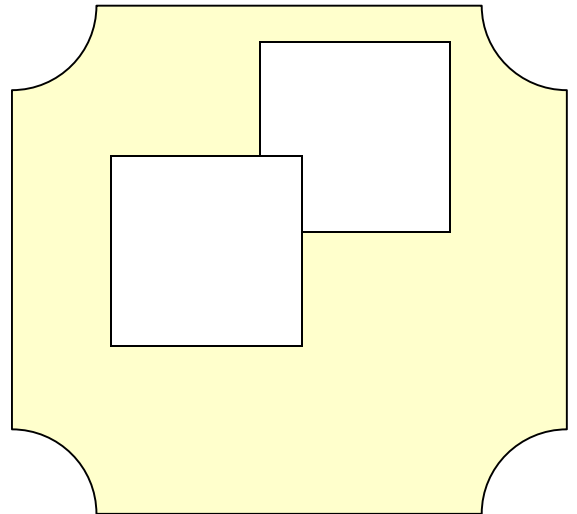


TRAINING MORE STAFF WITH LESS MONEY

PARTICIPANT GUIDE

**NCEA/NAPSA
STATE TRAINERS'
CONFERENCE ON
DISTANCE LEARNING**



This training is a product of National Center on Elder Abuse (NCEA), which is funded, in part, by the U.S. Administration on Aging under Grant # 90-AM-2792. The project was developed by the National Adult Protective Services Association (NAPSA), and its contractor, the REFT Institute, Inc

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The National Center on Elder Abuse
The Source for Information and Assistance on Elder Abuse

The National Center on Elder Abuse (NCEA) provides elder abuse information to professionals and the public; offers technical assistance and training to elder abuse agencies and related professionals; identifies promising practices; conducts short-term elder abuse research; and assists with elder abuse program and policy development. NCEA's website and clearinghouse contain many resources and publications to help achieve these goals.

The Center is administered by the National Association of State Units on Aging as the lead agency and funded by grant No. 90-AP-2144 from the U.S. Administration on Aging. NCEA consists of a consortium of six partner organizations.

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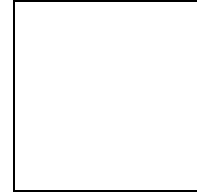
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COURSE OUTLINE

Content	Total time	Activities	Slides/Pages
	10 min.	Linking into Audioconference	
Welcome and Introductions	20 min.	Lecture introductions	
Overview of Distance Training	15 min.	Lecture	Slides 1-10 Pages 7-12
Audioconferencing	60 min.	Lecture Exercise	Slides 11-18 Pages 13-19
BREAK	10 min.		
Computer Conferencing	60 min.	Lecture Exercise Q/A	Slides 19-32 Pages 20-27
BREAK	10 min.		
One-Way Videoconferencing	35 min.	Lecture Exercise	Slides 33-41 Pages 28-32
Two-Way Videoconferencing	55 min.	Lecture Exercise Q/A	Slides 42-49 Pages 33-37
BREAK	10 min.		
Next Steps	90 min.	Lecture Exercise Q/A	Slides 50-55 Pages 38-42
TOTAL TIME	6.25 hrs.		

TRAINING GOALS AND OBJECTIVES



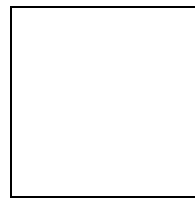
TRAINING MORE STAFF WITH LESS MONEY

Goal: To improve Adult Protective Services and State Unit on Aging trainers' ability to provide cost-effective training to a widely scattered and diverse trainee base.

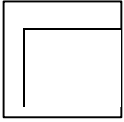
Objectives: Upon completion of this training session, participants will be better able to:

- ◆ Define distance training
- ◆ Describe technology options
- ◆ Identify strategies for adapting traditional training activities to a distance training environment.
- ◆ Identify resources for further knowledge and support.

PRESENTATION



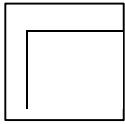
LINKING INTO THE AUDIOCONFERENCE



TIME ALLOTTED: 10 minutes

- ◆ At this time, off-site participants are linking into the conference via the bridging service provider (e.g., MCI Conferencing).
- ◆ Allow approximately 10 minutes for this activity.
- ◆ The conference operator can announce names as trainees or sites call in.

WELCOME AND INTRODUCTIONS

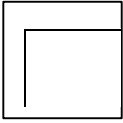


TIME ALLOTTED: 20 minutes

- ◆ **WELCOME** participants and introduce yourself.
- ◆ **REVIEW GUIDELINES** for effective audioconferences:
 1. Explain the bridging service’s instructions (e.g., MCI) regarding how participants can notify the operator that they are experiencing a problem with the technology (e.g., get disconnected, can’t hear). Also give instructions regarding how to ask a question, participate in discussion, or solve technology problems [NOTE: Each bridging service has its own procedure, which varies depending on level of service; i.e., for operator assisted calls, the trainee may need to dial *0 for technology problems, dial *1 to ask a question or participate in discussion]. Finally, explain what participants should do if inadvertently disconnected from the call.
 2. Explain that participants should speak naturally and identify themselves when speaking.
 3. Ask that participants avoid side conversations with others in their offices and background noise, such as eating, chewing gum, or shuffling papers.
 4. Suggest that participants follow the instructions for their own telephone systems to disengage “call waiting” and suggest that they not put their telephones on hold – especially if the system has music or if there is a possibility of someone else in the office picking up the phone and dialing or talking.
 5. Ask participants to turn off cell phones or put them on vibrate.
 6. Explain that, in audioconferencing with this many people, participants should write down questions as they come to mind. Time will be provided at the end of each segment for them to call in. If their question is not answered at that time, provide information regarding who they might contact following the conference (e.g., via email) to get further information.
- ◆ **PARTICIPANT INTRODUCTIONS:** Call on each participant by name to state a brief self-introduction, including state, position held and training experience. Also ask that each participant respond, in 1 or 2 sentences, to the following question:

“If you could choose one key insight to share with individuals working directly with abused elders, what would it be?” Give participants a minute or so to think about their response before you begin calling on them.

OVERVIEW OF DISTANCE TRAINING




TIME ALLOTTED: 15 minutes


SLIDE 1

TRAINING MORE STAFF WITH
LESS MONEY

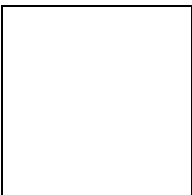
NCEA/NAPSA State Trainers'
Conference on Distance Learning



National Adult Protective
Services Association

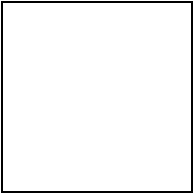


SLIDE 2

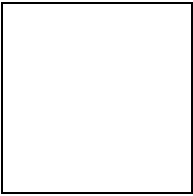


SLIDE 3

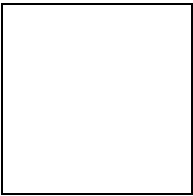
TRAINING MORE STAFF WITH LESS MONEY — PARTICIPANT GUIDE



SLIDE 4

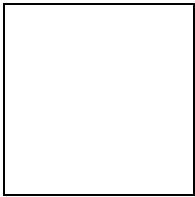


SLIDE 5

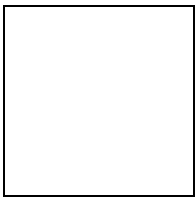


TRAINING MORE STAFF WITH LESS MONEY — PARTICIPANT GUIDE

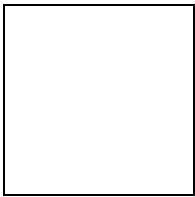
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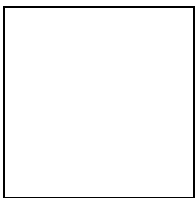
SLIDE 7



SLIDE 8



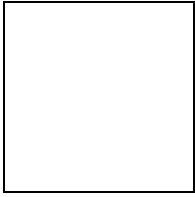
SLIDE 9



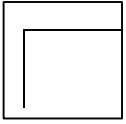
Q/A

- ◆ 20 minutes for asking questions.

SLIDE 10 * Food for Thought

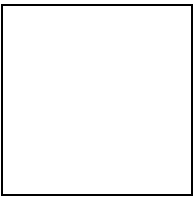


AUDIOCONFERENCING

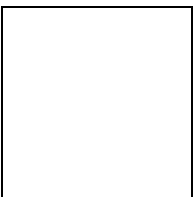


TIME ALLOTTED: 60 minutes

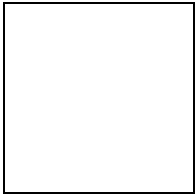
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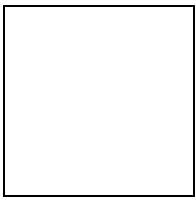
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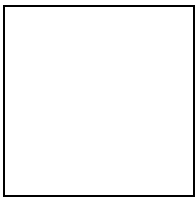
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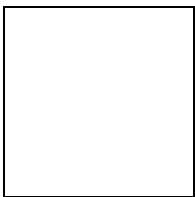
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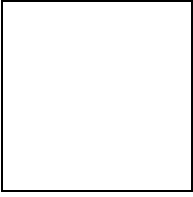
SLIDE 15



SLIDE 16



SLIDE 17



ACTIVE LEARNING #1

~ Using subconferencing as a teaching tool

TIME: 25 minutes

- 5 minutes to review instructions
- 5 minutes to link into subconferences
- 15 minutes discussion
- 5 minutes to link back into large group
- 15 minutes for debriefing discussion

See worksheet on next two pages

WORKSHEET

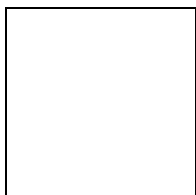
3. What can you (as the trainer) do to assist them in achieving the desired outcomes?

Large group sharing:

Q/A

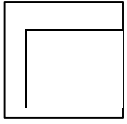
- ◆ 20 minutes for asking questions.

SLIDE 18 * Food for Thought



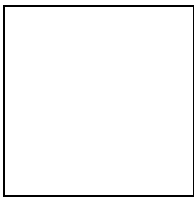
10 MINUTE BREAK

COMPUTER TECHNOLOGIES

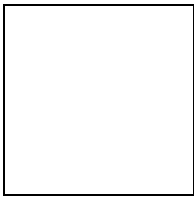


TIME ALLOTTED: 60 minutes

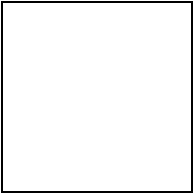
SLIDE 19



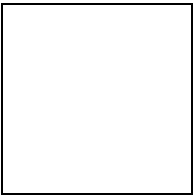
SLIDE 20



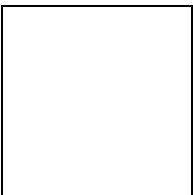
SLIDE 21



SLIDE 22

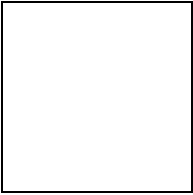


SLIDE 23

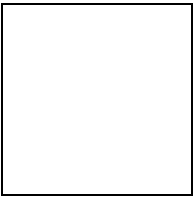


TRAINING MORE STAFF WITH LESS MONEY — PARTICIPANT GUIDE

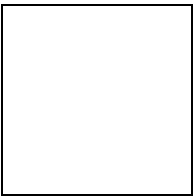
SLIDE 24



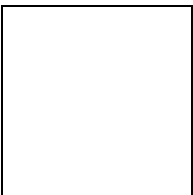
SLIDE 25



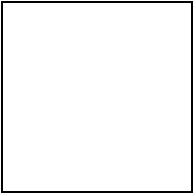
SLIDE 26



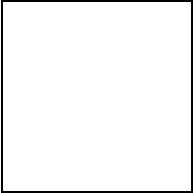
SLIDE 27



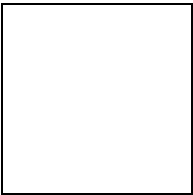
SLIDE 28



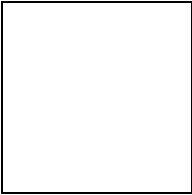
SLIDE 29



SLIDE 30



SLIDE 31



ACTIVE LEARNING #2
~ Audioconference with online document sharing and/or collaboration

TIME: 15 minutes

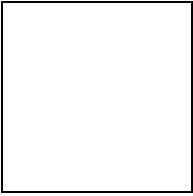
- 5 minutes to review instructions
- 20 minutes discussion

DISCUSSION QUESTION: Of the training you have conducted in the past, what session might have been a good candidate for an audioconference supplemented with online document sharing and/or collaboration?

Q/A

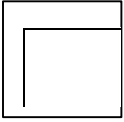
- ◆ 20 minutes for asking questions.

SLIDE 32 * Food for Thought



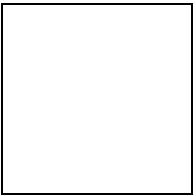
10 MINUTE BREAK

ONE-WAY VIDEOCONFERENCING

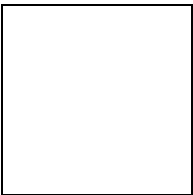


TIME ALLOTTED: 35 minutes

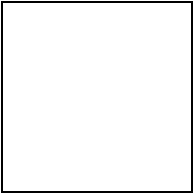
SLIDE 33



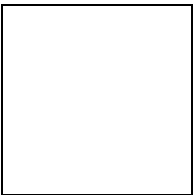
SLIDE 34



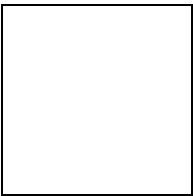
SLIDE 35



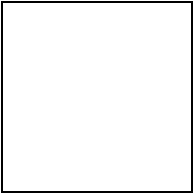
SLIDE 36



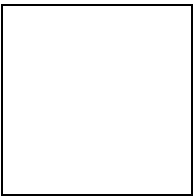
SLIDE 37



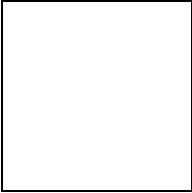
SLIDE 38



SLIDE 39



SLIDE 40



ACTIVE LEARNING #3

~ Preparing for a one-way videoconference

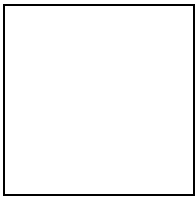
TIME: 20 minutes

5 minutes to review instructions

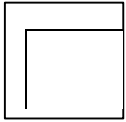
15 minutes discussion

DISCUSSION QUESTION: If grant funding were available to cover the costs of training APS professionals across the country via one-way videoconference, what topics might be appropriate for this communications medium and what are the reasons behind your suggestion?

SLIDE 41 * Food for Thought

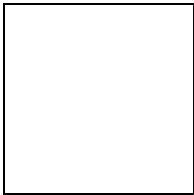


TWO-WAY VIDEOCONFERENCING

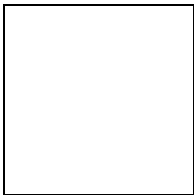


TIME ALLOTTED: 55 minutes

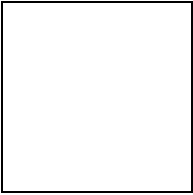
SLIDE 42



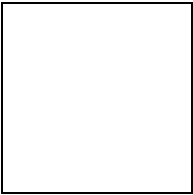
SLIDE 43



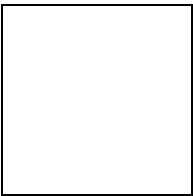
SLIDE 44



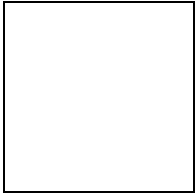
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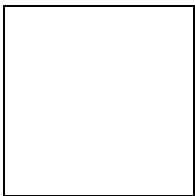
SLIDE 46



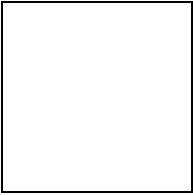
SLIDE 47



SLIDE 48



SLIDE 49



ACTIVE LEARNING #4

~ Establishing a comfortable learning environment

TIME: 20 minutes

- 5 minutes to review instructions
- 5 minutes for reflection
- 10 minutes of sharing

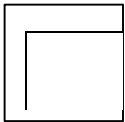
DISCUSSION QUESTION: What steps could you take to establish a comfortable learning environment for participants in a two-way videoconference?

Q/A

- ◆ Allow 20 minutes for asking questions.

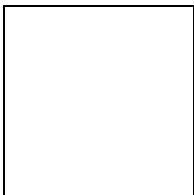
10 MINUTE BREAK

NEXT STEPS

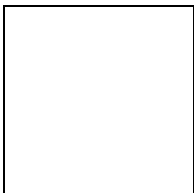


TIME ALLOTTED: 90 minutes

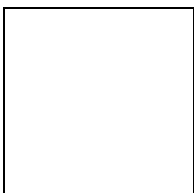
SLIDE 50



SLIDE 51



SLIDE 52



ACTIVE LEARNING #5 ~ Selecting distance technologies

TIME: 60 minutes

- 10 minutes to review instructions
 - 5 minutes to link into subconferences
 - 20 minutes discussion
 - **36** minutes to link back into large group
 - 20 minutes to debrief
-

See worksheet on next two pages

WORKSHEET

ACTIVE LEARNING #5 Selecting distance technologies

- **SCENARIO:** You are planning to deliver training to 25 frontline APS professionals in your state. Most have little training in the area of elder abuse. You have already determined that it is not feasible for all participants to travel to one site.

The focus of the training session is self-neglect. **Objectives** for the training session include the following:

- Identify common signs and causes of self-neglect
 - Develop effective skills for interviewing an elderly client to determine potential causes for their self-neglect
 - Construct an outline of next steps for the intervention process
- **TASK:** Roughly sketch out your training exercise for the subconferences. To guide you in this process, you might answer the following three questions. There are no “right” answers.
 1. **Identify three teaching strategies that you would use to support achievement of the outcome objectives.**

(worksheet continued next page)

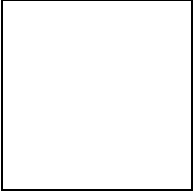
WORKSHEET

- 2. Identify two distance communication technologies that will support the training goals (either two describe one training scenario where one technology supports another).**

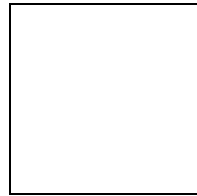
- 3. Explain how you would adapt your teaching strategies for use with these technologies.**

Large group sharing:

SLIDE 53 * Food for Thought



APPENDIX



NEWS ARTICLE: AUDIOCONFERENCING REACHES LARGE AUDIENCE

10,000 LISTEN IN ON WORLD'S LARGEST CONFERENCE CALL

The Associated Press

-- Published March 30, 2004

GOLDEN, Colo. (AP) - A Colorado company says it has earned a Guinness world record by arranging the world's largest conference call. "This is a major feat in the conferencing business," said Gene Warren, chief executive of ACT Teleconferencing.

Herbalife used Golden-based ACT Teleconferencing to introduce an estimated 10,637 sellers worldwide to a new line of diet products during a call last week. Not a single caller was unable to get in because ACT operators used software to reroute calls from countries that didn't have enough lines, Warren said.

Two telecom analysts are verifying the feat for Guinness, ACT said. If Guinness agrees, the call will break the record set by former presidential contender Howard Dean, who spoke to 3,466 supporters on Sept. 29, 2004.

APPENDIX

SAMPLE CALL-IN INSTRUCTIONS FOR AUDIOCONFERENCING (sent to participants prior to conference)

**NCEA/NAPSA State Trainers' Conference on Distance Learning
TRAINING MORE STAFF WITH LESS MONEY
Denver, Colorado, July 16, 2004**

AUDIOCONFERENCE CALLER INSTRUCTIONS

Reminders:

1. The Distance Learning module runs from 10:00-12:00 (Central Mountain Time). Please adjust for your time zone.
2. Before you call, please turn off call waiting, and eliminate environmental noise in your local office space to assure better phone reception for all. Also, have your participant manual and note sheets ready.
3. When you make comments or ask questions during the workshop, please identify yourself and your State before you speak.
4. Please fill out the curriculum evaluation at the end of the training session and send it to REFT Institute (897 East Panama Drive, Centennial, CO 80121).

Training Module Call-in Steps:

1. 5-10 minutes prior to 10:00, call 1.888.769.8515. (Passcode: NAPSA; Leader's name: Alex Mitchell). An operator will greet you, place you into the audioconference, and introduce you.
2. Halfway through, the trainer will announce a 10-minute break wherein you will disconnect, then call back (to the same number) after about 8 minutes. The operator will again facilitate your entry.
3. At 12:00, all workshop participants will disconnect and break for lunch.

Debriefing Call-in Steps:

1. At 1:05, please call 1.888.989.4980 to participate in the debriefing about the Distance Learning Module and the experience of audioconferencing. Your passcode is: NAPSA. Leader's name is: Wendy DuBow.
2. This segment is a continuation of the previous module. An operator will greet you.
3. At 2:00, you will disconnect for a short break.

Prioritizing State Needs Call-in Steps: (OPTIONAL)

1. Between 2:05 and 2:10, please call back to 1.888.989.4980 to participate in the prioritization of State training needs. (Passcode: NAPSA; Leader's name: Wendy DuBow).
2. At 3:15, everyone will disconnect.

Troubleshooting:

- ◆ To mute and "unmute" your phone, press *6.
- ◆ If you are having trouble hearing, or some other issue, press *0.
- ◆ If you are disconnected, simply call the number again, and the operator will reinsert you into the conference.
- ◆ To disconnect call-waiting, consult your local phone service provider.

KEY QUESTIONS: EVALUATING THE SITUATION

- ◆ Is it feasible for all trainees to travel to one site (e.g., are time and money available)?
- ◆ Even though some trainees may be able to travel, are there others who would participate if they could do so from other locations?
- ◆ How many people need to be trained?
- ◆ How many sites are involved (i.e., how many cities, offices, individuals would be involved in distance training)?
- ◆ What funds are available for developing and conducting the training?
- ◆ Is there a need for consistent information — e.g., all trainees get the same information, at the same time?
- ◆ What is the duration of training (e.g., number of hours, days)?
- ◆ Does the difficulty of the training content (and other factors such as the need for practice) suggest that training be provided in several short sessions, rather than one- or two-day long seminars?
- ◆ Are demonstrations an integral part of the training (e.g., giving an injection)?
- ◆ Does training require special equipment or facilities (e.g., computer or internet access, laboratory)?
- ◆ Is observation of performance required for evaluation (e.g., counseling skills, administering CPR)?
- ◆ How does the necessity of meeting requirements for licensing or certification of trainees impact media selection (e.g., requirements for continuing medical education credits, accreditation in a particular field of expertise, certification as a computer software technician)?
- ◆ Does the media selected need to...
 - Provide “real-time” interaction between trainers and trainees (e.g., question/answer sessions)?
 - Provide “real-time” interaction with other trainees (e.g., discussion, collaborative teamwork)?
 - Provide "real time" feedback to trainees?
 - Enable self-paced learning?
 - Adapt to individual trainees' needs and/or learning styles?
 - Fit trainees' varying schedules? (Would it be more appropriate for trainees to access training to fit their own schedules (i.e., 24/7), rather than at one specific time?)
 - Provide “just in time” training – available when the need arises or quickly arranged?
 - Support inclusion of high-quality graphics or video?
 - Work in “low tech” and/or low budget offices?

(continued next page)

APPENDIX

KEY QUESTIONS: EVALUATING THE SITUATION (cont.)

- Serve as a reference tool for later use (e.g., audio- or videotaped; saved and printed)?
- What technology is readily available to both trainer and trainees?
 - ___ Telephone
 - ___ Specialized telephone conferencing equipment
 - ___ Computer
 - ___ Internet access
 - ___ Email
 - ___ Computer conferencing software
 - ___ Videoconferencing equipment (downlink)
 - ___ Videoconferencing equipment (desktop/laptop)
 - ___ Videoconferencing equipment (group conferencing equipment)

TELECONFERENCING PLANNING AND IMPLEMENTATION

TOPIC: Audioconference – planning

1. Compare conferencing services including levels of service provided, optional features, costs. Find out how technical problems (e.g., noise on the line, a participant being disconnected) are handled with each provider at each level of service.
2. Make reservation with the service provider via phone or Internet. Participants are either allocated a dial-in conference number and password, or they are 'dialed-out' by the conference host or an operator on the service provider's side.
3. Verify logistical details with service provider (e.g., dial-in number, how to reach technical support, protocol for asking/answering questions or participating in discussion). Send information to participants along with conferencing guidelines and list of all trainees or trainee sites with contact information.
4. Distribute all supplemental training materials to trainees in advance (e.g., printed materials, overhead transparencies, audio or videotapes, demonstration equipment).

Establish a backup plan (e.g., if audio not working, call remote sites and suggest that they work on an exercise in small groups until the system is online again).

TOPIC: Audioconference – Implementation

1. Start on time. Conduct a roll call. For large groups, roll call can be conducted by the conference operator as trainees or sites call in. For smaller groups, roll call can be conducted by the facilitator or instructor.
2. Introduce trainer. allow time for structured participant introductions.
3. Review the agenda and learning objectives. Provide brief overview of training materials. Review teleconferencing tips and ground rules, including effective use of conferencing equipment and how to deal with technical problems.
4. Address individuals by name; direct questions to specific individuals or sites.
5. Encourage participation and stimulate discussion. Use a variety of learning strategies, including short didactic segments interspersed with activities and exercises.
6. Ask trainees to evaluate training content and delivery process. End on time.
7. Can provide audiotapes of training session (optional).

(continued next page)

APPENDIX

TELECONFERENCING PLANNING AND IMPLEMENTATION (cont.)

TOPIC: ONE-WAY Videoconference – planning

1. Arrange for use of production facilities, uplink, and satellite time.
2. Reserve space at downlink facilities.
3. Assure that a trained site coordinator or technician is available at each site.
4. Verify logistical details with service providers (e.g., dial-in number, information regarding how to link into videoconference, how to reach technical support, protocol for asking/answering questions or participating in discussion).
5. Send participants logistical information, guidelines for participation and training materials:
 - Locations of downlink facilities.
 - Date of videoconference, plus start/end time in each U.S. time zone.
 - Guidelines and technical information, including protocol for question/answer or discussion sessions. Explain to trainees that there will be a delay between asking their questions and having them discussed on the air.
 - Distribute all supplemental training materials to trainees in advance (e.g., printed materials, overhead transparencies, audio or videotapes, demonstration equipment).
6. Establish a backup plan (e.g., if no reception, sites can work on exercises in small groups until technical difficulties solved).

TOPIC: ONE-WAY Videoconference – Implementation

1. Start on time.
2. Introduce trainer.
3. Review the agenda and learning objectives. Provide brief overview of training materials. Review teleconferencing tips and ground rules, including effective use of conferencing equipment and how to deal with technical problems.
4. Repeat the dial-in telephone number, remind trainees to speak naturally and identify themselves when speaking.
5. Address individuals by name and/or site when responding to their questions. Refer to “we” and “our” rather than differentiating a remote site as “you” or “their.”
6. Make frequent eye contact with the camera. Maintain a relaxed body posture.
7. Use a variety of learning strategies, including short didactic segments interspersed with activities and exercises. Encourage participation and discussion at individual sites.
8. If technical problems occur, keep calm and provide directive information. If audio is not working, call remote sites and ask them to work on something in small groups until the system is online again.
9. Ask trainees to evaluate training content and delivery process. End on time.
10. Provide videotapes or transcripts of training session, if applicable.

(continued next page)

APPENDIX

TELECONFERENCING PLANNING AND IMPLEMENTATION (cont.)

TOPIC: TWO-WAY Videoconference – planning

1. Assure that training room space and videoconferencing equipment is available for trainer and each site.
2. Contact service provider (e.g., Sprint, MCI WorldCom) to reserve conference time, if applicable. Provide date, time, and length of videoconference (or videoconferences, if ongoing course), number of sites, billing information, contact names/telephone numbers for all sites, any special services needed (e.g., taping, Dial-in Toll Free).
3. Ensure that technical support is available for all sites, including those trainees participating via desktop computer.
4. Verify logistical details with service provider.
5. Send participants logistical information and guidelines for participation, including:
 - Date of videoconference, plus start/end time in each U.S. time zone.
 - Technical information:
 - Name of service provider (e.g., Sprint, MCI WorldCom).
 - Instructions for linking into conferencing.
 - Instructions for reaching technical support.
 - List of all trainees or trainee sites, along with contact information.
 - Teleconferencing tips and ground rules (including protocol for asking/answering questions, participating in discussion).
 - Suggest that one person be put in charge of running the equipment (e.g., moving the camera, checking audio levels).
 - Establish a backup plan (e.g., if audio not working, call remote sites and suggest that they work on an exercise in small groups until the system is online again).
6. Distribute all supplemental training materials to trainees in advance (e.g., printed materials, overhead transparencies, audio or videotapes, demonstration equipment)

TOPIC: TWO-WAY Videoconference – implementation

1. Start on time. Conduct a roll call with camera focusing on each individual or site.
2. Introduce trainer.
3. Review the agenda and learning objectives. Provide brief overview of training materials. Review teleconferencing tips and ground rules, including effective use of conferencing equipment and how to deal with technical problems. *Be specific, including comments such as, "The switch for the camera is on the lower right side."* Allow a few minutes for users to experiment with the equipment.
4. Address individuals by name and/or site when talking to them or responding to their questions. Refer to "we" and "our" rather than differentiating a remote site as "you" or "their."

(continued next page)

APPENDIX

TELECONFERENCING PLANNING AND IMPLEMENTATION (cont.)

5. Make frequent eye contact with the camera.
6. Interaction is the key to successful interactive videoconferencing. Encourage participation and stimulate discussion at individual sites. Use a variety of learning strategies, including short didactic segments interspersed with activities and exercises.
7. If technical problems occur, keep calm and provide directive information. If audio is not working, call remote sites and ask them to work on something in small groups until the system is online again.
8. Ask trainees to evaluate training content and delivery process.
9. End on time.
10. Provide videotapes or transcripts of training session, if applicable.

TOPIC: Web conference – planning

1. Assure equipment and any necessary software available at each site.
2. Reserve conference time with audio and/or video service providers (*as applicable*).
3. Assure computer literate person available each site.
4. Verify logistical details with service provider and send information to participants along with guidelines for participation (including protocol for asking/answering questions and participating in discussion).

TOPIC: Web conference – implementation

1. Start on time.
2. If group is small (e.g., 5 sites or fewer), conduct a roll call with camera focusing on each individual or site.
3. Introduce trainer.
4. Review the agenda and learning objectives. Provide brief overview of training materials. Review conferencing tips and ground rules, including effective use of conferencing equipment and how to deal with technical problems. *Be specific, including comments such as, "The switch for the camera is on the lower right side."* Allow a few minutes for users to experiment with the equipment.
5. Address individuals by name and/or site when talking to them or responding to their questions.
6. Make frequent eye contact with the camera.
7. Interaction is the key to successful conferencing. Encourage participation and stimulate discussion at individual sites. Use a variety of learning strategies.
8. If technical problems occur, keep calm and provide directive information.
9. Ask trainees to evaluate training content and delivery process.
10. End on time.
11. Provide audio/videotapes or transcripts of training session, if applicable.

SITE COORDINATOR'S ROLE IN VIDEOCONFERENCING

If funding and staffing allow, each remote site should have a site coordinator available to help the workshop run smoothly, especially for videoconferencing sessions. The site coordinator's role can include:

- ◆ Providing information to trainees ahead of time, including directions to the site and what to expect upon arrival (e.g., parking, location of entrance, location of training room)
- ◆ Ensuring a comfortable physical environment
- ◆ Providing psychological support
- ◆ Facilitating camaraderie and mutual support among trainees
- ◆ Facilitating exercises and activities, including leading group discussions
- ◆ Acting as a "quality pulse" – providing a link between trainees, the trainer, and administrators of the training program

Remember that the site coordinator is the first person a trainee sees. The quality of the training will first be measured by the quality of that first contact. So, in selecting an effective site coordinator, key characteristics would include warmth and caring, efficiency, effective organizational skills, and patience. It also is important to encourage creativity and flexibility.

Support for the site coordinator should include:

- ◆ A clear explanation of role and responsibilities
- ◆ Basic background information or training regarding the content material
- ◆ Sufficient training to provide technical expertise (if required to perform that function)
- ◆ A site coordinator's reference manual, which could include the following information:
 - Guidelines for preparation and distribution of training materials
 - Instructions for exercises and activities
 - Guidelines for conducting the training evaluation
 - Checklist of responsibilities and tasks
 - Description of how to set up and use technical equipment
 - Contact information for obtaining technical support
 - Trouble-shooting guide

Backup information describing what to do if the technology doesn't work

TIPS FOR SUCCESS IN DISTANCE TRAINING

You can encourage learning by...

- ◆ Developing assignments and exercises that are highly structured and clearly defined and have a short time frame. It's also helpful, especially in a videoconference, to provide an on-screen re-statement of the instructions, along with an indication of how much time is left for the exercise. In an audioconference, the instructions can be included in the Participant Guide.
- ◆ Keeping trainees actively engaged is one of the greatest challenges of distance training. In part, this challenge will be met through the use of multiple, interactive, instructional strategies. Additionally, holding trainees' attention will be significantly affected by the quality and clarity of training materials.
 - Evoking images, and encouraging understanding and retention, through the use of sound and music.
 - Illustrating concepts with visual analogies (such as word pictures), which help trainees visualize comparisons and relationships. An analogy describes something unfamiliar by comparing it to something familiar, such as, "The body is like a machine..."
 - Directing trainees' attention to specific points in the training materials (i.e., "The third graph on page 6 shows...") and stating that particular points are especially important so as to focus attention.

Structure and organization are keys to success in distance training

- ◆ In distance training, it is especially important that activities be well planned before the course or session begins.
- ◆ Learning is facilitated when trainees are given a clearly defined outline of topics and clear, specific instructions for activities.

Remember, it will not be as easy to recognize signs of confusion in distance learners. Developers and trainers should try to anticipate questions regarding exercises and activities in advance and answer them in a Participant Guide.

(see resources next page for further information)

RESEARCH IN DISTANCE EDUCATION

A Study on Guidelines for Good Practice

Excerpt from a report by the *American Federation of Teachers Higher Education Department* – March 2000—Survey results: 200 returns, 200 survey results completed. http://www.aft.org/higher_ed/downloadable/distance.pdf

The practitioners responding to our survey overwhelmingly indicated that we should move forward with distance education: 169 (of the 200 respondents) said they would teach by distance education again, while only 31 said they would not. These respondents reported that students who successfully completed their distance education courses performed the same (109) or better (55) than students in comparable courses that they taught in the traditional classroom did. Reviewing the responses, it is also clear that faculty members teaching distance education courses are serious, gifted instructors utilizing every means they can to serve their students. Most practitioners believe they are successful in their distance education classes when they are given the proper time, tools and training, and when they have mature, highly motivated students with appropriate equipment and training.

ADDITIONAL INFORMATION – EFFECTIVENESS AND INTERACTIVITY

Effectiveness: Not only is distance learning convenient, it is also effective. Several research studies have found that distance learning is equally or more effective than traditional instruction when the method and technologies used are appropriate to the instructional tasks, when there is student-to-student interaction, and when there is timely teacher-to-student feedback (Moore & Thompson, 1990; Verduin & Clark, 1991). In a study conducted at California State University, students who participated in a Web-based course, achieved significantly higher test scores (Schutte, J. G., 1996).

Interactivity: Contrary to popular opinion, distance learning courses can offer increased interactions with students. In particular, introverted students who are too shy to ask questions in class will often "open up" when provided the opportunity to interact via email or other individualized means (Franklin, Yoakam, & Warren, 1996). Through the increased interactions, teachers can better meet individual student's needs.

A Teacher's Guide to Distance Learning, published by the Florida Center for Instructional Technology, College of Education, University of South Florida (1998, 1999)

RESEARCH IN DISTANCE EDUCATION (cont.)

Excerpt from *Distance Education at a Glance* – Engineering Outreach at the University of Idaho --<http://www.uidaho.edu/eo/distglan.html>

*Guide #9 of a 12-part series – This guide is one in a series developed by [Barry Willis](#) and the University of Idaho Engineering Outreach staff highlighting information detailed in Dr. Willis' books, *Distance Education - Strategies and Tools* and *Distance Education - A Practical Guide*.*

Distance vs. Traditional Education

Research indicates that the instructional format itself (e.g., interactive video vs. videotape vs. "live" instructor) has little effect on student achievement as long as the delivery technology is appropriate to the content being offered and all participants have access to the same technology. Other conclusions drawn from this line of research suggest:

- Achievement on various tests administered by course instructors tends to be higher for distant as opposed to traditional students (Souder, 1993), yet no significant difference in positive attitudes toward course material is apparent between distant and traditional students (Martin & Rainey, 1993).
- Conventional instruction is perceived to be better organized and more clearly presented than distance education (Egan, et al., 1991).
- The organization and reflection needed to effectively teach at a distance often improves an instructor's traditional teaching.

Why is Instruction Successful?

Good distance teaching practices are fundamentally identical to good traditional teaching practices and "those factors which influence good instruction may be generally universal across different environments and populations." (Wilkes & Burnham, 1991). Because distance education and its technologies require extensive planning and preparation, distance educators must consider the following in order to improve their effectiveness (Schlosser & Anderson, 1994):

- Extensive pre-planning and [ongoing] evaluation is necessary. Teachers cannot "wing it". Distance learners value instructors who are well prepared and organized (Egan, et al., 1991).
- Learners benefit significantly from a well-designed syllabus and presentation outlines (Egan, et al., 1991). Structured note taking, using tools such as interactive study guides, and the use of visuals and graphics as part of the syllabus and presentation outlines contribute to student understanding of the course. However, these visuals must be tailored to the characteristics of the medium and to the characteristics of the students.

Teachers must be properly trained both in the use of equipment and in those techniques proven effective in the distance education environment. Learners get more from the courses when the instructor seems comfortable with the technology, maintains eye contact with the camera, repeats questions, and possesses a sense of humor (Egan, et al., 1991)

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APPENDIX

How Important is Interaction?

Many distant learners require support and guidance to make the most of their distance learning experiences (Threlkeld & Brzoska, 1994). This support typically takes the form of some combination of student-instructor and student-student interaction.

Research findings on the need for interaction have produced some important guidelines for instructors organizing courses for distant students:

- Learners value timely feedback regarding course assignments, exams, and projects (Egan, et al., 1991).
- Learners benefit significantly from their involvement in small learning groups. These groups provide support and encouragement along with extra feedback on course assignments. Most importantly, the groups foster the feeling that if help is needed it is readily available.
- Learners are more motivated if they are in frequent contact with the instructor. More structured contact might be utilized as a motivational tool (Coldeway, et al., 1980).
- Utilization of on-site facilitators who develop a personal rapport with students and who are familiar with equipment and other course materials increases student satisfaction with courses (Burge & Howard, 1990).
- The use of technologies such as fax machines, computers, and telephones can also provide learner support and interaction opportunities.

Cost vs. Benefits

When establishing a distance education program, one of the first things considered is the cost of the system. Several cost components factor into the design of a distance education system (Threlkeld & Brzoska, 1994):

- **Technology** - hardware (e.g., videotape players, cameras) and software (e.g., computer programs).
- **Transmission** - the on-going expense of leasing transmission access (e.g., T-1, satellite, microwave).
- **Maintenance** - repairing and updating equipment.
- **Infrastructure** - the foundational network and telecommunications infrastructure located at the originating and receiving sites.
- **Production** - technological and personnel support required to develop and adapt teaching materials.
- **Support** - miscellaneous expenses needed to ensure the system works successfully including administrative costs, registration, advising/counseling, local support costs, facilities, and overhead costs.
- **Personnel** - to staff all functions previously described.

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APPENDIX

Although the costs of offering distance education courses may be high, there are high costs associated with offering conventional courses. Benefits of distance education courses to the learner include (Ludlow, 1994):

- Accessible training to students in rural areas.
- Students may complete their course of study without suffering the loss of salary due to relocation.
- Students are exposed to the expertise of the most qualified faculty.

Perhaps the question institutions must answer is whether it is part of their mission as educators to offer programs to those who might not be reached without distance education. The primary benefit to educational institutions through distance education may be the increased number of non-traditional students they are able to attract and serve. Research also suggests that as programs become more efficient, program costs should decrease (Ludlow, 1994).

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APPENDIX

RESOURCES

A multitude of resources exists for trainers and administrators getting started in distance training. A web search can provide a wealth of information, including publications, listserv discussion groups, organizations, educational opportunities, and computer hardware and software.

Distance Learning

<http://www.uwex.edu/disted/home.html> -- Distance Education Clearinghouse: University of Wisconsin-Extension

<http://www.uwex.edu/disted/evaluation.html> -- Distance Education Clearinghouse – Evaluation and Assessment

<http://www.uidaho.edu/eo/distglan.html> -- Distance Education at a Glance: Engineering Outreach at the University of Idaho

<http://www.thinkofit.com/webconf/> -- Conferencing on the Web:
A comprehensive guide to software that powers discussions on the Internet

http://www.outreach.psu.edu/DE/IDE/guiding_principles/ -- Innovations in Distance Education (IDE): Penn State University

<http://fcit.coedu.usf.edu/distance/default.htm> -- *A Teacher's Guide to Distance Learning*, published by the Florida Center for Instructional Technology, College of Education, University of South Florida (1998, 1999)

<http://seamonkey.ed.asu.edu/~mcisaac/disted/final98/finallj.html> -- Adult Learning Theory: Implications for Distance Education

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