Distance Learning: Lessons Learned

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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)

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

- Throughout the week (Asynchronous)
- [www.blackboard.gwu.edu](http://www.blackboard.gwu.edu)
## DC LEND Program Structure
(On-line Weekly Engagement)

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Hits</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUN</td>
<td>775</td>
<td>14.42%</td>
</tr>
<tr>
<td>MON</td>
<td>994</td>
<td>18.5%</td>
</tr>
<tr>
<td>TUE</td>
<td>919</td>
<td>17.1%</td>
</tr>
<tr>
<td>WED</td>
<td>643</td>
<td>11.97%</td>
</tr>
<tr>
<td>THU</td>
<td>751</td>
<td>13.98%</td>
</tr>
<tr>
<td>FRI</td>
<td>440</td>
<td>8.19%</td>
</tr>
<tr>
<td>SAT</td>
<td>851</td>
<td>15.84%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5373</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)

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

- Schwandt D.R. (2011)...
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)
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 Synchoronous 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*).
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Questions