

EFFECTIVE, EFFICIENT ONLINE TRAINING IN COOPERATIVE EXTENSION

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Pilot study using in-house tech tools to create a web-based prototype from face-to-face trainings

Result: <http://ucanr.edu/sites/MISKIS/> (private access)

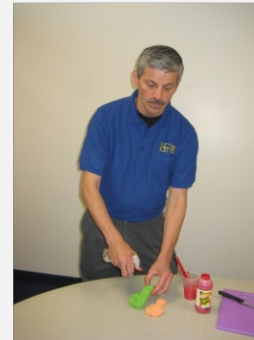
1-Update curriculum
2-Develop evaluation tools

1- Conduct on-site trainings
2-Convert offline resources to online

1-Field Test
2-Update Site
3-Framework

Make It Safe, Keep It Safe
NFCS curriculum

Questions 1-2 and 5-11 Multiple Choice with Four Answer Choices	Pre/Post Quiz Results of Percentage of Questions Answered Correctly			
	Face-to-Face (N=43)	Face-to-Face (N=79)	Online (N=37)	Online (N=37)
1. What is the most common cause of foodborne illness?	100%	100%	96.8%	95.0%
2. Which group is the highest risk for foodborne illness?	100%	97.4%	93.0%	100%
3. True or False: Hand washing is the most effective way to stop the spread of illness.	89.7%	100%	100%	100%
4. Are chemical sanitizers an acceptable replacement for hand washing?	71.8%	94.9%	76.9%	100%
5. What is an example of cross-contamination that is high-risk for leading to foodborne illness?	97.2%	94.9%	93.0%	100%
6. What is the most accurate way to determine if food is adequately cooked?	97.2%	100%	93.0%	100%
7. Food should be chilled to reduce the speed of bacteria growth. What is the recommendation for the maximum time portable food should be at room temperature (under 90F) before refrigeration?	53.0%	89.7%	51.6%	93.0%
8. What is the recommended safest and fastest way to chill large containers of food?	33.3%	69.7%	51.6%	100%
9. What is the safest way to thaw food?	92.8%	92.3%	90.3%	100%
10. What is the recommended temperature for the refrigerator?	84.0%	100%	96.8%	100%
11. To what temperature should leftovers be reheated?	74.4%	100%	89.7%	100%
Mean Correct Answers	83.4%	93.4%	84.1%	98.4%



FRAMEWORK SUMMARY							
Target Audience:							
Desired Outcomes:							
Short-Term	Medium-Term	Long-Term					
Scoring/Grading:							
Evaluation:							
Roles/Tasks:							
Content expertise							
Tech tools support, including development and maintenance							
Funding requirements							
Reporting							
Connection to prior knowledge:							
Linked to Education Standards? Y/N/Not Sure							
Are units: sequenced or stand-alone?							
Lesson Outline:							
Topic	Time (min)	Key Concepts	Online Activity Component	Participant Interaction	Objective (Link to Activity)	Resource	Evaluation
RESOURCES FOR PARTICIPANTS (offline/online access)							
			CHANGE IN KNOWLEDGE, SKILLS, ATTITUDE				
FAQ'S			Apply to Real-life Situation		Organize, Classify		
Discussion Board			Observe, Question		Measure		
Activity Sheet			Hypothesize, Predict		Compare/Contrast		
Handout			Investigate, Interpret		Rate		
Web Resources			Problem Solve		Rank		
Other							
DELIVERY OPTIONS (Samples of each available at sabbatical test site)							

Training Elements	Face-to-Face (N=43)		Online (N=47)	
	Good	Very Effective	Good	Very Effective
1. Presentation style	25%	75%	48%	40%
2. Pace	33%	68%	52%	36%
3. Content	20%	80%	32%	69%
4. Information application	13%	87%	48%	48%
5. Relevance	8%	92%	32%	69%
6. Ease in understanding	8%	92%	32%	68%
7. Power Points	15%	80%	52%	44%
8. Demonstrations	15%	80%		
9. Activities	15%	78%	36%	40%
10. Integrative technology	20%	65%	48%	40%
11. Opportunities for interactive participation	18%	77%	44%	32%
Training Expectations				
Exceeded	58%		36%	
Met	43%		64%	

This study revealed several benefits for CE education:

- Moved CE staff forward in embracing new media and communication tools to reach staff, volunteers & clientele in their own communities.
- Demonstrated a reduction in travel costs for presenters and participants.
- Utilized free/low-cost technology tools from in-house communication services which afforded rapid development of the online modules and built CE staff capacity for future projects.
- Allowed clientele participation when convenient and to repeat as necessary.