



# Ideas to Actions – Moving an Extension Economic Development Course from Old School to Modern Technology

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# WORKSHOP LEARNING OBJECTIVES

1. It's not just moving current Extension content online.
2. Considering the Quality Matters national standards
3. *Defining your goals for teaching with technology*
4. *Constructing participant learning objectives*
5. Working with your instructional technologist and IT resources
6. Sharing tips from our Minnesota experience
7. Identifying and connecting with NACDEP experts in distance edu.

# EXPERIENCE IN THE ROOM

- Self-introductions

- Have you taught either online or blended courses?
- Have you designed online or blended courses?
- Any thing you're looking for from this session?

# IS MOVING ONLINE FOR YOU?

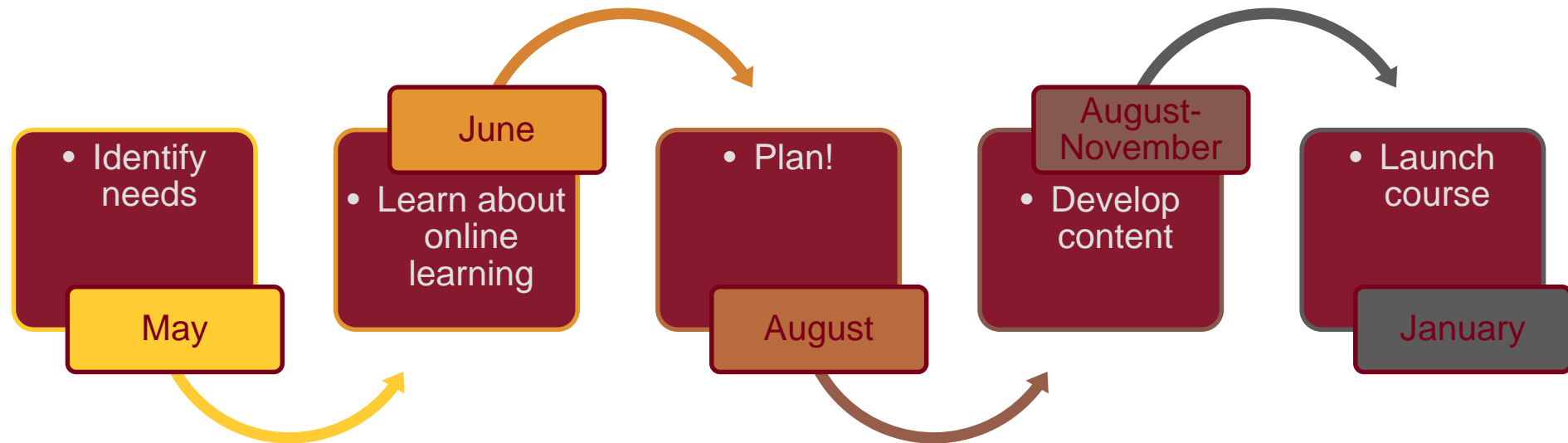
- What are you doing now?
- What are your learners accustomed to?
- What are your goals?
- Budget or cost restraints?
- Is your audience local, state, regional, national, international?

**AND NOW FOR OUR CASE STUDY**

**COURSE DESIGN**

**BR&E In Your Community**

# PROCESS OF COURSE DESIGN



**STEP ONE:**

**Why, Who, & How?**



# WHY??

- In-person course (3 days)
- Online only course (10 weeks)
- BREI certification
- Dormant
- Wanted to revive, how?

# HOW??

- Learning Mostly Online (LMOL)
  - University of Minnesota initiative
  - Provide resources to help transition courses to hybrid or blended offerings
- Requires time and resources
  - Supervisor support and approval is critical

# WHO??



**STEP TWO:**

**Learning About Online Learning**

# QUALITY MATTERS RUBRIC

- Course overview and introduction
- Learning objectives (competencies)
- Assessment and measurement
- Instructional materials
- Learner interaction and engagement
- Course technology
- Learner support
- Accessibility

From: Quality Matters Rubric  
Workbook for Higher Education,  
2011-2013 Edition

**STEP THREE**

**Planning!!**

# GOOD PLANNING IS ESSENTIAL

- But, painful.....
- Need someone to keep you on schedule, keep you accountable

# PLANNING STEPS

- Your own goals for the course
- Identify course goals
- Identify learning objectives
- How to break out content
  - What goes online?
  - What is done in F2F session?
- Evaluating learning
- Interaction and engagement
- Fitting it all together!



# COURSE GOALS

1. Challenge the learner
2. Create social networking opportunities
3. Engage the learner actively
4. Meet the needs of multiple level of BR&E learners
5. Enable practical application back home

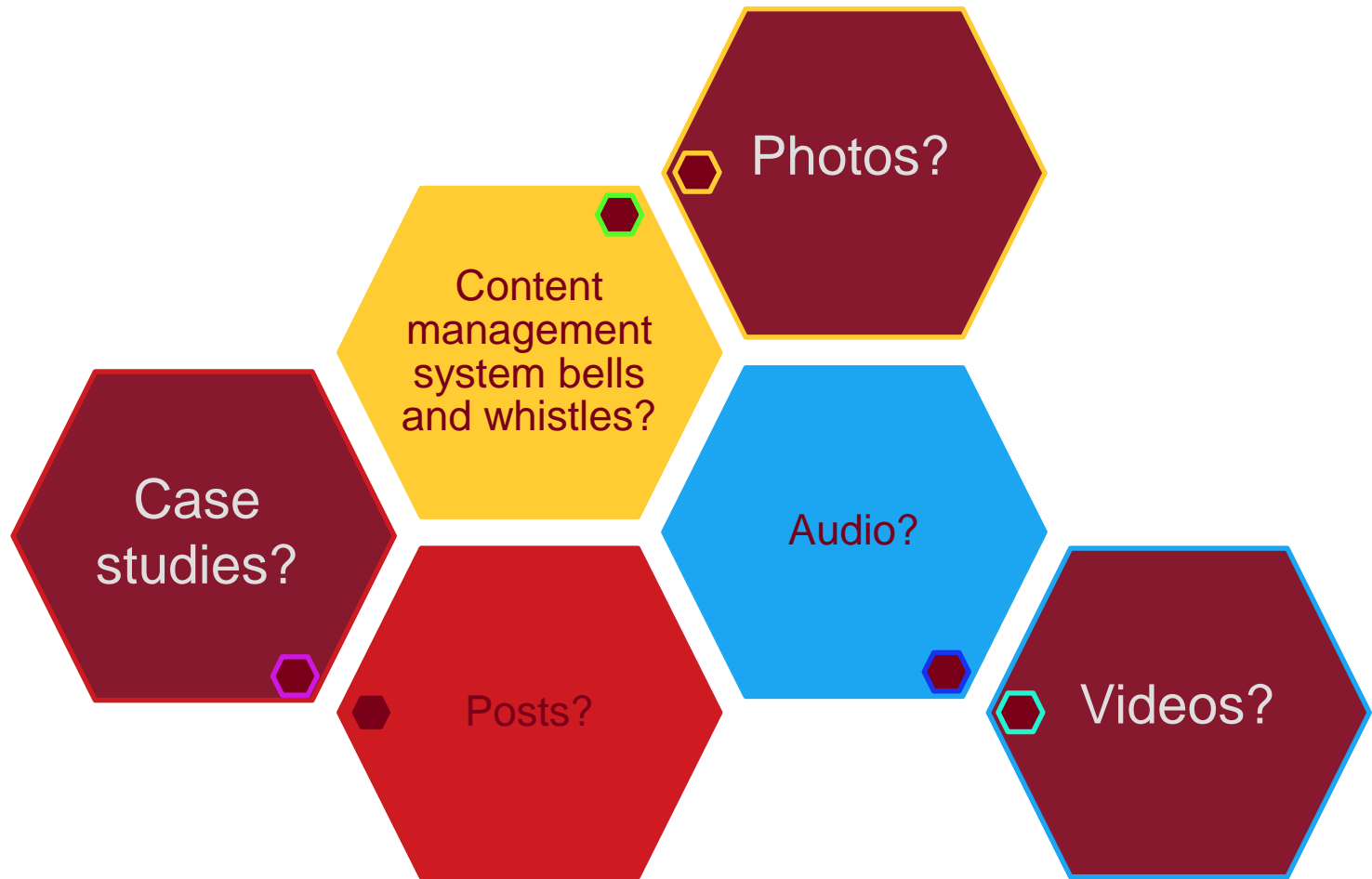
# LEARNING OBJECTIVES

1. Plan a BR&E initiative that fits their communities
2. Organize a community to implement a BR&E
3. Understand and explain the three steps and elements of BR&E
4. Access BR&E resources and networks as needed

# COURSE FLOW

- 2 day face-to-face kick-off (8 modules)
- 5 online modules
  - 2 modules had synchronous meetings
- ½ day in person wrap up (2 modules)
- What is important for in person and what to put online? Didn't necessarily flow.

# WHAT ASSETS TO USE?



**STEP FOUR:**

**Creating Content**

# DIVIDED AND CONQUERED

- Specialists
  - Wrote content for modules
  - Developed learning activities
- Instructional design
  - Developed video and audio content
  - Conducted expert interviews

# DELEGATION WORKS BUT...

- Pieces have to fit together, so you'll need someone monitoring the overall process
- Plan on regular check-ins
- Outside testers are important too
- Team work is work too....

**STEP FIVE:**

**Teaching the Course**



**WORKSHOP ACTIVITY**

# Determining Your Goals

# LESSONS LEARNED – THE GBU

## ■ The Good

– 2013

- Most students finished. 90% did the course paper
- Higher gain in mean scores in evaluation from beginning to the end than in the initial F2F session
  - *“they also gave themselves a much lower retrospective pre-score at the end of the course, then at the eval. of the initial St. Paul F2F session. So it’s like they realized at the end of the course how much less they had really known at the very beginning, then they did after the initial F2F session (i.e. Jan. 22-23).”* Darger/Tuck field notes
- **Two communities did BR&E – Roseville, Barnesville**



# THE GOOD

- 2013 continued – New Hampshire BR&E program created

*Minnesota*



- 2014
  - Added an optional module on U.M.'s BR&E services
  - Two more community BR&Es: Richmond
  - and Belle Plaine. Indian Country project?
- 2015
  - Innovated with a Micro – BR&E approach
  - The host community is talking BR&E in 2016



# THE BAD

- **2013 Live Warning Flags discussion – Online and Phone**

*“The technology almost killed us. Tried to do UMConnect with a live 2-way audio feed. That didn’t work so we made it a one-way for panelists to talk but participants used chat to send it questions or comments. Panelists were calling in from their locations, as were the rest of us. Brigid’s tech. savvy saved the day. We prepped a lot, then punted a lot in session. Never got to the puke stage but dang close.”*

from our field notes.

- **2014 Big City issues & Retention**

- Several headaches associated with moving F2F to the Minneapolis campus: parking, confusion, getting people where they needed to be, snow!!
- 9 out of 21 didn’t finish.

- **2015 Recruitment**

Barely enough participants at the outset (13)

# THE UGLY

- 2014
  - There was someone who gave a 1 (6 pt. scale) on each rating. Therefore, the avg. scores were lower than in F2F eval. Outlier.
- 2015
  - Only 3 people came to the last session (this isn't as bad as it seems)

# COURSE DEVELOPMENT BY TEAM???

## ■ Pros

- Critical mass
- Accountability
- Encourage each other
- Multiple skills
- More visibility
- Greater budget??

## ■ Cons

- Coordination
- Disagreement
- Keeping the course flow
- “Death by email”

**TIPS AND HINTS**

# Designing Online

**TIP #1**

**Know Your Audience**



# PREFERRED LEARNING METHOD

The balance of online learning sessions versus face-to-face.....was about right, or would you have preferred more of one or the other?

Year 1:

8 right balance

7 prefer more F2F

1 prefer online

Year 2:

5 right balance

7 prefer more F2F

0 prefer online

Year 3:

0 right balance

5 prefer more F2F

0 prefer online

# ARGUMENT FOR ALL F2F

*“With my work schedule and the technology challenges, the online sessions were just really hard. I would've **preferred just getting it all done in like 2-3 days straight in person.** Spreading it out, especially online, just creates more opportunities for participants to **get distracted** and have troubles meeting the expectations and assignments. Everyone is busy. It'd be better to just have participants' complete attention in person.”* ~BR&E Course Participant

# ARGUMENT FOR BLENDED BALANCE WE OFFERED

*“It was a nice blend of face to face and online. I really liked how the online forums and discussions went and it was a nice way to **save on travel time.**”*

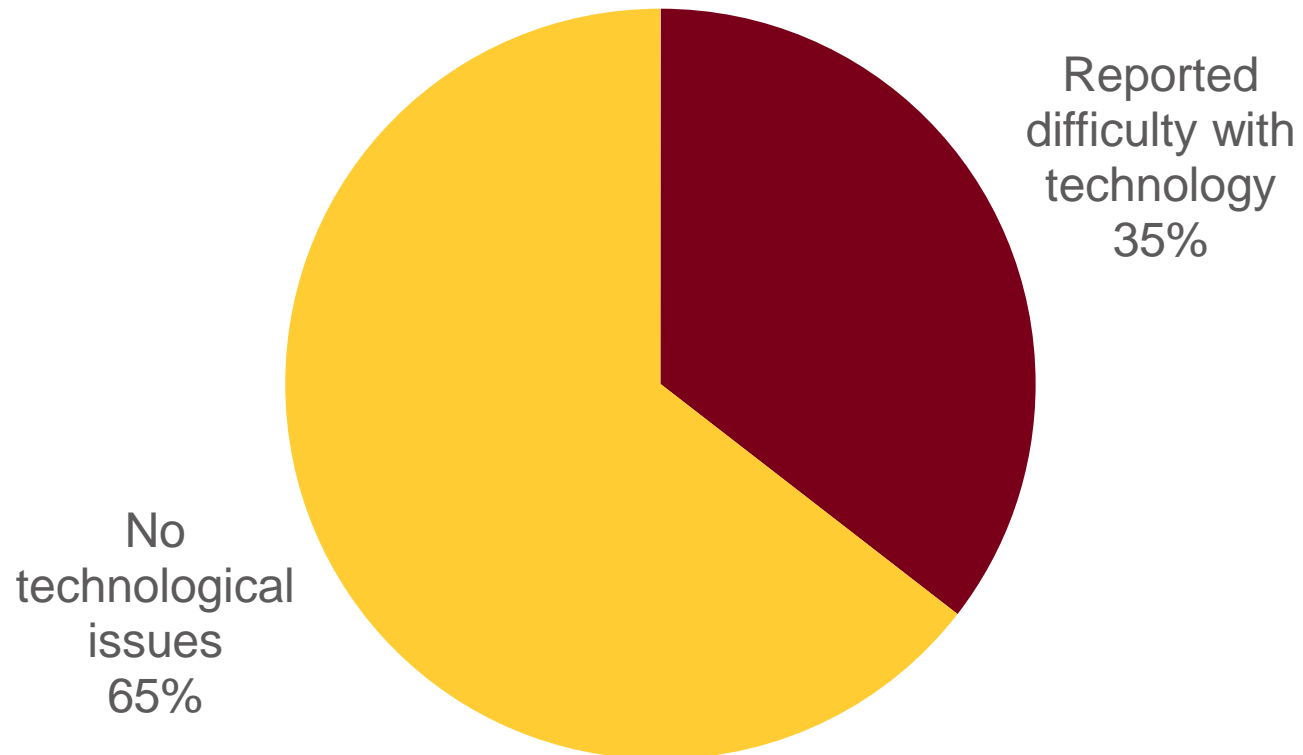
*“The combination works great, given the geographic spread of all of the attendees.”*

# IN THE MIDDLE

*“I would have preferred more face-to-face. While I liked the thought of not having to drive to Minneapolis for class, I think once per month face-to-face would have built more peer-to-peer support. When someone in this class is struggling on some aspect of their BR&E program, I wonder how many will reach out to a fellow classmate for insight, or advice?”*

# TECHNICAL SAVVY

## Technologies You Did Not Like?



# TECHNICAL SAVVY

*“Obviously using Noodle wasn't the best choice with this group - maybe in 10 years? You can see how technically savvy we are since people forget to mute their phones - guilty as charged. And even in today's online sessions, the list of questions we were supposed to work on was taken down to uncover the discussion boxes.”*

# FLEXIBILITY IN SCHEDULING

- Mixed group of participants
  - Economic development professionals
  - City or county staff with ED responsibilities
  - Extension Educators
  - Business owners
  - Community members
    - Mayor
    - City Council

# FLEXIBILITY IN SCHEDULING

*“Everyone should work individually and at their convenience. Especially for working individuals, a session from 10:30am to 2:30pm on a weekday is not conducive to working people.”*



# EXPECTATIONS OF A COURSE

- Our major expectations
  - Regular (with each module) discussion posts
  - Attend 2 live sessions
  - Complete a short paper at the end

# EXPECTATIONS OF A COURSE

*“Thought it was a 1 to 2 day session /conference. It is not a conference - more a school work type of setting - like a Masters program”*

**TIP #2**

**Be Intent in Design**

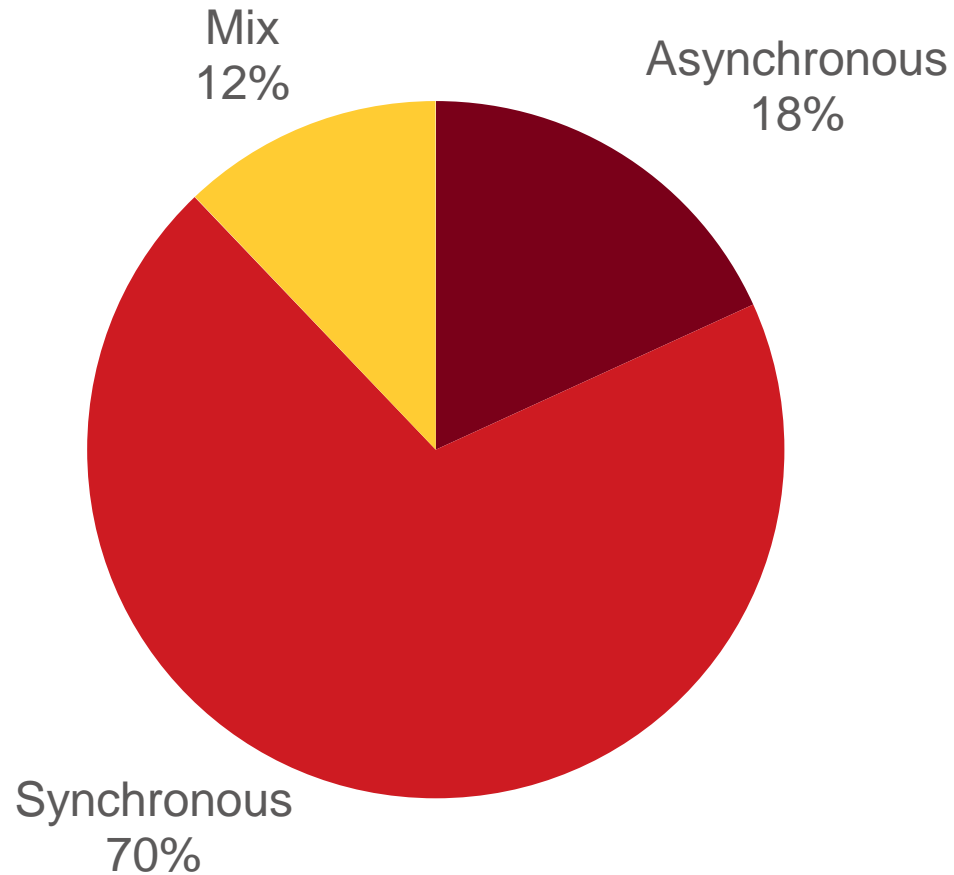
**HOW MANY MODULES?**

# HOW LONG ARE THE MODULES?

- 2 weeks – too long (2013)
- 10 days (2014)
- 1 week – not long enough (2015)

# LIVE SESSIONS?

For online sessions, what is your preference?



# JUSTIFICATION FOR LIVE SESSIONS

- *“I learn better when I can hear the thoughts and interaction of my classmates.”*
- *“It keeps us to task and makes us more likely to get it done and participate.”*
- *“The online sessions where we were all together on a conference call were far more effective.”*

# ARGUMENT FOR ASYNCHRONOUS

*“Generally I think sessions should be asynchronous so as to allow everyone to complete the readings and assignment on their own schedule.”*





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