



NATIONAL LEADERSHIP INSTITUTE'S TOOLKIT 2005 CURRICULUM DEVELOPMENT

A Process for Creating Dissemination Models of eLearning Principles and Guidelines

The 2004 NLI Curriculum Work Group simulated a process that any state, district, or school technology director would undergo when creating dissemination models that can facilitate the distribution of eLearning principles and guidelines to creators and consumers. The Curriculum Development Work Group used a circular process that included facilitation and ongoing reflection of important resources to ensure quality input from all team members (Authentic Task Approach). The Work Group gave special focus and attention to developing web resources appropriate for SETDA members and related eLearning audiences, and a collection of resources to help those involved in the dissemination process of eLearning curriculum to provide an informative presentation. The Work Group developed a checklist that included other dissemination methods, but given time limitations and a desire to maximize efficiency, the Work Group chose to develop a web-based dissemination model. The intent of this document is to provide a process from which SETDA members and other eLearning stakeholders can choose to develop, refine and disseminate eLearning guidelines and principles.

The Curriculum Development Work Group created a three step process to encourage more thorough and more targeted dissemination methods of eLearning principles and guidelines. The process begins with the selection and consideration of critical dissemination questions. After exploring these critical questions, SETDA members or other eLearning stakeholders must decide which method of dissemination will meet their particular needs. A list of dissemination methods and critical eLearning components informs the second step of this process. Finally, the eLearning director can create a dissemination model that will reach a specific target audience with important eLearning principles and guidelines. The Work Group provides a sample eLearning website that state and local directors could use as a model for their own eLearning web-based dissemination activities.

A Process for Creating a Model eLearning Website

Step 1: Consideration of Critical Dissemination Questions

Step 2: Selection of an eLearning Dissemination Method and Critical Components

2.1 Dissemination Methods

2.2 Critical Components

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.1 Target Audiences

3.2 Essential eLearning Elements

3.3 Additional eLearning Website Sections

Step 1: Consideration of Critical Dissemination Questions

- ◆ Who are the targeted audiences to which we would be disseminating?
- ◆ Who should be included in the development of the dissemination model itself?
- ◆ Do we need multiple versions of “the message”?
- ◆ What is the content of the message?
- ◆ What are the various formats of dissemination (e.g. CDs, web, brochures)?
- ◆ What are some exemplary dissemination models?
- ◆ What is the timeline for dissemination?
- ◆ What professional development should be performed on the guidelines and principles themselves—both while they are being marketed and after proposed dissemination activities (e.g. ISTE “unpacking the standards” activities to make sure people understand the standards well enough)?

Step 2: Selection of an eLearning Dissemination Method and Critical Components

2.1 Dissemination Methods

- ◆ Websites
- ◆ Compact discs
- ◆ Professional development kits (including PowerPoint templates)
- ◆ Learning communities such as eForums and Web Logs
- ◆ Brochures and Newsletters including online newsletters
- ◆ Presentations at conferences, forums and tradeshows
- ◆ Awareness efforts such as targeted press releases
- ◆ Games and simulations that encourage participant interaction

2.2 Critical Components that should be included in any eLearning Dissemination Method

- ◆ eLearning Curriculum Guidelines and Principles
- ◆ Essential Conditions for Successful eLearning
 - Leadership and Policies
 - Infrastructure and Technology
- ◆ eLearning Exemplars
- ◆ Return on Investment (ROI) Information
- ◆ Evaluation Information
 - Student Assessment
 - Program Evaluation
- ◆ Mission Statements
- ◆ eLearning Professional Development
- ◆ Timelines

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.1 eLearning Website Target Audiences	Subgroups
Teachers/K-12 Students	<ul style="list-style-type: none"> ◆ Elementary School ◆ Middle School ◆ High School ◆ Higher Education (Teacher Education programs)
Administrators	<ul style="list-style-type: none"> ◆ Federal ◆ State ◆ Regional ◆ Local
Non-traditional users	<ul style="list-style-type: none"> ◆ Charter schools ◆ Private Schools ◆ Home schools ◆ K-12 Custodial students (e.g. disciplinary problem or medically isolated students learning at home, incarcerated youth, hospital schools, migrant youth, alternative schools)
Community (K-12)	<ul style="list-style-type: none"> ◆ Parent-Teacher Organizations ◆ After-school programs ◆ Community organizations
Adult Education	<ul style="list-style-type: none"> ◆ Community sponsored ◆ Government Sponsored (e.g. Department of Labor training programs) ◆ Incarcerated adult students

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.2 Essential eLearning Website Elements	Resources, Examples and Criteria
Executive Summary	<ul style="list-style-type: none"> ◆ Columbia University (n.d.). Writing the Executive Summary. Retrieved January 7th, 2005 from http://www.columbia.edu/~ftg1/WRITING%20EXECUT.SUMMARY.html
Purpose Statement	<ul style="list-style-type: none"> ◆ Arkansas Department of Education Distance Learning Center (2005). Mission Statement. Retrieved January 7th, 2005 from http://dlc.k12.ar.us/pdf/DLCWeb_Info/Mission_Statement.pdf
eLearning Curriculum Guidelines	
Essential Conditions for eLearning – Infrastructure & Technology	
eLearning Professional Development	

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.2 Essential eLearning Website Elements	Resources, Examples and Criteria
Exemplary Practices	<ul style="list-style-type: none">◆ Massachusetts Department of Education (n.d.). Technology Toolkit – Promising Practices in Massachusetts Schools. Retrieved January 7th, 2005 from http://www.doe.mass.edu/edtech/toolkit/practices/index.htm◆ Connecticut State Department of Education (2004). Educational Technology Best Practices. Retrieved January 7th, 2005 from http://www.state.ct.us/sde/dtl/technology/technology.htm◆ SETDA Connects (2003-2005). Resources of Virtual Schools/Distance Learning. Retrieved January 7th, 2005 from http://www.setdaconnects.org/content.cfm?sectionid=5◆ SETDA Connects (2003-2005). State Highlights. Retrieved January 7th, 2005 from http://www.setdaconnects.org/content.cfm?sectionid=4

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.2 Essential eLearning Website Elements	Resources, Examples and Criteria
Return on Investment	1. Improving Student Achievement <ul style="list-style-type: none"> ◆ Research ◆ Exemplary Practices ◆ NCLB Compliant ◆ State Standard Compliant ◆ Richer curriculum ◆ Equitable student access to courses as needed
Return on Investment	2. Cost Efficiency - Total Cost of Ownership <ul style="list-style-type: none"> ◆ Initial Investment <ul style="list-style-type: none"> ● Equipment ● Connectivity ● Staff development ● Content costs ◆ Ongoing costs <ul style="list-style-type: none"> ● Staff Development ● Equipment maintenance ● Connectivity ● Ensure high teacher quality requirements ◆ Savings <ul style="list-style-type: none"> ● Fulltime onsite teachers - Provide quality educational services for areas that are hard to staff ● Savings in curriculum development ● Meeting high quality course requirements including AP courses

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.2 Essential eLearning Website Elements	Resources, Examples and Criteria
Return on Investment	<ul style="list-style-type: none">◆ Carr, Sarah (2001). Is anyone making money on distance education? Retrieved January 7th, 2005 from http://chronicle.com/free/v47/i23/23a04101.htm#ways ◆ Morgan, Brian (2000). Determining the Cost of Online Courses. Retrieved January 7th, 2005 from http://webpages.marshall.edu/~morgan16/onlinecosts/ ◆ Morgan, Brian (2000). Is Distance Learning Worth It? Helping to Determine the Costs of Online Courses. Retrieved January 7th, 2005 from http://www.marshall.edu/distance/distancelearning.pdf

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.2 Essential eLearning Website Elements	Resources, Examples and Criteria
eLearning Student Assessment	
eLearning Program Evaluation	
Implementation Timeline	<ul style="list-style-type: none"> ◆ Maryland State Department of Education (2002-2006). Resources – School Planning Part II: The Implementation Process-- Secondary Level Web-Based Learning. Retrieved January 7th, 2005 from http://mdk12online.org/7Reso/Design/2Implem.htm ◆ Technology Information Center for Administrative Leadership (2001-2004). Timeline for Suggested Activities. Retrieved January 7th, 2005 from http://www.portical.org/TimelineSuggestedActivities.doc

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.3 Additional eLearning Website Sections	Resources, Examples and Criteria
Acknowledgements	<ul style="list-style-type: none"> ◆ List all contributors to establish widespread participation, credibility, and expertise ◆ List explanation of the process used to create guidelines
Technical Considerations	<ul style="list-style-type: none"> ◆ Establish appropriate individual interfaces for subsets of users as appropriate—including personalized navigation buttons on front page ◆ Provide for quick download, yet attractive in appearance with options for low bandwidth ◆ Intuitive navigation ◆ Access Board Section 508/NIMAS Compliant ◆ Easily upgradeable ◆ Nonlinear design ◆ Multiple design mediums as appropriate ◆ Keep current as this will be a living document(s)
Feedback Section	<ul style="list-style-type: none"> ◆ Contributes to the evolution of this document by receiving submissions of exemplary practices from users ◆ Provides opportunity for testimonials from users ◆ Provides opportunity for complaints so that problems can be fixed ◆ Include feedback opportunities for all policymaker and user groups, including students

Step 3: Development of an eLearning Dissemination Model: An eLearning Website

3.3 Additional eLearning Website Sections	Resources, Examples and Criteria
Resources	<ul style="list-style-type: none">◆ Research studies◆ Related websites◆ Organizations◆ Central clearinghouse for available online courses and online course teachers◆ Gaming section if appropriate◆ Training options
User Help	<ul style="list-style-type: none">◆ FAQ◆ Glossary of terms◆ E-mail/phone contacts as appropriate◆ Keyword search feature<ul style="list-style-type: none">● California Learning Resource Network (2003). Search the database of electronic learning resource reviews. Retrieved January 7th, 2005 from http://www.clrn.org/search/◆ User listserv or weblog establishes online community and support through threaded conversations and/or personal accounts of experiences<ul style="list-style-type: none">● Schroeder, Ray (2003). Web Logs (Blogs): A primer and applications in education. Retrieved January 7th, 2005 from http://illinois.online.uillinois.edu/Pointers/2003_05/default.asp

Resources and Additional State Examples:

Arkansas Department of Education Distance Learning Center (2005). Mission Statement. Retrieved January 7th, 2005 from http://dlc.k12.ar.us/pdf/DLCWeb_Info/Mission_Statement.pdf

California Learning Resource Network (2003). Search the database of electronic learning resource reviews. Retrieved January 7th, 2005 from <http://www.clrn.org/search/>

Carr, Sarah (2001). Is anyone making money on distance education? Retrieved January 7th, 2005 from <http://chronicle.com/free/v47/i23/23a04101.htm#ways>

Center for Science Education. Education Development Center K-12 Science Curriculum Dissemination Center <http://cse.edc.org/work/k12dissem/default.asp>

Columbia University (n.d.). Writing the Executive Summary. Retrieved January 7th, 2005 from <http://www.columbia.edu/~ftg1/WRITING%20EXECUT.SUMMARY.html>

Connecticut State Department of Education (2004). Educational Technology Best Practices. Retrieved January 7th, 2005 from <http://www.state.ct.us/sde/dtl/technology/technology.htm>

Dexter, Sara & Knapp, Michael B. (2004). An Ontology and A Semantic Web Application with Responsive Dissemination Features. ED-MEDIA 2004--World Conference on Educational Multimedia, Hypermedia & Telecommunications. Retrieved from: http://www.aace.org/conf/EDMEDIA/sessions/index.cfm/fuseaction/PaperDetails?CFID=1324233&CFTOKEN=39557267&presentation_id=22855

Maryland State Department of Education (2002-2006). Resources – School Planning Part II: The Implementation Process-- Secondary Level Web-Based Learning. Retrieved January 7th, 2005 from <http://mdk12online.org/7Reso/Design/2Implem.htm>

- Massachusetts Department of Education (n.d.). Technology Toolkit – Promising Practices in Massachusetts Schools. Retrieved January 7th, 2005 from <http://www.doe.mass.edu/edtech/toolkit/practices/index.htm>
- McBeath, Clare (1997). A Strategy for Curriculum Dissemination. *Issues in Educational Research*, 7(1), 1997, 53-67. Retrieved from: <http://education.curtin.edu.au/iier/iier7/mcbeath.html>
- McLaughlin, Robert T. (2004). The EdReform Portals: Embodying a Vision of Responsive Dissemination. Retrieved from: http://www.edreform.net/responsive_dissemination.html
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- Morgan, Brian (2000). Is Distance Learning Worth It? Helping to Determine the Costs of Online Courses. Retrieved January 7th, 2005 from <http://www.marshall.edu/distance/distancelearning.pdf>
- The National Center for the Dissemination of Disability Research (NCDDR) (2002). Dissemination Self-Inventory. Retrieved from: <http://www.ncddr.org/du/products/disseminv/selfinventory.pdf>
- The National Dissemination Center for Career and Technical Education and The National Research Center for Career and Technical Education. Retrieved from: <http://www.nccte.org/programs/index.asp>
- Schroeder, Ray (2003). Web Logs (Blogs): A primer and applications in education. Retrieved January 7th, 2005 from http://illinois.online.uillinois.edu/Pointers/2003_05/default.asp
- SEIR*TEC (2000). Authentic Task Approach to Professional Development. Retrieved January 7th, 2005 from <http://www.seirtec.org/academy2000/ata2000.html>
- SETDA Connects (2003-2005). Resources of Virtual Schools/Distance Learning. Retrieved January 7th, 2005 from <http://www.setdaconnects.org/content.cfm?sectionid=5>

SETDA Connects (2003-2005). State Highlights. Retrieved January 7th, 2005 from <http://www.setdaconnects.org/content.cfm?sectionid=4>

Sherry, L., Havelock, B., & Gibson, D. (2004). Responsive dissemination: A model for scaling and sustaining educational innovations. In Proceedings of AACE/SITE, 2004, Atlanta, GA. Retrieved from: <http://www.rmcdenver.com/TEN/site2004b.htm>

Technology Information Center for Administrative Leadership (2001-2004). Timeline for Suggested Activities. Retrieved January 7th, 2005 from <http://www.portical.org/TimelineSuggestedActivities.doc>