

System-wide Online Professional Learning Components

The information below applies to DoDEA-wide online professional learning using Schoology courses, NOT groups.

Interactive Professional Learning Modules

Interactive modules or learning activities are created with external eLearning/authoring software programs that have gone through extensive testing and evaluation as part of DoDEA's Information Assurance (IA) requirements. The DoDEA instructional designers (IDs) use only authorized eLearning software.

IDs use Articulate 360 to create online professional learning modules which is listed on the Approved Software List for Windows 10. The DoDEA Information Technology (IT) division approves software and subscriptions such as e-learning authoring tools, multi-device software platforms, HTML and HTML5 software programs, etc.

Universal Design is a critical component in the development of robust and interactive learning materials and it incorporates the following learning styles: visual, auditory, kinesthetic, and tactile. The following content delivery methods and resources should be appropriately placed within sections of content: videos, audio files, graphics (custom designed and/or purchased via Getty Images), interactive activities (games, simulations, quizzes, rollovers, etc.), and the appropriate amount of text per slide. Scroll bars are prohibited.

SCORM

The module must be a Shareable Content Object (SCORM package) compliant with versions that Schoology supports SCORM 1.2. The source files for online professional learning products must be developed with software listed on the ASL and be available for lifetime maintenance, revisions, and re-purposing.

Need help? Download the [SCORM Instruction for RISE Products](#).

Recommended Text Layout per Slide

- **6-6-16 rule:** No more than 6 bullet points, no more than 6 words in a bullet point, and no less than 16-point font (Storyline).
- Limit fonts used in the presentation to less than 4 different types.
- Font must be Sans-Serif.
- Text and background colors should contrast so the text is visible.

The following components must be included within the interactive module:

Check for Understanding (Formative Assessments)

- Appropriately placed within sections of content (1 per section recommended).
- Combination of MC, MS, T/F, drag and drop, matching, etc.
- Feedback is required; branching is optimum.

Summative Assessment

- Placed at the end of the interactive professional learning module.
- Combination of MC, MS, T/F, drag and drop, matching, etc.; feedback is required.
- Participant must pass **80 percent** of the summative assessment to receive certificate.

End-of-Professional Learning Evaluation

- The questions in the evaluation should be developed by the SME. The process is:
 - **SME contacts Education Research, Evaluations & Accountability Chief, Jeffrey Noel, 06D05-02, (571) 372-0583 to assign a research specialist on his team to develop the evaluation. This method requires at least a two week notice.**
- The options for the url (link) to the final evaluation are:
 - Within the Schoology course, or
 - At the end of the interactive professional learning module. This option is recommended.

Menu (Sections) Components

1. **Introduction:** Present the goals and objectives of the professional learning. The introduction may include a pre-assessment to gauge participants' current level of knowledge about the professional learning topic(s). Suggestion: Include an introductory activity serving as a motivator (Gauge's Theory of Learning).
2. **Content Sections (Topics):** The number of content sections depends on the topic being taught. It is recommended that content sections not exceed 15 slides per section. Each content section should include a Check for Understanding activity.
3. **Closing:** This section includes review of the professional learning objectives, summary (conclusion), summative assessment, End-of- Professional Learning certificate, and End-of-Professional Learning evaluation.

508 Compliance

1. **Alternative Text** (ALT text) must be included for images, charts, and graphs.
2. **Row** and **column headers** shall be identified for data tables to facilitate screen reader functionality.
3. **Alternatives** for any **multimedia presentation** shall be synchronized. Closed Captions or transcript.
4. No gif **animations**
5. **Screen Readers** do not identify colors to the listener, use bold, italic and underline or in combination with color.

Image Credits, Citations, Copyright

1. Images obtained via DoDEA owned (purchased through our subscriptions such as Getty Images, iStock, etc.) Public Domain, Wikipedia, Wikimedia, Creative Commons, Government sites etc. are allowable with proper use and citation requirements.
2. Written permissions may be required to use and/or distribute **copyrighted** articles, images, materials, and resources.



NOTE: All images used in professional learning modules must follow the standard image guidelines. Refer to the [Presentation and Images Guidelines](#) for additional information.

Schoology Course SME Oversight

A Schoology course is required to contain the interactive learning module and other course materials. The course administrator is the SME. The Schoology course should promote the following forms of interaction:

1) Learner to Learner; 2) Learner to Instructor, 3) Learner to Content, and 4) Learner to Technology Platform (LMS)

Recommended Minimum Requirements

- **Video Introduction:** Video of the instructor introducing the course.
- **Schoology Orientation/Tips:** A screencast showing participants where to click to access information and how to use the course features within Schoology to complete assignments and discussion boards. It is recommended to have a folder containing Schoology tutorials (PDFs) with step-by-step instructions for using the course features.
- **Q&A Discussion Board:** A discussion board that serves as a central location for questions and answers.
- **Content-related Discussion Boards:** Insert content-related discussion boards as appropriate to increase learner to learner interaction and knowledge retention for the professional learning objectives.
- **Module Folder(s):** Location where participants access the interactive professional learning module. If there are multiple modules, organize logically as appropriate. Place the interactive professional learning module inside the module folder as a Shareable Content Object (SCORM package).
- **Resources:** Additional resources (files and/or links) to serve as reference documents, forms, templates, guidance, regulations, etc. In addition, resources can be provided to extend the learning and increase interest.
- **Contact Information:** Name, title, location, phone and/or email address for the instructor of the course. Contact information can be inserted as a new page under "Add Materials."

Online Professional Learning Responsibilities

Recommended ISS Responsibilities

1. Complete and submit a course request via the DoDEA e-Learning portal at <https://learn.dodea.edu/>.
2. Complete the **Schoology Orientation: Staff course**. This course is listed under Courses in the navigation menu at the top in Schoology.
3. Serve as the course administrator (**instructor**).
4. Initiate any necessary **Union** reviews and obtain required approvals.
5. Notify participants to enroll in the course.
6. Provide final content that has undergone quality assurance measures; i.e., grammar, spelling, syntax, etc.
7. If applicable, require that specific **DoDEA Field Content ISSs** complete the course at least **1 WEEK PRIOR** to enrolling participants in the course. This will allow for a testing of the course environment to solve content-related and technology-related issues before participants enter the course.
 - a. After the course has been completed by the DoDEA Field Content ISSs, the field ISSs will serve as **Points of Contact (POCs)** and co-administrators of the course if applicable.
 - b. The ISSs who serve as course admins are responsible for the daily correspondence with the participants in the course. Thus, IDs are not responsible for performing this function or grading assignments.
8. Post regularly scheduled updates (Announcements) in the course.
9. Grade submitted assignments and provide feedback to participants regarding their progress on assignments.
10. Provide frequent, regular feedback to participants in answering their questions via discussion boards, emails, and other forms of communication that are available in the course.
11. Provide the content for the **End of Professional Learning Evaluation** (see above End-of-Professional Learning Evaluation).

NOTE: It is advisable that ISSs who serve as administrators of a professional learning course are **accessible and available** to participants throughout the administration of the course.

Recommended ID Responsibilities

1. Lead the development of a timeline using backward mapping to assign due dates to each asset/component in the development process.
2. Provide recommendations of the design for course assets such as eBooks, structured professional learning modules using the apps in Articulate 360, and support resources (PDFs, external links, etc.).
3. Provide recommendations for participants to progress through the course in a structured (locked down) environment or unstructured (open) environment.
4. Lead the development of the folder structure and organization for participants to access the course assets. **NOTE:** This occurs after the design of the content and other course assets have been identified.
5. Provide recommendations for optimal interaction for learning where applicable. The four interactions for learning are:
 - a. Learner to Instructor (ISSs serving as admins of the course)
 - b. Learner to Content (subject/discipline related content available in the course)
 - c. Learner to Learner (interactions between participants in the course)
 - d. Learner to Technology Interface (interaction of participants using the technology within the LMS; i.e., posting comments in discussion forums, submitting assignments, completing quizzes)
6. Provide additional “just in time” training and support to the SME ISS instructor of the course after he/she has completed the **Schoology Orientation: Staff course**.

Checklist: Online Professional Learning Components For Schoology Courses

It is recommended for IDs assigned to online professional learning project to use the checklist below to help ensure that each phase/component is addressed in the project timeline and completed.

NOTE: Not all events are included on the checklist. Adapt as needed!

#	Phase	Who	Item Description	Completed
1	Planning	SME	ID Request Form	
2	Development	ID/SME	Timeline for Project (Beginning to End)	
3	Development	SME	Content Approved/Final by Supervisor	
4	Interactive Module	ID	Module Orientation	
5	Interactive Module	ID	Check for Understanding(s)	
6	Interactive Module	ID	Summative Assessment	
7	Interactive Module	ID	End-of-Professional Learning Certificate	
8	Interactive Module	ID	End-of- Professional Learning Evaluation	
9	Interactive Module	ID/SME	Testing Alpha	
10	Interactive Module	ID/SME	Testing Beta	
11	Schoology	SME	Create Account for eLearning Portal & Schoology	
12	Schoology	SME	Complete Schoology Orientation For Staff	
13	Schoology	SME	Course Requested/Available	
14	Schoology	SME	Enroll ID in Course	
15	Schoology	ID	Course Architecture (Folder Structure)	
16	Schoology	ID	Train SME on Course Administration	
17	Schoology	ID	Import module as a SCORM package in course	
18	Schoology	ID	Course materials loaded and available	
19	Schoology	ID	Q and A Discussion Board	
20	Schoology	ID	Schoology Course Tutorials	
21	Schoology	SME	Contact Information	
22	Schoology	SME	Video Introduction	
23	Schoology	ID/SME	Testing Operational Functionality of materials	
24	Schoology	SME	Welcome Announcement in Course	