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. Which online courses are you enrolled in this semester? Why have you enrolled in these courses?

2. Have you taken any courses online previously? If so, how do your courses this semester compare to other courses you've taken in the past?

3. How do the courses you're taking this semester compare to face-to-face courses you've taken?

4. What do you like best about your courses this semester?

5. What do you find most challenging?

6. If you could redesign your online classes, what would you change? Why?

7. Would you recommend online learning to your friends? Why or why not?

Time permitting, the contractor will ask the following questions:

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

1. Please describe the curriculum design features of this online TPD (e.g., synchronous v asynchronous; technologies used).

2. What means (e.g., forum, email, chat, voice chat, video conferences…) are used to support online interaction between facilitators and participants? Among participants? What are the facilitator and student responses to these forms of communication (do participants like chatting, video, etc.)? What do you think is the right combination of these tools?

   Type / frequency of interaction between facilitators, facilitators and students, among students

3. Please describe the type / frequency of interaction between facilitators, facilitators and participants, and among participants in this online TPD program.

4. Does the program promote face-to-face interaction between facilitators, participants, and/or facilitators and participants? When? Why? Does it add value to the program?

5. If there is some kind of blending (online / onsite) from the interaction perspective, how is that mix? Does it add value to the program?

Curriculum Development Process

6. What is the structure of a typical curriculum module, or unit, of this online TPD program? How many weeks does it take to a participant to study a typical module?

7. Have you been involved in curriculum development or in curriculum evaluation processes for this online TPD program? What was your role? Did you find that your ideas were taken into consideration?

Financing Model

8. Is there a cost to you for participation, credit, or materials? Are there costs paid by your school or district on your behalf?

9. Did you experience any barriers or obstacles to your participation in this program?

Quality Assurances

10. Do students fill out course evaluations? Can you offer feedback on: Overall satisfaction? Curriculum? Pedagogy? Assessments? Instructor? Please describe.

11. How does this course evaluate participants in terms of: Participation, Completion & Retention rates, formative and / or final assessments, learning outcomes, transfer of learning to classroom instruction?

Enrollment Process and Policies

12. What criteria did you satisfy to become eligible for this program?

13. How did you find out about this TPD program? Was the enrollment process easy / efficient? Explain.

14. Did you decide to enroll yourself or were you selected or nominated? Did you enroll as an individual or as a cadre or a team?

15. Do you feel that the program addresses your particular: learning needs, local context, pedagogical environment, stage of professional development, and work constraints? Why / How?

16. How does the size of the program section in which you participate affect your learning? Your interactions with the facilitator / teacher? With other participants? If you could, would you change the current set-up?

User Services and Support

17. Which academic support services add value to you as a member of this online program (list of services provided by D, A or I)?

18. How effective is the technical support you get as a participant of this online TPD program? What works and what should be improved?

Facilitators/Barriers

19. 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?

20. Are there time requirements (e.g., X number of hours per week), interaction requirements (e,g. online / onsite synchronous activities), technology requirements (e.g., the use of X browser or software) for effective participation in the online TPD program? Which requirements facilitate the process and which become barriers for participation?

21. What is the most significant barrier for teacher participation in this program? What could be done in order to overcome it?

22. Does the program promote / give support to virtual study groups, online learning communities or other networking strategies for overcoming participation barriers from the part of participating teachers?

23. What role do online tutors play concerning barriers for participation from the part of teachers?

Strengths and Weaknesses

24. What are the benefits of participating in this online TPD program?

25. What are some of the costs or drawbacks of taking this TPD program online? What are some of the challenges you have felt while taking this TPD program?

26. How would you compare the quality, flexibility, effectiveness of the online TPD program with similar face-to-face programs?

Instructor Background and Characteristics

27. What do you do when not taking this TPD? How does this TPD program fit it with your other occupation?

28. Do you feel that program administrators and / or facilitators have the required expertise? If not, what would you expect the instructor / facilitator to know?

29. What do you think are the characteristics of a good online instructor?

Closing

30. 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.