

## E-learning Application Guidance Document

Ohio recognizes the value of professionals coming together to learn and reflect on a certain subject and will award Ohio Approved (OA) professional development credit to those professionals that participate in this experience.

This document describes the criteria and process for instructors to offer an alternative to face-to-face training through E-Learning. E-Learning format is when an instructor offers the entire training or portions of the training through a method other than face-to-face. This includes offering the training completely online or by a blended, hybrid format.

Regardless of the mode of delivery, instructors must be Ohio Approved; authors of asynchronous trainings must also be Ohio Approved. (See the Instructor Approval Application User Guide for OA requirements: <https://occrra.org/wp-content/occrra/opr/opr-overview-instructor-approval-application-user-guide.pdf>).

### **Types of E-Learning formats include:**

#### E-Learning: Asynchronous

Asynchronous training, also known as self-paced training, does not require participants and instructors to be online at the same time for instruction. Ohio Approval requirements include:

- The training must include interactions and engagements in addition to the functions that advance the slides.
  - Interaction examples: User clicks on tabs/boxes that displays content not seen on the face of the slide; drag and drop activities; reflection questions where the user types answer on the screen or writes on a handout/workbook; answers questions by choosing an answer from a list of options on the slide (i.e. Topic check, quiz, pre/post-test).
  - Engagement examples: Recorded narration, videos, downloadable resources, use of variety of images, transcript of narration.
- Presentation must be timed, or locked, preventing users from freely advancing through the training to adhere to the Ohio Approved contact hours.
- When submitting an asynchronous training for OA, the training must be unlocked to allow the reviewer to advance freely through the content. This can be a demo account or if a log-in/password is needed to access the training, please email the information to [approval@occrra.org](mailto:approval@occrra.org).

### E-Learning: Hybrid

Hybrid training combines asynchronous, synchronous or face-to-face formats. Hybrid/blended examples: Participants complete some portions of the training in a self-paced (asynchronous) format and other portions in a scheduled, instructor-led format (i.e. face-to-face or synchronous training), there is a portion of the training that is synchronous and there is a portion that is face-to-face.

- Instructors must provide opportunities for the participants to interact directly with them. This includes, but is not limited to, discussion boards or blogs, webinars, face-to-face format, direct response, reflection or feedback from participants with instructor replying.
- The online training must include interactions and engagements in addition to the functions that advance the slides.
  - Interaction examples for asynchronous and synchronous formats: User clicks on tabs/boxes that displays content not seen on the face of the slide; drag and drop activities; reflection questions where the user types answer on the screen or writes on a handout/workbook; answers questions by choosing an answer from a list of options on the slide (i.e. Topic check, quiz, pre/posttest), poll, groups discussion, enter answers to questions in chat or verbally, participants can write on the virtual white board.
  - Engagement examples for asynchronous and synchronous formats: Recorded narration, videos, downloadable resources, use of variety of images, transcript of narration, Use of virtual whiteboard/sticky notes, play a video or podcast, use of webcams.
- If one of the hybrid formats is asynchronous, see the E-Learning: Asynchronous section above.
- If one of the hybrid formats is synchronous, see the E-Learning: Synchronous section below.

### E-Learning: Synchronous

Synchronous training, or instructor-led training, requires the instructor and participants to be present online at scheduled times, for instruction, discussions, and activities. This can be a webinar format. User interaction and engagement is required.

- Interaction examples: poll, groups discussion, enter answers to questions in chat or verbally, participants can write on the virtual white board.
- Engagement examples: Use of virtual whiteboard/sticky notes, play a video or podcast, use of webcams.

Participants should be able to see the instructor through webcam; participants visually should appear online.

### Online: Brightspace

Any online training course that is hosted using the Brightspace platform. Specific pre-identified training organizations have access to Brightspace.

### Online: Insight

Any online training course that is hosted using the Insight platform. Specific pre-identified training organizations have access to Insight.

## **Requirements for E-Learning Professional Development Structure**

Instructors are required to address the following elements when designing the structure of the training in an E-Learning format:

Interactivity: It is essential that an e-learning training engages the learners and allows them to interact with the content electronically. Instructors must describe how participants will use technology to support learning and identify the level of interactivity participants will experience. Examples include placing questions/knowledge checks throughout, prompts to open resources, read an article, watch a video, etc.

Best practice recommends that interaction with the material occur every 20 minutes to ensure engagement and comprehension. Examples: reflection questions, polls, action prompts to read an article or watch a video, knowledge checks, etc. This would confirm that participants are engaged with the material for the entire time frame.

Application: Instructors must provide opportunities for participant reflection and planning for improvement that will ensure that new knowledge/skills are applied in practice. Examples include participants sharing their plan verbally with the group, writing their plan via entering text on the slide or writing answers in a workbook/handout for planning, etc. It is not a requirement for the instructor to review responses.

Contact Hours: Time spent engaged in the training must meet the contact hours listed in the content plan of the training application. This is the hours for which the training receives Ohio Approval. The training must be constructed so that the user cannot freely advance if doing so would result in the participant completing the course in less time than stated in the content plan.

Technical support: Instructors must offer technical support to participants by providing contact information and assistance.

Record keeping: Instructors must utilize a system to track participation, scores (if applicable) and satisfactory completion of the e-Learning training. For synchronous trainings, instructors must confirm participant attendance throughout the training. It is the responsibility of the instructor to mark a participant attendance in the Ohio Professional Registry within 14 days. When attendance is entered, the

professionals OPR profile automatically records/displays the training and contact hours. This is vital for participants who need these PD hours for their professional development record to maintain compliance with Ohio's Step Up To Quality requirements.

Reviewer access for Ohio Approval: The reviewer needs unrestricted access to the online training content to confirm user experience, and to determine if the content is developmentally appropriate and accurate. This may be done by providing a demo account for the reviewer.