Involuntary Commitment Application

An Online Training Module

Masters' Award - Kim Whitfield
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Purpose and Context

- Research and analyze an existing face to face training program to determine if a self-directed online training was a viable solution.
- Research the advantages and disadvantages of face-to-face vs. online or self-directed training.
- Analyze current Involuntary Commitment (IC) training.
- Design, develop and evaluate a pilot program for online training material
- Client is the State Judicial System training division provides for over 6,500 employees

Literature Review

- Use of Web-based technology has enabled government trainers to reach more learners than ever before (Bonk, Lynch & Smith)
- In 2009, 28% of all training hours for organizations were completed online (Prost)
- Budgets are being restricted and being redirected to increase online learning (Lynch)

Literature Review - continued

- Quality of instruction of online learning vs. face-to-face have been debated for years
- Over 1,000 research studies from 1996-2008 measure quality of face-to-face vs. online instruction (Means)
- Various conclusions have been made

Advantages to face-to-face

- In 2000 Johnson concluded face-to-face was slightly more favorable in course quality
- In 2008 Smith concluded face-to-face corporate training was more clearly defined, collaborative and innovative
- In 2009 Jefferson concluded face-to-face allows instructors to tailored training sessions to needs of students

Limitations of face-to-face

- Banathy, Hannum & Briggs suggest instructor-centered encourages passive learning, ignores individual differences of learners
- Lynch contends learners have lower degree of learner control
  - Lower flexibility of time and place
  - Face-to-face can be expensive and labor intensive

Limitations (continued)

- Flexibility of time and place.
- Instructors do not have enough time to cover material. (Jefferson)
- Business alot little time for training and expect learners to complete training on the job.
- Limited classroom space and time.
- Labor intensive and expensive (Bates)

Question?

Can online learning eliminate some of these limitations and as a result, improve quality of instruction?

Online learning defined

- Bates uses the definition that online or distributed learning
  - Integrates technology to enable opportunities for synchronous and asynchronous activities
  - Instructors have flexibility to customize learning environments to meet the needs of diverse populations.
- Online learning activities emphasize asynchronous small group discussions, collaborative problem solving, reflective inquiry and competency-based outcomes(,Rudestam)
- Distance education includes instructional delivery of online courses on or off-campus, remote locations, correspondence courses and hybrid/blended online courses. (Parsad)

Online learning defined

- Summarized from Bates, Rudestam and Parsad
- A learner centered approach for synchronous or asynchronous activities utilizing customized learning environments that can be accessed anywhere or anytime

Benefits of one-to-one

- Bloom 2-Sigma problem
- Learners achieved 2 standard deviations higher in favor of one-to-one learning than in face-to-face learning
- Stated that online learning has potential of individualizing learning and make education affordable and accessible

Benefits of online learning

- In 2009 Means studied over 1000 empirical studies and concluded online learners performed better than face-to-face instruction
  - Due to flexibility of time and place
- Bonk and Smith measured learning outcomes and concluded learner satisfaction was better for online learners than face-to-face learners

Challenges of online learning

- Learners must be able to motivate themselves (Jefferson)
- Delayed feedback and lack of clarification from instructors
- Difficult to form personal relationships with peers or instructors
- Students with high perceptions of social presence scored high in perceived learning and satisfaction (Richardson)
- Students with low perceptions of social presence scored lower in perceived learning and satisfaction

Question?

Can online learning eliminate some of these limitations and as a result, improve quality of instruction?

Answer: Possibly

Online vs. face-to-face

- Face-to-face training may be more advantageous in many cases , online learning has become the wave of the future.
- Learning in the workplace is initiated by individuals as part of their working lives.
  - It is informal, self-directed and broken into small chunks of learning
  - It is driven by short term needs and not by any conscious plan of study. (Bates)

Online vs. face-to-face

- Overall, student satisfaction with their learning experience was better for online learning (Johnson)
- Online learning brings flexibility of time and place (Bates)
  - Increased learner satisfaction
  - Increased learner control
- After startup and maintenance costs, online learning reduces costs for travel and printing (Strother)

Needs Analysis

- Measured effectiveness of existing training
- Poorly attended training sessions
- Training sessions limited due to budget constraints and lack of instructor availability
- Instruction limited to 2 hour time frame
- Learners unable to retain learned information

Needs Analysis - continued

- Existing face-to-face and synchronous training sessions did not solve the problem
  - No flexibility of time and place
  - Did not increase learner satisfaction
  - Did not increase learner control
- Synchronous training did reduce learner travel expenses but not for instructors or equipment

Recommended Solution

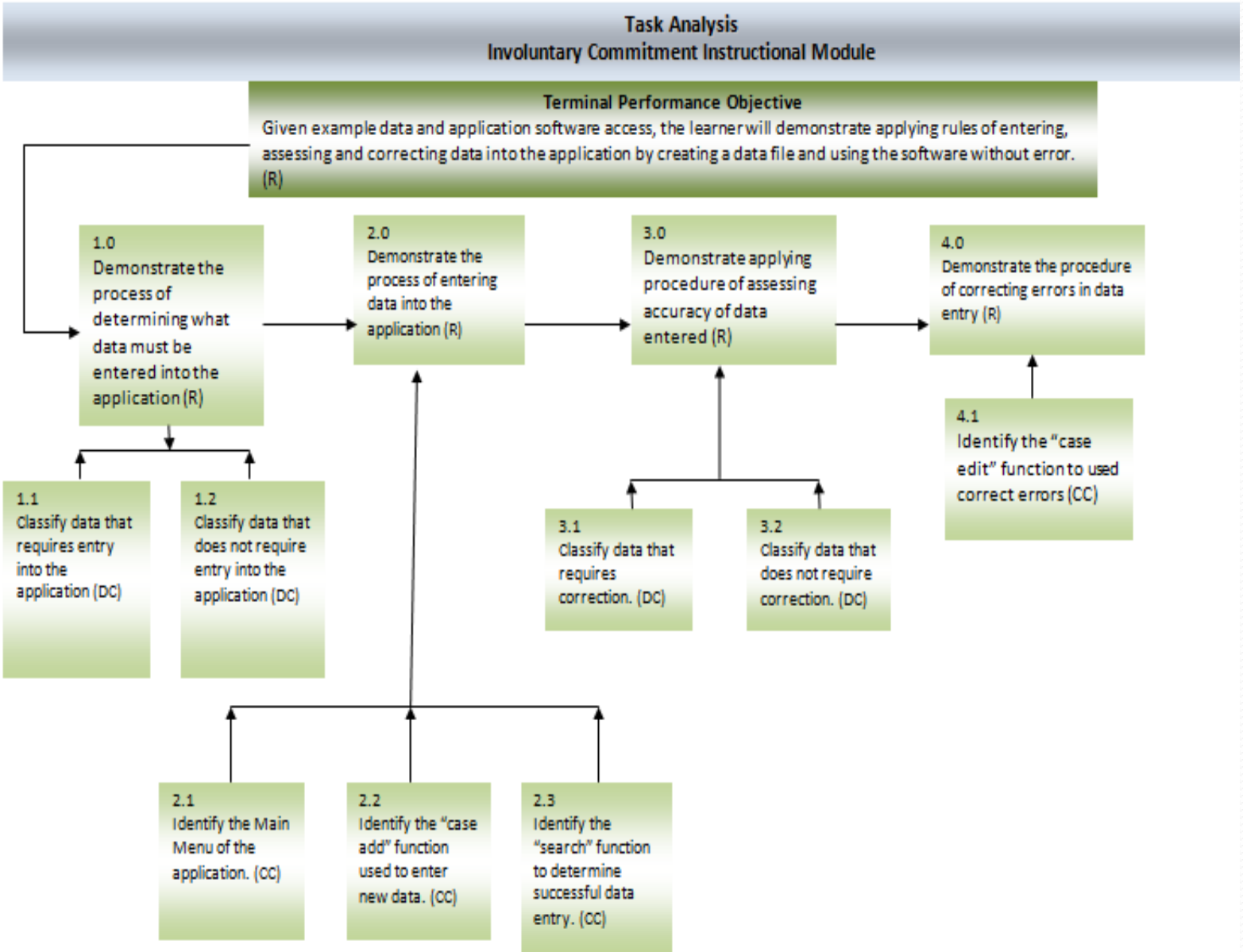
- Design, develop and evaluate a pilot program for online, self-directed training materials for the IC application.
- Have flexibility of time and place
- Address needs of learners
- Support learner control
- Enable learners to transfer knowledge and skills to workplace
- Revisit course as needed

Learning Outcomes

Upon completion of the self-directed online training, learners will be able to:

- Identify IC data in order to determine which cases and what information will be entered
- Demonstrate entering data without errors
- Demonstrate procedure of accessing accuracy of data entered
- Demonstrate process of correcting errors in data entry

Task Analysis



Goals, Objectives, Assessments and Instructional Strategies

Terminal Performance Objective Given example data and application software access, the learner will demonstrate applying rules of entering, assessing and correcting data into the application by creating a data file using the software without error. (R)			
Instructional Goal	**Learning Objective**	**Assessment**	**Instructional Strategy**
1.0 The learner will demonstrate the process of determining what data must be entered into the application (R)	Given a set of data on a case judgment form, the learner will demonstrate applying rules to identify data that does and does not require entry into the application by selecting the proper choices	Quiz: Present data entry guidelines and judgment form which was completed by a judge to student and ask them to examine the data on the form. Then ask the question "Should this data be entered into the system? Check the box Yes or No"	The self-instructional module will contain data entry guidelines and examples of case judgment forms with information that should and should not be entered into the application using examples and non-examples.

Instructional Model

- Schank Learning by Doing
- Core Values:
  - Learning to do skills
  - Learning occurs in context of goals that are relevant, meaningful and interesting to learner
  - Knowledge learned is in terms of relevant tasks and how they will use it

  Learners pursue goals by practicing target skills and using relevant content to help them achieve their goals

Environmental and Learner Analysis

- Network infrastructure and computer hardware installation is complete
- Private and public websites are accessible and VPN is available
- Learners are age 18 to 73 yrs old, men and women of many races and ethnicities
- Education ranges from high school to PHD
- Advanced computer skills
- Moderate to advanced reading and comprehension skills

Learner Analysis Matrix

Information Categories	Data Sources	Learner Characteristics
Entry Behaviors	Interviews, Data analysis, Observation	Learners have basic to advanced computer skills and moderate to advanced English reading and comprehension skills.
Prior Knowledge	Data analysis, Interviews	Learners have prerequisite knowledge needed to enter data into agency applications and discriminate case information. Learners may not have prerequisite knowledge of the Moodle LMS and will be directed to view Moodle tutorials available to them before they begin the training.
Attitudes	Interviews, Observation	Learners believe the use of self-directed training will enable them learn at their own pace while still being able to perform job responsibilities in a timely fashion.
Motivation for Instruction (ARCS)	Interviews, Observation	Learners are highly motivated. They want to acquire skills to protect their jobs and have satisfaction in performing well on the job.
Education and ability levels	Data analysis	Learners have a minimum High School Diploma or equivalent through PHD level of education. Learners have moderate to advanced learning abilities.
Relevance of skills to workplace	Interviews, Data analysis, Observation	Learners view the skills learned in the training are directly related to their work environment and therefore relevant and valuable.

The Instructional Module

- Self directed and self contained module created in Camtasia
- Includes PowerPoint slides, video recording of screen images, audio component, quiz functions
- Includes Welcome letter with contact information, instructions and links to materials

Formative Evaluation - Methodology

- Based evaluation on Dick and Carey Criteria – Clarity of instruction, impact on learner and feasibility
- ARCS Motivation Model – Gain attention, provide relevant information, ensure learner confidence to succeed and satisfaction with learning experience
- One-to-One instructional outcomes – Instruction contains appropriate vocabulary, complexity and examples, yields positive learner attitudes and achievement, is feasible and useable within given resources and environment
- Small Group instructional outcomes – Refine instruction to maximize effectiveness for target audience

Formative Evaluation – Instruments

- Instructional Module Survey, Pretest and Posttest
- Pretest and Posttest
  - 5 questions based on course objectives:
    - Determining what data to enter
    - Demonstrating data entry procedures
    - Assessing accuracy of data entered
    - Correcting errors
  - Question items were parallel to determine if learners achieved objectives

Formative Evaluation - Instruments

- Survey
  - Divided into 4 sections
    - Clarity of instruction, impact on learner and feasibility
    - Navigation, feedback and organization
    - Quality of instruction, relevance, gain and maintain attention and satisfaction with learning experience
    - Open ended about likes, dislikes and suggestions for improvement

Formative Evaluation - Participants

- 6 adult learners were participants
  - Smaller group than anticipated due to lack of time and permissions
  - 3 local, 3 remote to simulate target audience
  - 2 no experience with IC subject matter, 1 some experience, 3 more than 5 years experience
  - Ages range from 30 to 60
  - 3 advanced level computer skills, 3 moderate level skills
  - All have experience in various types of software application

Formative Evaluation - Procedure

- Explained procedure, how to access components of instruction and answer any questions
- One-to-one evaluation and remote evaluations
  - Made notes of comments and suggestion as they completed pretest, instruction and posttest
  - Allowed them to complete survey in private to increase their confidence and comfort level when rating the materials

Formative Evaluation - Procedure

- Remote evaluations
  - Conducted in Skype
  - Module loaded to Screencast
    - Emailed quiz questions to learners to complete while viewing instruction.

After evaluations were complete, emailed and contacted each learner to thank them for their participation

Formative Evaluation - Results

- Quality of instruction was good, learners satisfied with learning experience and instruction gained and maintained attention
- Material was relevant
- Purpose and goals were clearly stated, appropriate for various levels of computer experience, organized and easy to navigate
- Length was appropriate but glad it was broken up into short sections 5 min or less
- Larger sample group may give better indication of learners' mastery of learning objectives

Lessons Learned/Conclusions

- When initiating online projects, research the pro's and con's
- Designing self-directed instruction takes time
- Get commitment from evaluators in advance
  - Put it in writing and schedule it
- Make time for Revisions
  - To correct typos and errors identified by evaluators
  - To revise assessment, pretest and posttest questions for clarity
- Test software on different operating systems
- Send a thank you to everyone involved

References

- References and documentation

  http://www.kwhitfield721.com/portfolio

  - Capstone Project Report

- Link to the Involuntary Commitment Instructional Module

  http://kwhitfield721.com/ICTrain/ICTrain.html

Thank you

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