DEVELOPING AND PRESENTING ONLINE EDUCATIONAL MATERIAL

OUTCOME/OBJECTIVE

▶ Learning Outcome: To supply affiliates with information and tools on how to develop and present effective online educational materials to present to USEF licensed officials.

▶ Learning Objective: After completion of this training, the affiliate will be able to develop and present effective materials to train new and teach currently licensed officials to successfully perform their duties at USEF competitions.

The content of this presentation is a summary of the MindEdge Course:

A Practical Guide to Online Learning and Teaching

USEF POLICY

▸ The Federation accepts the following forms of licensed official education to count for clinic credit:

   ▸ In-person clinic, webinar and online courses (series of educational lessons that may conclude in quizzes).

▸ Given the breadth of breeds and disciplines that Federation licensed official education covers, a clinic time requirement is not imposed. The affiliate is responsible for ensuring the clinic covers the necessary curriculum.

ONLINE LEARNING

▸ Online learning has been shown to be effective.

▸ The US Department of Education conducted a meta analysis that concluded, on average, that students in online learning conditions performed better than those receiving face to face instruction.

BENEFITS OF ONLINE LEARNING

▶ It has enabled learning on demand.

▶ Flexible learning that fits into the schedules of busy people.

▶ It has spurred the development of concise, modular, and flexible learning content.

▶ Online learning also allows for the monitoring and measuring of learning.

▶ Online courses offer students and instructors a wide variety of tools, including video, simulation software, digitized text, interactive exercises, games, and discussion applications that can engage learners.

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BENEFITS OF ONLINE LEARNING

▶ Cost effective – As USEF has begun to transition to online learning for licensed officials, our Department has received feedback that officials prefer online options, it saves travel, accommodations, and food expenses associated with a live clinic.

   ▶ Also, completing courses at their convenience allows them to satisfy their maintenance requirements without having to sacrifice any officiating commitments.

▶ Online instruction can be particularly well-suited for teaching adults because it allows them to set the pace, to learn independently, and to shift their learning to the most convenient time.

HOW WE LEARN

▸ The educational community believes that the **constructivist model of learning** to be the most useful.

  ▸ A model of learning that suggests learners are unique and active agents in their own learning; learners are responsible with connecting new information with the schema of old information unique to their experience; the instructor facilitates activation of old information.

COMPARED TO

▸ The **Transmission Model**

  ▸ A model of learning that assumes that teachers have knowledge; which is transmitted wholesale to learners who are all assumed to have similar needs and abilities.

HOW WE LEARN

▸ Under the **constructivist model**, learning is understood to be more than simple, passive memorization—it requires an active process of learning because learners are responsible for connecting new knowledge and ideas with what they already know.

▸ This modern educational model also encourages deep learning because learners must be able to use knowledge in several practical ways.

▸ Not only must learners demonstrate understanding, but they must demonstrate this understanding through their actions, which should be in accordance with the new information.

APPLICATION

▸ Are you delivering lectures to your Licensed Officials clinics?

  ▸ Lectures tend to fall into the transmission model of learning. The instructor relays information, that the learners are expected to memorize and recall through assessment.

▸ Consider introducing the constructivist model of learning.

  ▸ Teach a topic and encourage the officials to connect it to an experience they have had in the field.

  ▸ They must be able to demonstrate what they've learnt through their actions. Role playing different scenarios with fellow officials is a great way to incorporate this model of learning and be able to evaluate if they've comprehended a concept.

COGNITIVE LOAD

▸ Cognitive load is the amount of material that is presented to learners and the resulting amount of effort the learner has to put into understanding it.

▸ It's important not to overwhelm the learner with too much information at once. It can cause a lack of motivation or "turning-off".

▸ Extraneous cognitive load

  ▸ Ex. Unclear instructions, unfamiliar vocabulary, video with difficult-to-hear audio, and images with labels that are too small to read are all examples of unnecessary cognitive load.

COGNITIVE LOAD

▸ Breaking up a large amount of material into smaller lessons is a great way to ease the cognitive load on a learner.

  ▸ For example, many of the USEF courses are broken into lessons that conclude in brief quizzes. The quizzes are an assessment to make sure the licensed official understands the content.

  ▸ The lessons in a course can be completed at the learner's own pace in multiple sessions.

  ▸ Clear, extensive instructions are given prior to entering the course.

APPLICATION

▶ Take a moment to look at your materials and see if you can eliminate any extraneous cognitive load. For example:

  ▶ If the material is online, are the instructions clear to someone who doesn't have strong technical skills? You could have someone test the system who has no prior knowledge of it.

  ▶ Are you teaching applicants who may be unfamiliar with the terminology? You could consider supplying a glossary.

  ▶ Does everyone have access to a strong internet connection if you are going to require a long, high quality video?

INTERACTIVE LEARNING

▸ **Learner-content interaction**. The learner's interaction with content such as course readings, videos, activities, and games.

▸ **Learner-instructor interaction**. The learner's interaction with the instructor, which may include written feedback, face-to-face presentation, and meetings conducted in person or via voice or video conferencing features.

▸ **Learner-learner interaction**. The learner's interaction with other learners, which might include discussion board assignments, peer review of produced work, or official or unofficial group study sessions.

APPLICATION

▸ **Learner-content interaction**. A PowerPoint, USEF Rule Book, USEF Learning Center video, etc.

▸ **Learner-instructor interaction**. Zoom webinar, conference call, live clinic, etc.

  ▸ For example, for the USEF Steward License Maintenance Program, Stewards attend a conference call led by a clinician instead of attending a live clinic. One component of the call involves going over case studies that the Stewards worked to find a solution on with a partner (learner-to-learner interaction).

▸ **Learner-learner interaction**. Group apprenticing, case study group work, group role playing.

  ▸ For example, at an FEI Eventing Stewards Course, it was a promotion opportunity. The Course Directors assigned roles to the applicants and had them role play difficult situations they had encountered in the field. They were are able to evaluate if they correctly applied the material they learned to resolve an issue in a "live situation". The applicants also were able to watch experienced officials do this exercise and learn from their peers.

BLENDED LEARNING

▸ The use of two or more distinct methods of training.

▸ Examples:

    ▸ classroom instruction with online instruction

    ▸ online instruction with access to a coach or faculty member

    ▸ on-the-job training with brown bag informal sessions

BLENDED LEARNING

▸ This is extremely helpful when you have a group of adults with different learning styles to accommodate.

  ▸ For example, classroom learning is best suited to auditory and visual learners.

  ▸ However, classroom learning is going to be challenging for an individual who "learns by doing". They would benefit from learner-to-learner interaction.

FLIPPED CLASSROOM

▸ A blended learning approach where learners watch online video lectures about basic concepts and classroom time centers on hands on learning.

▸ For example, the first USEF Para-Equestrian Classifier Clinic that was held had a huge amount of information to cover. Especially, since the clinic was targeted towards physical therapists, some who had no knowledge about USEF. The Classifier applicants had to complete course work prior to attending which consisted of an online course with Learning Center videos about the Para-Equestrian disciplines. The live clinic consisted of them working hands-on with Para-Equestrian athletes and learning how to perform a physical evaluation.

OPTIONS

video or audio conference	Allows learners and instructors to interact on a one-to-one basis or in groups in a neutral territory at a convenient time and place.
discussion board (forum)	Allows learners to engage with each other's ideas without positioning the instructor as the final authority on what is said. Discussion boards also allow learners who are afraid to speak in public to participate; often students find discussion boards to be a less intimidating mode of communication. Discussions are most effective when they happen over a few days, which gives everyone time to read and respond more than once.
chat room	Allows learners to ask questions in an almost real-time environment. Chat discussions allow instructors and students a little extra time to formulate responses and questions; chat rooms also ensure that discussions are documented in case the student or instructor would like to review content discussed at another time.
polls and surveys	Allow the instructor to ask questions that assess learners' understanding of the topic being addressed in class or learners' feelings about a topic. This can help the instructor craft a more relevant and engaging discussion in real time.
screen sharing	Allows the instructor to share content from his or her computer with the learners viewing the content. The instructor can then view Web content or content on the learner's computer in order to provide a helpful visual component to the discussion.

OPTIONS

whiteboard	Allows the instructor or students to "write" on the screen using a mouse or tablet stylus. A **whiteboard** is effective when writing is quicker than inputting content with a keyboard or mouse. For instance, simple drawings can be helpful during a discussion.
wikis	Allow the students and instructor to build a shared store of content about course content together; a **wiki** generally makes the entry of text, images, and other media easy.

TEACHING TO YOUR AUDIENCE

▸ It is important to establish what your learners already know.

▸ For example, if you are teaching applicants. That curriculum is going to look different than if you are teaching to a group of 'R' judges.

DEVELOPMENT

DEVELOPMENT

▸ Define Learning Outcomes and Learning Objectives

  ▸ Learning Outcome: Learning outcome statements are generally considered to be more instructor-focused rather than student-focused because an outcome names the result that the instructor is intending. They tend to be broad, and as a result, they are not often measurable.

  ▸ Learning Objective: A learning objective statement names the specific knowledge, skill, or attitude that a learner will need to demonstrate by the end of the course. Objectives break broader outcomes into smaller chunks that can be addressed using specific content and strategies and upon which learners can be measured.

WHY

▸ Course outcomes and objectives help to:

  ▸ design course content

  ▸ plan activities

  ▸ develop formal and informal assessments and rubrics

  ▸ evaluate the success of the course

    ▸ For example, try and set a course outcome with specific course objectives for each lesson.

EXAMPLES

▶ Learning Outcome: Licensed officials will become familiar with strategies for effectively judging a Hunter flat class.

▶ Learning Objective: When presented with a large entry, the judge will be able to successfully place the class using a California split.

    ▶ Objectives are made up of three components: condition, performance, qualification. Do your objectives meet this criteria?

Component	Explanation	Example
Condition	The circumstances under which a learner is expected to apply the knowledge, skill, or attitude	*When presented with an opportunity for negotiation with a short-term client*
Performance	What you want the learner to do	*learners will adopt successful distributive negotiation tactics*
Qualification	The degree or level of performance you expect	*in a way that maximizes profit for her company*

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ARE THE LICENSED OFFICIALS PREPARED?

▸ Learning has been transferred if the learner is able to demonstrate mastery in the areas that the course was created to address.

USEF –
HERE TO HELP

PHOTO COURTESY

▸ Ensure all the photos you are using are used with permission and to assign Photo Credit

▸ If you have specific photo requests to help create your materials, contact USEF.

PPT TEMPLATE

▸ This PPT template is accessible to all affiliates.

STAFF REVIEW

▸ Refer to your organizations' MOU with USEF for guidance on the timeline to submit educational materials for review to USEF staff.

▸ USEF is happy to review any materials, provide feedback on creating new materials or recommend methods of delivery.

▸ Feel free to contact the Licensed Officials Department regarding any licensed official education matters.

LICENSED OFFICIALS DEPARTMENT

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