

The slide features a dark blue background with abstract geometric shapes: a large white semi-circle on the right, a smaller dark blue circle on the left, and various dashed and solid lines. The text is centered on the white semi-circle.

# WCET Webcast

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Webcast

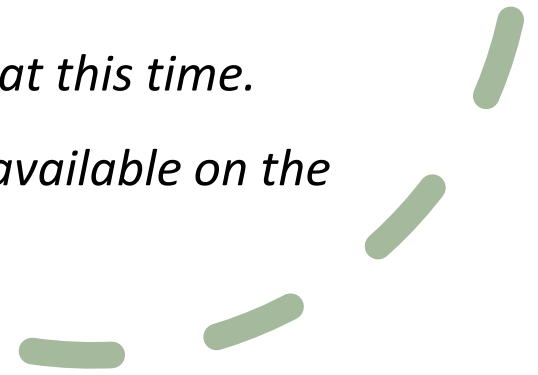
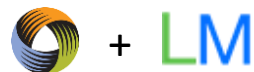
Welcome to today's  
#WCETWebcast


**October 14**

*The webcast will begin shortly.*

*There is no audio being broadcast at this time.*

*An archive of this webcast will be available on the  
WCET website next week.*





# Future-Grounded Design: Innovative Solutions to Emerging eLearning Design Challenges

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October 14, 2021



# Welcome!

*Use the question box for questions and information exchange.*

*Slides and shared resources will be emailed to attendees next week.*

*Slides can be downloaded via the link in chat.*

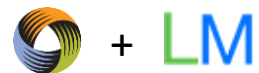
*Follow the Twitter feed: #WCETWebcast.*



Megan Raymond  
Senior Director, Programs & Membership  
WCET  
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[@meraymond](https://twitter.com/meraymond)

Hosted in partnership with:

LearningMate<sup>TM</sup>



# Questions from the Audience



*If you have a question during the presentation, please add it to the question box.*

*We will monitor the question box and have time for Q&A at the end of the webcast.*

# | Moderator

**Jackie Ricords**

Transform Evangelist

LearningMate



# | Speakers



**Teri Herron**

Director, Customized Education  
Office of Strategy and Innovation  
National Education Partners



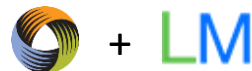
**Shane Strup**

Director, Curriculum & Instructional Design  
Office of Strategy and Innovation  
National University



**Shelley Zimmerman**

35-year law enforcement professional;  
Retired Chief of Police San Diego PD;  
National University Public  
Safety/Leadership Curriculum



## Shelley Zimmerman

- 35-year law enforcement professional.
- Retired Chief of Police San Diego PD.
- National University Public Safety/Leadership Curriculum.

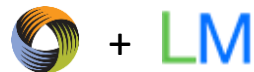


# | Project Overview

**Partners:** National University WES, the Commission on Peace Officer Standards Training, and LearningMate.

**The Challenge:** Ensure a quality hybrid online learning experience by redesigning an in-person, 8-hour training workshop for law enforcement officers.

**Opportunity:** WES was awarded grants to assist the Commission on Peace Officer Standards and Training (POST) in two key areas: Organizational Wellness and Community Policing.



# | Lessons Learned - Listening Tours & Research

**Our Goal:** Sharing our experience with a wider audience, nationally, and internationally.

How has our training adapted over time?

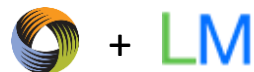
- Our in-person learning is crucial, but online virtual can supplement.

How is this future-grounded for POST?

- Reaching out in a virtual way for learners and other professional organizations and communities.

What does it mean to spend time with this training?

- Engage, learn, and collaborate in a virtual community.



## Teri Herron

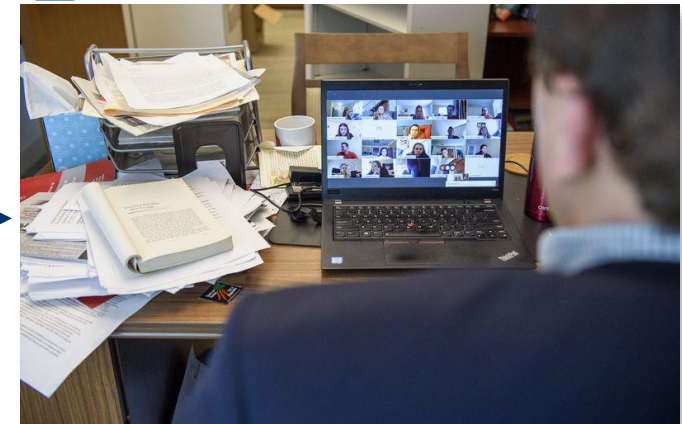
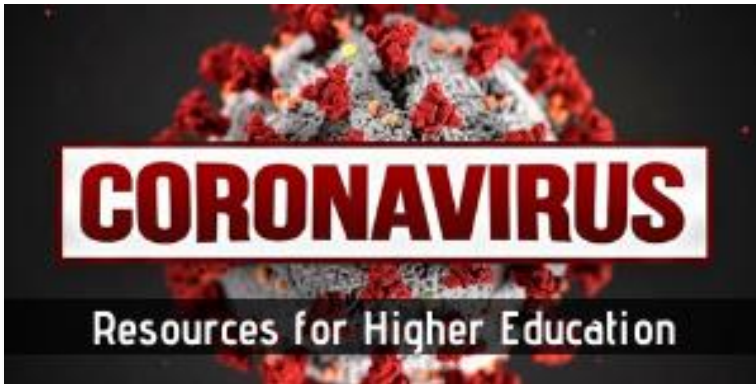
Director, Customized Education  
Office of Strategy and Innovation  
National Education Partners



# | Lessons Learned - Future Grounded & Scalable

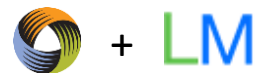
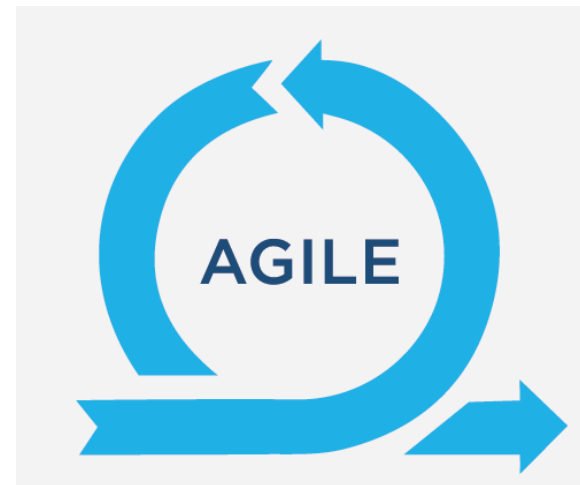
How design is **future-grounded**?

How can we show our **relevance** with research?



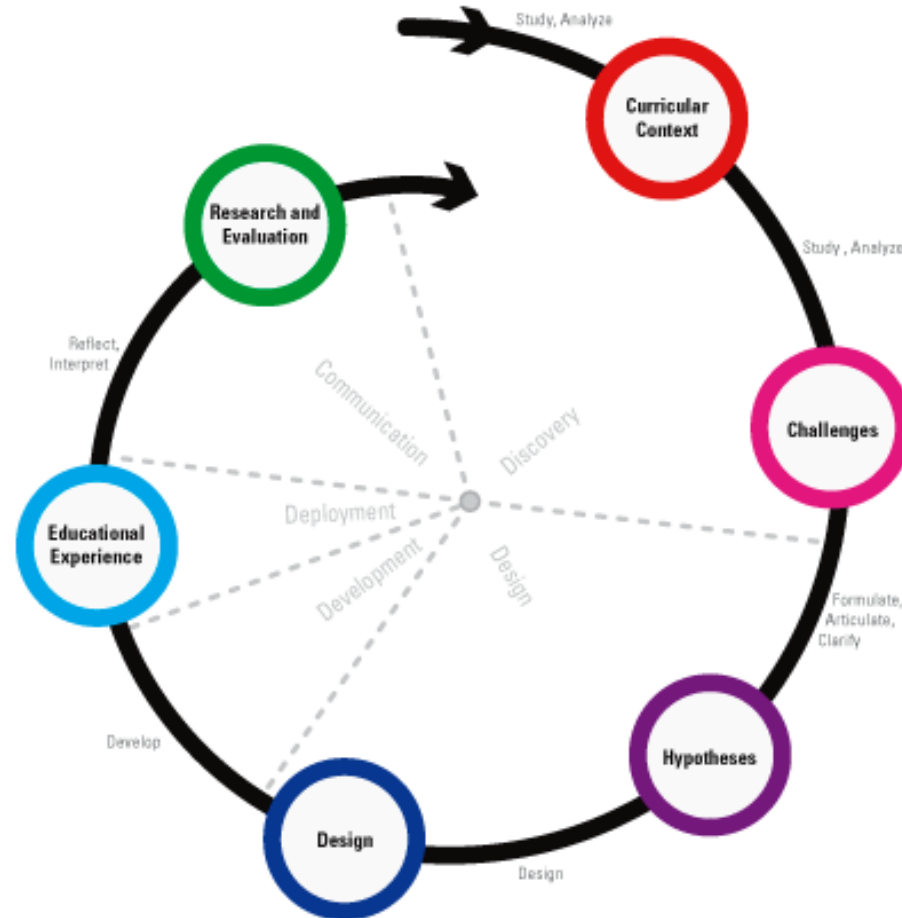
# | Lessons Learned - Future Grounded & Scalable

How can we use **future-grounded design** to move from "*for now*" strategies to solid, scalable efforts?

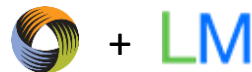


# | Lessons Learned - Future Grounded & Scalable

Rely on the **data** to show your efforts are solid and scalable.



<https://ccnmtl.columbia.edu/dr/spiral.html>



# Future-Grounded Design - Project Components

**The Solution:** The team had three months to create high-quality online training enhanced by a series of documentary-style video introductions, scenario-based learning experiences, and interactive learning activities.



## YOUR ROLE: THE POLICE CHIEF

In this scenario, you are the Police Chief. You have a major challenge on your hands given the recent public backlash about police shootings and racial bias. You seek to control the situation while preserving the trust and legitimacy of the police force in the community.

In a bid to calm the outrage of the community, you have called for a press conference to address the issue. You need to ensure that your answers, while not revealing the intricate details of the investigation, are an honest communication of facts to the people of the community.

Select each reporter to view their question.



Daily Mail



TNC Channel



Morning Post



Sun TV



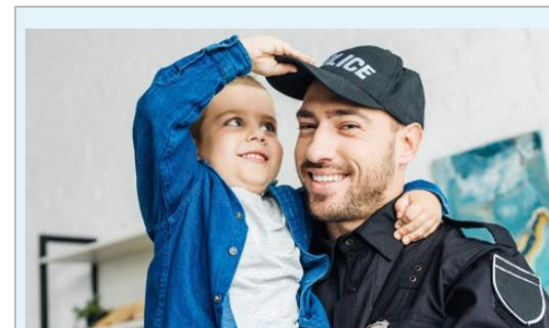
YX Network



## First Responders



The police are the first ones to be called by community members whenever there is a breach of peace (an argument, a dispute, a fight) and when laws are being broken.



Add a caption

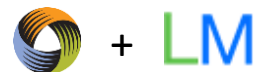
- Engaging police officers to creatively address the underlying causes of crime and disorder in their communities
- Relying on personnel who interact with the community for addressing the community needs

# Future-Grounded Design - The Result

**Making an Impact:** The self-paced, hybrid learning design approach in the online training fosters learner agency and responsibility. NEP/WES and LearningMate utilized intentional design strategies centered on creating learning experiences that could be completed in small, individual increments, not dependent on a prescribed sequence.

**Making a Different:** “I just wanted to thank you for an exceptional conclusion to the online course, “Building Our Team Through Community Policing.” I can honestly say it is, without a doubt, one of the best trainings I have ever participated in on any topic.” ~Community Policing pilot participant feedback

**Award:** D2L 2021 Excellence Award.



## Shane Strup

Director, Curriculum and Instructional  
Design

Office of Strategy and Innovation

National University



**Collaboration and Innovation:** How does the NU WES **training-based experience** influence the University system at large?

**Reuse:** How do we ensure an atmosphere that fosters sharing?

Ensure theory and practice into a larger design modality:

- Our goal is to be flexible in our approach.
- Use materials from courses in trainings and vice versa.

# | What's Next?

## Reuse of Community Policing interactives (Units 1-6) in NU's CJA-446: CJ Management and Leadership



Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Meets Assignment Requirements</b>	<b>5 Points</b> Presentation content accurately reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers all of the suggested reading content material. Presentation content perfectly aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	<b>5 Points</b> Presentation content for the most part reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers most of the suggested reading content material. Presentation content for the most part aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	<b>5 Points</b> Presentation content somewhat reflects the topic of professional engineering ethics (positive and negative impact). Presentation content considers a few of the suggested reading content material. Presentation content somewhat aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).	<b>5 Points</b> Presentation content does not reflect the topic of professional engineering ethics (positive and negative impact). Presentation content considers none of the suggested reading content material. Presentation content poorly aligns with the suggested structure (total number of slides [8], introduction, definitions, the importance of ethics, case study, conclusion, and references).
<b>Voice and Tone</b>	<b>5 Points</b> Writes with directness and clarity; style is simple and informative; the tone is illuminating and confident, voice is spirited and cogent.	<b>5 Points</b> Writes with a good amount of clarity; style is sometimes informative; the tone is confident; the voice is fairly spirited and cogent.	<b>5 Points</b> Writes with some clarity; style is adequately direct; the tone is hesitant; the voice is slightly regressive.	<b>5 Points</b> Ambiguity and clarity prevail; the tone is bereft of confidence; the voice is detached.
<b>Content and Support</b>	<b>5 Points</b> Explanations of elements (data and information) are clear, enhance the	<b>5 Points</b> Explanations of elements (d and information) are not complete or helpful, but the	<b>5 Points</b>	<b>5 Points</b>

### LIT100 Intro to Literature CLO Curriculum Map

Course Learning Outcomes	Activities and Assessments				
	Readings	Lectures	Learning Activity	Discussion Threads	Assig
<b>CLO #1:</b> Correctly define commonly used literary terms and concepts and use those terms and concepts to discuss and analyze works of literature.	Weeks 1-4	Weeks 1-4	Week 1	Weeks 1-4	Week One Discussion 1
<b>CLO #2:</b> Identify structural elements of works of poetry, fiction, and drama, and analyze how those elements help create specific meanings and effects.	Weeks 1-4	Weeks 1-4	Week 2	Weeks 1-4	Week One Discussion 1
<b>CLO #3:</b> Compare works of literature in terms of theme, structure, and use of literary devices.	Weeks 1-4	Weeks 1-4	Week 3	Weeks 1-4	Week One Discussion 1
<b>CLO #4:</b> Discuss and analyze works of poetry, fiction, and drama based on close reading of the texts.	Weeks 1-4	Weeks 1-4	Week 3	Weeks 1-4	Week One Discussion 2
<b>CLO #5:</b> Write effective literary analyses defending arguable theses based on close reading of texts and incorporating relevant literary terms and concepts.	Weeks 1-4	Weeks 1-4	Week 4	Weeks 1-4	Week One Discussion 2
<b>CLO #6:</b> Identify issues and questions raised by literary texts that might be addressed by literary analysis.	Weeks 1-4	Weeks 1-4	Week 4	Weeks 1-4	Weeks 3, 4 ✓

#### Virtual Office

The Virtual Office is the place to ask general questions about the class, assignments, and/or any aspect of the course (administrative or academic). When posting a question about the material, please also include what you feel is the correct answer to your question. A more appropriate form of communication for personal questions or private matters that need to be discussed with the instructor should be sent through email. Please allow 24 hours for a response.

Click on the "Virtual Office" link above to navigate to the course Discussion Board.

#### Week One Discussion 1

##### Introductions!

Please take a moment and introduce yourself to the class. In addition to a brief bio, please let us know what you are looking for in this class!

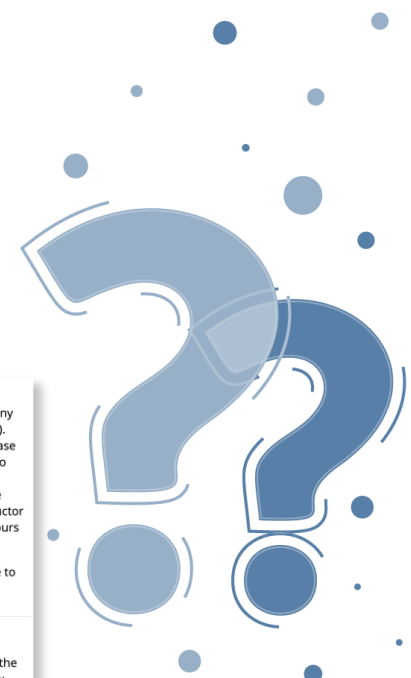
Feel free to respond to your classmates as well.

Your posts must be in accordance with the [University's Threaded Discussion Guidelines](#).

#### Week One Discussion 2

##### Engineering Management versus General Management

Management is a process by which managers create, direct, maintain, and operate purposive organizations through coordinated, cooperative human effort. In comparison, engineering management is a discipline in its own right. It is the



# Resources

## Building Our Team Through Community Policing:

<https://www.nu.edu/ourprograms/traininganddevelopment/law-enforcement/programs/building-our-team-through-community-policing/>

## Caring for the Caretakers - Organizational Wellness for Law Enforcement:

<https://www.nu.edu/ourprograms/traininganddevelopment/law-enforcement/programs/organizational-wellness/>

## National University Case Study:

<http://bit.ly/Case1NU>

## National University Workforce Education Solutions Case Study: <https://bit.ly/3BUWwpH>

**LearningMate™**

National University Leverages LearningMate Transform to Enhance & Build Online Programs in Extensive Curriculum Scaling Initiative

Industry Higher Education University	Solution Course Development & Enrichment	Project Size 300 courses	Project Duration 4 months
--------------------------------------------	------------------------------------------------	-----------------------------	------------------------------

**BACKGROUND**

As the Covid19- Pandemic fast-tracked efforts to move towards hybrid and online education, many institutions held out hope of resuming on-campus classes. While very few were entirely in-person as of October 2020, many institutions were trying to adopt primarily online models.

Following an evaluation of the preparedness for a fully-asynchronous environment, quality of resources, and the ability to allow students to progress through materials as quickly as their schedule allows, National University (NU) recognized a need to scale 51 asynchronous programs nationwide. NU's Center of Innovation (CI) and faculty partnered with Learningmate to ensure high-quality, engaging, career-focused online programs for students.

Leveraging LearningMate Transform, the team enhanced 29 existing programs and built 21 new programs in four months. This curriculum scaling effort included converting 300 courses, 120 hours of interactive student-engagement content, and 2,500 discussion boards.

**THE SOLUTION**

NEP/WES and LearningMate partnered for a challenging task: Ensuring a quality hybrid online learning experience by redesigning an in-person, 8 - hour training workshop for law enforcement officers.

WES was awarded grants to assist the Commission on Peace Officer Standards and Training (POST) in two key areas: Organizational Wellness and Community Policing. POST was established by the Legislature in 1959 to set minimum selection and training standards for California law enforcement. The NEP/WES team partnered with LearningMate on the completion of the grant goals.

The team had three months to create high-quality online training enhanced by a series of scenario-based interactive learning experiences, video introductions, and graphic handouts created by LearningMate. The unit-based community training contained two pathways:

- POST Organizational Wellness Program: Developed a distance learning curriculum to support managers and law enforcement professionals in the creation of environments and culture in which wellness is central to all aspects of the organization, including an emphasis on trauma-informed care, the impact of cumulative stress, structural barriers to organizational wellness, coping and resilience, and establishing an organizational wellness program.
- POST Community Policing Program: Developed and implemented a distance learning curriculum for POST personnel focused on identifying best practices to support a systematic approach to problem-solving that improved community relations, decreased negative perceptions of law enforcement, and improved crime prevention.

The self-paced, hybrid learning design approach in the online training fosters learner agency and responsibility. NEP/WES and LearningMate utilized intentional design strategies centered on creating learning units as learning objects that could be completed in small, individual increments not dependent on a prescribed sequence.

**IMPACT AND OUTCOMES**

The LearningMate and NEP/WES collaboration is receiving high marks. From a data results perspective, learner completion data show the virtual designs support the achievement of the learning objectives, and anecdotal evidence indicates learners view the learning experiences positively. In addition, the Peace Officers Standards and Training project was awarded an online learning innovation award in July 2021. The D2L Excellence Award recognizes innovation in digital education, learning, and development.

Feedback from members of the NEP/WES team supports the success of the project. Dr. Teri Herron,

Director of Customized Education for NEP/WES, shared, "It was such a joy to partner with LearningMate on the POST initiative. The team worked collaboratively and tirelessly to help realize my design vision for the project and made the revision process smooth and easy. It was a high-profile project with an extremely tight timeline, and I literally could not have done it without them. LearningMate really knocked it out of the park, and I am thrilled to share the congratulations on the award with the team!"

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[www.informationlearning.com](https://www.informationlearning.com)



# Questions from the Audience





# Contact Information



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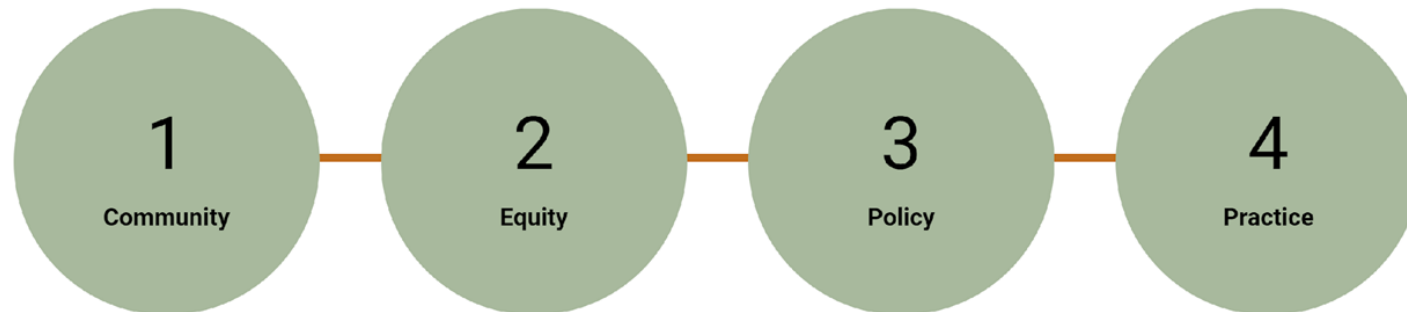
Shelley Zimmerman  
[szimmerman@nu.edu](mailto:szimmerman@nu.edu)

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WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.



# | Additional Information and Resources

The webcast recording and additional resources will be available next week:  
[wcet.wiche.edu/events/webcasts](http://wcet.wiche.edu/events/webcasts)



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GUILD



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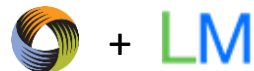
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Thank you Supporting Members for your commitment to WCET and digital learning.

Colorado State University

Michigan State University

University of Florida



# Join us next week:

The Future of #OnlineLearning Leadership  
OCTOBER 21 | 12 PM MDT



Speakers:



**Andrea Jones-Davis**  
Jackson State  
University



**Melissa Kaufman**  
Drexel University



**Lergia Olivo**  
Florida International  
University

Moderator:



**Luke Dowden**  
Alamo Colleges

<https://wcet.wiche.edu/events/future-online-learning-leadership>

# Register today!

## **WCET 33<sup>rd</sup> Annual Meeting** **November 2, 2021**

A one-day virtual event.

Registration includes pre- and post-  
conference workshops.



<https://wcet.wiche.edu/events/annual-meeting>



Thank you!

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