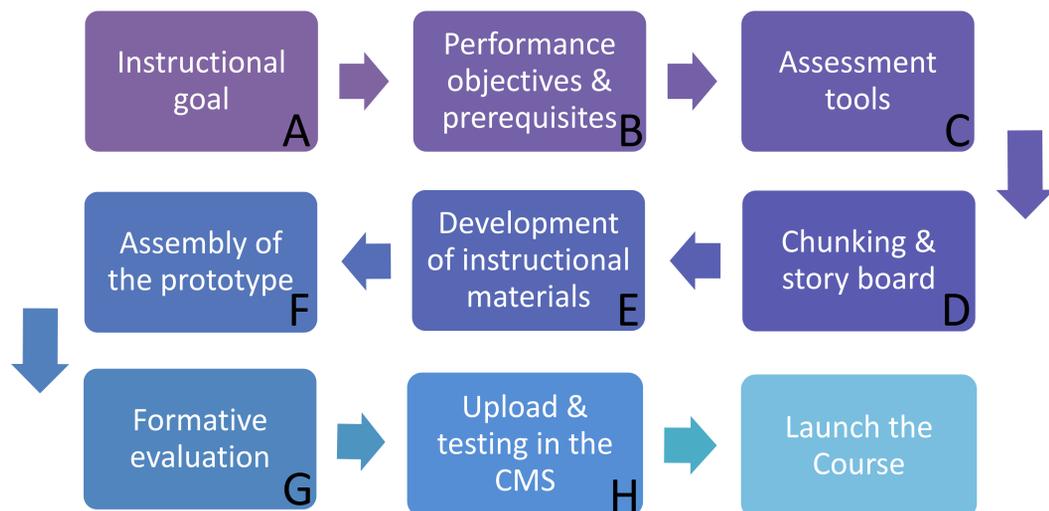


DEVELOPING IPM ONLINE TRAININGS

Petr Kosina, Cheryl Reynolds,
and Tunyalee Martin
University of California Statewide
Integrated Pest Management Program

THE COURSE DESIGN PROCESS

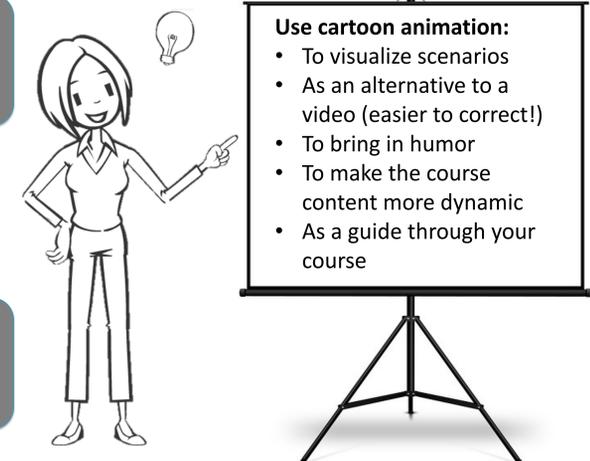


- A.** What do you want the learner to come away with? For example: *Californians will choose integrated pest management to manage all kinds of pests in urban, agricultural, and natural areas.*
- B.** Break the overall goal into more specific pieces, keeping the audience in mind. Define the information, skills, and attitudes needed to be taught that will meet the overall goal.
- Develop **CHANGES IN BEHAVIOR**: *Follow IPM principles to solve the pest problem.*
 - **Performance objective**: Given a real-world scenario, the learner will choose the appropriate steps to identify and solve a suspected pest problem.
 - Develop **SKILLS**: *Evaluate whether pesticide application is appropriate in the given scenario.*
 - **Performance objective**: Given a detailed scenario (crop, pest, abundance), the learner will consider relevant factors and decide whether the action threshold was reached.
 - Develop **KNOWLEDGE**: *List examples of physical or mechanical weed control.*
 - **Performance objective**: Given a set of statements, the learner will select those practices describing physical or mechanical weed control.
- C.** Translate objectives to questions for review of content or testing.
- D.** Divide content into modules and decide on your teaching method for each topic to best present the content and motivate the learner (e.g., demonstration videos, cartoon animation, case scenarios).
- E.** Collect and produce the materials: script, media (images, video, audio), and collect examples and case studies.
- F.** Assemble the final components and produce the prototype.
- G.** Evaluate with select learners and revise based on feedback.
- H.** Upload of final modules into the content management system (CMS), test functionality including tracking learners' progress through the course, reporting scores from modules, and issuing course certificates.



ONLINE TRAINING BEST PRACTICES

- 1** **KNOW YOUR AUDIENCE** AND START DESIGNING THE COURSE FOCUSING ON **WHAT**, RATHER THAN **HOW**
- 2** FREQUENTLY CONSULT YOUR **SUBJECT MATTER EXPERT** DURING THE COURSE DEVELOPMENT
- 3** MAKE YOUR COURSE BOTH **INTERACTIVE AND COMPLIANT** WITH ACCESSIBILITY REQUIREMENTS



ONLINE TRAINING EVALUATION

Evaluate the course before it is published with a select group of learners



Collect qualitative information with a sample group of your target learners. Observe what they do when they are taking the course, analyze their test results, and conduct interviews after.

Focus on learners' understanding of content, perceptions of course activities, course pace, and their overall engagement.

Use feedback to improve the course before it is published. The earlier you evaluate, the easier it is to incorporate important changes to your course.

Collect immediate feedback from learners who finished your online course

Immediately survey your learners and continuously review the feedback to monitor the satisfaction of learners, instructional approach, relevancy of your course to the target audience, usability and any technical issues that learners may have encountered due to, for example, software updates.

I found this course to be very informative. Very excited to go out and check all my citrus trees! And everyone else's!

Sometimes the pages won't load up correctly and the sound will stop working, plus the bullet points would not fit in the screen.

I had to download additional web browser to accommodate my iPad as it does not use flash player.

Assess the use of knowledge and skills to improve course performance



Follow up with your course participants a few weeks or months after they take the course to learn about how they are using their new knowledge and skills acquired through your course. Ask what was missing or what they would change in the course. Feedback of this type is invaluable for the future improvement of current courses AND the development of new courses.

WHO WILL HOST YOUR ONLINE TRAINING?

When choosing a host platform for your online training, consider user experience, your needs, and the lesson design. We evaluated multiple platforms. Here is the comparison between two of our favorites.

LearnUpon	eXtension (Moodle)
+ customizable branding of the learning environment	- no branding of the learning environment
+ fully functional on mobile devices	+ functional on mobile devices
+ allows quizzes, exams, tests, question banks	+ allows quizzes, exams, tests, question banks
+ course certificates tied to user profiles and kept indefinitely	- certificates tied to courses; lost when courses are retired
+ e-commerce option for paid courses (three payment gateway options)	+ eXtension collects fees for paid courses via PayPal and distributes every three months
+ good customer service for administrators & users	+ good customer service for administrators & users
+ intuitive, easy to use and navigate for both learners and administrators	- users can get lost especially if there is a lot of courses and content components
- price based on the number of active users	+ University has premium membership so free to use

NEXT STEPS: ADDRESSING ACCESSIBILITY

Next, we are addressing accessibility (Section 508). Many of our online training activities and ways to increase interactivity, may not be compliant. We're developing standards and implementing some, such as closed captioning.