

Ready or Not? Incorporating e-Learning into Your Professional Development Mix



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ECE Investigations Webinars
May 30, 2018

ACTIVITY | What's on your "PD Plate?"

Step 1 | On a sheet of paper, draw a circle to represent your current "professional development plate."

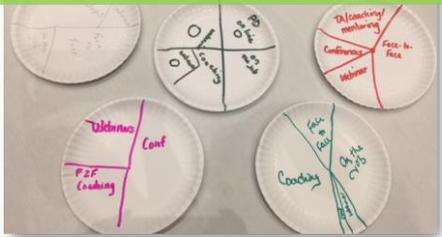
Step 2 | On the plate you've drawn, portion out what professional development formats you are currently utilizing in your program.



ACTIVITY | What's on your "PD Plate?"

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Step 2 | On the plate you've drawn, portion out what professional development formats you are currently utilizing in your program.



Time for poll #1 and poll #2!

Horizontal lines for poll #1 and poll #2.

A little about me...

Passionate about adult education and organizational leadership

B.A. and MBA
 CCR&R Training Coordinator/ Assistant Director
 Business Manager, McCormick Center for Early Childhood Leadership
 Director of Technology Initiatives, McCormick Center
 e-Learning Initiatives Manager, NC Partnership for Children

Professional and Organizational Development

Horizontal lines for poll #1 and poll #2.

A little about me...

Passionate about adult education and developmentally appropriate practices for all children

B.A.
 Twenty-two years in the ECE field
 At Quality Assist, an early education consulting company, for eighteen years.
 Formerly with the Georgia Association for the Education of Young Children.
 Quality Assist is a national provider of e-professional development.

Adult Education and Developmentally Appropriate Practice

Horizontal lines for poll #1 and poll #2.

Time for poll #3!

Our Objectives Today



- Explore the concept of balancing modalities in professional development
- Identify different types of online learning, their pros and cons and indicators of quality
- Test ideas about how online learning can be used to balance PD experiences without sacrificing the benefits of face-to-face
- Identify ways we can be intentional to ensure online PD experiences “stick”

What's in the fridge? Types of e-learning offerings



What's in the fridge? Types of e-learning offerings

Online Meetings

- Small groups
- Allow multiway communication
- Open microphones | screen sharing | collaboration on documents | videos

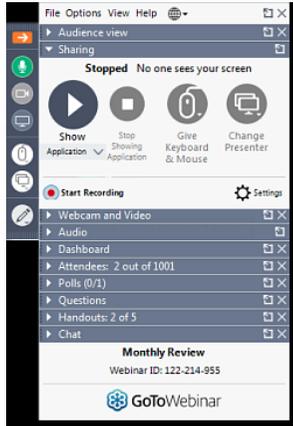
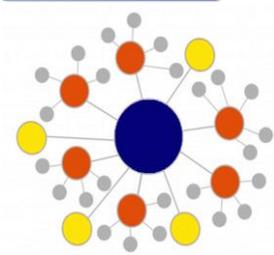


What's in the fridge? Types of e-learning offerings

Webinars

- Larger groups than online meetings.
- Limited multiway communication.
- Communication controlled by host to manage noise and moderate flow of information.

Webinars



What's in the fridge? Types of e-learning offerings

Webcasts

- Very large groups.
- One way communication.



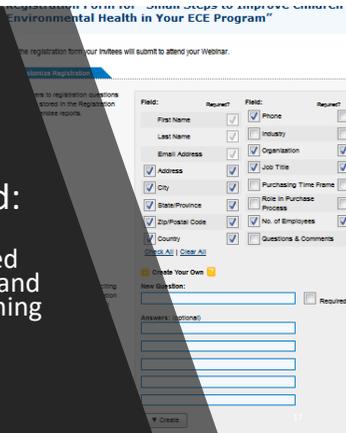
What's in the fridge? Types of e-learning offerings

Self-Paced e-Learning

- Allows participants to work at their own pace and when they wish
- May be asynchronous or synchronous with a few or many other participants
- Provides opportunity for activities, assignments, or visuals to support learning
- Data tracking allows for participants and content providers to track progress

Often overlooked:

Data generated before, during, and after the e-learning experience



What to Look for in Quality Online Professional Development



When implemented well...

e-Learning can almost replicate conference workshops or classroom learning.

INTERACTIVE

Otherwise...

like keynote addresses, videos, podcasts or lectures.

PASSIVE



What's in the fridge?
Types of e-learning offerings

Blended Learning and Hybrids

These learning modalities bring together **the best** of two or more delivery models.



Blended learning can bridge the

“Fly-by” PD effect



Your Role as Sous Chef



Your Role as Sous Chef

Consuming a healthy PD diet means supervisors and staff must be intentional about what, when, where, and how content is consumed.



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ACTIVITY |

Generating Ideas for PD Follow-up and Engagement

FOR EACH SCENARIO, THINK ABOUT...

What support might this person need **ahead** of the professional development experience to ensure that it is meaningful? What expectations might you need to communicate?

What support might this person need **during** the professional development experience? What might your role be while it's taking place?

What might you do **after** the professional development experience to ensure that the information is implemented and shared with others?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | Destiny Tackles Staff Meetings



Destiny is a budding leader among the teaching staff. As the director, you're aware through conversations with her that she has aspirations to one day move into an administrative role within the early childhood center. It's clear that she'd like to continue to grow her leadership skills. One goal you and Destiny have identified for the year is to have Destiny assist in facilitating the weekly staff meetings. Destiny seems nervous to do so and unsure how to help keep conversations in the meetings on track and positive.

Together you identify a 3-session webinar series on facilitating effective meetings. The webinars are offered from 10:00-11:00 a.m. on Tuesdays for three weeks, which is typically a time that Destiny is teaching in her classroom of 3-year olds. There is a computer with Internet access in the office that Destiny can use for the webinars. Destiny is fairly tech-savvy but has never participated in a webinar before. Regardless, you've agreed that this is an important opportunity for Destiny's professional growth and you sign her up.

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | Destiny Tackles Staff Meetings



What support might Destiny need **ahead** of the professional development experience to ensure that it is meaningful? What expectations might you need to communicate?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | Destiny Tackles Staff Meetings



What support might Destiny need **during** the professional development experience? What might your role be while it's taking place?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | Destiny Tackles Staff Meetings



What might you do **after** the professional development experience to ensure that the information is implemented and shared with others?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #2 | MARIE MASTERS STEM



Marie is a teacher in the 4-s classroom. Your own observations as the director, as well as assessment scores for Marie's classroom have indicated that she could use some additional supports to ensure that her classroom curriculum includes STEM activities. In talking with Marie, she has indicated that she has never much liked math and science. It's also evident that she is unsure of what STEM materials and activities might be developmentally appropriate for her classroom.

Later this month, there is a 2-hour face-to-face training offered by a nearby CCR&R on a Thursday evening that focuses on integrating STEM activities into the curriculum. In addition, the center can access technical assistance about this topic through the CCR&R to support teachers. The TA is provided during the school day via an online meeting tool. There is a computer with Internet access in the office that Marie can use for the online meetings. Marie is hesitant about attending the face-to-face training and more nervous about accessing the online TA. However, she has agreed to give both a try.

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | MARIE MASTERS STEM



What support might Marie need **ahead** of the professional development experience to ensure that it is meaningful? What expectations might you need to communicate?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | MARIE MASTERS STEM



What support might Marie need **during** the professional development experience? What might your role be while it's taking place?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #1 | MARIE MASTERS STEM



What might you do **after** the professional development experience to ensure that the information is implemented and shared with others?

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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #3 | ADDIE ADDRESSES CHALLENGING BEHAVIORS

Addie is a seasoned family child care provider who has been in business for about 15 years. You've recently been assigned as Addie's coach through a local professional development agency. In your initial conversations with Addie, she has indicated that she's really struggling with a couple of children in her care that have been exhibiting aggressive and defiant behaviors. After some additional conversation, you both agree that this is an area where professional development would be helpful.



While face-to-face training is available in your area focused on the topic of addressing challenging behavior, it is difficult for Addie to leave her program in order to attend. However, there is a 10-hour self-paced online course offered through a state early childhood organization. Addie has an iPad. However, she says that she uses it only to check email and Facebook and doesn't feel that comfortable accessing other tools/features. You offer to support her through the process, and she agrees to take the self-paced course.

ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #3 | ADDIE ADDRESSES CHALLENGING BEHAVIORS

What support might Addie need **ahead** of the professional development experience to ensure that it is meaningful? What expectations might you need to communicate?



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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #3 | ADDIE ADDRESSES CHALLENGING BEHAVIORS

What support might Addie need **during** the professional development experience? What might your role be while it's taking place?



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ACTIVITY | Generating Ideas for PD Follow-up and Engagement

SCENARIO #3 | ADDIE ADDRESSES CHALLENGING BEHAVIORS

What might you do **after** the professional development experience to ensure that the information is implemented and shared with others?



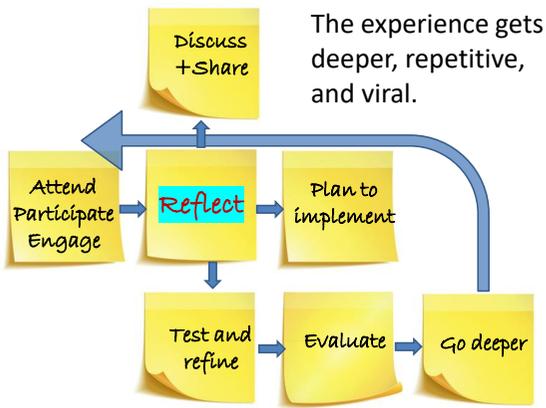
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BEFORE | Be Intentional

Intentional professional development for employees requires action from supervisors.



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Reflections Form



<http://bit.ly/ECReflections>

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Who is in your early childhood workforce?



How to we reach and serve underserved populations?

How do we insure Digital Access?

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Changing Demographics of the ECE Workforce

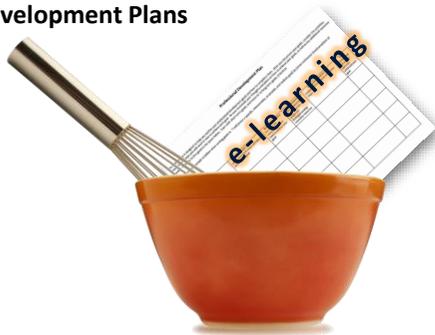


- Foreign-born share of ECE workers has risen. Immigrants now make up 18 percent (or nearly one fifth) of the ECE workforce
- Immigrants are over-represented in the lower-paying sectors of the ECE profession, such as family-based child-care workers

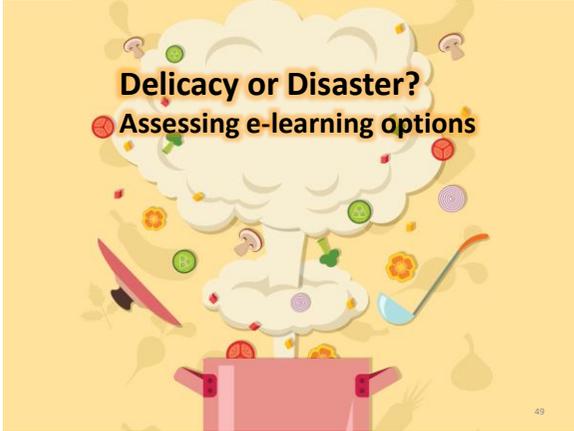
The Migration Policy Institute

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When to mix in e-learning | Tying e-Learning into Professional Development Plans



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DON'T FORGET!
 Important features of e-professional development

LOOK FOR...

- Quality research-based content
- Engagement strategies
- Application (Take it to action!)
- Credit



DON'T FORGET!

Important features of e-professional development

- Learner in control (flexibility and 24/7 access to platform)
- Security
- Customer support (Help Desk)
- User friendly technology
- Cost
- FUN!



What would you add??

WHAT TO LOOK FOR IN QUALITY E-LEARNING EXPERIENCES

	1 star at all	2-3 stars at all	4 star at all	5 star at all
1. The content of the course is fresh and up-to-date.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The content is delivered in a way that is easy to grasp.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The learner has control over the learning experience and can select content most relevant to his or her work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The course is exciting and visually interesting from start to finish.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Words and graphics are used to reinforce concepts and convey meaning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The course is easy and intuitive to navigate.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The learner has access to take-aways that can be utilized/referenced once the course concludes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The learner is challenged to test higher knowledge and skills through applicable scenarios and real-life scenarios.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The course is interactive and fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The course is accessible via multiple device types. (Computer, tablet, mobile device)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The course is accessible to learners with disabilities. (Size for content in colors, large enough font size, available transcription or closed captioning, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The audience would find this course worth their time.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leiterhank, K. 2015

ACTIVITY | Changing up your PD menu?

Now that you know more about e-Learning opportunities and how they might support your overall PD goals, **how might what's on your "PD plate" change?**

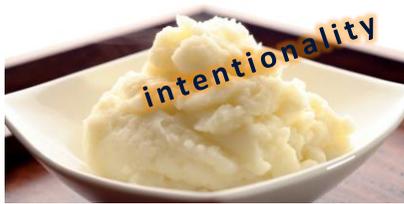
Redraw your plate to reflect your thinking.



Time for poll #4!

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Our Goal | Continually assess the “right mix” of professional development to meet the need and add a “heaping portion” intentionality to professional development in your organization.



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Resources



<https://qrisnetwork.org/conference/2018-qris-national-meeting/program-agenda>

www.smartstart.org/fabrik-one/

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