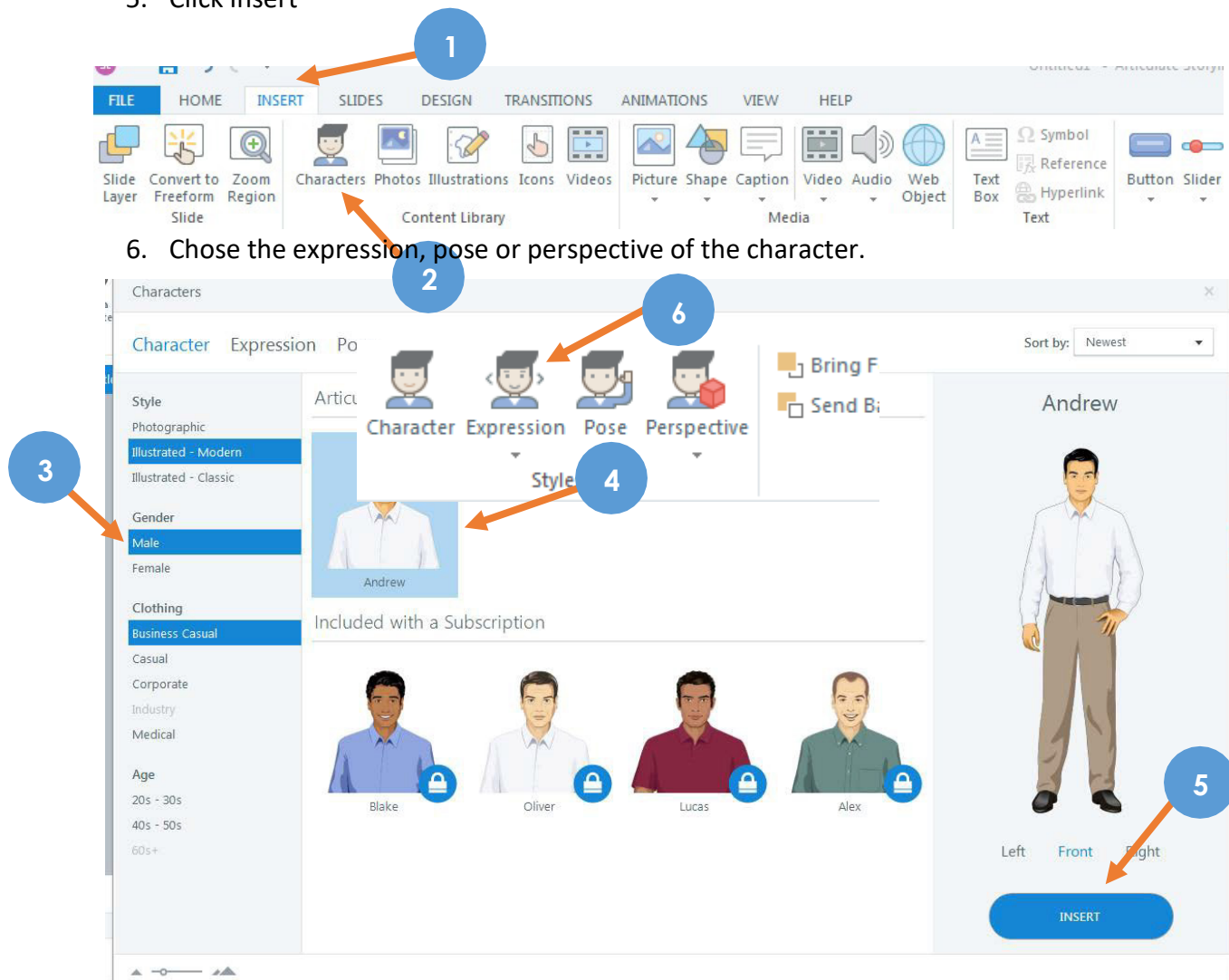
2. Insert a New Slide

1. Right Click
2. Select New Slide
3. Select Basic Layout
4. Select Blank



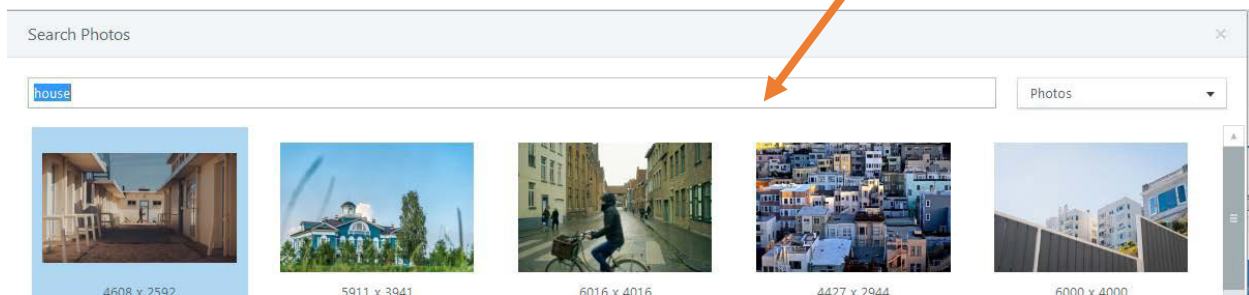
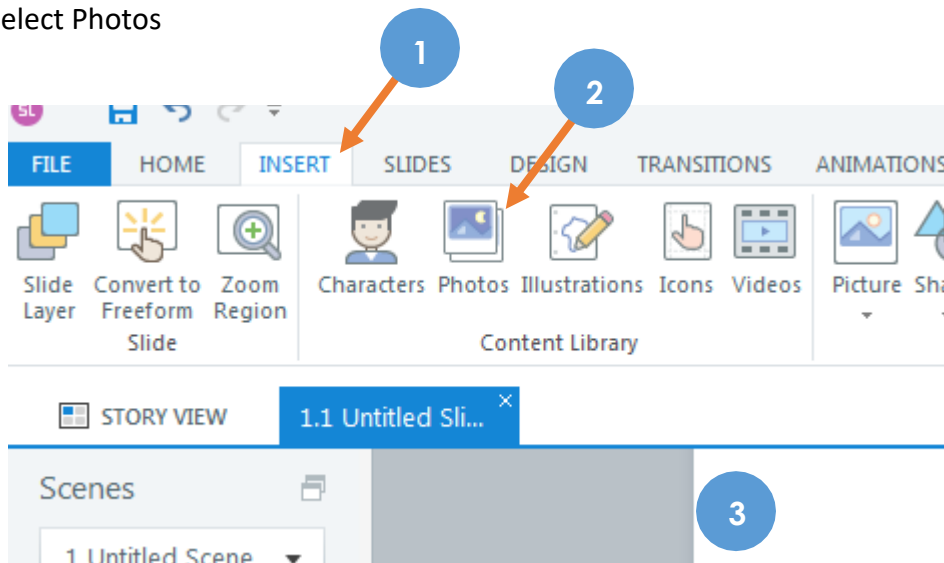
3.Insert a Character

1. Click the Insert tab
2. Select Character
3. Select the style, gender, clothing, and industry, and age of the character.
4. Pick the character on the right
5. Click Insert



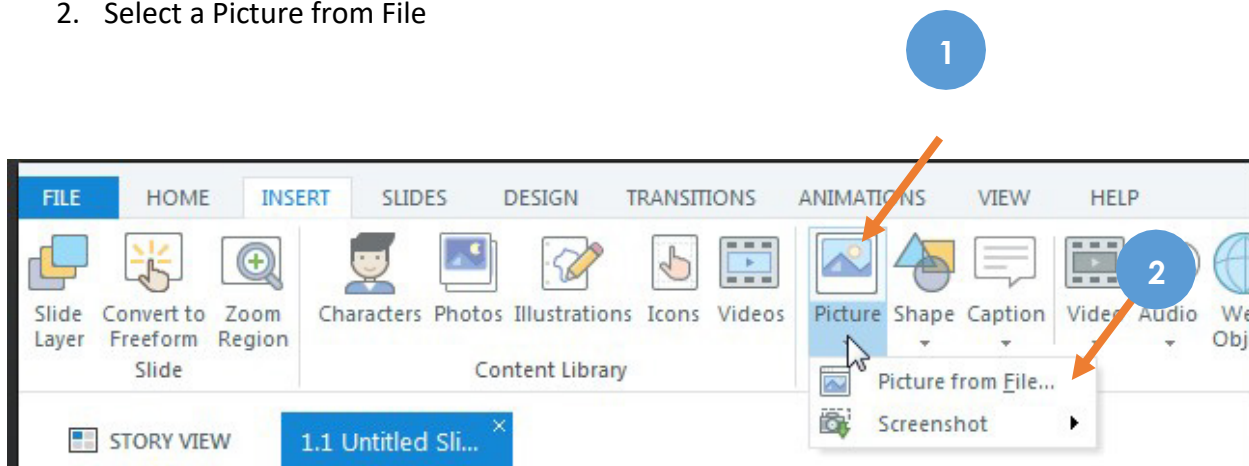
5. Insert Photos or Illustrations

1. Click Insert
2. Select Photos

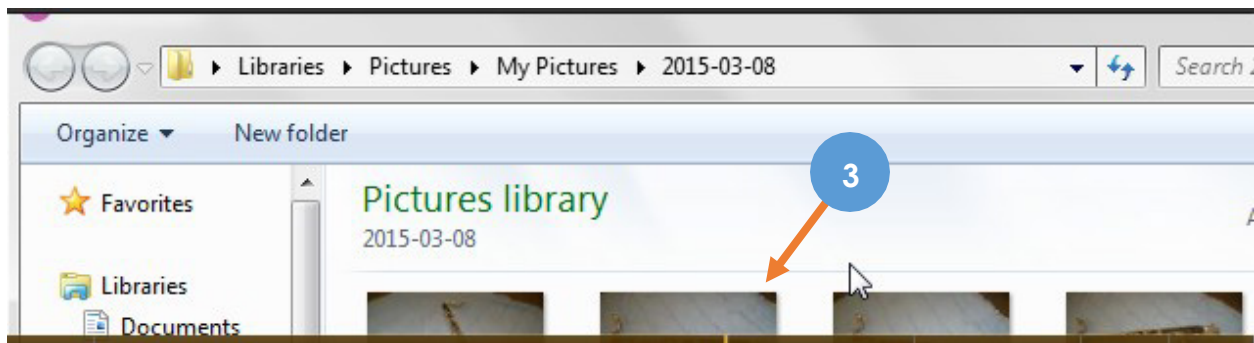


6. Insert a Photo From a File

1. Click Insert
2. Select a Picture from File

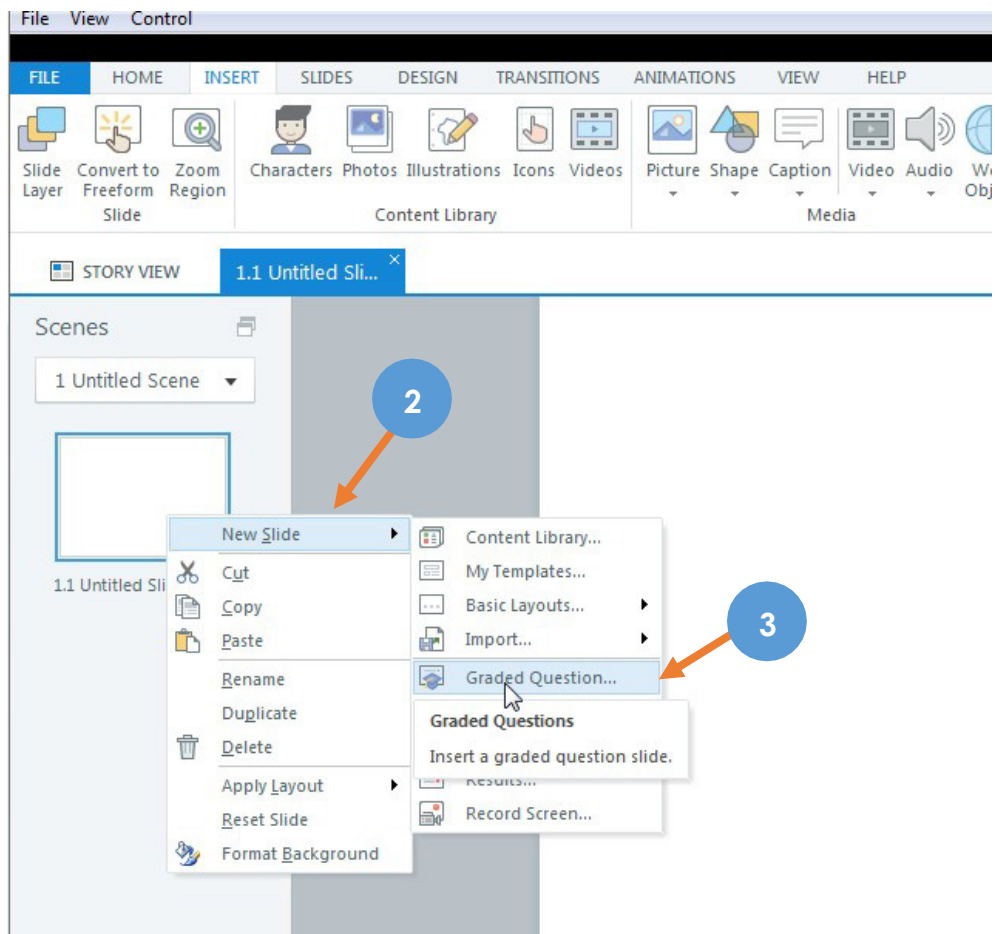


3. Select a photo from your computer

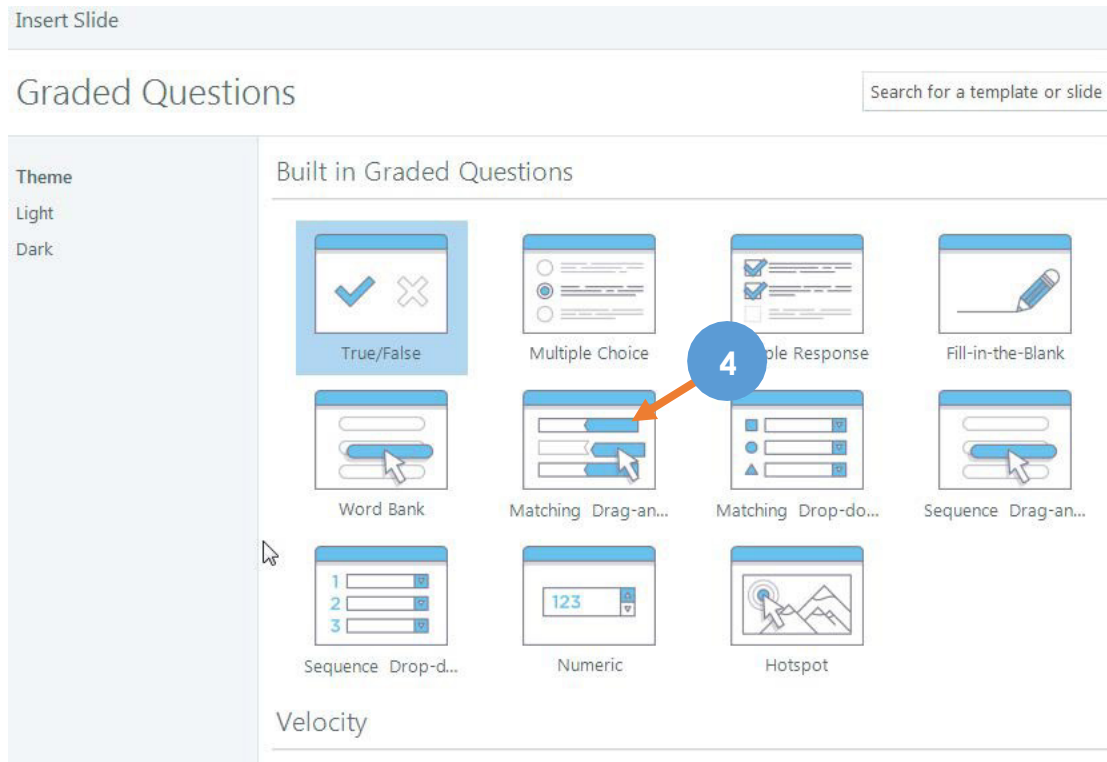


7. Insert a Drag and Drop Quiz Question

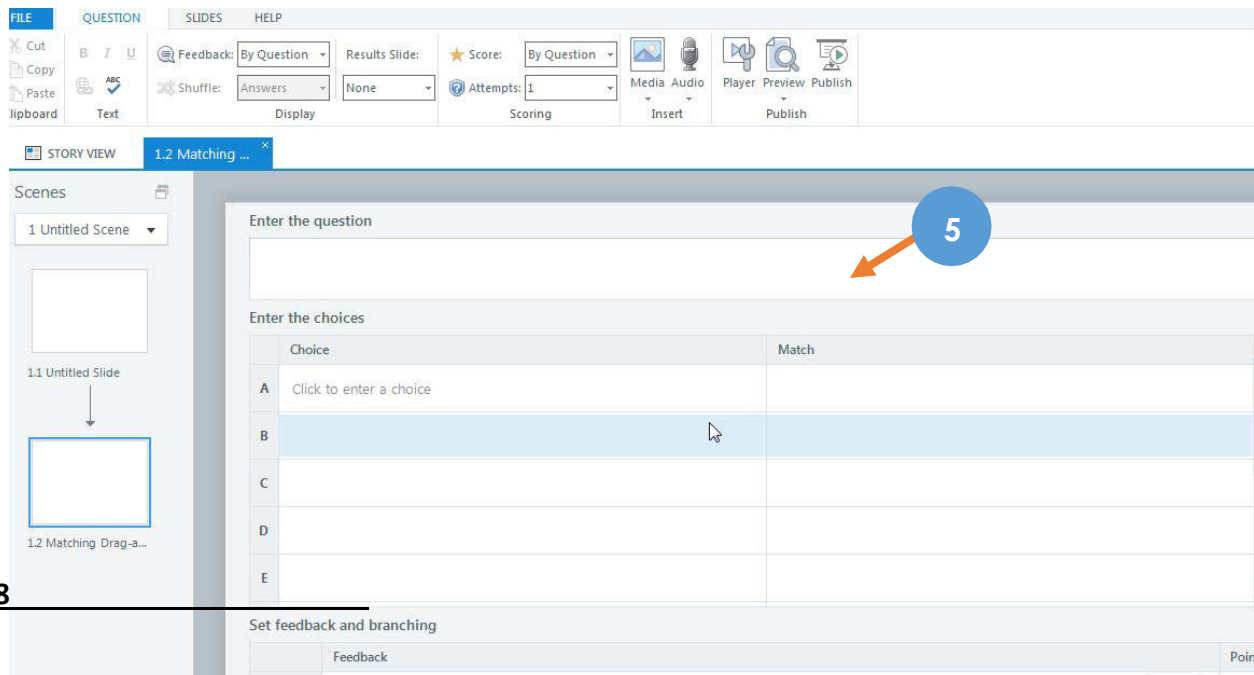
1. Right Click
2. Select New Slide
3. Select Graded Quiz Question



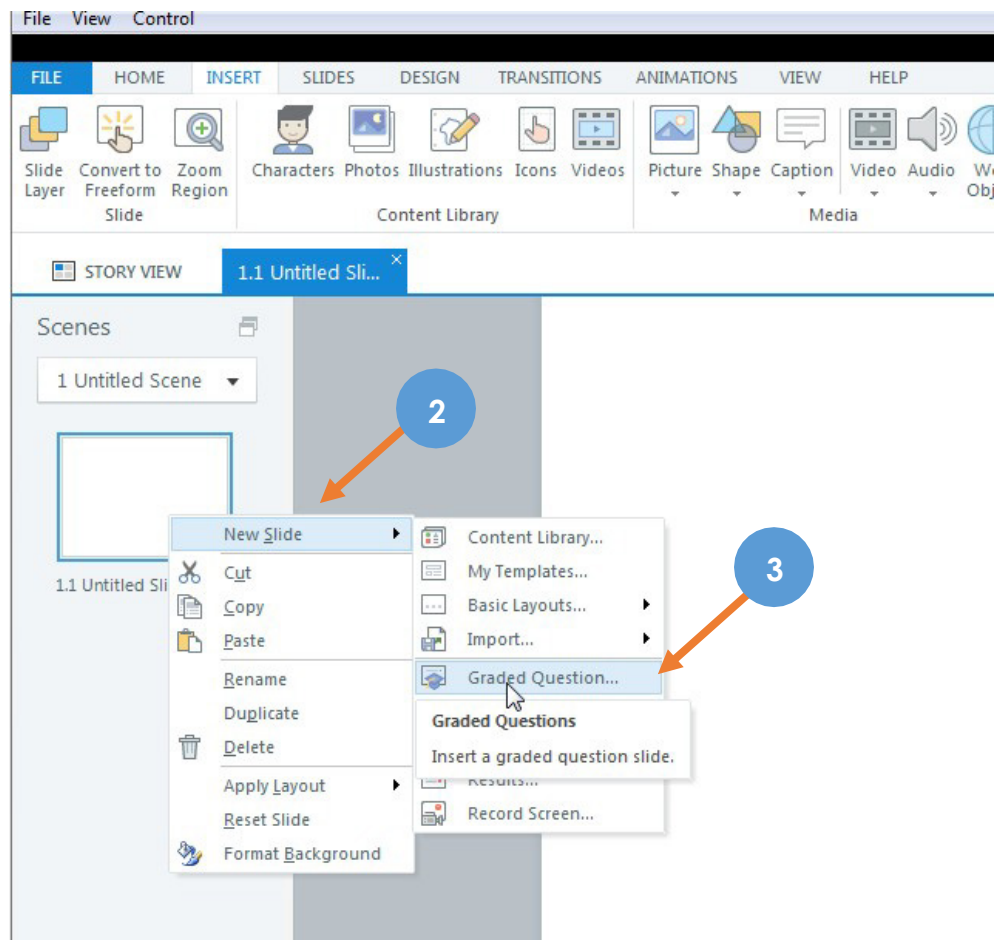
4. Select Matching Drag and Drop



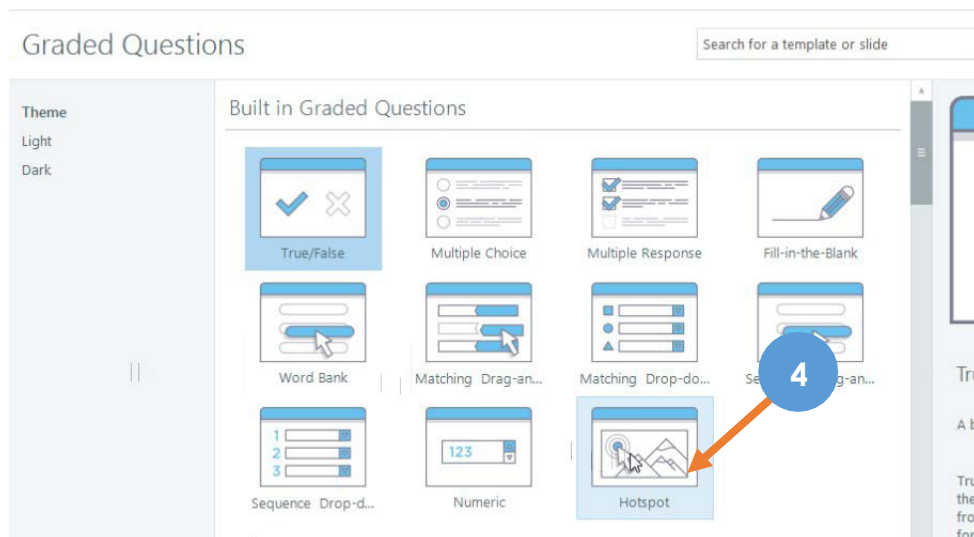
5. Enter the information with choice and match



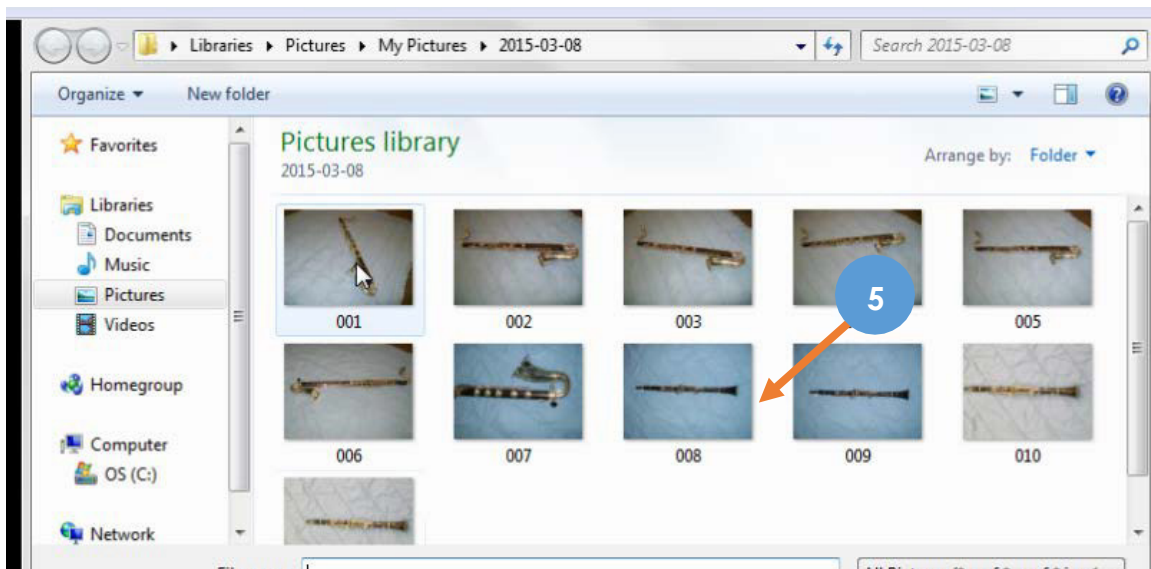
2. Select New Slide
3. Select Graded Quiz Question



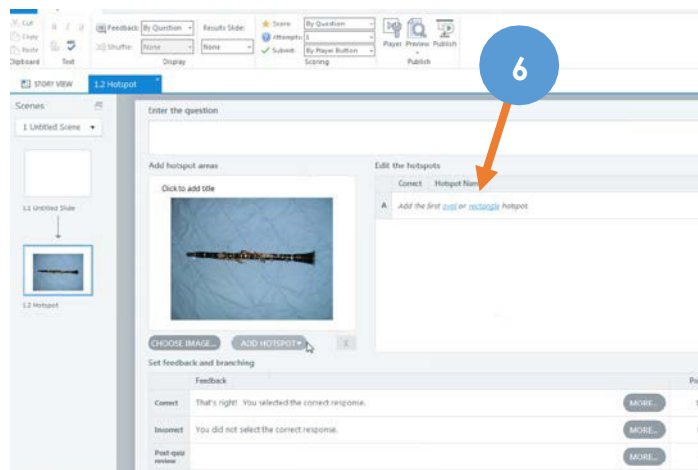
4. Select Hotspot



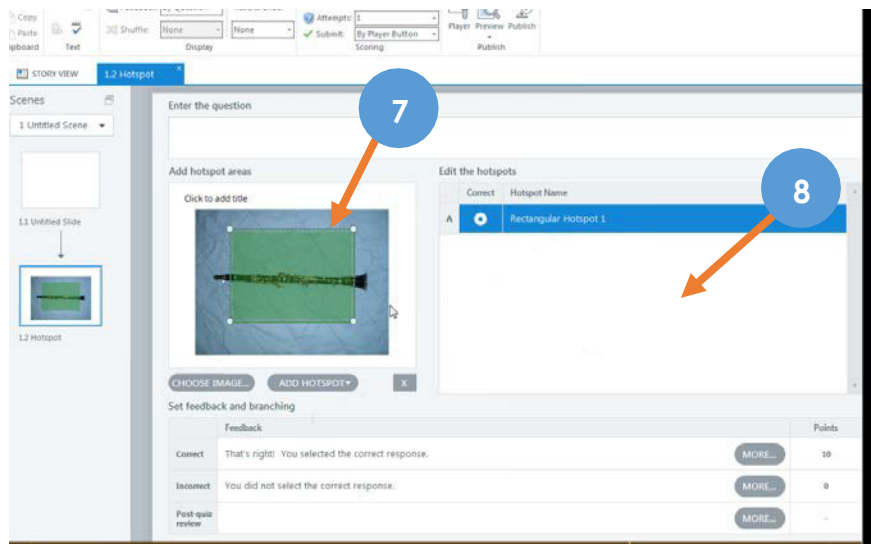
5. Select a photo from your computer.



6. Insert Hotspot



7. Adjust the shape over the hotspot.
8. Enter the question information.



Examples of Engagement using Quiz Questions

Before (Multiple Choice)

The part of the clarinet below the mouthpiece is called the _____

- ☐ Ligature
- ☐ Lower joint
- ☐ Barrel
- ☐ Upper joint

After (using a Hotspot question)

Click the barrel on the clarinet.



Before (Multiple Choice with multiple response)

Which instruments are woodwinds? Click all that apply.





- ☐ Clarinet
- ☐ Tuba
- ☐ Saxophone
- ☐ Trumpet
- ☐ Flute
- ☐ Trombone

After (Drag and Drop)

Drag and drop the instrument into the proper folder.

Brass

Woodwinds



Resources

E Learning Uncovered: Articulate Storyline 360
By Diane Elkins and Desiree Pinder

Articulate Storyline 360: The Essentials
By Kevin Siegel and Kal Hodi

Articulate E-Learning Heroes
<https://community.articulate.com/>

Appendix 2-c. Implementation Schedule

Professional Development Schedule

Day 1	
Time	Activity
9:00-9:30	Introductions/Administrative Details/Technology Sign-Up
9:30-10:00	Motivation Theory
10:00-10:45	Adult Learning Theory
10:45-11:00	Break
11:00-11:30	The Role of the Online Teacher
11:30-12:00	Ways to Engage Online Learners
12:00-1:00	Lunch
1:00-2:00	Break Out Groups/How to Use Articulate/SurveyMonkey/You Tube (Technical Training)
2:00-2:45	Break Out Groups/How to Use Articulate/SurveyMonkey/You Tube (Specific Ways to Use in Online Teaching)
2:45-3:00	Break
3:00-3:30	Break Out Groups/How to Use Articulate/SurveyMonkey/You Tube (Brainstorm/Sketch Out Your Idea)
3:30-4:30	Break Out Groups/How to Use Articulate/SurveyMonkey/You Tube (Get Started on Project)

Day 2	
Time	Activity
9:00-12:00	Work on Lesson Projects
12:00-1:00	Lunch
1:00-4:00	Project Presentation and Critique
4:00-4:30	End of Course Survey

Motivating Adult Learners in an Online Environment

A Presentation for Educators of Adult Learners

Presenters:
Karen Ballengee & William Duncan

Agenda - Day One

- Session 1 - Admin details/Introductions/Preview of Learning Objectives
- Break
- Session 2 - Overview of Learning Theories and Motivation Theories
- Lunch
- Session 3 -SurveyMonkey
- Break
- Session 4 - Summing Up -- Group and Individual Feedback;
- Role of the Online Teacher; Ways to Engage the Online Learner;
- Break out Groups (Technology Demonstration)
- Break out Groups (Technology Practice)
- Project Presentations
- End of Course Survey

Agenda - Day Two

- Session 5 - Reflections on Day One; YouTube Video Use with Adult Learners
- Break
- Session 6 -- Introduction to Articulate
- Break
- Session 7 -- Articulate, Part Two
- Break
- Session 8 - Summing Up -- Small Group Presentations and Evaluation Survey; Takeaways

Introductions

Karen Ballengee

Education

M.Ed. Instructional Technology

North Carolina State University

B.A. Music Education

Shepherd University

Certificates

Graphic Design Technology

Hagerstown Community College

Experience - 20 years as a military musician and
woodwind instructor/Master Resilience Trainer

Hobbies -Road cycling



Introductions

Bill Duncan
Education

B.S. Biology
M.A. Linguistics; M.A. Asian Studies
M.Ed. Positive Coaching (2017)

Certificates (Missouri Dept of Elem & Sec Ed)

Biology, Chemistry, General Science,
Chinese, TESOL, Online Educator (2017)

Experience

over 20 years of experience in classroom teaching,
Homeschooling and Mentoring

Hobbies

Powerlifting



Goals

Goal 1: Learners will compare and contrast the role of the traditional teacher and the online teacher.

Goal 2: Learners will recognize ways to transfer face-to-face instruction to the online environment.

Goal 3: Learners will relate learning and motivation theories to attitudes of adult learners toward technology use.

Goal 4: Learners will express their attitudes toward technology and create a survey with proficient use with Survey Monkey.

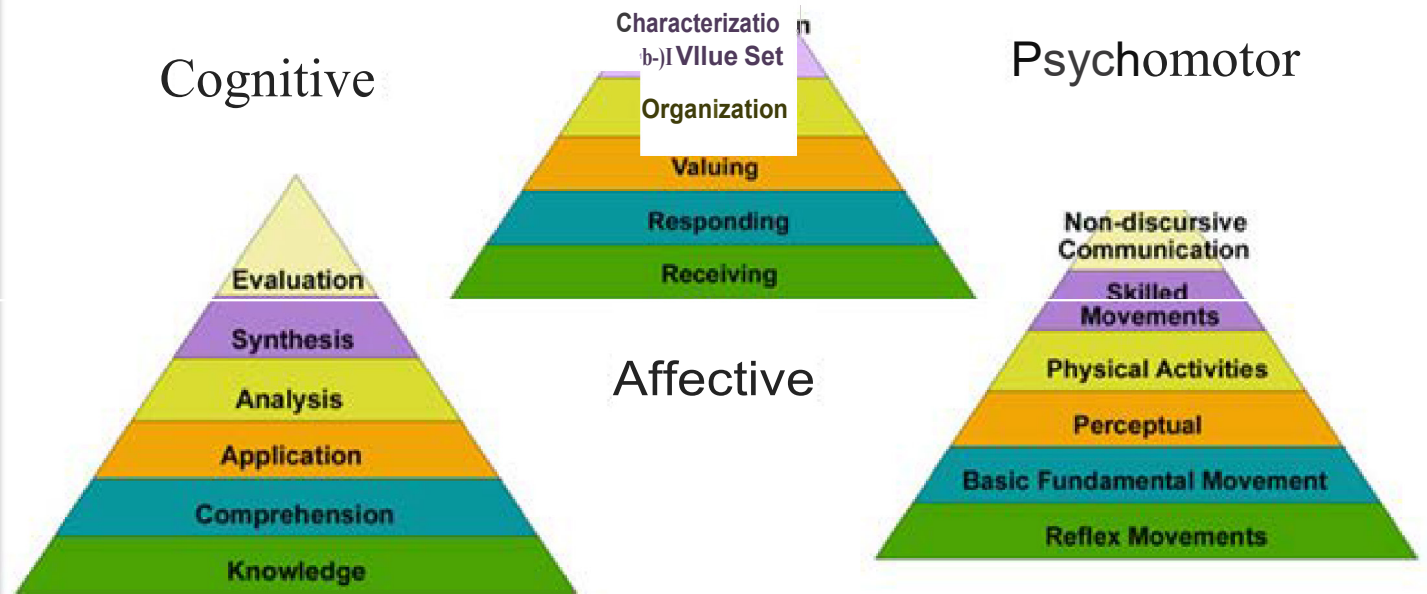
Goal 5: Learners will access and examine three videos under 5 minutes in length they would use for instruction on Youtube

Goal 6: Learners will access and create an online lesson and quiz with proficient use of Articulate.

Theoretical overviews Learning Theories

Bloom's Taxonomy

- 3 Domains -
 - Cognitive (Knowledge)
 - Affective (Attitudes)
 - Psychomotor (Skills)
- Learning relates to the Cognitive Domain and Proceeds from learning knowledge to Evaluation
- Bloom, B.S., et al. (1956)

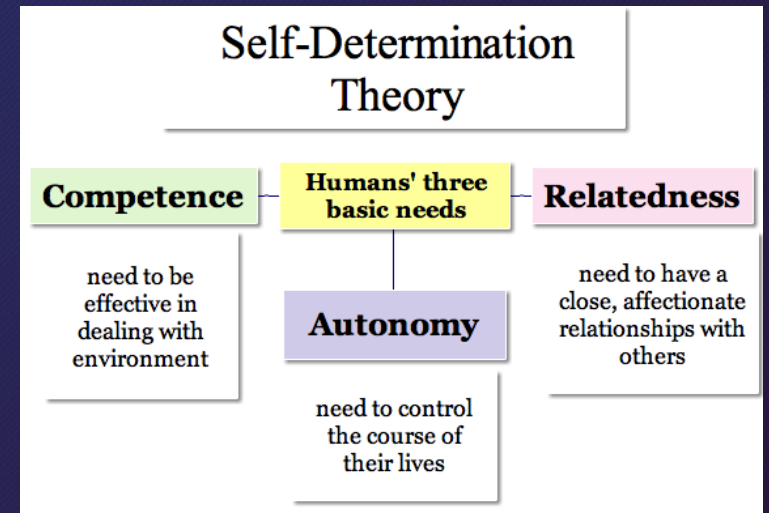
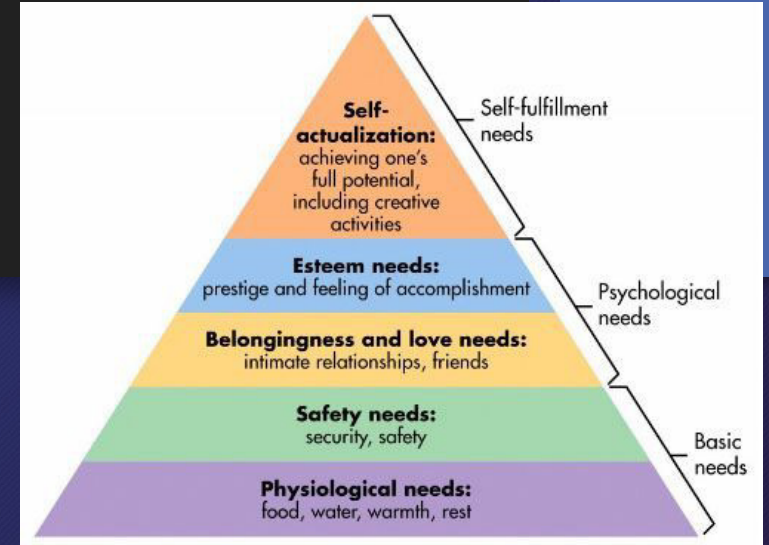


Theoretical Overviews

- Behaviorism - “Most human behavior is learned observationally through **modeling**: from observing others, one forms an idea of how new behaviors are performed, and on latter occasions this coded information serves as a guide for action.” (Social Learning Theory, Bandura, 1986)
- Constructionism - “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; **first, between people and then inside the child.**” (Social Development Theory, Vygotsky, 1980)

Motivation Theories

- Hierarchy of Needs
 - Humans act to meet their basic needs, their Psychological needs, then their self-fulfillment needs (Maslow, A.H. 1943)
- Self-Determination Theory
 - Humans act to meet basic motivational needs of competence (need to do something well), Autonomy (Need to control one's own life), and Relatedness (need to interact with others with shared experience) (Ryan & Deci, 2000)



How Adults Learn

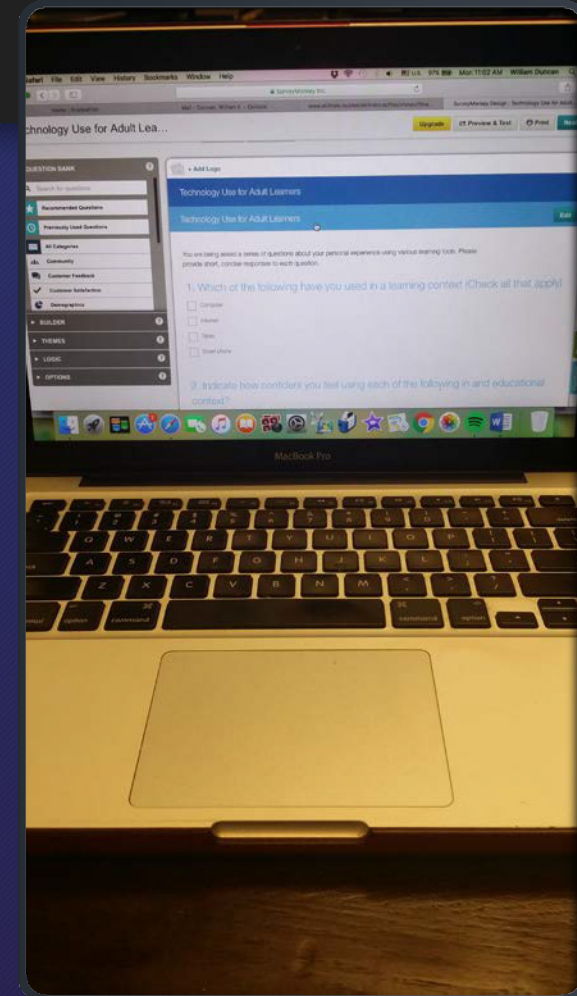
- Adults need to be ready to learn
- Adults need to see the relevance of learning technology to the task they need to complete
- Adults need to be agents in their learning
- Adults need to work in a collaborative learning environment to construct meaning
- Collaborate with adult learners to determine learner needs
- Collaborate with adult learners on developing learning objectives
- Ensure that learning activities are practical.
- Ensure an approachable, authentic, empathetic, and respectful Learning environment.

Literature Review

- Johnson, M. (2011)
 - Adult learners expect content that directly applicable to their lives.
 - Adult learners expect expert advice and feedback when handling technical issues.
 - When confident in their ability to use technology, adult learners have more positive attitudes toward using technology as a means of self-improvement
- McLeod, J. K. (2007)
 - Prior experience is a strong correlating factor with positive attitudes for teachers and learners.
 - Field of study (relevance) found to correlate with positive attitudes.
 - Students seek more guidance in using technology-based resources when pedagogical and technical issues arise

SurveyMonkey

- Survey Monkey is an online survey builder that allows users to create surveys and quizzes that function on computers and mobile devices.
- <https://youtu.be/yoDTZuDk5pU?list=PLiTGWc0Er5wfWZeH8ek9-LUvqlmcCAy3x>
- For our purposes, we want to know our learners attitudes toward learning with technology.
- Copy this link into the location box on your browser and take the sample survey.
<https://www.surveymonkey.com/r/5J897NX>
- Since you have taken a seen an instructional video and have taken a survey using Survey monkey, we want you to take some time and make a survey about how adult learners feel about learning with technology.
- <https://www.surveymonkey.com>



The Distance Factor

Physical Distance

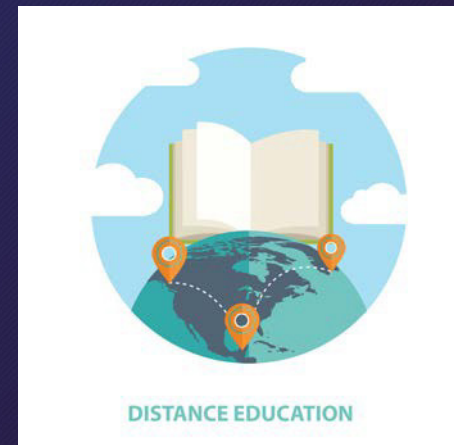
Being separated in time and place



Wegeriff (1998) discovered that the degree of students' success or failure was closely related to whether each student felt like an insider or an outsider.

Transactional Distance

Michael Moore (1984) *"There is now a distance between learner and teacher which is not merely geographic, but educational and psychological as well."*



The Optimal Role of the Online Teacher

Six Teaching Roles

- Facilitator
- Expert
- Formal Authority
- Socializing Agent
- Ego ideal
- Person who demonstrates compassion and understanding

Student Characteristics

- Independence and Responsibility
- Authoritarianism
- Anxiety

McKeachie (1978)

Copyright

Ask Yourself

- Did you create the work yourself?
- Did you pay to use it?
- Can you claim Fair Use?



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Phases of Engagement

Learner Role	Instructor Role	Examples
Newcomer	Social Negotiator	Ice Breaker
Cooperator	Structural Engineer	Peer Reviews
Collaborator	Community Member	Role Play
Initiator/Partner	Challenger	Group Presentation

Conrad & Donaldson (2011)

Adapting Classroom-Based Activities

- Will the activity help learners use the online tools?
- Does it assist in the social process needed to establish community?
- What type of interaction or collaboration with peers occurs?
- Is reflection required?
- Will a particular problem be resolved?

Conrad & Donaldson (2011)

Measuring Online Engaged Learning

- Rubrics
- Team Assessments
- Reflective Self-Assessments



Conrad & Donaldson (2011)

Activities

- Online Icebreakers
- Reflective Activities
- Authentic Activities
- Games and Simulations
- Learner-Led Activities



Conrad & Donaldson (2011)

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