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e-Learning: No Longer the Last Frontier





Your presenters

Kathy Sokolik, Vice President for Child Support Services,
Center for the Support of Families

Grant Nason, Technical Writer/Trainer, Iowa State
University's Child Welfare Research & Training Project

Elizabeth Black, Director for Child Welfare, Center for the
Support of Families

eLearning

The use of electronic devices (computers, tablets, phones) to deliver educational or training content to learners.



Asynchronous

- **“Any time, any place” learning**
- **Static content**
- **Geographically disbursed learners**
- **Different levels of experience**



Synchronous

- **Set time: Think webinar**
- **Learners & instructors in similar time zones**
- **Learners have similar experience with training topic**



Models

- **Synchronous distributed course**
- **Web-enhanced course**
- **Blended (hybrid) classroom course**
- **Blended (hybrid) online course**
- **Online course**
- **Flexible model course**



User Interface

- **Page turner?**
- **Audio?**
- **Video?**
- **Scenario based?**
- **Responsive?**



Learning Management Systems (LMS)

Systems used to provide access to eLearning courses, as well as track learners' progress.



LMS: A continuum in complexity



Informal distribution

- Log in/out
- Track progress
- Certificate of completion

More complex

- Track time spent in training
- Track & report scores on quizzes

Link to your HR system

- Assign training to users
- Responsive
- Gamification

And now enjoy some gratuitous photos of eagles, as I welcome Grant to the podium



The CW RTP Purpose

- The [Child Welfare Research and Training Project](#) (CW RTP) evaluates programming, conducts research on outcomes of programs, trains Iowa Department of Human Services (DHS) employees, and assesses for quality and technical assurance for many of the programs housed within Iowa DHS. The overall goal is to help the families and children in Iowa have their health and human services needs met effectively and with the utmost support and respect.
- The CW RTP is a collaboration between ISU faculty and staff, graduate assistants, Iowa citizens, and state and local DHS employees and supervisors. We work together to ensure that Iowa's children and families receive services and care informed by best practices that lead to safety and overall well-being. Best practices are ensured through a commitment to enhancing quality assurance, technical excellence, educational training, and research based programming.



Our Story

IOWA STATE
UNIVERSITY

- In 1991, Iowa State University contracted with Iowa's Department of Human Service's Child Support Recovery Unit (CSRU) to provide training to child support professionals across the state of Iowa
- The ISU/CSRU contract continues to this day
- Training was accomplished mainly by face-to-face or manual until budget restraints forced the re-evaluation of these methods
- With face-to-face training decreasing, effectively training more than 500 employees in 25 offices became the concern



Our Story, Cont.

The Solution

- Computer-based training became the primary method for training Child Support Professionals in the State of Iowa
- Rocky beginning, but success followed

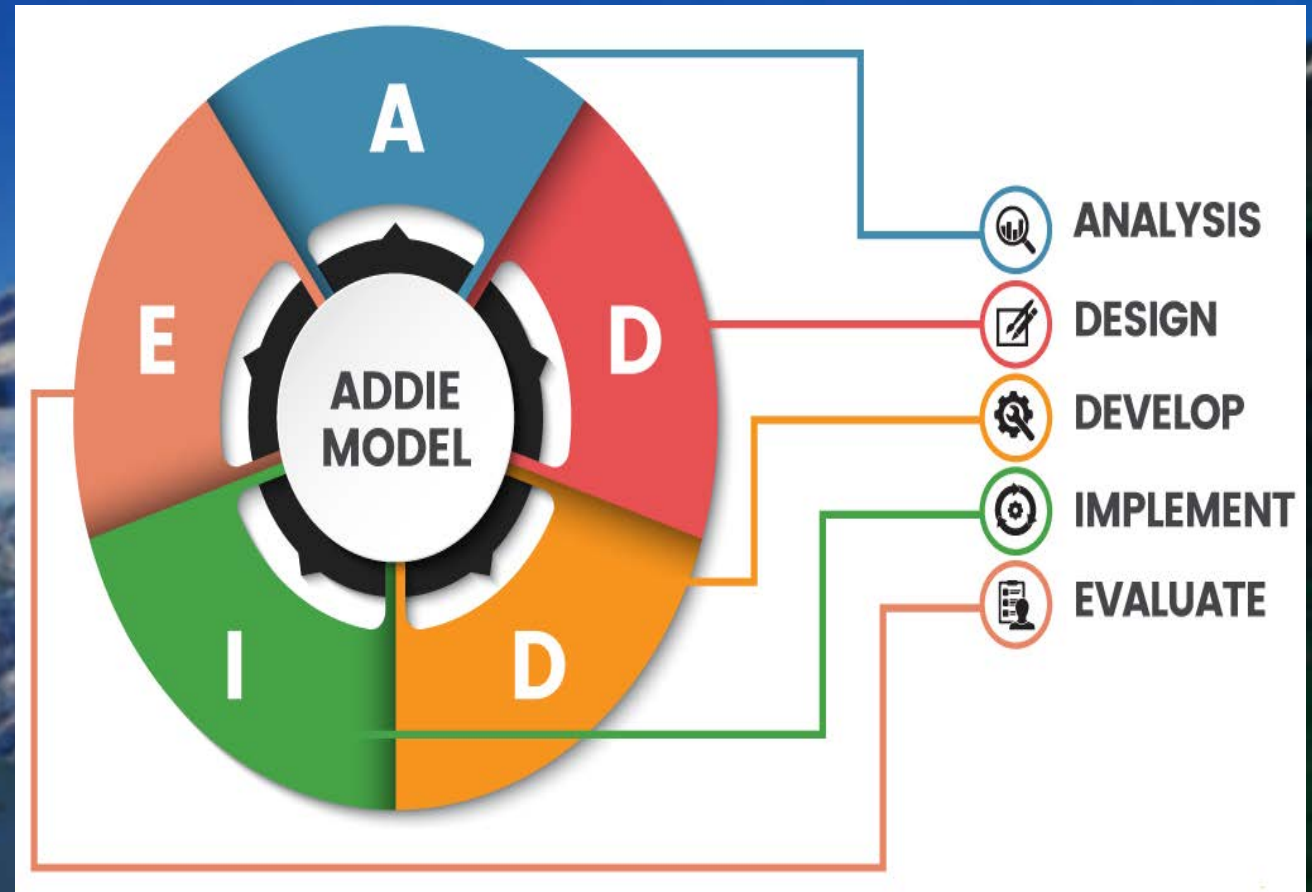
The Process

- We use design software (Captivate) for creating trainings and a Learning Management System (LMS) (Moodle) from which to store and launch all trainings for Child Support Employees

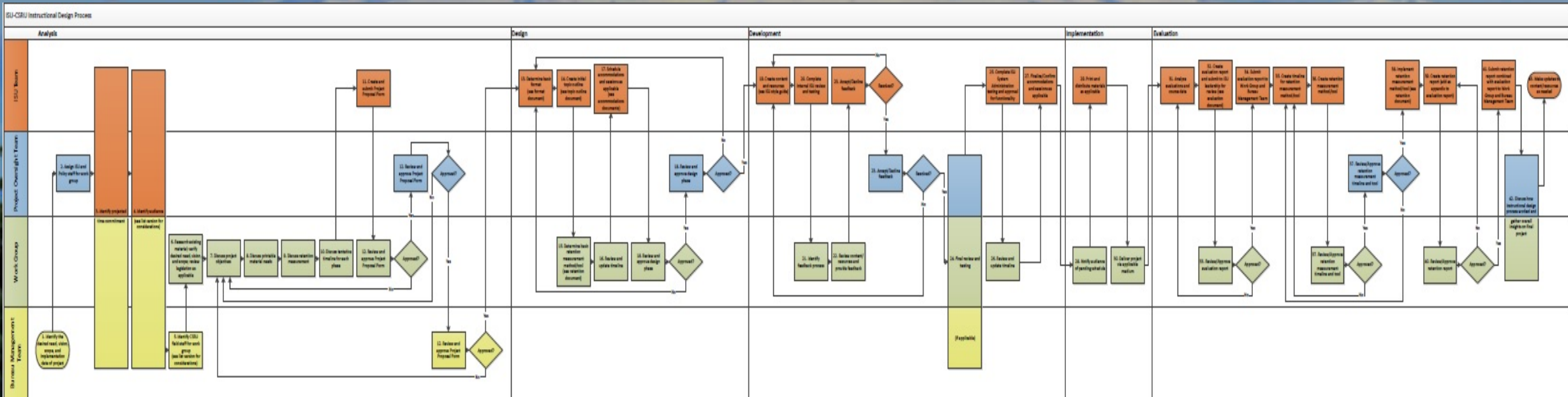


Our Story, Cont.

We also utilize a method of standardization for our trainings called the “ISU-CSRU Instructional Design Process.” Based on the ADDIE model of instructional design, this process allows us to produce trainings that have a consistent format for our customers



ISU/CSRU Instructional Design Process



Advantages

- Wide dissemination of training materials in short period of time
- Allows each office to be trained on specific processes
- Allows for a variety of training methods
- Allows the instructor/designer to cater to a wide variety of adult learners
- Relatively low cost to run
- A good measure of short-term retention
- Reduces travel costs
- Standardized, easy-to-adopt format
- Allows for record keeping of employee participation
- Allows for anonymous evaluation, and subsequent follow-up



Considerations

- Need for support staff (e.g., IT/trained personnel)
- Long-term retention
- Resistance to change
- Need for printed training material for future reference
- The instructional design process takes time



Learning In Action!

Confidentiality



IV-D Requests.mp4

TOBI



TOBI1.mp4



TOBI2.mp4



e-learning in Mississippi - Practice Model Learning Cycle



Purpose

The Mississippi Department of Child Protection Services (MDCPS), in collaboration with Center for the Support of Families (CSF), is using research on traumatic stress, leadership development and adult learner concepts, **to build the capabilities and skills of child welfare staff** in order to improve outcomes for children and families.



What is the Practice Model Learning Cycle?



The PMLC, using an e-learning platform, is a development and learning model designed to reinforce Mississippi's Practice Model with leadership and front line workers through:

- A structured, intentional set of activities and process
- Coaching support



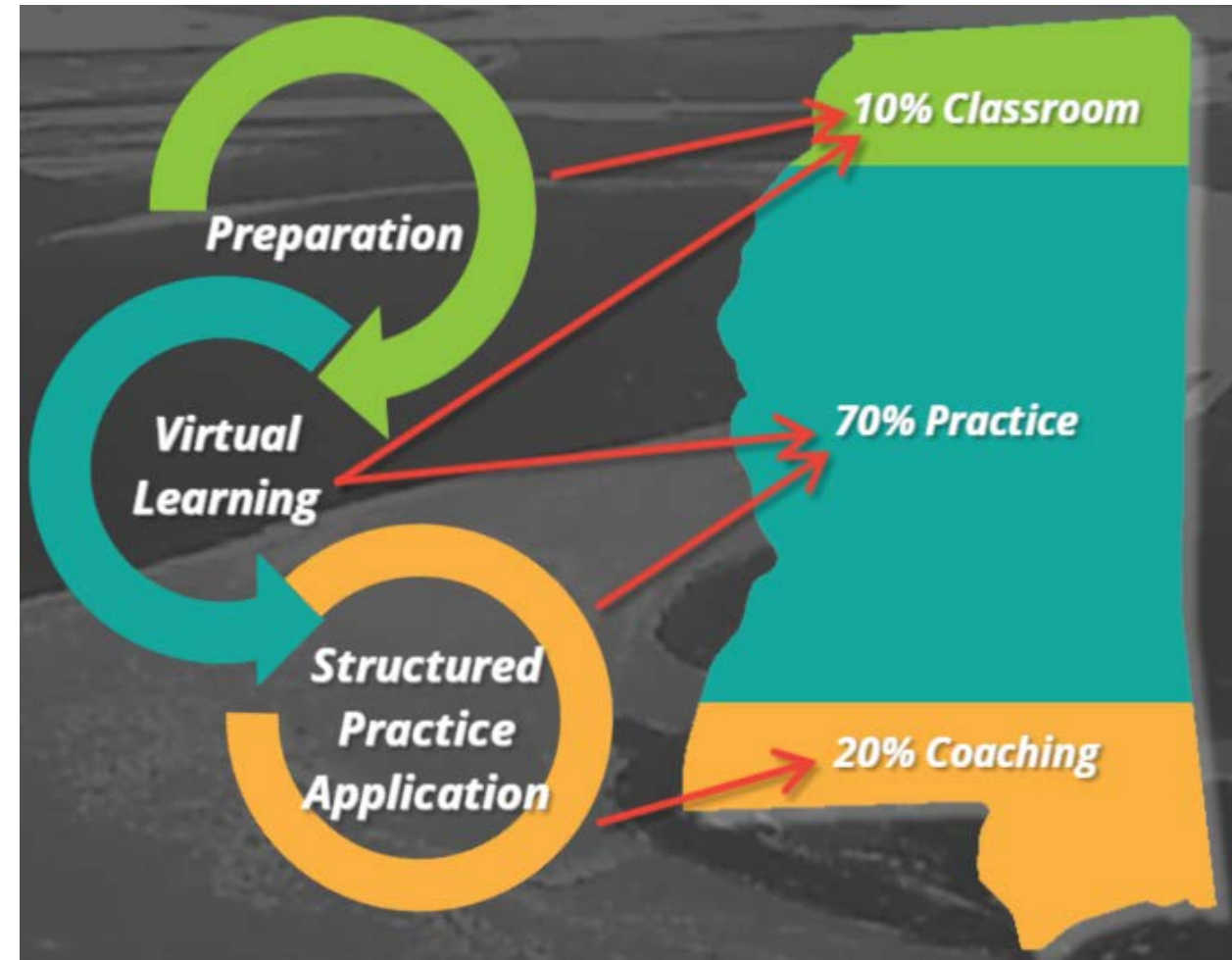
PMMLC contains Seven Learning Cycles

1. Trauma
2. Involving children and families in case planning.
3. Assuring safety and managing risk.
4. Strengths and needs assessment
5. Individualized case planning
6. Mobilizing appropriate services timely.
7. Preserving and maintaining connections.



Four Components Each Cycle

- *Prep Session:* A two-hour preparation session facilitated by a CSF coach for a region's leadership team to introduce each of the cycles.
- *Unit Meeting:* Supervisors hold unit meeting to watch virtual tutorial together.
- *Self-directed Learning Session:* Front line staff and supervisors do the virtual tutorial designed to reinforce the key behaviors and fidelity indicators associated with each learning cycle.
- *Structured Application Session:* A three-hour structured practice application session facilitated by a CSF coach provides an opportunity for supervisors and front line staff to practice together, ask questions, and reinforce the learning.



Let's see it!

**mdcps**
Mississippi Department of Child Protection Services

HomeResourcesHelpCoaches Login

Overview and Trauma-Focused *

[Involving Children and Families in Case Planning and Decision Making *](#)

[Assuring Safety and Managing Risk*](#)

[Strengths and Needs Assessment *](#)

[Individualized Case Planning *](#)

[Mobilizing Appropriate Services Timely](#)

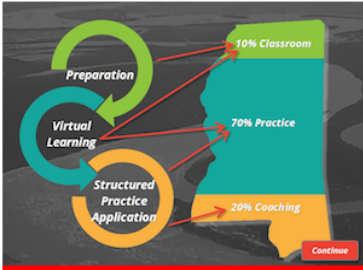
[Preserving and Maintaining Connections](#)

virtual-learning.pantheonsite.io

Mississippi Practice Model Learning Cycle - Learning Modules

Overview and Trauma-Focused

Welcome to the Overview and Trauma-Focused Module of the Practice Model Learning Cycle. In this 1st Learning Cycle Module, you will find two virtual tutorials and resources for you to learn more about the information contained in this module. The first virtual tutorial will provide you with an understanding of the full MDCPS learning cycle and how it will impact you. The second virtual tutorial will provide you with a better understanding of trauma and how you can incorporate a trauma focus into your practice.





What do we know about the impact so far?



Cycle 1: Trauma Informed



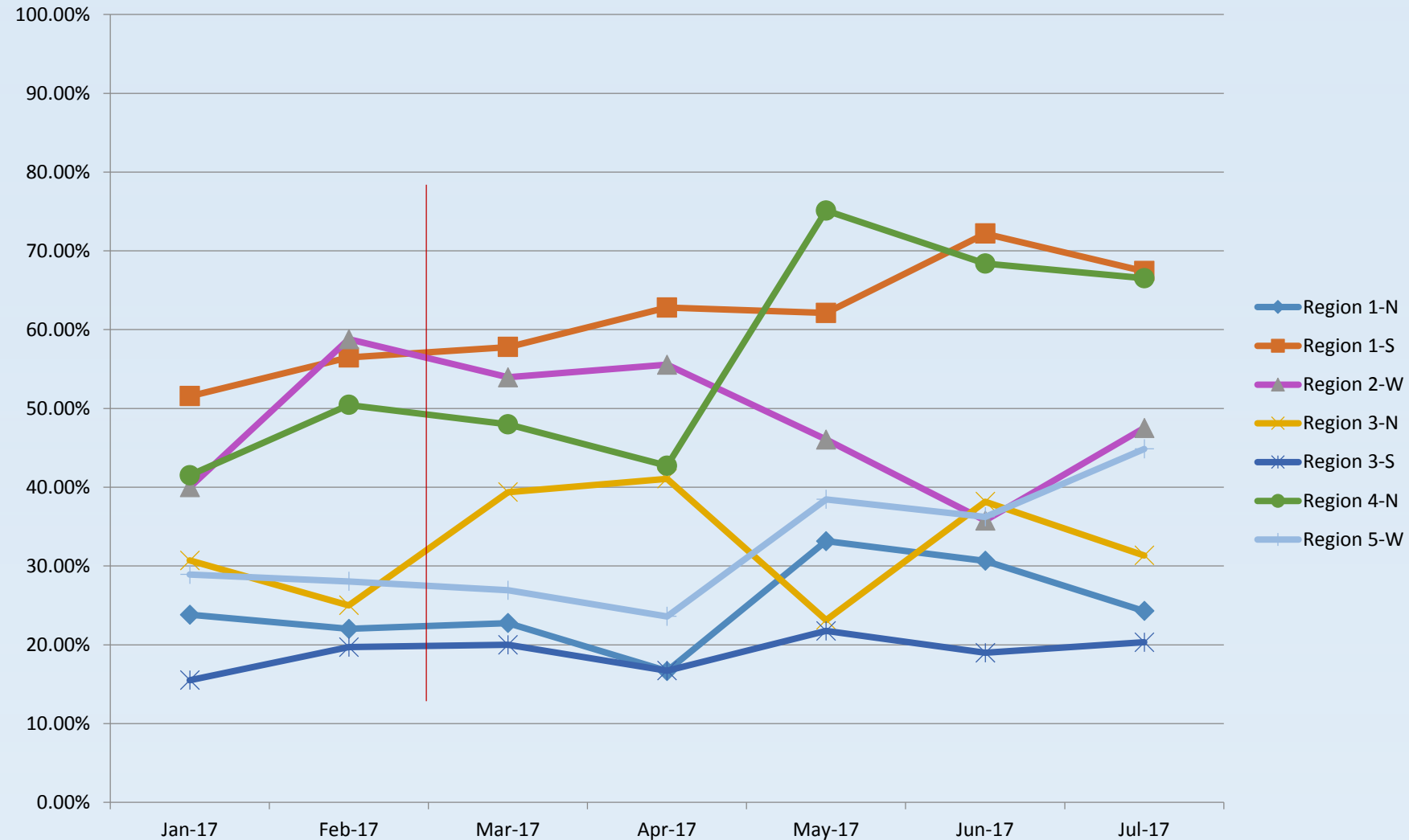
% of Siblings Entering Custody Within 30 Days of Each Other Who Are Initially Placed Together							
	Jan '17	Feb '17	Mar '17	Apr '17	May '17	Jun '17	Jul '17
1-N	75.19%	76.60%	75.91%	78.95%	79.87%	76.62%	78.62%
1-S	85.61%	82.67%	82.89%	82.78%	82.67%	80.56%	79.26%
2-W	52.08%	55.56%	62.79%	60.98%	57.78%	62.71%	66.07%
3-N	73.68%	73.68%	66.67%	64.44%	60.98%	51.35%	58.14%
3-S	67.44%	60.78%	56.60%	55.77%	56.36%	52.08%	51.06%
4-N	78.26%	77.92%	73.75%	68.06%	63.75%	63.16%	59.70%
5-W	74.07%	70.37%	76.60%	75.61%	73.53%	73.53%	75.00%

% of Children in Custody 12 Months or Less with 1 or 2 Placements							
	Jan '17	Feb '17	Mar '17	Apr '17	May '17	Jun '17	Jul '17
1-N	77.90%	70.82%	72.59%	73.38%	74.06%	74.45%	73.75%
1-S	84.27%	84.53%	85.89%	87.86%	85.04%	83.68%	81.60%
2-W	78.85%	75.53%	74.26%	78.00%	79.44%	79.66%	81.51%
3-N	66.48%	67.82%	73.51%	71.82%	69.66%	68.02%	71.27%
3-S	75.00%	71.30%	72.81%	73.66%	76.42%	77.73%	74.52%
4-N	80.77%	83.75%	85.23%	84.83%	84.44%	86.21%	85.00%
5-W	85.63%	83.33%	83.12%	86.67%	87.50%	87.16%	89.40%

Cycle 2: Involving Children & Families in Case Planning



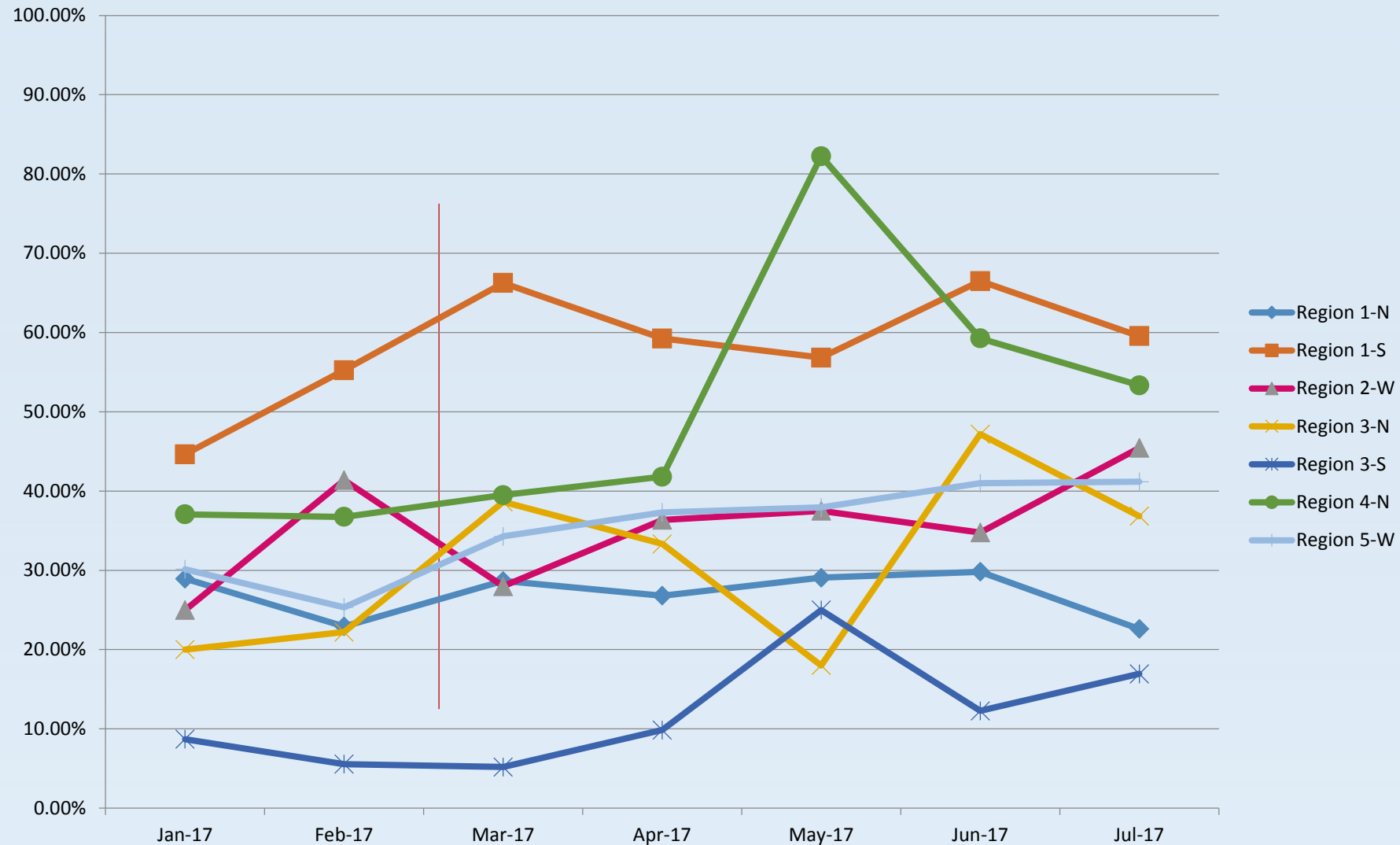
Percent of Children with a Goal of Reunification Whose Parent(s), With Whom They are to Reunify, Was Seen Once Monthly by the Caseworker



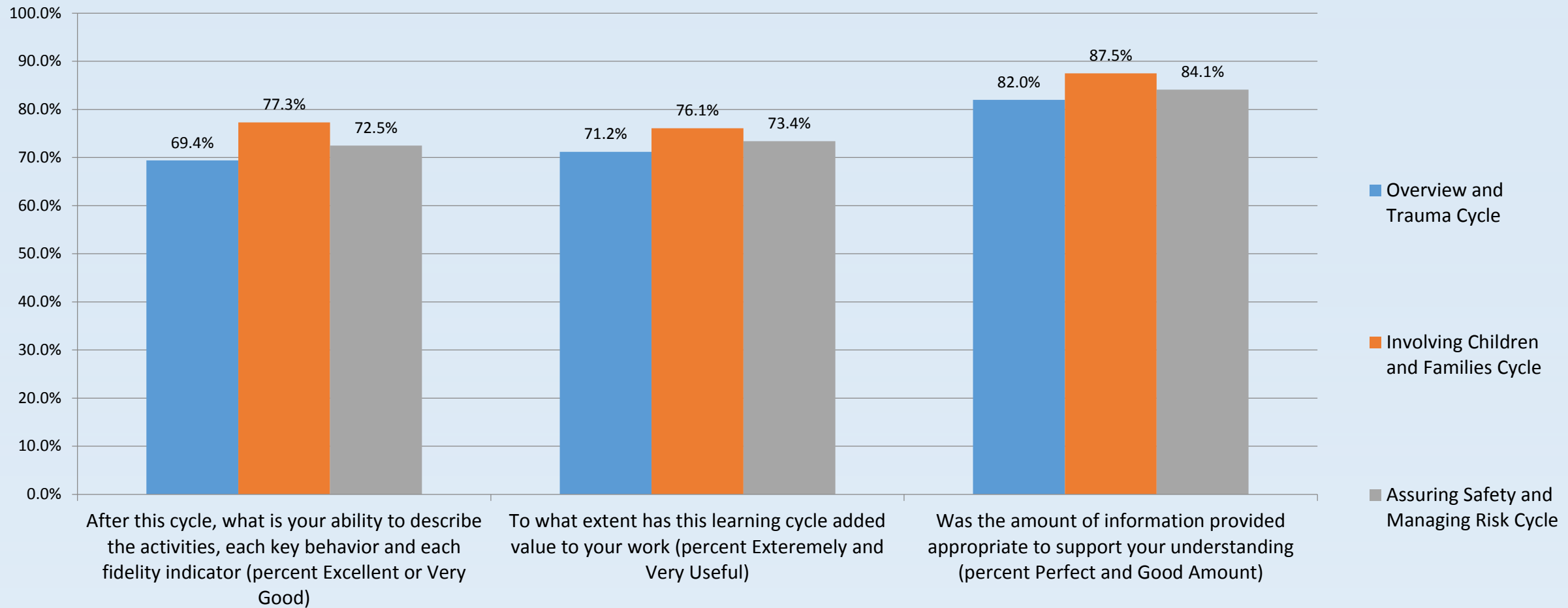
Cycle 2: Involving Children & Families in Case Planning



Percent of Children with a Goal of Reunification Who has a Father Identified as Part (or All) of the Reunification Home, and was Seen Once Monthly by Caseworker



MDCPS Leaders, Frontline Workers, Children & Families – Evaluation results



MDCPS Leaders, Frontline Workers, Children & Families



Selected Quotes on the PMLC Process from the First Three Cycle Evaluations:

“Excellent tool! Provides wider lens to see clearly and understand how and what we practice.”

“I'm very pleased that the agency is providing this tool for its employees, who happen to be its greatest asset. I'm excited to be a part of this process and look forward to gaining a lot more information.”

“Excellent tool for learning. Goes beyond text book reading. Takes care of adult visual learner and those of us who like one on one and modeling. The environment also takes care of us learning individually and as team. Creates some sense of a cohesive effort.”

MDCPS Leaders, Frontline Workers, Children & Families, con't.



“Each time we meet as a group I am able to build on to the knowledge from the previous session. I feel that these sessions give great insight on how to address clients through the reenactment of certain scenarios.”

“This is an excellent learning tool which will be beneficial to our children and the families we serve.”

“It is good that they provide us with the frequent quizzes in addition to providing us clarity when our choice was incorrect. This should be provided in every new worker's initial training.”

“The trainings have been an excellent tool to use with the families that I service on a daily basis.”

eLearning Resources

eLearning Software

- **ADOBE Captivate** <http://www.adobe.com/products/captivate>
- **Articulate Storyline** <https://www.articulate.com/>
- **Mindflash (Software has its own LMS)**

https://www.mindflash.com/lp/search2/?utm_source=google&utm_medium=cpc&utm_campaign=a_brand_all&utm_content=mindflash_exact&utm_term=mindflash



LMS Software

- <http://www.capterra.com/learning-management-system-software/>
- <http://www.capterra.com/learning-management-system-software/#affordable>
- <http://www.capterra.com/learning-management-system-software/#user-friendly>



Instructional Design & Evaluation Models

- **ADDIE** - https://en.wikipedia.org/wiki/ADDIE_Model
- **Merrill's Principles of Instruction** - [https://en.wikipedia.org/wiki/First Principles of Instruction](https://en.wikipedia.org/wiki/First_Principles_of_Instruction)
- **Gagne's Nine Events of Instruction** - <http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>
- **LLAMA** - <http://www.torrancelearning.com/agile/>
- **Bloom's Taxonomy** - <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>
- **ASSURE** - <https://educationaltechnology.net/assure-instructional-design-model/>
- **ARCS** - <https://elearningindustry.com/arcs-model-of-motivation>
- **Dick and Carey Design Model** - <http://educationaltechnology.net/dick-and-carey-instructional-model/>
- **C-ID (Constructivist Instructional Design)** - <http://www.nwlink.com/~donclark/hrd/learning/id/constructivism.html>
- **Kirkpatrick's 4 Levels of Training Evaluation** - <http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html>



