Welcome & What’s in it for you

Thank you for choosing to spend your time with BELL.

Objective

By the end of this session, you should be able to:

- Describe the case study of BELL’s e-learning training, including training design challenges, solutions, and lessons learned that are relevant to your work
Agenda for this session

I. Introduction & intro to BELL
II. Warm-up activity
III. The business challenges addressed by BELL’s e-learning project
IV. BELL’s design challenges, including our learners & what they need
V. BELL’s solution: e-learning demo with Q&A
VI. Outcomes & lessons learned with Q&A
VII. Wrap-up activity, closing & workshop evaluation

The Experience in the Room

Show of hands:

• How many people consider themselves beginners to the e-learning field?
• How many people have experience designing or managing e-learning?
• How many people are internal training team members?
• How many people are e-learning consultants?
Meet Your Presenter

Zora Jones Rizzi  
National E-learning Specialist, BELL  
zrizzi@bellnational.org

Commitment to BELL Training: Zora joined BELL in 2004 and has worked in both the New York and Boston regions. As the longest serving member of the Training team, Zora has worked on all phases of the BELL Training’s development, from solely classroom-based training to blended learning incorporating asynchronous e-learning, synchronous webinars, and classroom-based training. Currently, she is responsible for providing e-learning to BELL’s instructors and site managers in all BELL regions, and administering BELL’s Moodle site and modules.

Excellence in technology-based training: Under Zora’s guidance, BELL’s first e-learning project earned Training Magazine’s Blended Learning and Performance Project of the Year for 2008. Zora will be co-presenting the workshop “Blended and Interactive Design on a Nonprofit Budget” at the eLearning Guild’s New England Regional Instructional Design Symposium and co-facilitating the webinar “Turning Classroom Training into Interactive, Cost-Effective, Asynchronous E-learning on a Moodle Platform” for InSync Training (free registration at http://tinyurl.com/pg2ung).

Professional background: Zora has a B.A. in Human Development & Social Relations from Earlham College. She has also worked at the American Friends Service Committee, The Farm & Wilderness Foundation, and the American Civil Liberties Union.

Meet Your Trainer

Matthea Marquart, MSSW  
Director of Training, BELL  
mattheamarquart@caa.columbia.edu

Passion for BELL’s work: Matthea leads a team responsible for training staff in all BELL regions to effectively implement BELL’s mission in service of BELL’s 12,000 scholars. Since joining BELL in January of 2005, she has standardized the training curriculum, established a train-the-trainer program, launched a new asynchronous e-learning program, launched a new live virtual (webinar) training program, and presented BELL’s training at national conferences.

Passion for training and education: Matthea blogs about training issues on NY Nonprofit Press's website (http://tinyurl.com/dsfzqpp) and writes training-related articles, over a dozen of which have been published in T+D Magazine, Training Magazine’s web edition, New York Nonprofit Press, and LEARN. Her articles have been reprinted and excerpted in various publications and websites, and a recorded interview of her is available on The Accidental Trainer website. She was named by Training Magazine as a 2008 Young Trainer to Watch, an honor recognizing accomplished leaders in the training field under 40 years old. She is a member of the American Society of Training and Development and attends their professional development events, including meetings for training directors and on current trends in e-learning.

Passion for lifelong learning: Matthea has a MSSW from Columbia University and a BA in English from Emory University, where she spent a year abroad at Oxford University. She completed a 2008 Senior Fellowship at the United Way of NYC’s Nonprofit Leadership Development Institute at the Baruch College School of Public Affairs, and she is a member of the 2009 Community Resources Exchange Leadership Caucus.
Intro to BELL

- BELL’s mission is to enhance the educational achievements, self esteem, and life opportunities of elementary school children living in low-income, urban communities.

- The children we serve are called “scholars”.

- BELL served over 7,000 children in the 2007-2008 academic year and over 4,000 children in the summer of 2008 in 5 cities.


- Evaluation: Stanford Diagnostic Reading (SDRT-IV) and Math Tests (SDMT-IV) provide diagnostic assessment of grade-level literacy and math skills; we also look at parent surveys, staff surveys, progress reports, school report cards, focus groups, scholar portfolios, etc.

The BELL Model

**BELL Summer**
- 6.5-8 hrs / day
- 5 days / week
- 5-6 weeks (162-240 hrs)

**BELL After School**
- 2.5-3 hrs / day
- 3-5 days / week
- 18-22 weeks (180-330 hrs)

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**BELL Summer Program Schedule:**
- **Reading Time**
- **Literacy Activities**
- **Math**
- **Field Trips**

**BELL After School Program Schedule:**
- **Reading Time**
- **Math**
- **Field Trips**

**RECREATION DAYS:**
- Include special cultural activities, guest speakers, community service projects and field trips.
BELL’s Timeline

- 1992: Founded in Boston
- 1996: BELL Summer Program founded
- 2008: Expanded to Detroit & Springfield, MA
- 1996: Expanded to New York & Mid-Atlantic
- 2009: Expanded to Charlotte, NC
- Serve 12 scholars
- Serve 12,000 scholars

BELL’s Results: After School

- Average gains were 6 months of reading skills over an, on average, five month period.
- Average gains were 8 months of math skills over an, on average, five month period.
- 93% of parents expressed overall satisfaction with the BELL program.
  - 90% of parents indicated that BELL improved their child’s reading skills.
  - 85% of parents indicated that BELL improved their child’s math skills.
  - 87% of parents indicated that BELL improved their child’s attitude about learning.
  - 86% of parents indicated that BELL improved their child’s self-esteem.
  - 89% of parents indicated that their child is doing better in school because of BELL.
BELL’s Results: Summer

- Average gains were 4 months’ reading skills over a six week period.
- Average gains were 4 months’ math skills over a six week period.
- 95% of parents expressed satisfaction with the services BELL provided.
  - 86% of parents indicated that BELL improved their child’s reading skills.
  - 84% of parents indicated that BELL improved their child’s math skills.
  - 85% of parents indicated that BELL improved their child’s motivation to learn.
  - 83% of parents indicated that BELL improved their child’s self-confidence.

Awards & Impact

U.S. Senate: BELL Summer inspired new legislation created by then-Senator Barack Obama (D-IL) and Senator Barbara Mikulski (D-MD) called the STEP UP Act, which seeks to make public funds available to provide high-quality summer learning opportunities to children.

Social Capitalist Award: For the third year in a row, BELL won the Social Capitalist Award from Fast Company magazine and the Monitor Group, which recognizes high-performing non-profits that combine innovation and entrepreneurship to create sustainable solutions to social challenges.

Excellence in Summer Learning: For the second year in a row BELL Summer was named one of the nation’s three best summer learning programs by the Center for Summer Learning at Johns Hopkins University.

American Federation of Teachers: In its American Educator magazine, the American Federation of Teachers recognized BELL Summer as the nation’s ideal summer learning program for children.
The story of BELL’s training

Until 2008, BELL conducted all of our training through many long days of classroom workshops.

Our Board of Directors, CEO, and Senior Management Team saw the potential for training to become scalable to multiple regions by taking advantage of technology, thereby helping BELL expand quickly while maintaining quality.

As of 2008, BELL’s staff training is now conducted through a blend of self-paced e-learning, live virtual webinars, and classroom training.

Now, with the support of the Charles Stewart Mott Foundation, we are opening up our e-learning to external partners.

Award from Training Magazine

Blended Learning and Performance Project of the Year 2008

JUDGES’ COMMENTS:
• Extended the program’s reach without more headcount.
• Solution targeted for the least common denominator desktop environment.
• Good opening home page.
• Good strategy to extend the program without staff.
• Interesting combination of tools used.
• Clear cost savings and increased capacity.
• Extensive feedback, learner and management satisfaction high.
• Good interactivity.
E-learning vs. Webinars

<table>
<thead>
<tr>
<th>Asynchronous E-learning</th>
<th>Synchronous Webinars</th>
<th>Blended Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent &amp; self-paced. Completed online, alone.</td>
<td>Live via phone &amp; online conference. Group sessions, led by a facilitator.</td>
<td>Training that combines two or more modes of training.</td>
</tr>
</tbody>
</table>

We will be demo-ing our e-learning in this workshop.

Warm-up group activity

Please discuss and flipchart:

What made you decide to attend this session today?

What are you most interested in learning in this session?
Top 3 Business Challenges Addressed by BELL’s E-learning

1. Make BELL’s operations scalable

**Scalability**

BELL is a rapidly growing organization, with new regions every year. Expansion allows BELL to further our mission by serving as many children as possible with the opportunities BELL provides.

BELL’s training needed to be nimble enough to serve a rapidly growing number of staff in a rapidly growing number of regions.

2. Make training as cost-effective as possible

**Cost**

Cut the cost of training so that an ever-higher percentage of BELL funds can be directed towards our scholars.
Top 3 Business Challenges Addressed by BELL’s E-learning

3. Improve program quality

Improve outcomes for BELL scholars by providing world-class, standardized training to the staff who work directly with BELL scholars so that they can provide the highest possible quality tutoring.

BELL’s E-learning design challenges

Challenge #1: Engaging learners

How do you keep the incredibly fabulous elements of training and avoid the terrible elements when there’s no trainer and the learner is alone in front of a computer?
Challenge #2: Diverse technology

How should you design e-learning when you have no control over the computer technology & Internet access of each staff member?

Challenge #3: Diverse learners

How can you design e-learning to meet the diverse needs of a wide variety of learners?
Pair discussion

Turn to a neighbor and discuss:

1. Are these business & design challenges similar to the ones you’ve faced or studied?

2. What types of technology and learning needs do your learners have?

3. What lessons do you hope to learn from BELL’s experience that might help you to tackle the challenges you’ve faced, or help you to think about the research you’ve conducted?

Our learners

Visual Victoria
Auditory Aaron
Kinesthetic Keisha
Easily Bored Ed
ADHD Ana
Sleepy Sally
Busy Billy
Multitasking Matthew
Distracted Daryl
Already-know-it Alexander
Meet our learners (generalized)

Young Tutor:
• Idealistic college student interested in helping children
• Experience with children includes helping with childcare for younger relatives, babysitting, and summer camp counseling. No tutoring experience.
• Has been using computers regularly since elementary school; grew up playing video games; and carries a Sidekick to frequently check text messages, email, Instant Messages, Facebook, Twitter, etc.
• Feels comfortable with e-learning but has difficulty making time to do it.

New Teacher:
• New to the profession and current on the latest trends in education, having recently completed her Master’s degree in education.
• Committed to serving children, but still has rough days due to some challenges with classroom & behavior management.
• Strong basic computer skills, from typing papers in grad school and from using email & Facebook.
• Feels glad to be getting training & happy that it can be done on her schedule, but impatient having to spend time on things she already knows.

Seasoned Tutor:
• Community member with experience as a mother raising children & helping out at their school or on field trips sometimes.
• No formal tutoring experience, but helped her kids & their friends with their homework.
• Never had the time or the necessity to learn computer skills, and didn’t use computers when she was in school.
• Feels comfortable asking her kids for help with computers.

Seasoned Teacher:
• Decades of experience in the classroom teaching multiple grade levels.
• Experience serving as the school’s literacy coach and mentor to new teachers, and conducts professional development workshops for peers.
• Never had to use computers for work or during school, and doesn’t own a computer.
• Feels anxious about the idea of using computers for training & wishes all training could be done in the classroom, but willing to try.
Discussion

• What do you see as keys to success when designing e-learning to meet the business challenges and the needs of these learners?

• How would you design e-learning for these learners?

(Note: you can use your handout for reference)

Summary of the E-learning

• 12-14 modules
• After School & Summer versions
• Approximately 10-15 hours of content
• Taken as part of the Teacher/Tutor/Teacher’s Assistant orientation training, before a day of classroom training
• Accessible anywhere with an Internet connection
• 24/7/365 tech support via phone & email
• Self-check progress reports
BELL’s E-learning Design

BELL’s e-learning is highly interactive, with a large variety of activities:

- Interactive multiple choice activities
- Relevant classroom scenarios created by teachers
- Practical downloadable resources to use at site
- Discussion forums
- Wikis
- Puzzles
- Video
- Audio
- Curriculum samples
- Comprehension quizzes
- Interactive graphics
- Drag-and-drop activities
- Advice from experienced educators

After School Modules

- BELL Overview
- BELL After School Program
- Mentoring
- BELL After School Literacy
- BELL After School Math
- Child Development & Learning
- Classroom & Behavior Management
- Collaborative Teaching
- Assessment & Evaluation
- Reaching All Scholars (in-service)
- Interactive Read Aloud (in-service)
### Summer Modules

<table>
<thead>
<tr>
<th>Module</th>
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</thead>
<tbody>
<tr>
<td>BELL Overview</td>
</tr>
<tr>
<td>BELL Summer Program</td>
</tr>
<tr>
<td>Mentoring</td>
</tr>
<tr>
<td>BELL Summer Literacy</td>
</tr>
<tr>
<td>BELL Summer Math</td>
</tr>
<tr>
<td>Child Development &amp; Learning</td>
</tr>
<tr>
<td>Classroom &amp; Behavior Management</td>
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<tr>
<td>Collaborative Teaching</td>
</tr>
<tr>
<td>Family Engagement</td>
</tr>
<tr>
<td>Enrichment</td>
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<tr>
<td>Leadership for Scholars</td>
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<tr>
<td>Reaching All Scholars (in-service)</td>
</tr>
<tr>
<td>Interactive Read Aloud (in-service)</td>
</tr>
</tbody>
</table>

### For those with laptops

Username: ____  
Password: ____

*Note: this log-in will expire after this workshop.*
Typical Module Homepage

- Link to personal progress report to monitor completion
- Course menu to keep track of what's coming next
- Help section with clear links to 24-hour technical support
- Numbered sections to aid in navigation through each module

Welcome to BELL e-learning!

1. Is your computer ready to do the e-learning?
   Before you begin, please click the link below to make sure your computer system is ready to do the e-learning.
   >>> Check my system <<<

2. Ready to access your courses?
   After you check our system, you can access your courses by clicking on the course names in the list to the left.

3. Need help?
   For more information on how to work through the e-learning on this course, click here to learn more.
Help Features

Links to the System Checker & Self-Help section from the homepage

Links to the Help Forum from the Self-Help page

Progress Reports

<table>
<thead>
<tr>
<th>Module</th>
<th>Percentage Complete</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Site/user report

<table>
<thead>
<tr>
<th>User</th>
<th>Last accessed</th>
<th>Overall % complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>20th Nov '09</td>
<td>95</td>
</tr>
<tr>
<td>Bob</td>
<td>12th Mar '09</td>
<td>100</td>
</tr>
<tr>
<td>Charlie</td>
<td>3rd Mar '09</td>
<td>98</td>
</tr>
<tr>
<td>Dave</td>
<td>20th Dec '09</td>
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<td>Erik</td>
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<td>Hannah</td>
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<tr>
<td>Isabella</td>
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</tr>
<tr>
<td>Lisa</td>
<td>7th Nov '09</td>
<td>100</td>
</tr>
</tbody>
</table>
Happy New Year! I hope that your year is off to a wonderful start.

The year 2009 will certainly be an exciting one. President Obama was sworn in as the 44th President on January 20th and will hopefully bring great changes to our country. BELL plans to be part of this change. During these troubling economic times, BELL is even more dedicated to serving scholars and encouraging them to develop big dreams for themselves and their peers.

BELL scholars are incredibly enthused and motivated by the election of President Obama. BELL supported the development of that spirit by making time for all scholars in all regions to write letters to the President. The younger scholars included illustrations of the Obama family and the older scholars described how Obama is an inspiration to them. One scholar wrote, “I am very happy because you are the first African American President. I’m excited because you can make new changes. I hope you have a lot of hope for the US because you give us more and more hope every day.” Another scholar wrote, “When I grow up, I want to be President of the United States. I want to feel the same kind of pride that Barack Obama did when he was elected President of the United States.” A 5th grader wrote, “I wish I could tell you personally that I believe.” These letters were delivered to state representatives who will present them to Obama’s staff. With the election of President Obama, children and adults across the United States now believe in our individual and collective power to better the world.

This faith in the ability to positively impact society is the reason that BELL exists. BELL believes that with after school and summer learning programs, children will develop the academic skills and self-esteem needed to become future leaders. BELL cultivates hope and determination in its scholars and instills in them the belief that all children have the power and strength to make history. By developing leaders in multiple cities, BELL is changing the course of our nation’s future.

To have this effect on our country, BELL relies on people like you – the teachers, tutors and staff of our programs – to bring out the talent and drive of BELL scholars. Thank you so much for your dedication to improving the lives of children and for...
Sample Discussion Forum

Topic: Efficacy

As we learned in this section, it is essential for every ELL staff member to have their expectations for students and their learning. Sometimes, this can be challenging, especially when students are new to the English language. What are some strategies that you think would be effective in helping students to improve their English skills? Share at least one idea below.

Step 1: Add a new discussion topic
Step 2: Enter any additional information in the message box
Step 3: Click “Submit” button
Step 4: Read other people’s posts and get inspired!

Please use the table below as a guide when writing your forum post.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Measurable</th>
<th>Not Measurable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed to others’ learning by sharing useful information on the topic</td>
<td>Write a short response that helps to develop reader’s learning</td>
<td>Write a thoughtful response that will help to develop reader’s learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Opening high expectations for student success

As a teacher, you can help your students develop a growth mindset by setting clear, achievable goals. When students believe they can grow and improve with effort, they are more likely to take risks and persist in the face of challenges. This can lead to higher levels of engagement and achievement.

Engagement

I have found that students who are engaged in their learning are more motivated and successful. When students feel connected to their class and to their teacher, they are more likely to participate and take an active role in their education.

What have you learned from the “Engagement” section?

Engaging students in their learning requires creativity and flexibility. It’s important to pay attention to feedback and adjust your teaching strategies as needed.

Incorporating humor

Humor can be a powerful tool in the classroom. When you use humor in your teaching, it can help to create a positive and relaxed atmosphere. It can also help to break down barriers and make students feel more comfortable.

What have you learned from the “Incorporating Humor” section?

As a teacher, you can create a positive and inclusive classroom environment by incorporating humor and creating a safe space where all students feel valued and respected.
Data on the summer e-learning

1. Web-based surveys from each participant about each e-learning module immediately after they completed it, via SurveyMonkey
2. Paper surveys from each participant at the classroom training after the e-learning had been completed
3. Focus groups with staff several weeks after they began the jobs the e-learning oriented them on
4. Lessons learned meeting with the internal Training team 2 weeks after the e-learning deadline
5. Two lessons learned meetings with our e-learning consultants 2-3 weeks after the e-learning deadline
6. Lessons learned meeting with the Recruitment team who hired the staff that did the e-learning and explained it to them as part of the hiring process, 1 month after the e-learning deadline
7. Feedback meeting with BELL’s Senior Management and cross-functional team 6 weeks after the e-learning deadline
8. Questions on BELL’s staff survey at the end of the summer program
9. Questions on BELL’s manager survey at the end of the program
10. Comparison of BELL’s program results from the summer before the new e-learning was implemented, with the program results from the summer the new e-learning was introduced
11. Focus groups with managers of the staff who were trained via the e-learning, 6 months after the program ended

Sample Results – Summer ‘08

- 100% of staff who worked at summer sites in 5 regions were trained through e-learning and classroom training.
- After completing classroom training, 90% of Teachers and TAs said that the e-learning gave them a good understanding of BELL’s program model, and 80% of Teachers and TAs said that the e-learning was interesting to complete and easy to understand.
- At the end of the summer program, 95% of Teachers and TAs strongly agreed or agreed that training (blend of e-learning and classroom training) prepared them to impact scholar development.
- At the end of the summer program managers were asked about the impact of the blended training solution on their staff’s work. 87% strongly agreed or agreed that it prepared staff to implement the literacy curriculum, and 88% strongly agreed or agreed with this statement about the math curriculum.
- During BELL Summer 2008, scholars gained an average of 6 months’ reading skills and 6 months’ math skills. The previous summer, average gains were 4 months’ skills in reading and math.
3 Lessons Learned Topics

1. Technical support
   - Create ways that learners can help themselves with technical questions. The system checker was invaluable, and learners could also post questions to a help forum.
   - Create a thorough plan for how to handle requests for technical support
   - Provide clear directions & information to users in advance, to prevent the need for users to ask technical questions

2. Design
   - Use real images rather than models. Learners loved seeing realistic images, and it made the e-learning feel much more relevant.
   - Remember the staff who are afraid of computers and e-learning
   - Keep the directions as simple and explicit as possible. This will help the learners without much experience with technology, and more experienced learners can easily skim the directions. Language should as user-friendly and basic as possible – assume that learners don’t know computer language.
   - Use web-based technology that doesn’t require users to have special computer or software specifications
   - Blend the e-learning with classroom training
   - Use an interesting combination of tools & activities, to keep the e-learning from getting monotonous & boring for users
3 Lessons Learned Topics

3. Project Management

- Get buy-in from all stakeholders
- Communicate frequently with all stakeholders, so they know the project’s progress and can help answer questions
- Conduct a pilot run of test modules, with a small group of users, to catch bugs
- Incorporate feedback from piloted modules immediately, to improve future modules
- If you are paying for expensive customized content, make sure that you target this spending on content that is unlikely to require updates or changes. Information that will become outdated should be created in a less expensive way.

Wrapping up

What is one interesting or useful takeaway for you from this session?
Thank You!

Please complete an evaluation of our session today.

If you would like more information, you can visit www.bellnational.org/elearning