



Learning Solutions

 **ONLINE CONFERENCE** SM

April 8 & 9

Creating Blended Learning Experiences for Busy Professionals

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Kaleidoscope Training and Consulting

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Presented by
 **THE ELEARNING GUILD**

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Creating Blended Learning Experiences for Busy Professionals



In this session you'll learn:

- The basics of a flipped classroom design and delivery model
- Key tasks and team member roles
- Production and preparation and planning steps
- Technical considerations
- Top three things we wish we had known before we started





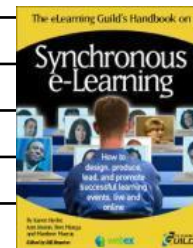
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English language teacher	'88-'93
Application software trainer	'91-'96
Classroom train-the-trainer trainer	'95-'99
Online train-the-trainer course designer and trainer	'99-'18
Adviser for CompTIA's Certified Technical Trainer CTT+	'01-'17
Online event producer, coach, trainer	'99-'18
Producer for The eLearning Guild Online Forums http://bit.ly/XCQVKJ	'03-'15
The eLearning Guild Spotlight and Showcase events http://bit.ly/2bRhc9J	'09-'18
Co-wrote <i>The eLG's Handbook on Synchronous e-Learning</i> http://bit.ly/Y6Z760	'07
CompTIA's Certified Technical Trainer CTT+ VCT certification http://bit.ly/kNXwla	'08
Guild Academy Virtual classroom courses	'13-'15
<i>Mute your Mic</i> Blog post https://bit.ly/2WVb2vr	'14-'17
CompTIA's CTT+ 8-week Deep Dive https://app.box.com/v/DeepDiveCTTplus	'16
The eLearning Guild's Guild Master	'17
Director of Online Events – Hearing First	'17-pres.



Goal: Teach a global audience of professionals and parents
who help children who are deaf or hard of hearing
get the services and support they need
to **learn to listen and speak**
where ever they are
in the world.



Learning experiences had to become scalable and locally available. **All online.**

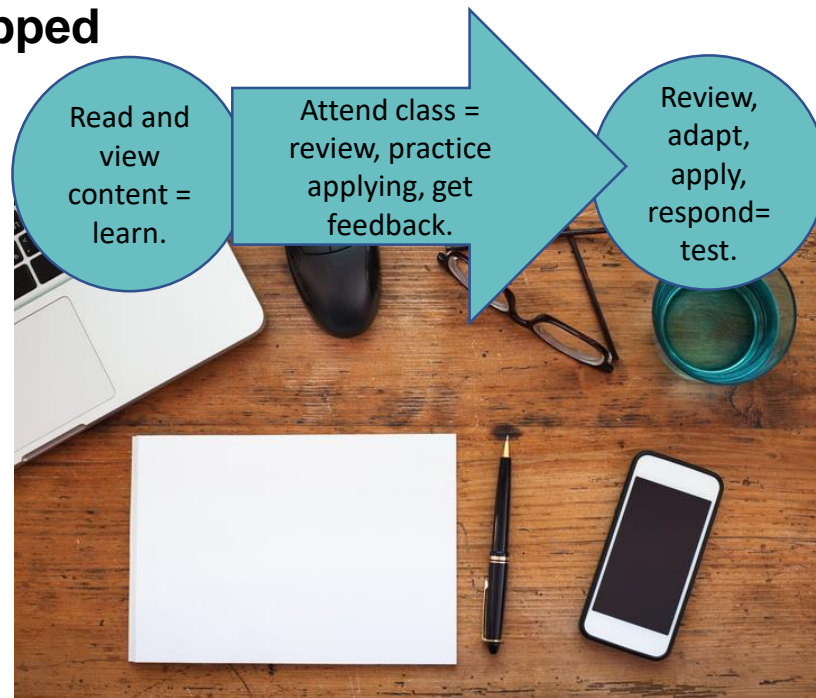


Flipped classroom design and delivery model

Traditional



Flipped



Classroom models

Traditional

Attend class = listen and learn.

Homework = apply.

Attend class = review and test.

Flipped

- Read and view content = learn.
- Attend class = review, practice applying, get feedback.
- Review, adapt, apply, respond = test.

• All online



Classroom models (detailed)

Traditional

- Establish objectives.
- Attend class. Meet teacher and other students.
- Get instructions. Learn rules.
- Listen. Watch.
- Participate.
- Practice. Receive feedback.
- Test.
- Return to workplace. Apply.

Flipped

- Establish objectives.
- Login to learning community. Read instructions. Agree to rules.
- Watch content recordings. Complete assignments.
- Read articles and posts. Post. Discuss.
- Meet other students.
- Join live session. Participate. Review. Respond. Discuss. (Practice. Receive feedback.) Validate.
- Return to workplace. Apply. Review.
- Login to learning community. Read articles and posts. Post. Discuss.
- Watch content recordings. Complete assignments.
- Join live session. Participate. Review. Respond. Discuss. Practice. Receive feedback. Validate.
- Return to workplace. Apply. Repeat for 4 weeks.





Seeking

how we discover new information and keep up to date. Building a network of colleagues is key. Not only does this allow us to pull information, it also creates a way to have information pushed to us by trusted sources.



Sensing

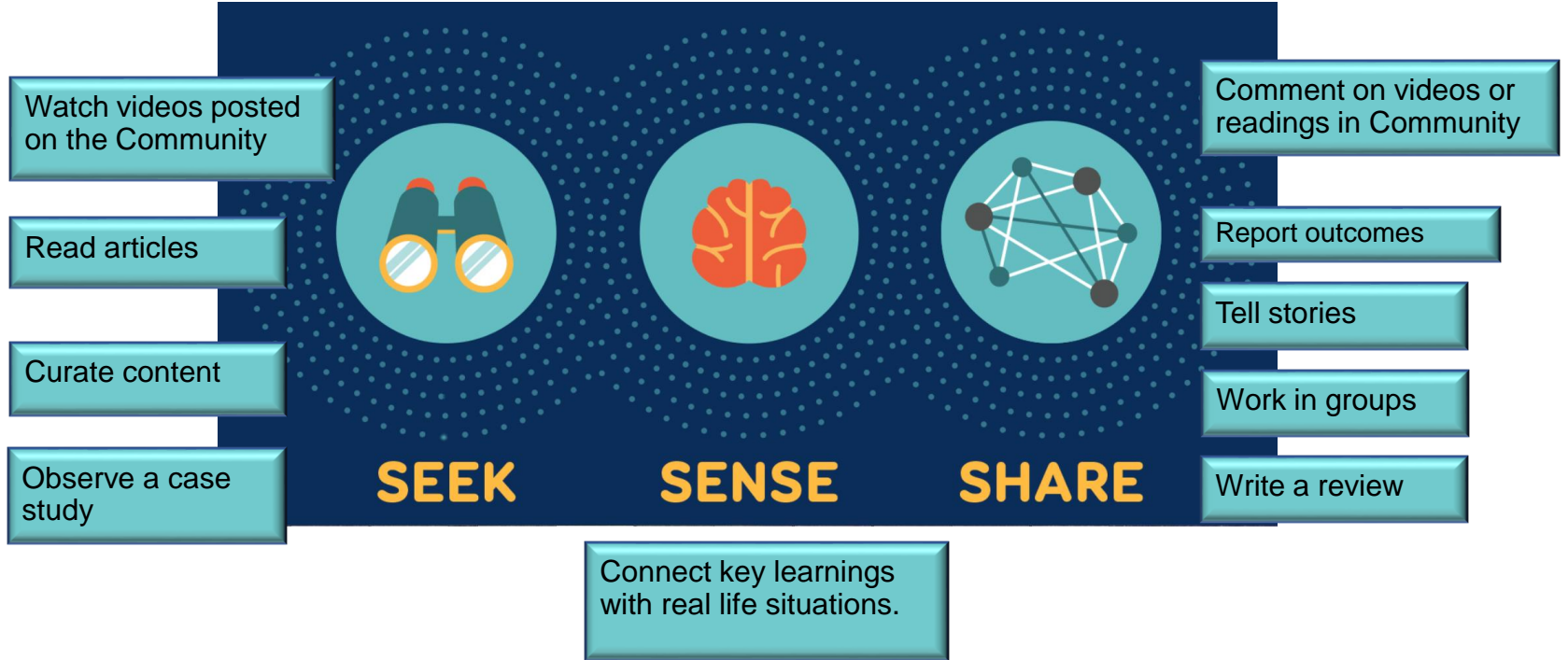
how we personalize and use information. Sensing includes reflection and putting into practice what we've learned. It often requires experimentation, as we learn best by doing.



Sharing

how we exchange resources, ideas and experiences with our networks, as well as collaborate with our colleagues.

Source: Harold Jarche's "Seek, Sense, Share"; Creative Commons BY-NC 2012; Jarche.com
For more information, read the HF blog post <https://hearingfirst.org/blog/2016/04/19/seek-sense-share>



Production and preparation and planning steps

Pre-learning

- Source/Develop content
- Create videos
- Caption
- Post
- Write discussion questions

Between sessions

- Read all posts
- Comment on discussions
- Respond to questions.

Live session

- Learn to teach in new format
- Manage local technology
- Develop PPT slides
- Add engagement
- Write questions



Delivery platforms

Telligent

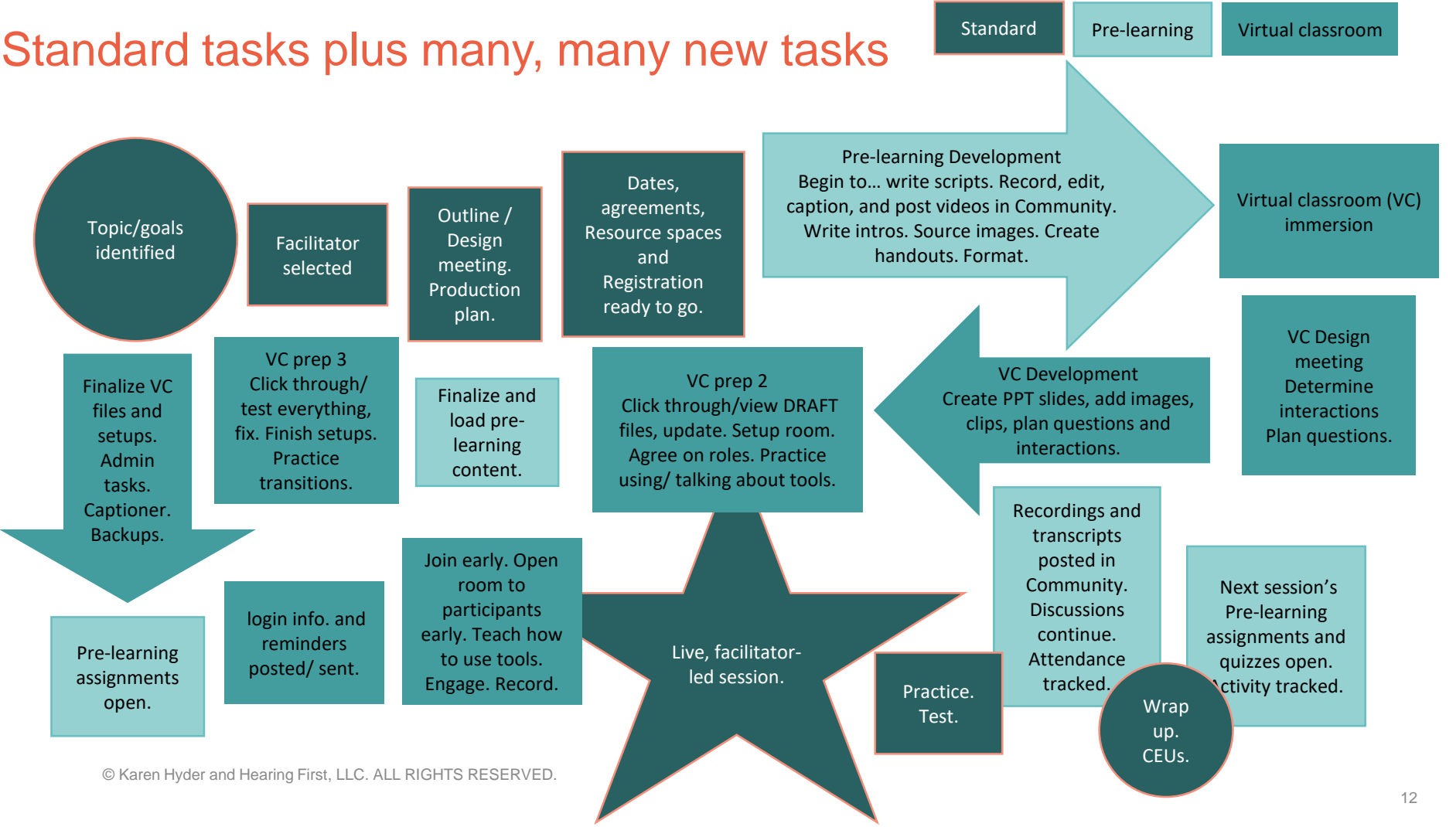
- Registration
- File and Media Gallery
- Content repository
- Assignment tracking
- Text messaging
- Broadcast messaging
- Bridge to live session login
- Uploading
- Seek & Sense
- Share
- Dig Deeper
- Discussion forum threads

Adobe Connect

- Live session
- Breakout groups
- Video clips
- Webcams
- Voice over the internet (VoIP) audio and telephony
- Polls
- Chat
- Captioning
- Recording
- Attendance tracking



Standard tasks plus many, many new tasks



Team roles

- Participant
- Facilitator
- Coach/Host/Producer
- Captioner
- Document and traffic manager
- Content visionary/Instructional Design lead
- IT support
- Programmer
- Registrar
- Graphics
- Communications/Marketing
- Project manager
- Fearless leader



Project and content management tools

Zoom

- Team meetings
- Small group sessions

Goggle Docs

- Comms text
- Archive content

Drop box

- Large file transfer

Wistia

- HIPPA-secure video storage

Teams/Outlook

- Scheduling and messaging

Hubspot

- Attendance tracking and reporting. CEU documents.

Wrike

- Forecasting
- Details
- Project tasks/owners





Tools of the AV Trade Continued

Intro text



Hey fellow Brain Builders! Welcome to Week 3 of LSL Auditory-Verbal Strategies and Techniques. In the first week, we explored our foundational understanding of how a child learns language and provided rationale of why we use specific strategies and techniques as a hallmark in AV Practice. During the second week of our learning journey, we began rolling up our sleeves to discuss 6 specific strategies and techniques for different purposes based upon the child's needs and development. In this 3rd week together, let's add 6 more tools to our toolbox to have a total of 12 AV Strategies and Techniques and discuss implementing them into ready-made curriculum - daily play and social routines.

Photo



Assignment
Required for CEUs



Session 3 Lesson 1 Assignment: required for CEUs

1. Watch the 5 videos below.
2. Complete the quiz linked at the end of Part 1 Video 2 and Part 2 Video 2.
3. Complete the fillable PDF Creating Listening & Language Learning Opportunities Every Day in Every Way. Upload your completed worksheet by clicking here and following the instructions on the page. Please complete this by Friday January 24th!

Seek & Sense



Seek & Sense

Part 1 - And Now We Have 10 Tools in Our AV Tool Box

In this first video for the week, we start our discussion featuring 4 more AV Strategies and Techniques to teach a child spoken language through listening.

Facilitator
Lecture Part 1



Intro
text



With Ms. Sellen and observe an excerpt of an AV session with a 4-year, 3-month-old child who has severe to profound bilateral sensorineural hearing loss and his mother. I was identified, through modern hearing screening at the time of his discharge from a two-week stay in the NICU immediately after birth. I follow up twice a year with a hearing test and he received his hearing aids at 2 months of age and immediately began AVT. As you observe, note the AV Strategies and Techniques implemented, note how they were implemented and the child's response. Also take notice of who is implementing the strategies and techniques. You will be asked to share your observations at the end of the video. M/27 COMPLETE FOR CEU CREDIT

Embedded
video



Transcript
of video



Video Transcript

Part 2 - Let's Add 2 More and Make It A Dozen AV Strategies and Techniques

In the second video for the week, we continue our discussion featuring 2 more AV Strategies and Techniques for a total of 12 to build a child's brain for listening and talking. We also categorize the 12 strategies discussed to their specific purposes to create a listening environment, facilitate auditory attention, promote knowledge of language, and facilitate spoken language and cognition, enhance auditory perception of speech, and stimulate independent thinking.

Facilitator
Lecture Part 2



Transcript
of video



Video Transcript



Part 4 - Now it's Your Turn!

Let's practice using our AV Toolbox of Strategies and Techniques in daily routines. As discussed in the part 3 video, please download [Creating Listening & Language Learning Opportunities Every Day in Every Way](#).

Choose one daily routine and complete the form. Then upload your **completed form here** by Friday, January 24th. **MUST COMPLETE FOR CEU CREDIT.** Use this form often to help think through and apply strategies and techniques in your daily living or AV practice to make every routine a rich listening and language learning time!

Dig Deeper

Additional resources - Not required for CEUs

Experience books support the child in talking about past events and experiences along with new concepts and vocabulary words. Learn tips for making experience books by reading, downloading and sharing the [Hearing First Blog](#) and Handout [How to Create Experience Books](#). Use this handout to enhance your practice and empower parents!

Wondering how it all turned out for the 4 year, 3 month-old child you observed this week? Well he is now in high school! Go to [LSLLife.com](#), there you can find [Zach's page](#) where you can hear him speak for himself and share his interests and dreams for the future. You will also have opportunity to hear from his mom and dad as they share insights into their journey raising one terrific young man.

Download the Hearing First Handout, [Listening and Spoken Language Strategies](#) to use in your practice or at home to create auditory living. Challenge yourself to continually add strategies and techniques to your toolbox to use in your practice or home.

Discussion

Share Your Thoughts - Join the Conversation

Identify at least 1 AV Strategy / Technique you are not readily or easily implementing and focus on using it. Report back, what Strategy / Technique did you implement, how did you implement it and what was the result you observed?

Share your thoughts.

[View the Discussion • 36](#)

Post

IDENTIFY AT LEAST 1 AV STRATEGY / TECHNIQUE YOU ARE NOT READILY OR EASILY IMPLEMENTING AND FOCUS ON USING IT. REPORT BACK, WHAT STRATEGY / TECHNIQUE DID YOU IMPLEMENT, HOW DID YOU IMPLEMENT IT AND WHAT WAS THE RESULT YOU OBSERVED?

Posted by [Arladne Luth](#) on Jan 17, 2020 12:46 PM 16,174,175,176

[Reply](#) [Like](#) [More](#)

REPLY

Add a video, photo, or format your post

Join The Conversation



[T i sla C oll](#) 1 0:00 00

Jan 22, 2020 4:40 PM

Hear it before you see it. I held the toy sheep in my hand and I tried to get the child's attention by asking her to listen and then said "baa baa. Oh! what is that?" then I opened my hand and said "sheep - baa baa!" As her response she picked up the sheep and began squeezing it. I tried the same thing with the horse and again she did not seem interested. As the session was going on I believe my deliverance can surely use some work. I believe I need to really think this through as to what I expected her to do - which was to imitate the animal sound. However, clearly she was not interested in playing with the animals.

[Reply to ...w](#) [la C](#) [I](#) [Like](#) [More](#)

Post



From Session 3 Quiz...

Zach Video 1: Snow

“The child was engaged in the conversation. He added new information about the school sensory table (e.g., "feels like dry bread"). The extension of the topic allowed the child to demonstrate his independent thinking skills.

The therapist used strategy of create a listening environment. When the child was omitting the sound/s/ in the word snow, therapist used acoustic highlighting with prolongation of /s/. After child imitated it correctly she it put back into listening so that auditory loop is created.”





What are some examples of what my child does / says during the routine?

What are some examples of what I / other family members do / say during the routine?

Thinking about a family new to LSL, what would you predict some examples of what the child might do and/or say while **getting dressed**? Choose an age group and share your prediction in CHAT.

Thinking about a family new to LSL, what would you predict some examples of what the family might do and/or while getting dressed? Choose an age group and share your prediction in CHAT.

Baby

Toddler

Preschooler





What vocabulary words / concepts could be emphasized?

What vocabulary words / concepts could be emphasized during the routine?

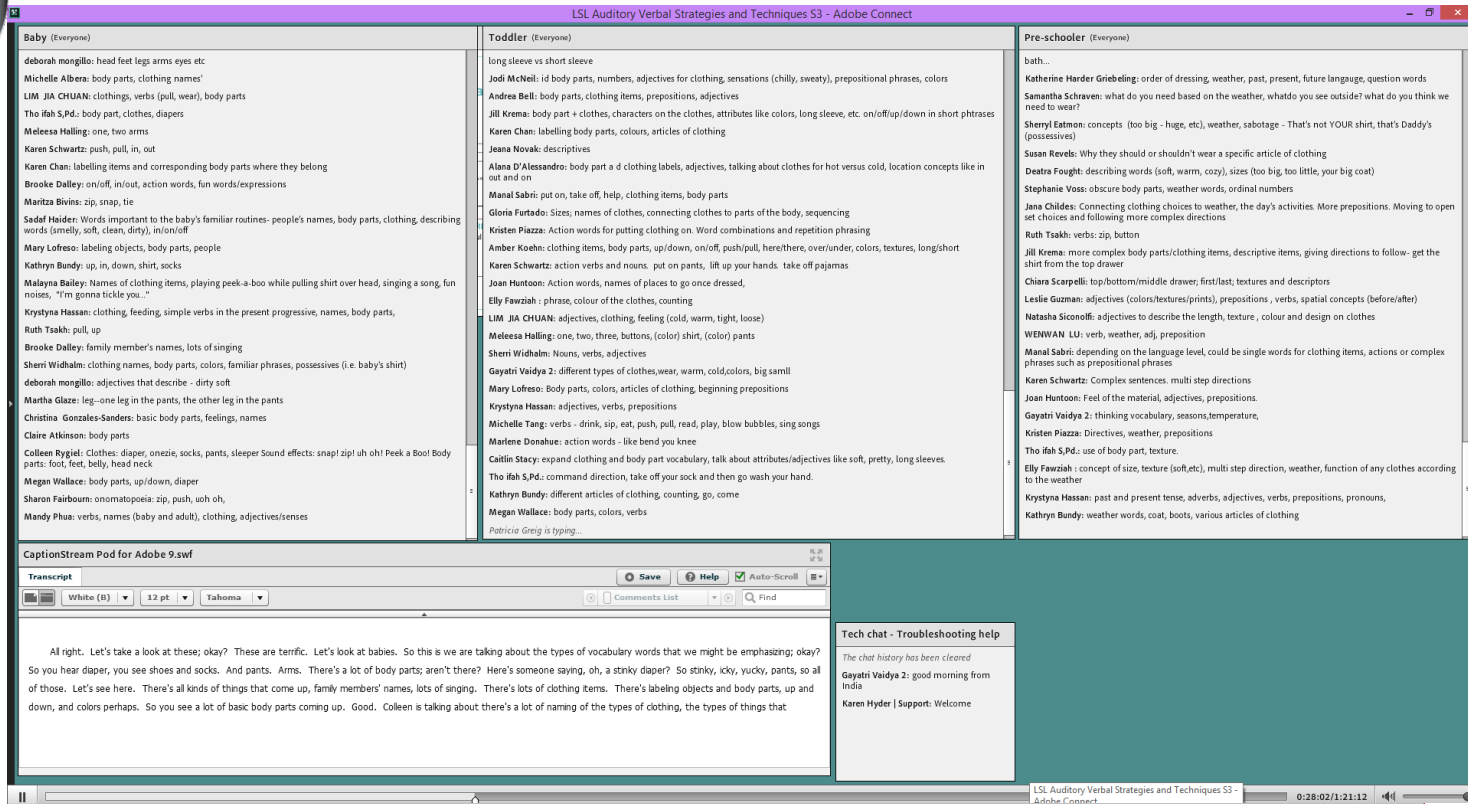
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Teresa H. Caraway, PhD
1

Thinking about either a **BABY, TODDLER**, or **PRESCHOOLER** would be examples of age appropriate vocabulary words or and / or concepts that could be emphasized?

Choose an age group and share in CHAT





Since Fall 2016

- Over 50 [live learning experience](#) programs
- 9,454 registrations
- Attendees from 66 countries
- 4,640 total CEUs distributed



In live, online sessions

We don't:

- Provide slides
- Promote the use of mics and webcams.
- Make content files downloadable
- Allow participants to use only the recordings to earn CEUs

We do:

- 45-60 mins pre-learning per week
- 90 mins live, online per week
- Provide world clock/local time
- Leverage Polls, Chats, Set status
- Show PPT slides and videos.
- Employ Coach/Host/Producer
- Include live captioning
- Schedule HF team member
- Encourage the “help a sister out” team



Learning Experience snapshot

<u>Month</u>	<u>Number of LEs</u>	<u>Registered</u>	<u>Requesting CEUs</u>	<u>Individual receiving CEUs</u>	<u>Percent receiving CEUs</u>	<u>Unique Deals created</u>	<u>Non-completes</u>	<u>Completed all requirements</u>	<u>Completed %</u>
January	2	514	304	110	36%	404	209	144	28%
February	2	536	347	119	34%	398	231	151	28%
March	1	283	168	63	38%	283	40	84	30%
Q1	5	1333	819	292	36%	728	480	379	28%

- ❖ 180 New members since December 2019 have taken at least 1 course in Q1
- ❖ 321 Community members registered for 2 or more Learning Experiences in Q1
- ❖ 859 Community members attended at least 1 live session in Q1 courses



Learner feedback survey

The facilitator(s) effectively:

ANSWER CHOICES	RESPONSES	
Encouraged me to think differently about this topic	81.82%	333
Inspired me to apply this content	91.40%	372
Asked relevant questions	75.68%	308
Managed pace/time	79.36%	323
Responded to learners' needs	71.50%	291
Provided content that directly impacted my LSL practice	81.82%	333
Encouraged me to engage throughout the program	85.50%	348
Was transparent regarding conflicts of interest and disclosures	79.61%	324
Other (please specify)	0.00%	0
Total Respondents: 407		



Things we wish we had known before we started

- Participants need to unlearn traditional habits and commit to a new model.
- Many learners will join via smart phone or tablet.
- Breakout rooms are unnecessary for our outcomes.
- Event time announcer <https://www.timeanddate.com/worldclock/fixedtime.html?msg=601+-+Creating+Blended+Learning+Experiences+for+Busy+Professionals&iso=20200409T13&p1=421&ah=1>



Learner feedback

"I see how effective viewing videos of real sessions is to the learning experience - it gives a more understandable picture of how to do it, rather than just reading about it or being told how to do it. I feel, after seeing clinician-parent interactions in real sessions, that I could emulate the clinician in my own sessions."

"I think the research that was shared was extremely insightful, and really practical for my practice. Knowing what is best practice and having data to back it up, was extremely effective about this experience."

"It's amazing to me that these courses are free and so accessible even from other countries. I truly wish I had the time to take every course! The length of time (4 weeks/10 hours) was perfect; the pre-learning was so helpful, the polls/questions kept us engaged and I'm never uncomfortable giving an answer even if it was wrong."

"I really enjoyed this learning experience as a parent of a child with cochlear implants. I did not know much about the anatomy of the ear and was impressed with how detailed the information provided was. The research provided for the importance of early intervention was fascinating. I also enjoyed learning more about how hearing aids and cochlear implants work to provide sound to the individual."

"Good examples of working with families to teach new songs and ideas through songs through video clips. Good information to share with families about the impacts of music on the brain, learning, and skills in all developmental domains (cognitive, motor, social-emotional, self-help, and communication/language)."



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