

## **Planning and Pedagogy**

*Getting ready for delivery of Extension programs via technology*

### **Process of developing an eLearning Extension program**

#### **Identifying the need for the program**

- Determine how this program supports the mission of the university, college, Extension and/or department.
- Identify unique constituent needs and wants the program will address.
- Weigh the advantages and disadvantages of delivering this course or program using distance technology.
- Plan strategies to directly market the program to the target audience.

#### **Understand the target audience**

- What is their motivation for attending or participating in the program?
- What is their reason for learning the subject matter?
- Understand that the audience brings a wealth of experience to the program. How will you use that experience to enhance the learning of the other program participants?
- Audiences need to receive the education that they are expecting or they will opt out of the program. Is the material relevant to the participants' work or personal lives?

#### **Assessing the Competition and Risks**

- Determine comparable programs already being offered and by whom. Are they successful?
- Clarify how your program will differ from those already being offered.
- Forge partnerships with other organizations or institutions that may enhance this program.
- Identify potential liabilities that exist in offering this program at a distance.

#### **Defining Goals and Objectives**

- Develop instructional goals that will motivate and compel the program participant.
- Write learner-centered objectives that are focused on the expected changes in participant's behaviors.

#### **Developing Program Content**

- Identify the content and sequence of concepts to be taught.
- Use the principles of learning to determine appropriate teaching and learning strategies.
- Outline learning activities that meet the various needs of your learners so that many different learning styles are accommodated.

- Identify content experts that may collaborate in the program.

### **Reviewing and selecting distance delivery strategies**

- Review distance learning options appropriate to:
  - learner goals and objectives
  - access to and ability to use the desired technology
  - content to be taught
- Identify technical requirements for clientele hardware and software.
- Identify hardware and software requirements that you will need to deliver the program. –
- Learn how to use the hardware and software to implement the program.
- Know your budget and identify financial considerations that impact the use of different technologies.
- Determine if synchronous (live) or asynchronous (on demand) learning is best to achieve learner goals and objectives.
- Determine if learners need to be trained in the distance learning technologies being used and how this will occur.
- Once distance delivery strategies are determined, develop a timeline that includes all developmental steps that must occur to deliver the program.
- Schedule necessary facilities, equipment, and resource people to deliver the program.

### **Planning Program Delivery**

- Review existing materials.
- Determine what new program materials must be acquired or developed.
- Develop/modify web pages and/or other digital resources (audio & video files, images, etc.) that complement the course/program.
- Develop a strategy for contact of clientele.
- Plan activities that build reciprocity and cooperation among program participants
  - Wikis, Blogs, discussion groups
- Plan activities that respect diverse talents and ways of learning.
- Plan opportunities for active clientele participation and inquiry through discussion, handouts, demonstrations and presentations through the distance delivery strategies selected .
- Determine how learner progress on goals and objectives will be assessed.
- Develop program outline.
- Inform program participants of time commitment for the program and how technology may impact that.

### **Methodology considerations for online delivery**

- Chunk materials – group materials together by subject matter. This may be in your individual program or series of programs or on your county website.
- Be more concerned with quality than quantity. If using PowerPoint in the development of your program, limit the number of slides per presentation. Webinars tend to lose audiences after 40 minutes. Be concise and engaging with your audiences. Spend no more than two minutes per slide.

- Vary delivery methods. Use a variety of methods in each program.
  - Teach no longer than 5 – 7 minutes and then change the method. For example if you start with PowerPoint slides, change to embedded video after a few slides. Don't rely on a talking head to engage people in learning. Use your imagination to engage them.
- As appropriate, incorporate video and slides into both your live (synchronous) and on demand (asynchronous) programs.
- Make the learning as active as possible for the program participants. Use polls and quizzes to engage participation.
- Encourage participation by program participants, using technology that encourage discussion. This may be through email, chat pods, social networking sites wikis or blogs.
- Evaluate for both program effectiveness and for impact. Use what you learn to improve your next presentation.

### **Acquiring needed support and assistance**

- Talk to other faculty/staff who have taught using distance technologies.
- Observe programs taught using distance technologies.
- Conduct practice sessions using the distance learning technologies selected .
- Determine the types of support or assistance you will need in delivering the program.
  - These may include:
    - instructional design
    - scheduling
    - web site development and management
    - technical training to use web-based courseware tools
    - staff support
    - computer support

### **Administering the program**

- Determine which administrative procedures must be arranged before the program is marketed and taught.
  - registration assistance
  - online registration options
  - online payment services
  - determining pricing for the course/program
  - provision of program materials to clientele
  - procedures to provide Continuing Education Units, if appropriate
  - review of copyright law and limitations of what materials can be used in distance delivery of instruction (including web distribution, IP video, etc.)
  - scheduling of facilities and equipment on and off campus

### **Implementing the program**

- Develop back-up plans in event of technology interruptions and/or failure.
- Seek continual feedback from the learners about what is working well and what needs refinement.

- Request a peer reviewer to observe your program and recommend strategies to improve your teaching using distance technology.

### **Evaluating the outcome**

- Develop an evaluation plan that includes both formative and summative strategies.
- Seek feedback on program plans from other faculty/staff experienced in teaching via distance technologies.
- Engage a “sounding board” comprised of people who represent the learners and seek their input as program plans are developed.
- Compare learner outcomes using distance delivered instruction with traditional face to face instruction.
- Revise program based on feedback before offering again.