

Online Learning Design – Example 2

VERMONT OEO WEATHERIZATION PROGRAM TECHNICAL POLICIES & PROCEDURES TRAINING

STEP	NOTES	REFLECTIONS
STEP 1: People (Who)	<p>Designed for Vermont’s Weatherization Assistance Program (WAP) field staff:</p> <ul style="list-style-type: none"> • 100 staff total, from 6 agencies • Staff inspect homes and make improvements to ensure they are weatherized to maximize energy efficiency. They are used to being out in the field, and not used to working at a desk or from home. • Staff are primarily men • All live in Vermont, mostly in rural areas. For some, Wi-Fi/bandwidth is limited or non-existent. • Many, not all, have access to a computer. Almost all have a cellphone. Many do not have extensive experience with technology. <p>Design team: three GLP Consultants (Jeanette Romkema, Tyler Phillips, Sylvia Saenger) and two members of leadership from OEO (Josh Larose, John Hyslop).</p> <p>OEO created an advisory team of 10 staff to help as needed.</p>	<p>The OEO Program Officer played a key role in this process. He was very open to innovation, clear that perfection was not the goal, was willing to meet regularly, offered additional staffing support from his network to the design team, and knew humor would be an important aspect of the program.</p> <p>All of this allowed us to be innovative and offer a truly <i>responsive learning program</i>.</p>
STEP 2: Current Situation (Why)	<ul style="list-style-type: none"> • We were in the middle of a multi-year contract to co-design a number of in-person workshops with OEO. • Then, COVID-19 happened. Due to the “stay at home” orders, staff were no longer able to go out and perform Weatherization work in homes. OEO’s focus shifted to one primary goal: find a means to continue paying employees through the crisis. • OEO is mandated by the U.S. Dept. of Energy to train employees in policy changes whenever a new or revised technical policies & procedures manual is issued. They were on the cusp of retraining all field staff on the tech manual content and saw this as an opportunity to... <ol style="list-style-type: none"> 1. comply with the government mandate 2. continue to pay <u>all</u> employees (without exception) 3. make real progress by achieving one of the primary training goals for the year. • Based on the statewide WAP network’s field staff having limited access to computers and reliable Wi-Fi, we decided to innovate and create a mobile-based learning program. 	

STEP	NOTES	REFLECTIONS
STEP 3: Anticipated Change (So that...)	<p>As a result of this learning program, we expect staff will...</p> <ul style="list-style-type: none"> • Build closer relationships with their fellow crew members across the statewide network • Form a greater sense of the larger team (not just being part of a crew) • Have a deeper understanding of weatherization policies • Express increased loyalty and gratitude for their agency and their supervisors • Demonstrate more openness to diverse ways of learning and engaging with technical policy content • Experience an increased sense of pride in their work and what they do in Vermont. <p>As well, supervisors will...</p> <ul style="list-style-type: none"> • Experience an increased understanding of the strengths and challenges by their crews. This flowed into specific and intentional additional learning and conversations. • Experience pride in their innovative approach to training staff and being able to continue paying them during the prolonged COVID-19 crisis. 	<p>We are seeing many signs of these changes! We didn't anticipate this, but one of the major changes we are also already seeing is deeper respect, gratitude and loyalty to leadership within OEO, because staff recognized they had gone to great lengths to keep people employed and ensure a high quality of learning.</p> <p>We've had almost 100% compliance because of these factors.</p>
STEP 4 + 5: Timing + Place (When + Where)	<ul style="list-style-type: none"> • Overall program length: 5 weeks • Three times a day (7am, 11am, 3pm) staff received a text message (or email if they didn't have a cellphone) with a link to a "nugget trail". They're offered a series of micro-learnings to click through to the end and submit: <ul style="list-style-type: none"> ○ Every Monday morning, the first nugget trail had an overview of the week ○ They received nugget trails from the same phone number each time, so they could go back and review • Once a week, each agency team had a virtual gathering using GoToMeetings (joined by phone or computer) • At the end of every content section, staff received a video as part of the last nugget trail of the day with responses to commonly asked questions /misunderstandings • Three times throughout the learning program (beginning, middle, end) staff had a one-on-one phone call with their supervisor to address specific concerns and questions 	<p>It was clear from our initial assessment that this training had to be <i>phone-friendly</i> or else we wouldn't reach everyone.</p> <p>It was also critical (especially during a crisis) that we establish consistency and predictability, both with the timing and the elements of the learning program.</p>

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	<ul style="list-style-type: none"> • Some agency teams decided to meet at the beginning of every day • To maximize learning for all, it was decided that this would be a blend of synchronous and asynchronous offerings all to be worked on in their home, virtually. 	

Step 6 + 7: Content + Objectives (What + What For)

Here is an excerpt of the high-level objectives for this 5-week blended course.

By the end of this course, staff will have:

- **Described** challenges and successes faced in past weatherization inspections
- **Analyzed** typical challenges that homeowners face and **identified** strategies to address them
- **Considered** the content learned in the context of their own home and/or a dream home scenario & **named** where they would focus their weatherization related efforts in those scenarios
- **Offered** input, ideas, support to agency team members
- **Examined** the latest guidelines and requirements for weatherization in Vermont
- **Envisioned** best practices for future work.

Each content area embedded in the objectives above is detailed out in the course (i.e. specific program policy updates). The three overarching content areas are weatherization needs for the top, bottom, and sides of a house.

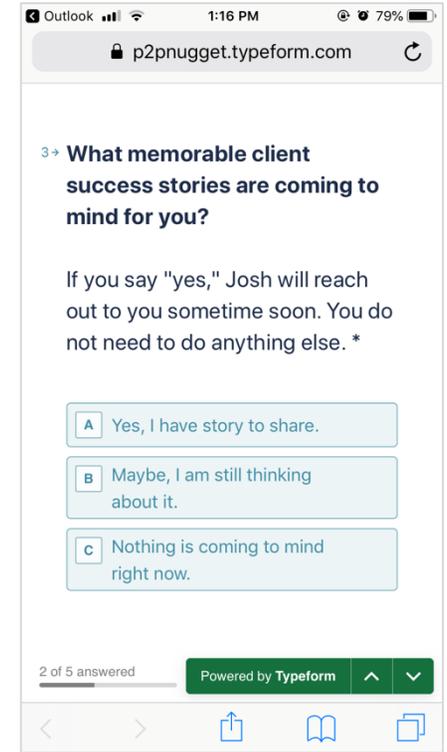
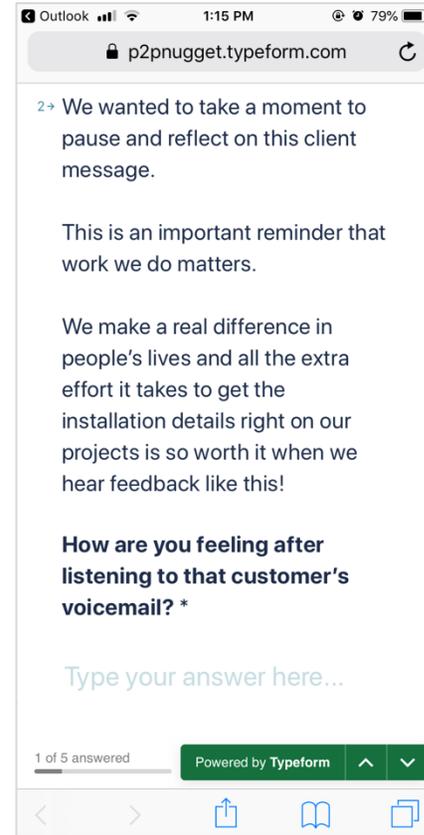
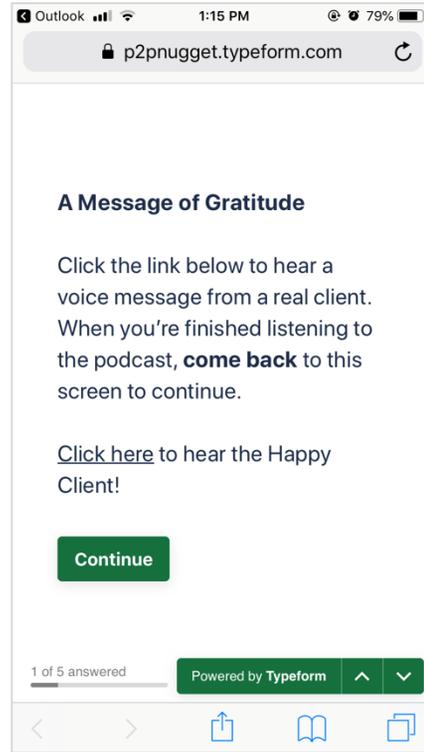
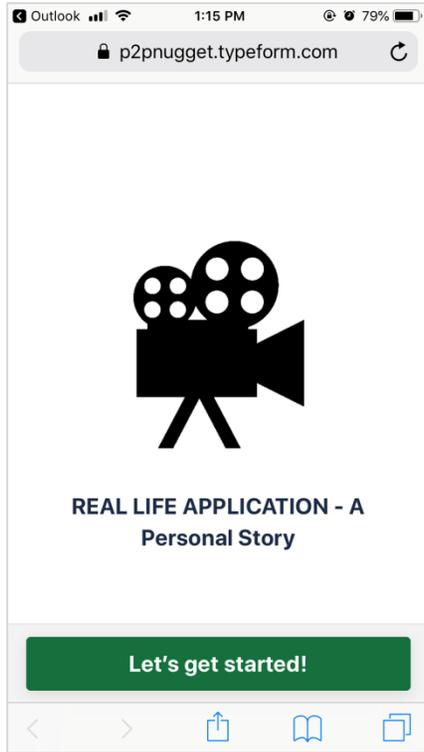
Step 8: Learning Tasks (How)

There are five main types of learning tasks throughout this learning program:

1. Conducting personal home inspections
2. Sharing personal stories
3. Reflecting on client stories
4. Responding to a variety of questions and prompts
5. Using collective wisdom and best practices from the group.

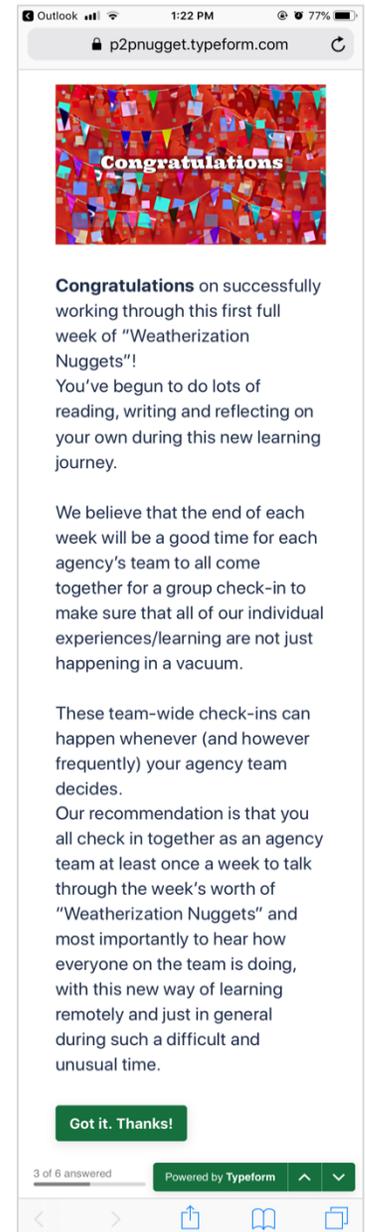
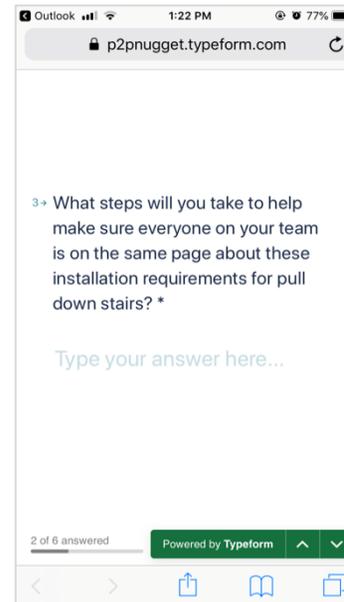
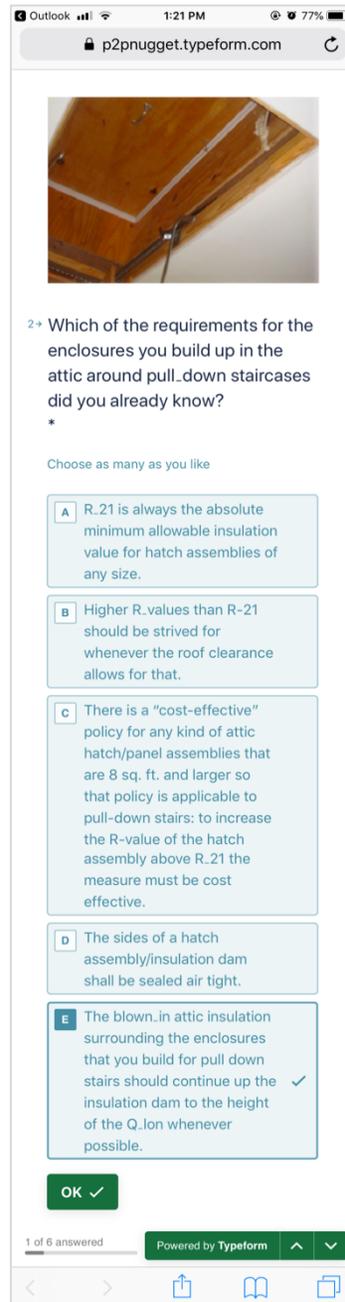
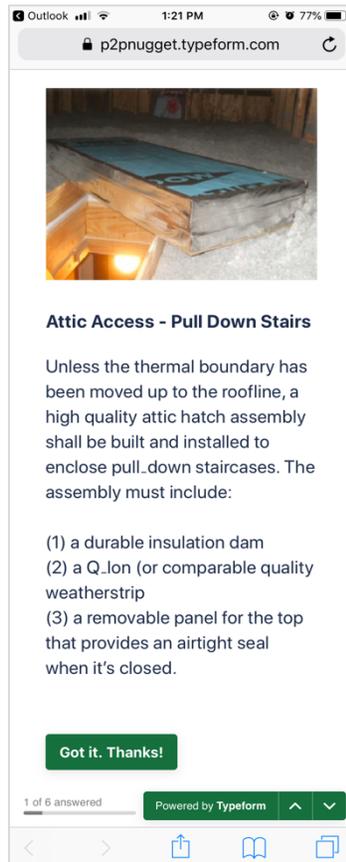
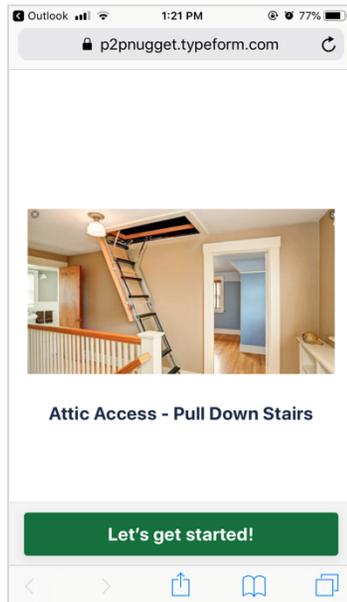
Throughout the learning program, humor and gratitude sourced from the participants and supervisors is used to keep up morale and engagement.

Scroll on for a few screenshots that illustrate two kinds of learning tasks used in this learning program.



Reflection:

This learning program has been a wonderful opportunity to encourage staff to share their own personal stories and reflect on client experiences. These types of learning tasks give staff a chance to hear from each other and be reminded of the importance of their work for the clients they serve.



Reflection:

We felt it was critical to diversify how we engaged staff. Having a mix of multiple choice, short answer, etc. helped to engage people with different learning styles.

We also found that whatever staff write creates rich data for supervisors. They can use it to identify what content to address in Question & Answer videos at the end of each section or future trainings.