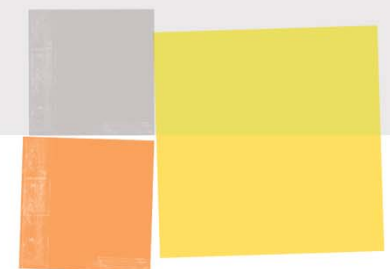


Distance Learning: *Lessons Learned*

**Rachel Brady, PT, DPT, MS; Toby Long, PT, PhD, FAPTA
John Richards, MA, AITP**
Georgetown University Center for Child and Human Development

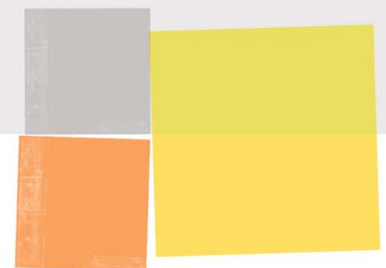
Gaetano R. Lotrecchiano, EdD, PhD; Laurie Lyons, MS
Children's National Medical Center/Children's Research Institute
George Washington University School of Medicine and Health Sciences

Michaela Farber, PhD, MSW
The Catholic University of America National Catholic School of Social Work



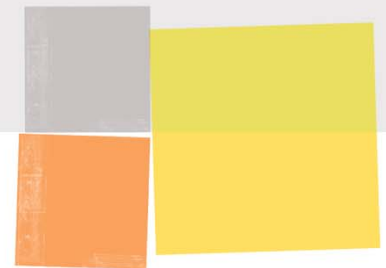
Agenda

- Overview of distance learning concepts
- Description of **DC LEND Blended Learning program** (Children's National Medical Center)
- Description of **Contemporary Practices in Early Intervention** (Georgetown University)
- Sharing of lessons learned
- Discussion



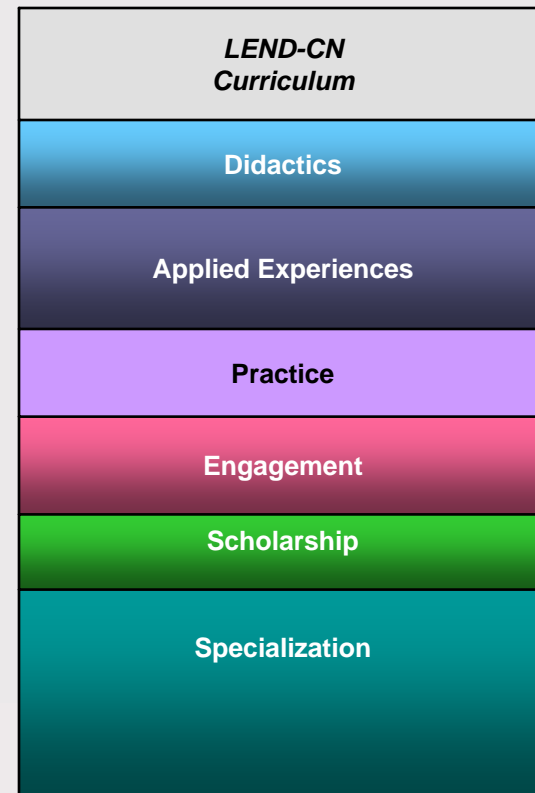
Distance Learning: Overview

- “Shifting” the learning paradigm
- Blending different learning techniques
- Using technology
- Sharing information to create collaboration



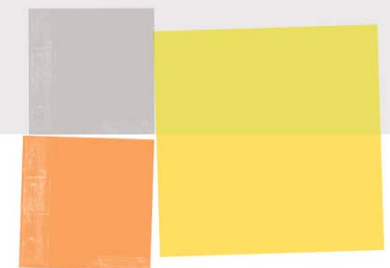
DC LEND

- 20 hour Blended Learning Program
 - On-line Didactics
 - Applied Experiences
 - Practice
 - Engagement Programs
 - Scholarship
 - Specialization (ASD & AUD)



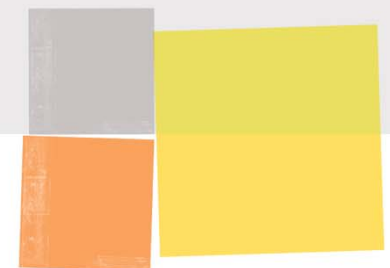
DC LEND Blended Learning (BL) Program (Goals)

- Trainees more easily relate personal/community experiences to the didactic rigor
- BL model affords busy and diverse cohorts of LEND trainees the ability to satisfy their learning needs over greater periods of time
- Computer-mediated platform, deeper and more rigorous study



DC LEND Blended Learning (BL) Program (Goals)

- Inclusion of community and affiliate stakeholders could be more easily achieved
- BL computer-mediated program response to MCH performance measures.
 - *“use principles of adult learning, scholarly and scientific research, and effective education models that utilize available technologies”* (MCHB OMB No. 0915-0298, 2010)

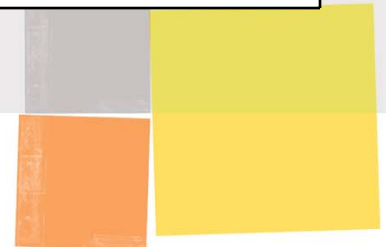


DC LEND Program Structure (Knowledge Areas)

HSci 6230	HSci 6231
Orientation and introduction to vulnerable populations	The caring and coping of families of children with disabilities
Introduction to advocacy and public policy regarding disabilities; History of the disability rights movement	Leadership
Research methodology and evidence-based practice	ADHD, LD, and SPD
Cultural and linguistic competency	Intellectual disabilities, and co-occurring developmental and emotional disorders
Family centered care	Special education for school-age children
The influence of chromosomes, heredity; birth defects, prenatal diagnosis; and fetal therapy	Language and communication disorders; Assistive technology
Prematurity and low birth weight; Early developmental outcomes	Future expectations and the transition from adolescence to adulthood
Audiological testing, hearing loss, and deafness	Promoting health and wellness across the lifespan
Cerebral palsy	Nutrition screening, growth monitoring, and diet
Communication disorders (oral motor and speech/language problems)	Trauma and its impact on children with disabilities

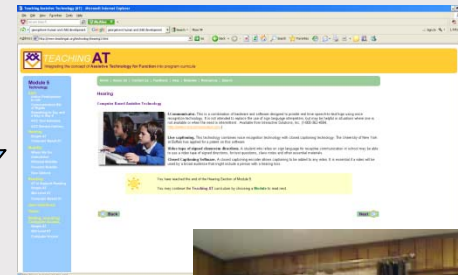
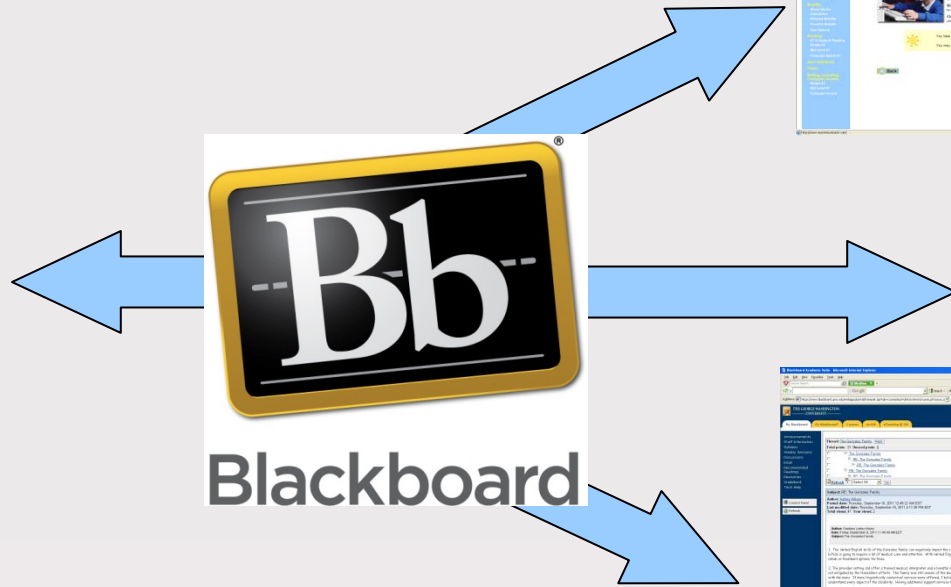


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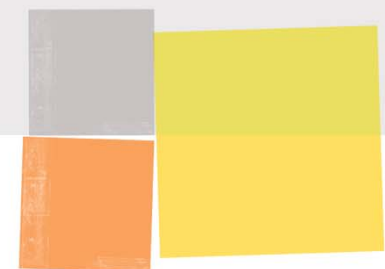
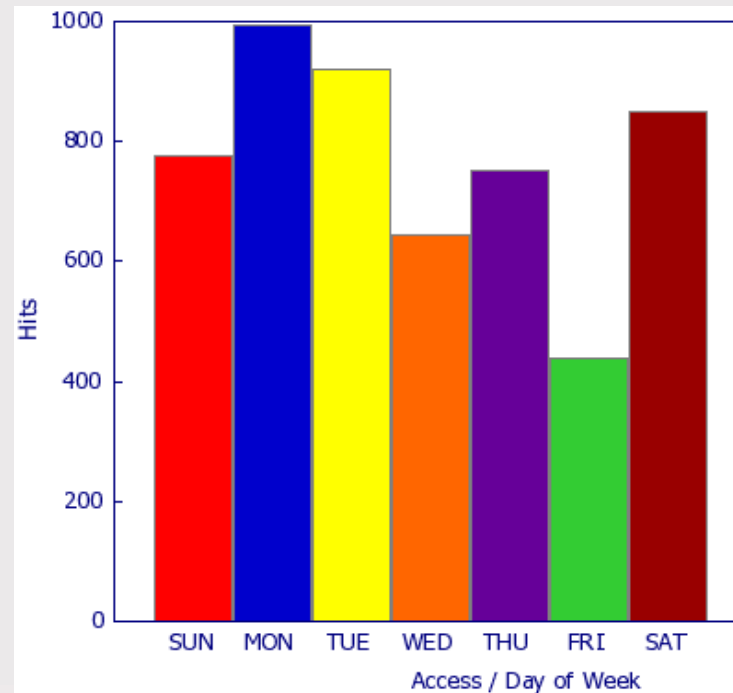
DC LEND Program Structure (Online Technology)

- Throughout the week (Asynchronous)
- www.blackboard.gwu.edu



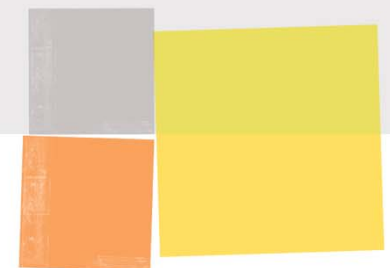
DC LEND Program Structure (On-line Weekly Engagement)

Day of Week	Hits	Percent
SUN	775	14.42%
MON	994	18.5%
TUE	919	17.1%
WED	643	11.97%
THU	751	13.98%
FRI	440	8.19%
SAT	851	15.84%
Total	5373	100%



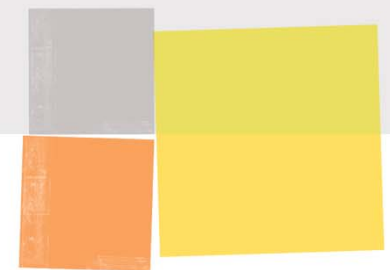
DC LEND Program Structure (Face-to-Face Component)

<i>Date</i>	<i>Time</i>	<i>Topic</i>	<i>Speaker</i>	<i>Objectives/Purpose</i>
2/2 Week 22	1:00- 1:15	Weekly Program Checkpoint	Joseph Knight, BS DC LEND Manager	Weekly Announcements, Q&A, Reminders; Come prepared with any questions, concerns
	1:15- 3:00	IDDRC Roundtable	Vittorio Gallo, PhD, PI & IDDRC Faculty	Scientists from the CNMC Intellectual and Developmental Disabilities Research Center (IDDRC) will share their recent work
	3:00- 5:00	ASD: A Family Perspective	Yetta Myrick, ASD Parent Faculty, & Former Trainees	A panel of family members will discuss their personal experiences w/a child with autism; the choices they make re: intervention & education strategies; and their perceptions of policy and programmatic changes that would be beneficial



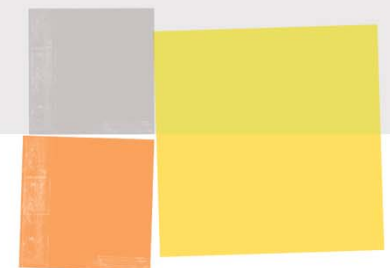
DC LEND Accomplishments

- **More rigorous introduction to DD** because of depth asynchronic nature of information management.
- **Continuous engagement** throughout the week.
- Utilization of many more resources from **outside of the local LEND** program.
- **Maximizing P-time** for trainees.



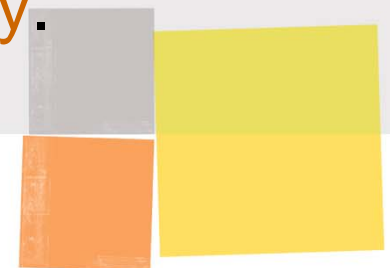
DC LEND Accomplishments

- An **academic/practical paradigm**.
- **F2F** time was **maintained** while **On-line** learning was **utilized**
- Maximize **inter-institutional involvement**



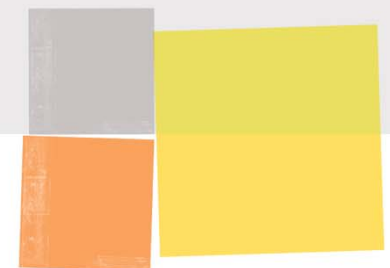
DC LEND Challenges

- No grades! **Motivation can be an issue.** Encouraging interactive engagement for trainees who are not taking it for credit.
- The “Time Factor”
 - **Faculty engagement** - time and level of effort factors. Primary faculty, as well as various subject matter experts.
 - **Student engagement**- need for time management and protected time.
- Maintaining **a role of coordination for faculty.**



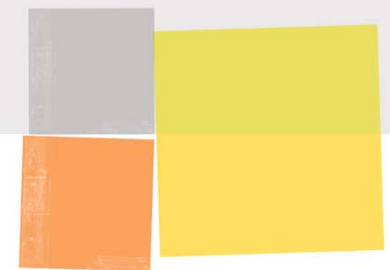
DC LEND Challenges

- Depth of **trainee postings** sometimes dissapointing. Online community requires **good modeling**.
- **Variable trainee readiness** for on-line learning.
- Transfer the **human experience** to on-line platform
- **Gauging the relationship** between on-line and F2F



DC LEND Lessons Learned

- Diversity of learning motifs is essential.
- High speed orientation.
- Faculty development/participation is necessary and ongoing.
- Synchronicity between on-line and on-site experiences is essential.



CPEI Purpose and Design

Purpose: To meet critical need for training in comprehensive, evidence-based early intervention practices

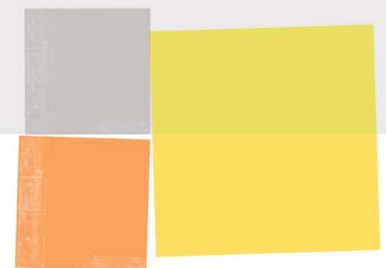
Design:

- Self-directed study
- Instructor facilitated
- Component of an integrated program
- Synchronous or asynchronous



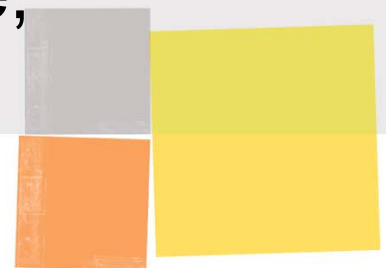
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Need for CPEI

- Requirements for highly qualified providers
- Decreasing personnel prep funding especially for providers other than special educators
- Decreasing funds and resources for personnel development under IDEA Part C & B
- Decreasing time/availability/funding for continuing education programs
- Increasing amounts of information available that may or may not be relevant, appropriate, evidenced-based



CPEI Development

- A variety of early intervention and early childhood disciplines contributed ideas and evaluated early modules (Alaska, DC)
- Over 75 stakeholders completed all or some of the modules and provided feedback
 - EI/ECH service providers
 - Program administrators
 - Family members
 - Students (LEND, graduate, pre-service)



CPEI Modules

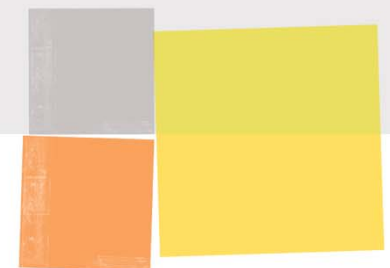
Comprehensive

- Infants and Toddlers with Disabilities
- Family, Culture, & Community
- Evidenced-Based Early Intervention Practices
- Evaluation & Assessment of Infants, Toddlers, & Young Children
- Leadership in a System of Care

Content-Specific

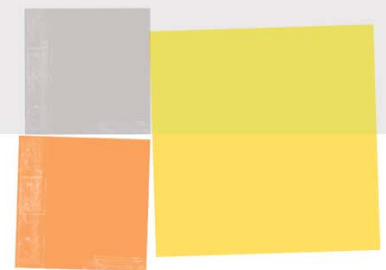
- IFSP & IEPs
- Autism Spectrum Disorders
- Assistive Technology for Young Children

<http://teachingei.org/>



Resources and Special Features

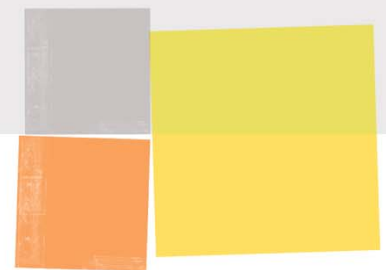
- Interactive databases
- Expert Video
- Workbook
- Case Examples
- Electronic tool kit



CPEI Accomplishments

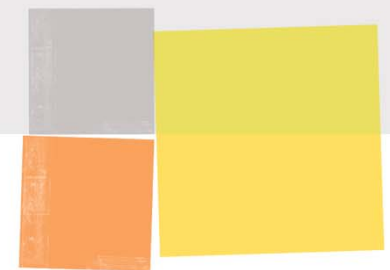
- Toolkit and resources
- Numbers trained
- Feedback and upgrades
- Used with current DC LEND and DC CSPD programs
- Certificate program and CEUs*

* Certificate program and CEU approval in process



CPEI Challenges

- How does knowledge translate to practice?
- Sorting information from vast array
- Time
- Incorporating video
- Anticipating questions/concerns from learner
 - Build in to prevent frustration from self-paced instruction
- **Level of rigor to meet**
 - credentialing needs
 - learner experiences
 - course requirements



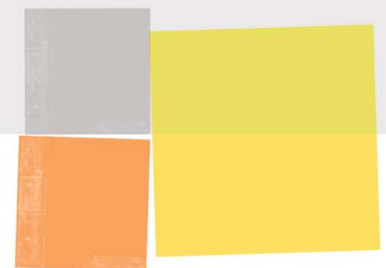
CPEI Lessons Learned

- Clear vision of use and audience
- Don't underestimate time to create curriculum
 - Much time spent in design
 - Make engaging
 - Prevent formulaic design
- Content team important
 - Need a variety of perspectives working on content
 - High content expertise



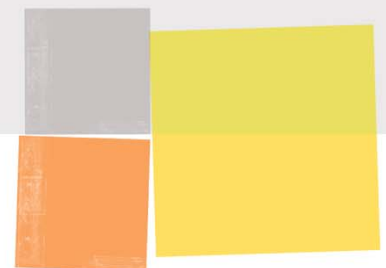
Distance Learning Collaboration

- MCH Distance Learning Grantee Meeting
 - Last two years through DL technology and methods
 - Over 2-3 days
 - Two hour sessions
- Agenda and format
 - Announcement emails and planning calls
 - Presentations and info sharing
 - Real time survey
 - Homework
 - Follow up



Learning New Technology

- Social Networking
- Learner engagement
 - Course management options
 - Interactive presentation methods
- Site design



DL Collaboration Accomplishments

- Saved time, travel, and money
- Convenient and time limited (2 hours during the day)
- Practice using new technology and get feedback/ask questions
- Collaboration around group activities
- Good way to share new technologies

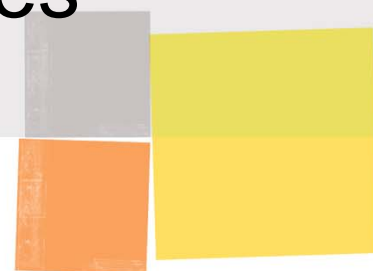


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Challenges

- Participants prefer face-to-face interactions for some forms of information sharing (meeting people, sharing ideas)
 - Webcams mixed results
 - Different levels of aptitude with technology
- Need technical expertise to set up and run smoothly
- Need more frequent follow-up to continue learning and incorporation of knowledge

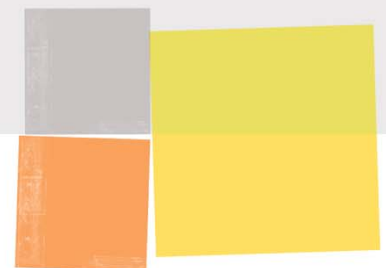
Lessons Learned

- Short meetings over a couple of days saves time and money
- Build in time to practice technology or incorporate information
- Technology changes interaction, but participants preferred to learn the technology through technology and establish relationships face-to-face
- Follow up is important



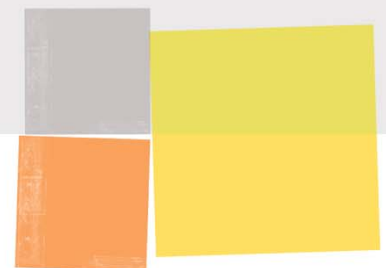
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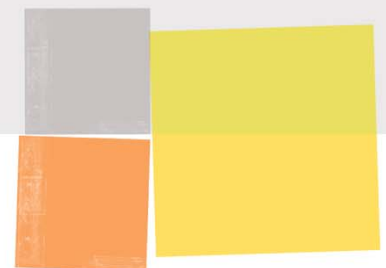
Basic Concepts and Definitions

- **Adult Learning:** Blending learning aligns with adult learning principles (Knowles, 1973; Lindeman, 1926)
- **A shifting instructional paradigm:** Away from master-apprentice to peer-to-peer learning.
- **Diversity of learning motifs:** Responding to Multiple learning motifs (i.e. cognitive, behavioral, social, humanistic, etc.) (*Merriam and Cafferella, 1999; Osguthorpe & Graham, 2003, Rovai and Jordan, 2004*)



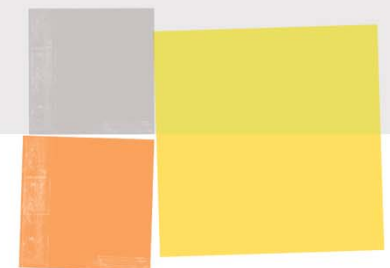
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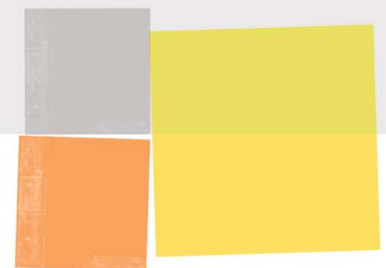
Basic Concepts and Definitions

- **Computer Mediation:** The combination of online and face-to-face instruction (*Graham, 2005; Garrison and Vaughan, 2008*)
- **Time Management:** The utilization of Synchronous and Asynchronous learning opportunities.
- **Sensemaking:** training that leads to workforce “sensemaking” in light of learning diversity. Sensemaking is the process by which people give meaning to experience. (*Weick, 1995; Schwandt, 2005*).
- **Collaborative learning/Being part of a community** (*Schwandt, 2011*)



Acknowledgements

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- CPEI Staff
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Questions

