

OLL TPD INTERVIEW PROTOCOL—2007-2008

PARTICIPANTS USING ONLINE APPLICATIONS

This protocol is for use with participants. 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 participant outcomes. One of our priorities in this project is to learn more from you about *the features and capabilities of the online TPD offering that you have participated in, as well as how the application is implemented and administered.*

We want you to know that this project does not evaluate you or your TPD course; 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?

1. In your view, what is the goal of this TPD program (increase teacher content knowledge, change practices, retaining teachers, etc...)?
2. What do you want to achieve through this online TPD course?
3. How did you find out about this course? Do participants decide to enroll themselves or are they selected or nominated?
4. 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?
5. Please describe any prerequisite knowledge, skills, and competencies that participants must have in order to take this course.
6. Will you receive credit of any type for completing the course? Are you paid or otherwise compensated to participate? Are there other incentives for signing up or completing the program?

7. Is there a cost to you for participation, credit, or materials? Are there costs paid by your school or district on your behalf?
8. What technical training were you offered before the course began? How much time did you spend preparing to take this TPD course?
9. How much time do you spend weekly on the course?
10. 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 had similar TPD experiences 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?
11. Can you briefly describe any new features or refinements you would like to see implemented (technical, curricular, and / or pedagogical) the next time the course is offered?
12. Please describe the type / frequency of interaction between the course facilitator and participants, and among participants in this online TPD course.
13. Does the program promote face-to-face interaction between participants, and / or facilitators and participants? Does it add value to the program?
14. If there is no face-to-face interaction, why not? Is there any advantage or disadvantage to a purely online model?

Outcomes: Expectations, Measures, and Data

15. Please briefly describe whether /how you are assessed on participation, learning outcomes, and transfer of learning to classroom instruction.
16. What kind of changes in teaching do you expect to see from your participation in the course?

Quality Assurances

17. Do participants fill out course evaluations? After taking a course, is there a way for you to provide feedback to the instructor or developers to improve the program? Please describe.
18. Do you feel that the program addresses your particular: learning needs, local context, pedagogical environment, stage of professional development, and work constraints? Why / How?

Supports and Barriers

19. 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)? How important it is to your success in the course?

20. What types of technical support, if any, do participants receive? How important it is to your success in the course?
21. How effective is the technical support you get as a participant of this online TPD program? What works and what should be improved? What suggestions do you have to improve support services?
22. Are there ongoing supports back in the classroom for participants who have completed the program?
23. What are the most significant barriers for teacher participation in this program? What could be done in overcome them?
24. Do you consider access to technology and / or technology fluency by participating teachers a barrier to participation? Why?
25. Do you consider the time requirements (e.g., X number of hours per week) or interaction requirements (e.g., online / onsite synchronous activities) a barrier to participation in the online TPD course?

Closing

26. Is there anything else you would like to add about your experiences with this online learning application?

Before you leave, be sure to ask for any available data on participants' outcomes / achievement.