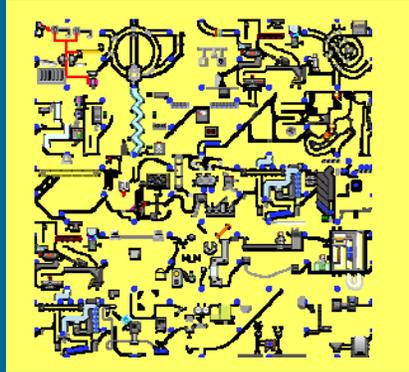


Using Technology for Professional Development, Technical Assistance, and Strategic Communication



Presented by Larry Edelman
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SIG/SPDG Directors and Evaluators Webinar

Now, perhaps more than ever, there are:

- More people who need quicker access to more information
- Major changes that people need to know about
- Many unmet training needs
- New audiences that need to be reached
- Budget deficits
 - Fewer dollars available for providing professional development and technical assistance
 - Federal, state, and local travel restrictions
 - Hiring freezes

2

Why should we use more technology?

1. Improve effectiveness:

- Better support desired performance and outcomes

2. Reduce costs:

- Roll with the punches

3. Increase access:

- Reach more people, with more info, more quickly

4. Engage a younger workforce

- Capitalize on new communication channels

5. Strengthen relationships

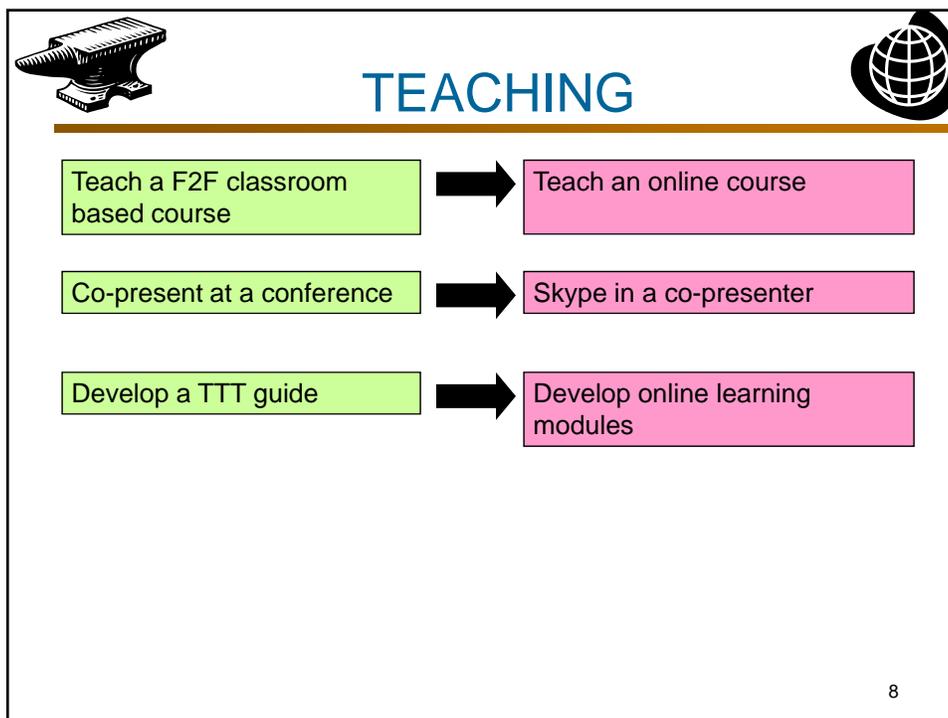
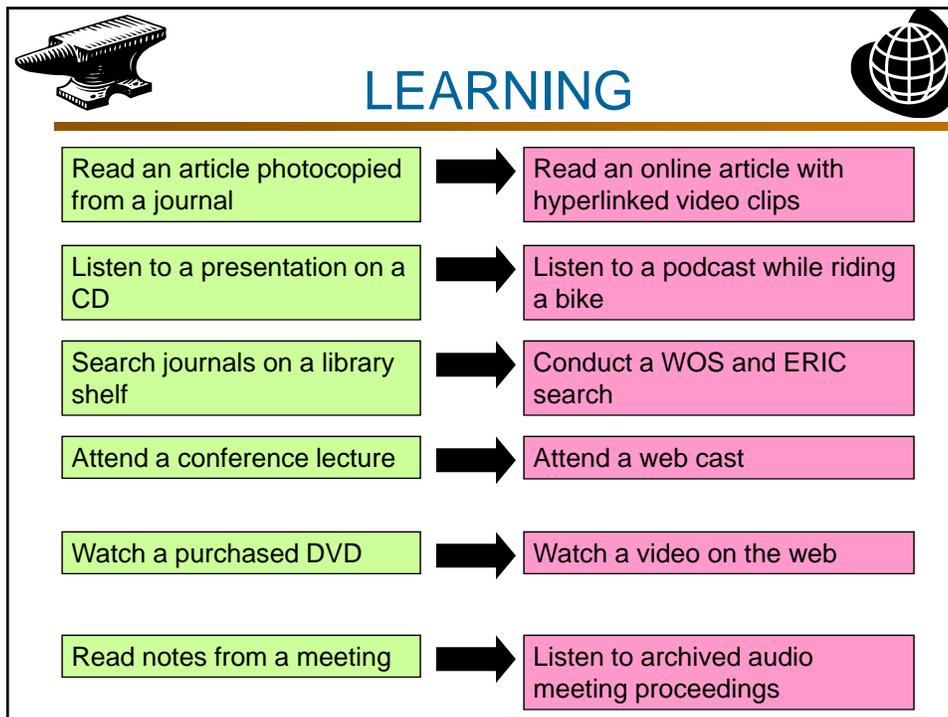
- Encourage higher quality collaboration

Strike a balance between...
“the unprofitable extremes of blinding
skepticism and crippling romanticism.”
(ecologist James Gould)

Throughout the training/learning industry many leaders are being asked to press the "Pause" button on major learning projects and systems. Not stop. Not Cancel. But Pause. And, that Pause button might give an opportunity to do some exciting and radical process redesign.

Elliott Masie

Transformation of
Learning
Teaching
Technical Assistance
Dissemination





TECHNICAL ASSISTANCE



Deliver F2F TA	➔	Deliver webinar TA
Deliver TA by telephone	➔	Deliver TA using video or web conferencing
Conduct print surveys	➔	Conduct online surveys
Facilitate a F2F meeting	➔	Facilitate by video conference
Produce a guidance document	➔	Produce an interactive knowledge base

9



DISSEMINATION



Distribute a three-ring binder of print materials	➔	Distribute a flash drive, post on the web
Distribute a DVD	➔	Post video on the web
Email a memo	➔	Email a link to a podcast or vidcast
Distribute a printed user's guide	➔	Post an online flash-based set of instructional modules

10

These experiences are,
in a word...
ordinary.

Which is it?

Current (so-called “Web 2.0”) digital capabilities are simply the next steps in the continual evolution of technologies that we might use for communication

Current (so-called “Web 2.0”) digital capabilities represent a radical departure for how we learn, teach, and communicate

Why can we do it?

13

Technological Innovations!

- Work Flow Software
- Downloading
- Uploading
- In-forming
- Steroids:
 - Computing capacity
 - Compression
 - In and out-putting interfaces
 - Storage



14

For which of these purposes **MIGHT** technology assist us?

- Conduct needs assessment/front end analysis
- Present professional development events
- Provide TA, consultation, coaching, mentoring
- Disseminate news, updates, documents
- Host/facilitate meetings, conferences
- Facilitate collaborative processes
- Build and strengthen relationships
- Evaluate activities and programs
- Enable social learning
- Exchange information with others
- Enhance service delivery
- Conduct research
- Manage projects
- Manage data (including collection, analysis, reporting)

15

One-Way Asynchronous Communication	Two-Way Synchronous Communication	Asynchronous Synergistic Communication
Print-based document (e.g. Word, PDF, PPT, Keynote)	Text-based live chat	Online survey
Podcast	Telephone conference	Course/Content Management System
Video, vidcast	Video conference	Community of Practice
Media sharing site	Web conference (webinar, webcast)	Virtual Learning Environment (MUVE)
Archived class, lecture, web event	Online meeting space	Bulletin board, news group
Rapid e-learning module (e.g. PPT to Flash video)		Chat room, threaded discussion, list serv
Resource/information repository		Blog
		Vlog
		Wiki
		Online consultation
		Social Networking
		Shared software systems (e.g. Google docs, Google Sites)

16

What is the capacity of your organization to produce the media?

1. To what extent is the new media a sound choice for delivering your specific instructional content in terms of the knowledge, attitudes, and skills, and performance that you want to influence?
2. In general, to what extent is the proposed new media compatible with your organization and the department in which you are located in terms of budget, organizational culture, logistical resources, and technology.
3. To what extent does your organization have access to (or have the ability to recruit) the required human resources?
4. To what extent does your organization have access to (or have the ability to obtain) the required computer resources such as hardware, software, internet connection and bandwidth?

17

What is the capacity of your audience to use the media?

1. To what extent does your intended audience have adequate access to (or the ability to acquire) the required computer resources?
2. To what extent does your intended audience have the computer literacy?
3. To what extent might your intended audience PERCEIVE the media to be acceptable?

18

Modularity is Key to Flexibility and Individualization

Hardware:

- Connecting a scanner to a computer

Applications:

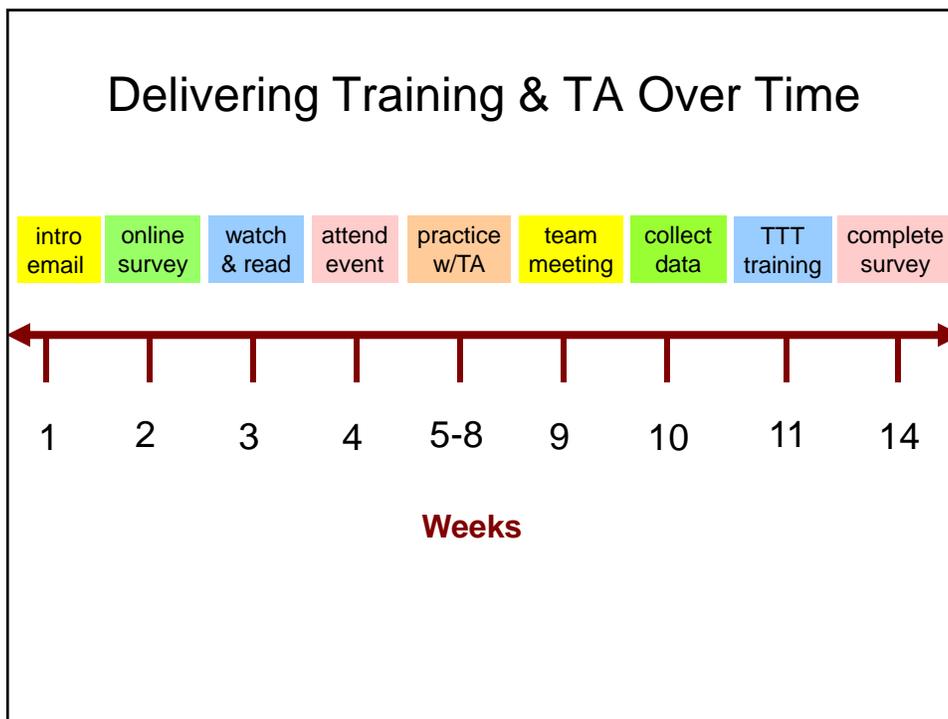
- Conducting a video conference using *Skype*, recording it with *Callburner*, and editing it with *Audacity*

Learning Objects

- Embedding learning objects in webcasts, PPT, etc.

We Usually Focus on DURING. What about BEFORE and AFTER?

<p>How might we use technology <u>BEFORE</u> training events to:</p> <ul style="list-style-type: none"> • give you a better idea of the learners • help the learners get ready for the learning • help you understand and address potential barriers to the learners' future use of new skills 	<p>How might we use technology <u>DURING</u> training events to support performance back-on-the-job</p>	<p>How might we use technology <u>AFTER</u> training events to: provide information over time; support performance back-on-the-job, etc.</p>
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So...what do we do?

22

Some key strategies

- Accept that, to at least some extent, your job description just changed
- Consider ROI in the long run
- Figure out how you and your program will redistribute how you spend your time and other resources
- Avoid the tendency to think about and use new technologies just like the previous one (e.g. radio to TV, F2F to webinars)
- Design ways to EVALUATE your uses of technology
- Insist on universal design
- Strive for open access (e.g. <http://creativecommons.org/>)
- Focus on SUPPORTING PERFORMANCE
- Think modularly: create learning objects
- Partner with your IT resources; admire their concerns, e.g. security, bandwidth, regulations and invite them to admire yours
- Learn from, hang out with, partner with, hire, young people
- Consider free and low-cost solutions
- Avoid less than thoughtful adoption or over-adoption of technology

23

Never test the depth of a river
with both feet.

African Adage

Should we adopt all of these strategies?

No. But we *must*:

- Consider which options may help us, and our clients, achieve our desired outcomes, and,
- Explore the feasibility of using them.

25