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**CLD as a profession is equipped and supported to go online with learning and engagement programmes.**

**Discussion points**

1. Distance learning is not new. Correspondence courses have been around a long time. Web-based learning is reaching its 3rd decade and there has been research.
2. Recognise that online learning opportunities **can** produce better outcomes in for learners and communities. Awareness of strengths and weakness important for planning online practice.
3. Recognise that online learning opportunities **can** produce better outcomes for organisations. Awareness of the strengths and weakness for organisations is important to plan quality online learning and engagement programmes.
4. **There are elements of online programmes that differ from the face-to-face delivery including access, delivery, content and psychology that could impact outcomes. Practitioners should be aware of these elements and evaluating online courses should go beyond the successful learning or engagement outcomes.** Online programmes need to be evaluated and criteria for this evaluation should be established to support organisations, practitioners and those accessing the programmes.
5. Online facilitation is different from face-to-face delivery and requires digital agility. Online facilitator skills need to be evaluated and criteria for this evaluation should be established to support practitioners.

**Discussion and Findings**

1. **Distance learning is not new. Correspondence courses been around a long time. Commonality of web-based learning is reaching its 3rd decade.**

There are organisations such as OU that are not new to online facilitation and looking to learning from 90’s and 00’s in filed may counteract the rushed approach to online programmes and engagement as well as facilitation skills Research of literature between 1996 and 2008. Key finding was that outcomes for students were improved. <https://eric.ed.gov/?id=ED505824> (Mearns et al,2009)

CLD Digitally Agile focused on online communication. CLD audit 2012 courses 2014. Is being able to communicate well online a complete set of skills. What more do we need?

Practitioner networking is recognised. A networked practitioner is seen as essential to being able to work collaboratively with all associated stakeholders and using several different platforms. Barriers to this should be overcome and may include organisation’s ability to access platforms to skills of practitioners. Collaboration only occurs fully when all practitioners can join the network. Open University provide a free course: [Networked practitioner: open or closed practice?](https://www.open.edu/openlearn/education-development/education/networked-practitioner-open-or-closed-practice/content-section-0?intro=1)

The University of Aberdeen CLD online Post grad used online platforms to form the learning community. Students worked together and those students who remained outsiders to online activity may have missed learning conducive to online collaboration and delivery. These tools and skills were learned and the cohort will have benefited and be familiar with delivery and learning in an online environment. Those qualifying practitioners form noon digital learning environments may not be so familiar. Sadly not currently available.

Aberdeen University presented a MOOC for CLD in 2014. [MOOC reviewed](https://abdn.pure.elsevier.com/en/publications/lifelong-learning-professionals-need-to-ensure-disadvantaged-grou). Online learners require reflexivity.

Pre covid. the concept of online learning was being introduced in some areas and continuing momentum in others in a few areas for purposes of rurality and access and potentially financial benefits to organisation reducing staffing cost etc. Covid has proved benefits go beyond these measures.

Covid 19 brought a rush and a focus on security, and which programmes to use. Our experience in Aberdeenshire was to teach digital skills. But are these digital etiquette or facilitation skill? Do they equip us to create and deliver online programmes? What are the formal learning criteria for online facilitation? 6 of my colleagues report formal learning on delivering online programmes or engagement.

Recent online professional learning event with Oliver Escobar. My opinion was that there was still too much focus on etiquette and digital skills of practitioners. Many reported favouring face to face and this could mean a potential loser learning opportunities if practitioners revert to this. Findings from event. <https://drive.google.com/drive/folders/1P6ovoxy1tq8vXe2nk_l9nVFuqjJOWS1j?usp=sharing>

Researchers have identifying criteria that is necessary for positive online learning experiences and provides the most valuable outcomes. The literature review referred to below examines what make success assessed 51 web base courses identified criteria that influenced better success. Such research could be influential in establishing assessment criteria for online CLD programmes.

**https://journals.sagepub.com/doi/pdf/10.1177/0047239520934018**

**Online Learning: A Panacea in the Time of COVID-19 Crisis**

There are different barriers and limitations to online learning that impact on learning outcomes. This raises the question of how these are evaluated to improve successful outcomes for learners. Robust evaluation provides a healthy pool of research to establish CLDs own data.

1. **Recognise that online learning opportunities can produce better outcomes in for learners and communities. Awareness of strengths and weakness important for planning online practice.**

Types of issues included in the research

* Tech, too much time if not physical protected time and space to go online never do it.
* Lack of community. (This is a topic in itself How do we Build online learning communities – see Gilly Salmon for examples) Assess the community aspect; the learning community important and valuable to the outcomes; how is this being measured
* Low level preparedness all resources available online.
* Understanding of the success criteria which could be different or evaluated differently online
* Online delivery Asynchronous or synchronous
* will the facilitator require quality assessment impact on the outcomes of learning?
* Online delivery may require more reflection initially if new to practitioner
* How do we assess the tools and resources?

1. **Recognise that online learning opportunities can produce better outcomes. Awareness of the strengths and weakness for organisation is important to plan quality online learning and engagement.**

* Institutions will be judged on availability and quality online learning.
* Digital divide – inequality
* Access for learners
* Routes to access
* Digital inclusion. Infrastructure will we lose protected space
* Knowledge, confidence and skills of management to develop digital workforces.
* Partnerships working collaboratively need same knowledge skills and confidence as well as tools and resources
* Human rights.
* Can engagement with learning around democracy and social justice work in online environment.

1. **There are elements of online programmes that differ from the face-to-face delivery including access, delivery, content and psychology that could impact outcomes. Practitioners should be aware of these elements and evaluating online courses should go beyond the successful learning or engagement outcomes.** Online programmes need to be evaluated and criteria for this evaluation should be established to support organisations, practitioners and those accessing the programmes.

* We need to know what to evaluate.
* Comparative outcomes to face to face
* Assess current evaluation process in organisation, If your evaluation of facilitation and programme creation and delivery was poor previously it is unlikely to be improved online. Start with looking at the organisational standards of learning assessment or for learning and engagement outcomes.
* What methods are used in face to face are they adaptable/ transferable to online or do need other assessments.
* **Understanding the type of learning offered and the different success criteria that can be evaluated from each. Some may work better than others blended learning.**
* **S**ynchronous or asynchronous and are these expository, active or interactive learning. Individual or group work. With face to face. With a learning community.
* Environment of online learning need to be safe and protected space.
* Learner 1 to 1 set up may need to be factored into online learning. Frustration setting up individuals when group online when members have digital need. (CLD may need to do prepare to go online sessions – like OU does for distance learning preparation)

1. **Online facilitation is different from face-to-face delivery and requires digital agility. Facilitator skills need to be evaluated and criteria for this evaluation should be established to support practitioners**

* Confidence in their delivery online
* Resources used need to suit environment
* Illuminating practice through reflective writing and sharing
* Recording and watching ourselves
* Peer assessment, Peer review, Observation
* Learner or community feedback

**Quality standards for facilitation** CLD values. Do they transfer and are they used for planning delivery and reflection of online learning?

***Instruction, content, motivation, relationships, and mental health are the five important things that an educator must keep in mind while imparting online education*** *(Martin, 2020). Some teaching strategies (lectures, case-study, debates, discussions, experiential learning, brainstorming sessions, games, drills, etc.) can be used online to facilitate effective and efficient teaching and learning practices. In such panicky situations, where the lives of so many people are at stake, teaching and learning should be made interesting. This will also reduce the stress, fear, and anxiety levels of people. For this, proper technique and learning support should be provided to teachers and students and government support is also crucial at such stage. Pedagogical and technical competency of online educators is of utmost importance. Rigorous quality management programs and continuous improvement are pivotal for online learning success and making people ready for any crisis-like situation*.**(2012)** [**Shivangi Dhawan**](https://journals.sagepub.com/action/doSearch?target=default&ContribAuthorStored=Dhawan%2C+Shivangi))

**References**

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CLD VALUES

CLD AGILITY https://www.youthlinkscotland.org/media/3531/digitally-agile-national-principles-web.pdf

OU NETWORKED PRCACTITIONER <https://www.open.edu/openlearn/education-development/education/networked-practitioner-open-or-closed-practice/content-section-2.3>

OLIVER ESCOBAR PRESENTATION TO ABERDEENSHIRE COUNCIL <https://drive.google.com/drive/folders/1P6ovoxy1tq8vXe2nk_l9nVFuqjJOWS1j?usp=sharing>

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