OLL TPD INTERVIEW PROTOCOL—2007-2008

INSTRUCTORS OF ONLINE APPLICATIONS

This protocol is for use with instructors. Ideally, you will have sixty minutes for this interview.

Introduction

The following is a suggested introduction. When you begin the interview, make these points, but use your own words for a more personal introduction.

> You may know that we are working on a project sponsored by the U.S. Department of Education to look at characteristics associated with prevalent types of online learning and identify promising practices that are associated with improved student achievement. One of our priorities in this project is to learn more from you about *the features and capabilities of your online TPD offering, as well as how the application is implemented and administered.*
>
> We want you to know that this project does not evaluate you or your program; we are looking to learn from your experiences to identify promising practices in online learning.
>
> Before we start, I need to have you review and sign this consent form. [AFTER THE RESPONDENT REVIEWS CONSENT FORM] Do you have any questions before we get started?

Instructor Background and Characteristics

1. Please describe your role as a TPD facilitator / instructor in this program.

2. Is your position full-time or part-time? How long have you been with this program as a facilitator/instructor? Were you a participant before becoming a facilitator / instructor?

3. Were you involved in development of content for this online TPD program? If yes, please describe your role.

4. Do you have a job other than teaching in this TPD program (e.g., consultant, practicing K-12 teacher, or faculty member)?

5. What is your content area expertise?

6. Please describe how you were recruited / selected. Are you paid or otherwise compensated? Are there specific knowledge, skills, and competencies that candidate instructors must have in order to be selected?

7. What preparation / training / development have you received in order to teach / facilitate this online TPD program? Please describe the content, length, and structure of the training that instructors receive. How much time did you spend preparing to teach this TPD course?

8. How much time do you spend weekly on TPD program delivery, interaction with participants, grading, and course management?

Program Implementation Design
Features of curriculum (subject matter / grade level, synch / asynch, pedagogical approach, strategies for maximizing student access, technologies used, hardware / bandwidth)

9. In your view, what is the goal of this TPD program (curriculum goals, etc.)?

10. What do you want participants to achieve though this online TPD program (increase teacher content knowledge, change practices, retain teachers, etc…)?

11. Please describe the major design features of this online TPD program (e.g., specialized content, pedagogy, technologies used, etc…).

12. Please briefly describe the instructional delivery model from the perspective of instructors and participants. E.g., length of intervention, totally online or blended; amount and modes of online interaction between facilitators, participants, and others; individual or group work; assignment or discussion focused

13. What is the maximum number of participants per section in this online program? What is the minimum number of students required for running the TPD successfully?

14. How frequently do you interact with other instructors / facilitators; with program administrators; with course participants?

15. Have you taught or participated in TPD courses before this one (online or offline)? If so, how is this experience similar or different? If you have taught similar TPD content offline, how much more or less work is required for this work online? What features of the program do you consider unique or exemplary as compared with other programs having a similar educational intention? Why?

16. Can you briefly describe any new features or refinements you would like to see implemented (technical, curricular, and / or pedagogical)?

Outcomes: Expectations, Measures, and Data

17. How many teachers have participated in your courses? What is the rate of completion? Do you have data you can share with us?

18. What are the expected learning outcomes (knowledge, skills, new practices, and / or new curriculum) of your course? What kind of changes in teaching performance do you expect to see from those who complete the course?

19. Please briefly describe how participants are assessed on learning outcomes and transfer of learning to classroom instruction. Who developed the assessments? Who scores them? Do you have learning assessment data you can share with us?

20. Are there enough courses / instructors to support all teachers who want to participate? Did you experience any barriers or obstacles that would limit the scalability or sustainability of this program?

Quality Assurances

21. Prior to teaching a course, are you able to review the curriculum, assessments, etc. and modify them or provide feedback to the developers? Please describe.

22. After teaching a course, is there a way for you to provide feedback to the developers to improve the program? Please describe.

23. Is your performance as an instructor evaluated? Are there clear quality criteria for you to meet? Please describe.

24. How does your course evaluate participants: participation, completion and retention rates, formative and / or final assessments, learning outcomes, and transfer of learning to classroom instruction?

Enrollment Process and Policies

25. Who is eligible to take your course? Please describe any eligibility requirements associated with stage of teaching career, teaching experience, school context, or prerequisite knowledge. Are these criteria a good filter to get the right participants?

26. How do students find out about your course? How do participants enroll in the course? Do participants decide to enroll themselves or are they selected or nominated? Do participants enroll as individuals, in teams, or either?

27. What is the maximum number of participants per section in this TPD program? What is the recommended instructor: student ratio?

28. Do participants receive credit of any type? Are there other incentives for signing up and completing the program?

Supports and Barriers

29. What types of academic support do participants receive? Who provides these supports (instructor, online facilitator, tutors)? How are the supports provided

(e.g., via email, phone, in person, through the whole group interaction, in real time)?

30. What types of technical support, if any, do participants receive? What suggestions do you have to improve technical support services?

31. What types of technical and professional support do you receive from the program? Who provides it? How frequently? How important it is to your success in teaching the course?

32. Do instructors in this program interact with and support one another? If so, how?

33. Are there ongoing supports for participants who have completed the program?

34. What are the most significant barriers for teacher participation in this program? What could be done in overcome them?

35. Is access to technology and / or technology fluency by participating teachers considered a facilitator or a barrier in the implementation of this online TPD program? Why?

36. Are there time requirements (e.g., X number of hours per week) or interaction requirements (e.g., online / onsite synchronous activities) for effective participation in the online TPD program?

37. What challenges or barriers do online instructors or facilitators face? Please comment on situational, technological, pedagogical or other types of barriers for facilitating online learning by participating teachers.

Closing

38. Is there anything else you would like to add about your school's efforts to implement this online learning application or your experiences as an instructor?

Before you leave, be sure to ask for data on participant outcomes and for copies of documentation or reports on participant outcomes.