WCET Webcast

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Welcome to today's #WCETWebcast

October 14

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.

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Future-Grounded Design: Innovative Solutions to Emerging eLearning Design Challenges

October 14, 2021

Welcome!

Use the question box for questions and information exchange.

Slides and shared resources will be emailed to attendees next week.

Slides can be downloaded via the link in chat.

Follow the Twitter feed: #WCETWebcast.

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Hosted in partnership with:

LearningMate™

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Questions from the Audience

If you have a question during the presentation, please add it to the question box.

We will monitor the question box and have time for Q&A at the end of the webcast.

Moderator

Jackie Ricords

Transform Evangelist

LearningMate

Speakers

Teri Herron
Director, Customized Education
Office of Strategy and Innovation
National Education Partners

Shane Strup
Director, Curriculum & Instructional Design
Office of Strategy and Innovation
National University

Shelley Zimmerman
35-year law enforcement professional;
Retired Chief of Police San Diego PD;
National University Public Safety/Leadership Curriculum

Shelley Zimmerman

- 35-year law enforcement professional.
- Retired Chief of Police San Diego PD.
- National University Public Safety/Leadership Curriculum.

Project Overview

Partners: National University WES, the Commission on Peace Officer Standards Training, and LearningMate.

The Challenge: Ensure a quality hybrid online learning experience by redesigning an in-person, 8-hour training workshop for law enforcement officers.

Opportunity: WES was awarded grants to assist the Commission on Peace Officer Standards and Training (POST) in two key areas: Organizational Wellness and Community Policing.

Lessons Learned - Listening Tours & Research

Our Goal: Sharing our experience with a wider audience, nationally, and internationally.

How has our training adapted over time?

- Our in-person learning is crucial, but online virtual can supplement.

How is this future-grounded for POST?

- Reaching out in a virtual way for learners and other professional organizations and communities.

What does it mean to spend time with this training?

- Engage, learn, and collaborate in a virtual community.

Teri Herron

Director, Customized Education

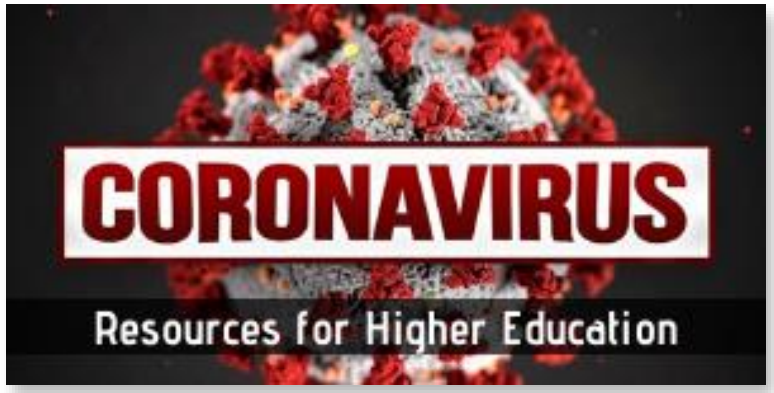
Office of Strategy and Innovation

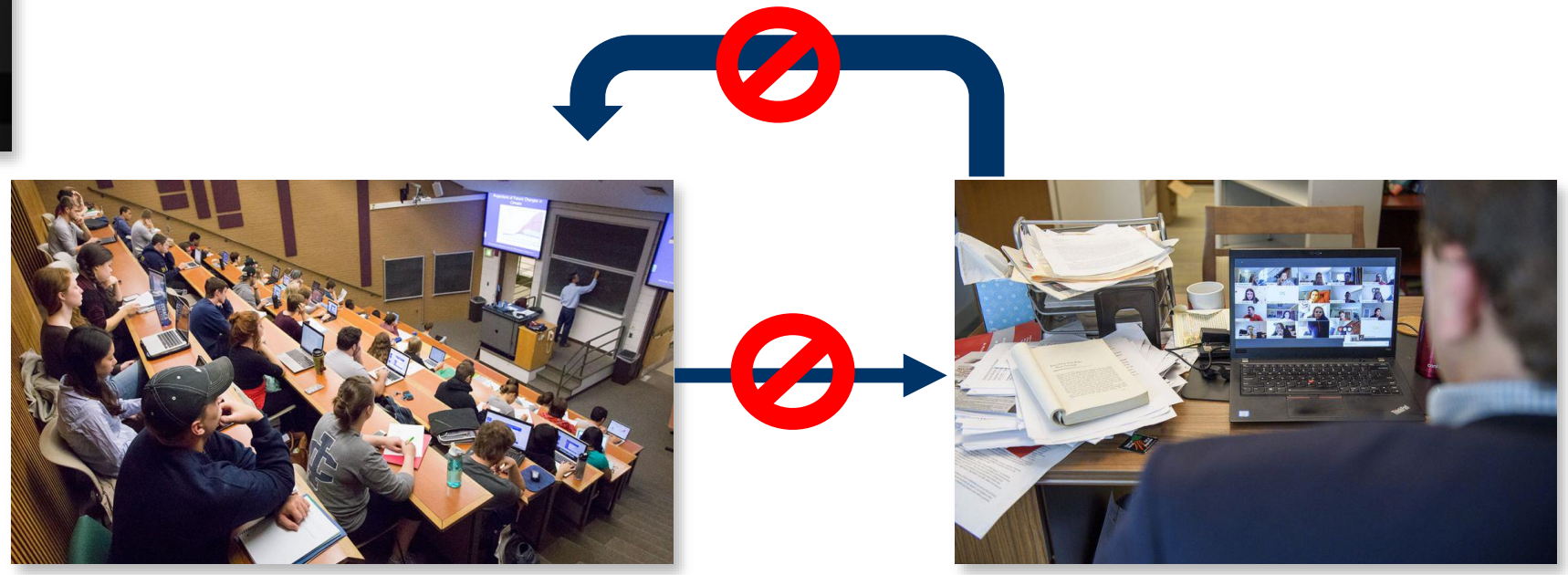
National Education Partners

Lessons Learned - Future Grounded & Scalable

How design is **future-grounded?**

How can we show our **relevance** with research?





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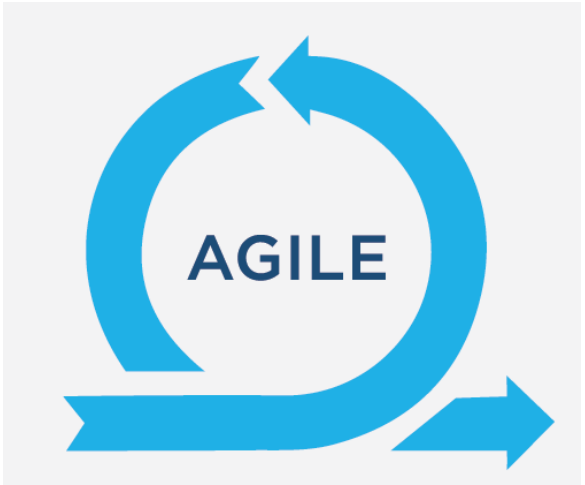
Lessons Learned - Future Grounded & Scalable

How can we use **future-grounded design** to move from *"for now"* strategies to solid, scalable efforts?



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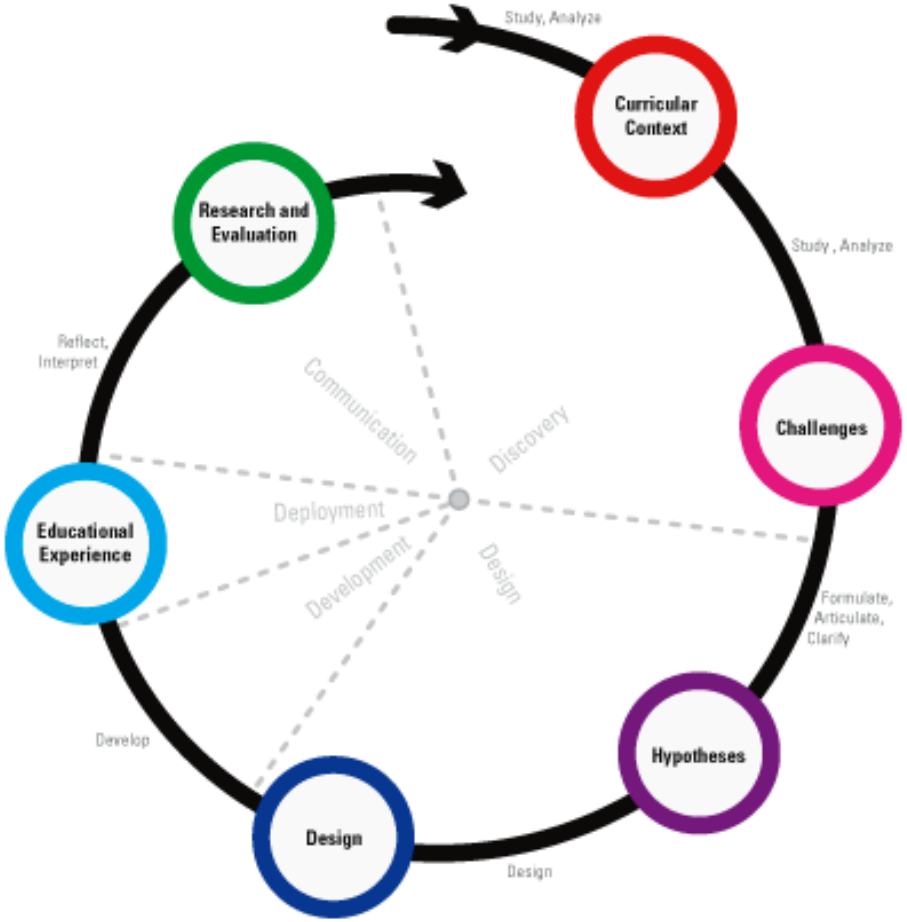
Lessons Learned - Future Grounded & Scalable

Rely on the **data** to show your efforts are solid and scalable.



https://ccnmtl.columbia.edu/dr/spiral.html

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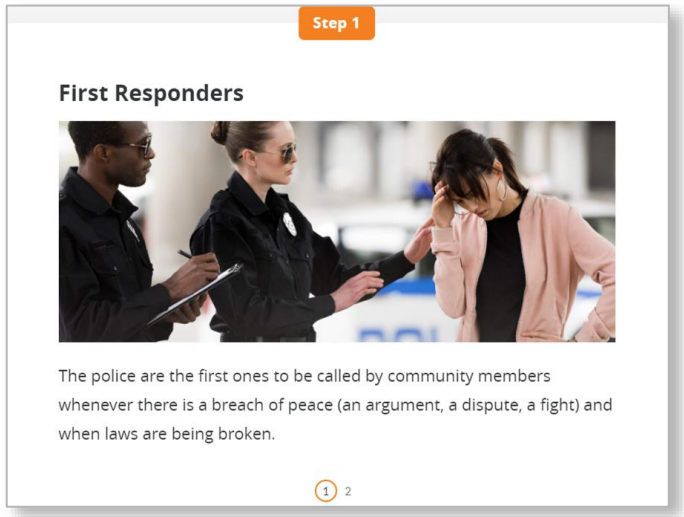
Future-Grounded Design - Project Components

The Solution: The team had three months to create high-quality online training enhanced by a series of documentary-style video introductions, scenario-based learning experiences, and interactive learning activities.



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Future-Grounded Design - The Result

Making an Impact: The self-paced, hybrid learning design approach in the online training fosters learner agency and responsibility. NEP/WES and LearningMate utilized intentional design strategies centered on creating learning experiences that could be completed in small, individual increments, not dependent on a prescribed sequence.

Making a Different: “I just wanted to thank you for an exceptional conclusion to the online course, “Building Our Team Through Community Policing.” I can honestly say it is, without a doubt, one of the best trainings I have ever participated in on any topic.” ~Community Policing pilot participant feedback

Award: D2L 2021 Excellence Award.

D2L
DESIRE2LEARN

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LearningMate™ Transform

Shane Strup

Director, Curriculum and Instructional Design

Office of Strategy and Innovation

National University

Lessons Learned - Research

Collaboration and Innovation: How does the NU WES **training-based experience** influence the University system at large?

Reuse: How do we ensure an atmosphere that fosters sharing?

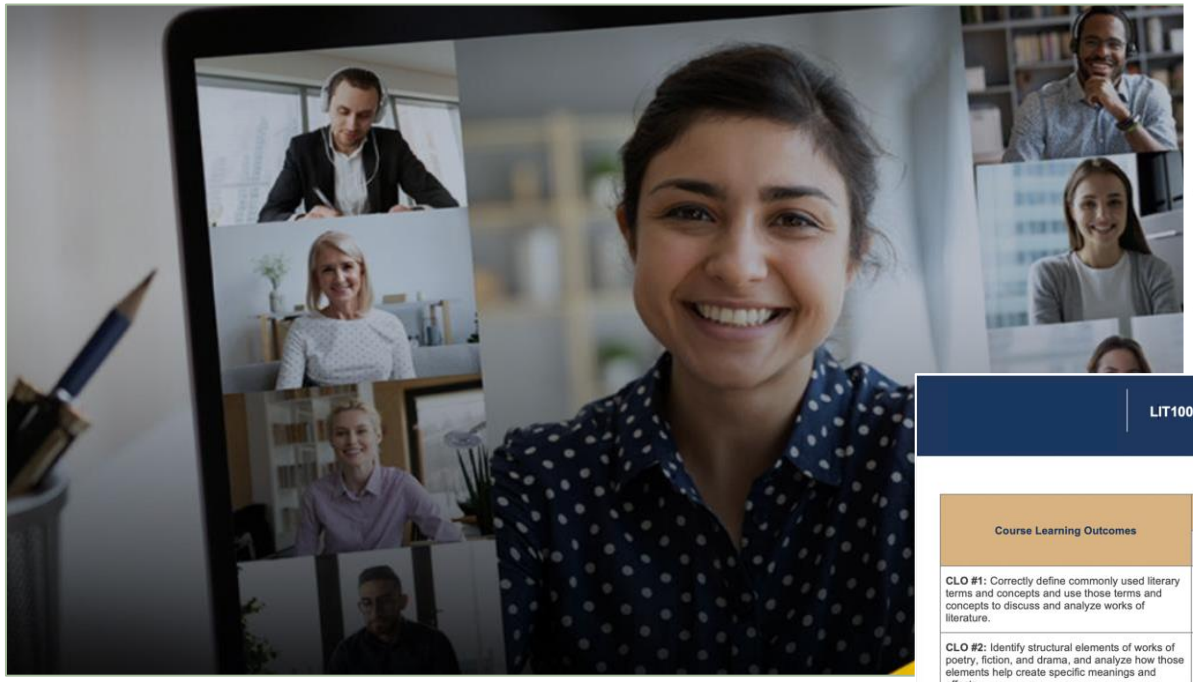
Ensure theory and practice into a larger design modality:

- Our goal is to be flexible in our approach.
- Use materials from courses in trainings and vice versa.

What's Next?

Reuse of Community Policing interactives (Units 1-6) in NU's

CJA-446: CJ Management and Leadership



Criteria	Distinguished	Proficient	Basic	Unacceptable
Meets Assignment Requirements	5 Points Presentation content accurately reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers all of the suggested reading content material. Presentation content perfectly aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	5 Points Presentation content for the most part reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers most of the suggested reading content material. Presentation content for the most part aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	5 Points Presentation content somewhat reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers a few of the suggested reading content material. Presentation content somewhat aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	5 Points Presentation content does not reflect the topic of professional engineering ethics (positive and negative impact). Presentation content considers none of the suggested reading content material. Presentation content poorly aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).
Voice and Tone	5 Points Writes with directness and clarity; style is simple and informative; the tone is illuminating and confident, voice is spirited and cogent.	5 Points Writes with a good amount of clarity; style is sometimes informative; the tone is confident; the voice is fairly spirited and cogent.	5 Points Writes with some clarity; style is adequately direct; the tone is hesitant; the voice is slightly regressive.	5 Points Ambiguity and clarity prevail; the tone is bereft of confidence; the voice is detached.
Content and Support	5 Points Explanations of elements (data and information) are clear, enhance the	5 Points Explanations of elements (d and information) are not qu complete or helpful, but the	5 Points	5 Points

LIT100 Intro to Literature CLO Curriculum Map

Course Learning Outcomes	Activities and Assessments				
	Readings	Lectures	Learning Activity	Discussion Threads	Assig
CLO #1: Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.	Weeks 1-4	Weeks 1-4	Week 1	Weeks 1-4	We
CLO #2: Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.	Weeks 1-4	Weeks 1-4	Week 2	Weeks 1-4	Wee
CLO #3: Compare works of literature in terms of theme, structure, and use of literary devices.	Weeks 1-4	Weeks 1-4	Week 3	Weeks 1-4	Wee
CLO #4: Discuss and analyze works of poetry, fiction, and drama based on close reading of the texts.	Weeks 1-4	Weeks 1-4	Week 3	Weeks 1-4	Wee
CLO #5: Write effective literary analyses defending arguable theses based on close reading of texts and incorporating relevant literary terms and concepts.	Weeks 1-4	Weeks 1-4	Week 4	Weeks 1-4	Wee
CLO #6: Identify issues and questions raised by literary texts that might be addressed by literary analysis.	Weeks 1-4	Weeks 1-4	Week 4	Weeks 1-4	Weeks 3, 4 ✓

Virtual Office	The Virtual Office is the place to ask general questions about the class, assignments, and/or any aspect of the course (administrative or academic). When posting a question about the material, please also include what you feel is the correct answer to your question. A more appropriate form of communication for personal questions or private matters that need to be discussed with the instructor should be sent through email. Please allow 24 hours for a response. Click on the "Virtual Office" link above to navigate to the course Discussion Board.
Week One Discussion 1	Introductions! Please take a moment and introduce yourself to the class. In addition to a brief bio, please let us know what you are looking for in this class! Feel free to respond to your classmates as well. Your posts must be in accordance with the University's Threaded Discussion Guidelines.
Week One Discussion 2	**Engineering Management versus General Management** Management is a process by which managers create, direct, maintain, and operate purposive organizations through coordinated, cooperative human effort. In comparison, engineering management is a discipline in its own right. It is the

Resources

Building Our Team Through Community Policing:
https://www.nu.edu/ourprograms/traininganddevelopment/law-enforcement/programs/building-our-team-through-community-policing/

Caring for the Caretakers - Organizational Wellness for Law Enforcement:
https://www.nu.edu/ourprograms/traininganddevelopment/law-enforcement/programs/organizational-wellness/

National University Case Study:
http://bit.ly/Case1NU

National University Workforce Education Solutions Case Study: https://bit.ly/3BUWwpH

LearningMate™

National University Leverages **LearningMate Transform** to Enhance & Build Online Programs in Extensive Curriculum Scaling Initiative

Industry: Higher Education University | Solution: Course Development & Enrichment | Project Size: 300 courses | Project Duration: 4 months

BACKGROUND

As the Covid19- Pandemic fast-tracked efforts to move towards hybrid and online education, many institutions held out hope of resuming on-campus classes. While very few were entirely in-person as of October 2020, many institutions were trying to adopt primarily online models.

Following an evaluation of the preparedness for a fully-asynchronous environment, quality of resources, and the ability to allow students to progress through materials as quickly as their schedule allows, National University (NU) recognized a need to scale 51 asynchronous programs nationwide. NU's Center of Innovation (CIL) and faculty partnered with Learningmate to ensure high-quality, engaging, career-focused online programs for students.

Leveraging LearningMate Transform, the team enhanced 29 existing programs and built 21 new programs in four months. This curriculum scaling effort included converting 300 courses, 120 hours of interactive student-engagement content, and 2,500 discussion boards.

Leveraging LearningMate Transform, the team enhanced 29 existing programs and built 21 new programs in four months.

THE SOLUTION

NEP/WES and LearningMate partnered for a challenging task: Ensuring a quality hybrid online learning experience by redesigning an in-person, 8 - hour training workshop for law enforcement officers.

WES was awarded grants to assist the Commission on Peace Officer Standards and Training (POST) in two key areas: Organizational Wellness and Community Policing. POST was established by the Legislature in 1959 to set minimum selection and training standards for California law enforcement. The NEP/WES team partnered with LearningMate on the completion of the grant goals.

The team had three months to create high-quality online training enhanced by a series of scenario-based interactive learning experiences, video introductions, and graphic handouts created by LearningMate. The unit-based community training contained two pathways:

- POST Organizational Wellness Program: Developed a distance learning curriculum to support managers and law enforcement professionals in the creation of environments and culture in which wellness is central to all aspects of the organization, including an emphasis on trauma-informed care, the impact of cumulative stress, structural barriers to organizational wellness, coping and resilience, and establishing an organizational wellness program.
- POST Community Policing Program: Developed and implemented a distance learning curriculum for POST personnel focused on identifying best practices to support a systematic approach to problem-solving that improved community relations, decreased negative perceptions of law enforcement, and improved crime prevention.

The self-paced, hybrid learning design approach in the online training fosters learner agency and responsibility. NEP/WES and LearningMate utilized intentional design strategies centered on creating learning units as learning objects that could be completed in small, individual increments not dependent on a prescribed sequence.

IMPACT AND OUTCOMES

The LearningMate and NEP/WES collaboration is receiving high marks. From a data results perspective, learner completion data show the virtual designs support the achievement of the learning objectives, and anecdotal evidence indicates learners view the learning experiences positively. In addition, the Peace Officers Standards and Training project was awarded an online learning innovation award in July 2021. The D2L Excellence Award recognizes innovation in digital education, learning, and development.

Feedback from members of the NEP/WES team supports the success of the project. Dr. Teri Herron, Director of Customized Education for NEP, shared, "It was such a joy to partner with LearningMate on the POST initiative. The team worked collaboratively and tirelessly to help realize my design vision for the project and made the revision process smooth and easy. It was a high-profile project with an extremely tight timeline, and I literally could not have done it without them. LearningMate really knocked it out of the park, and I am thrilled to share the congratulations on the award with the team!"

Learn More: learningmate.com | Follow Us: | Powered by LearningMate communications@learningmate.com

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Questions from
the Audience

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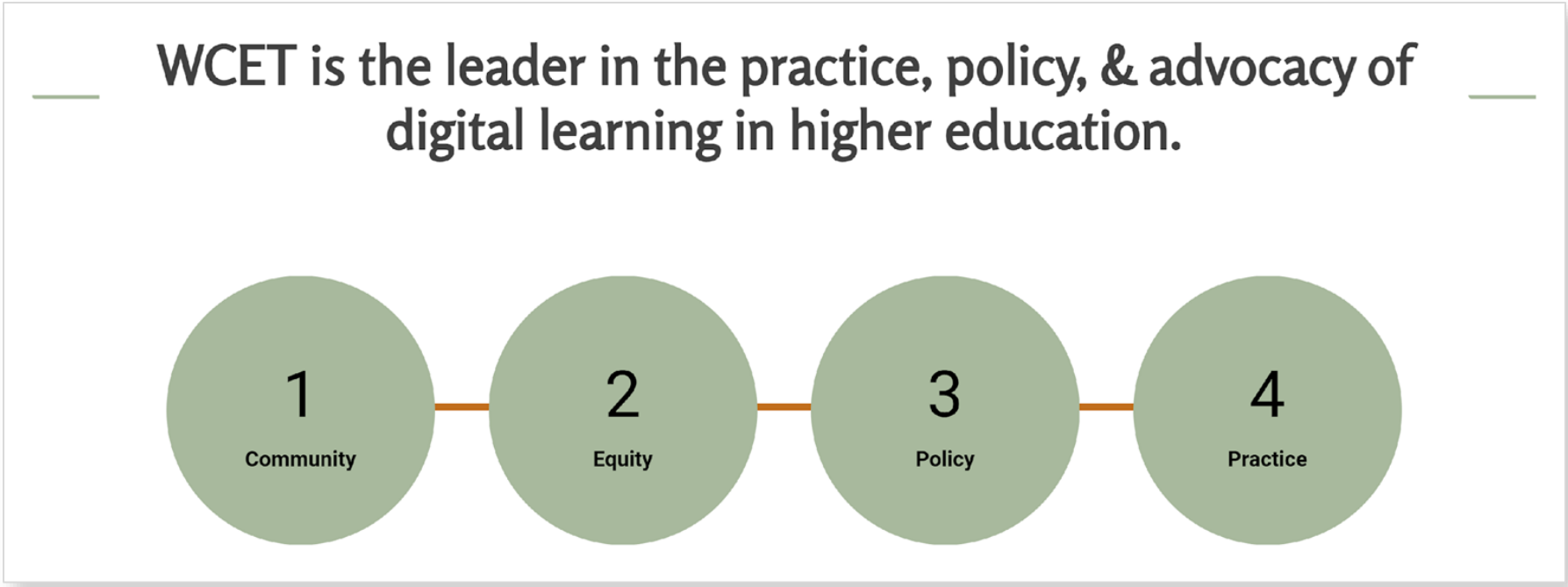

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Additional Information and Resources

The webcast recording and additional resources will be available next week: wcet.wiche.edu/events/webcasts

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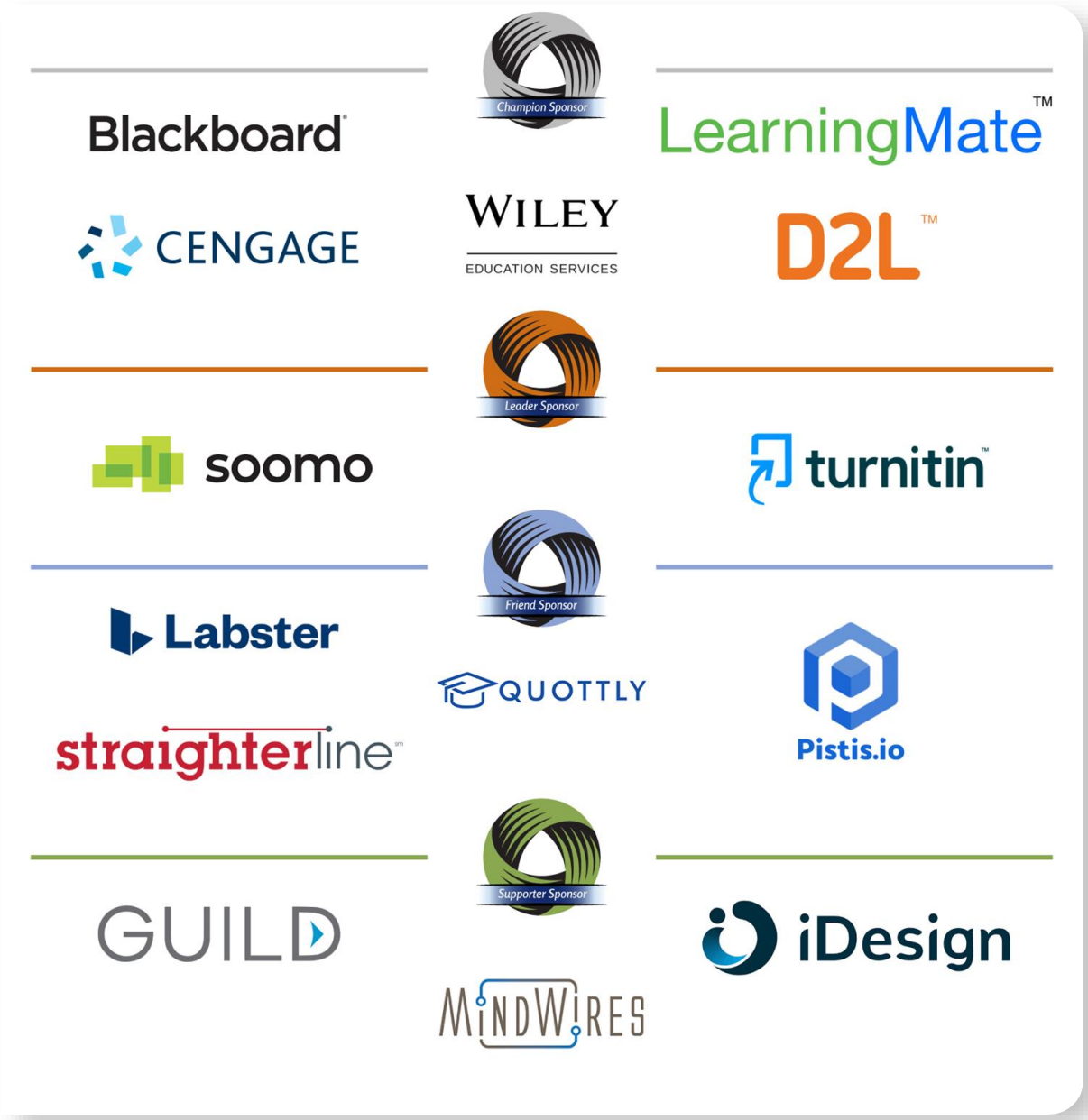

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Join us next week:

The Future of #OnlineLearning Leadership

OCTOBER 21 | 12 PM MDT

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Speakers:

Andrea Jones-Davis
Jackson State University

Melissa Kaufman
Drexel University

Lergia Olivo
Florida International University

Moderator:

Luke Dowden
Alamo Colleges

https://wcet.wiche.edu/events/future-online-learning-leadership

Register today!

https://wcet.wiche.edu/events/annual-meeting

Thank you!

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