

Unit 1 - Summary

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What is program planning?

Caffarella and Daffron (2013) describe program planning as involving the development and successive implementation of a program or curriculum to a specific clientele.

Such programs vary in shape, size and format and are created by individuals of diverse backgrounds and experiences (Caffarella and Daffron, 2013).

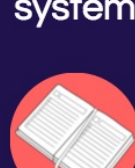
They go on to state that when planning programs for an educational context they are meant to "foster three kinds of change: individual, organizational, and community and societal" (Caffarella and Daffron, 2013, p.38).

Caffarella and Daffron (2013) point to having a guide for novice program planners to help with the probability of creating a successful program, and her 'interactive model of program planning' serves as such a guide.

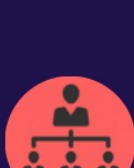
Caffarella and Daffron's (2013) model, for the 21st century learning context, takes into account a variety of both internal and external factors.

In a present day educational setting – be it in a traditional classroom setting or an e-learning forum – technology, politics, social relationships, and cultural differences are just a few of the factors that affect how a program is created and delivered (Caffarella and Daffron, 2013).

Along the more technical aspects of program planning, Sork (2002), sees program planning as involving 6 basic elements:



Analysis of planning context and client system



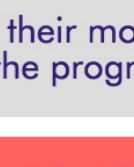
Justification and focus for the plan



Clarification of intended outcomes



Formulation of an instructional plan



Formulation of an administrative plan



Development of a summative evaluation plan

(p.11)

Both Caffarella and Daffron and Sork base their models on a cyclical framework which allows for formative evaluation to take place making the programs flexible to an adaptive context.

+ Karen...

What struck me in three of texts I reviewed - Sork, Caffarella and Daffron, and Hendricks - was the idea of context. My definition of context is very different than that described where provincial/territorial governments are the key stakeholder.

Context in these works referred to power structures internal to and external to the program planner. I do not see that power played extensively in the development of programs in my context. However, after reflecting on this concept and reading Hendricks' text in more detail, I realized that as an employee of the agency which both designs and funds the delivery of programs, we hold the power and, therefore, I have not had to maneuver the power bases.

Although I believe in working collaboratively with our delivery agents, at the end of the day ECE decides what will be included in the program and the curriculum.

This was an interesting realization for me. One that I need to think more about as I begin the process of leading curriculum committees in the coming months.

Technology-Mediated Learning

Technology is a driving influence in a knowledge-based economy and it needs to be "harnessed to effective teaching strategies" (Bates & Sangra, 2011, p.38) to help students gain the necessary skills with which to navigate the digital world.

"E-learning is no longer a marginal activity for most post secondary institutions, but is now becoming a core means of program delivery" (Bates & Sangra, 2011, p.58).

Technological infrastructure is being implemented at a fast rate to accommodate this shift, but the actual philosophical shift is slower to adapt.

Bates and Sangra (2011) reveal the technology being integrated into programs is not necessarily helping to improve student learning, but merely to enhance teaching methods. There is a need for curriculum reform where both teaching and assessment methods are adapted to not only meet the changing environment of an educational context, but also to meet the changing needs of the clientele.

+ Miriam...

As an elementary classroom teacher, I have had a lot of experience program planning for school aged students. More recently, I have planned programs for adult learners in the form of 1 hour to full day workshops. These have centered around documentation of student learning and the implementation of technology in elementary classrooms.

I was struck by Bates and Sangra (2011) as they discussed how universities are failing in technology. The authors suggested that universities don't really get it as far as technology is concerned, and that radical change is needed in the design and delivery of teaching if they are going to survive in the 21st century.

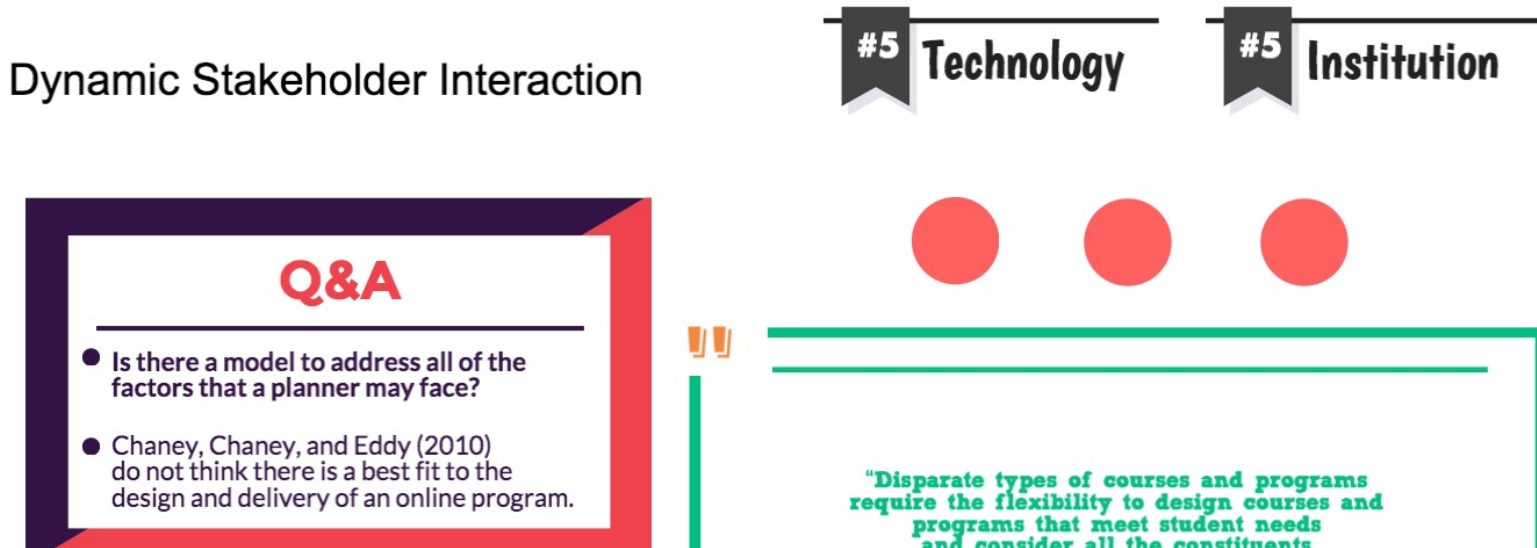
I was reminded of a recent staff meeting conversation - as a faculty, we were talking about continuing to move forward with technology mediated learning and innovative teaching methods. It was countered that universities are not changing as rapidly as K-12 schools seem to be. Will this cause students to end up being unprepared for the current university environment of large face to face lectures and individual assignments?

We may feel we are preparing our students for a knowledge based workplace, but they still need the competencies to effectively navigate the waters of higher learning.

Stakeholders

Cervero and Wilson (2006) discuss the fact that even though there is literature available to help with the planning process, the "literature only addresses the more technical aspects of planning practice" (p.6-7). It does not take into account such things as "who should be involved in the needs assessment or how to compete for scarce resources" (Cervero & Wilson, 2006, p.7).

The development of online learning programs cannot subsist just within a given model or framework where context is not taken into account. Chaney, Chaney and Eddy (2010) point out the necessity of "viewing the design, implementation, evaluation, and sustainability of distance learning courses and programs in the context" within which they will operate (Introduction, paragraph 2). There needs to be "an examination of the needs, interest, beliefs, and biases of multiple constituents in a dynamic educational environment" (Chaney, Chaney & Eddy, 2010, Introduction, para. 2).



Dynamic Stakeholder Interaction

Q&A

- Is there a model to address all of the factors that a planner may face?
- Chaney, Chaney, and Eddy (2010) do not think there is a best fit to the design and delivery of an online program.

"Disparate types of courses and programs require the flexibility to design courses and programs that meet student needs and consider all the constituents that influence and are influenced by distance learning initiatives" (Chaney, Chaney, & Eddy, 2010, Introduction, para. 18).

+ Petrina...

Based upon my experience in my role as a manager, working in post-secondary, the main focus related to program planning has been on workplace training for adults including faculty and staff on new processes and technology/software.

An essential element in program planning for my team and the staff/faculty we serve would be flexibility and adaptability, as often there are shifting forces at work.

With varying degrees and experience levels, so program planning can not be done as a one size fits all model, "programs seem to wander all over the place, with lots of revisions and changes along the way, and some even stall before they get off the ground" (Caffarella & Daffron, 2013).

+ Catherine...

In my work environment, program planning presents a different set of challenges. It is significantly daunting to consider a program plan at the global scale of the organization when the impacts of any program designed more locally (nationally in my case) can be felt globally.

Stakeholder engagement is a labor intensive undertaking. Although not as resource intensive as the actual program design, without careful management and attention to the negotiation and interest seeking process, any program may not evolve beyond very narrow borders.

At a different level (nationally), the process can be less complex, relatively speaking. One can presume that the stakeholder interests are similar and the ultimate goal of the program is shared by all.

+ Tracey...

I currently work in Brunei where I teach English to local secondary students at a government school. Teachers are given a scheme of work at the beginning of the year that has been developed by the Ministry of Education. This scheme of work leads teachers an entire year with the final outcome of student taking either the Cambridge O' level exam or ESL IGCSE exam.

After completing an assessment to compare each of the two systems I revealed to executives that their preferred system does not offer what we have promised in contracts to our corporate clients. If we migrate all of our corporate clients, now offering something less, we will risk losing them as a client.

Due to the fact that another school uses the same modules or programs that we offer, they feel it will be easier for all. However, the other school likes to offer face to face, with a sometimes blended approach, and it does not want to change to a fully online platform. Our executives do not recognize this critical difference.

As Bates and Sangra (2011) state "universities and colleges are under exploiting the potential of technology to change the way that teaching and learning could be designed and delivered, so as to increase flexible access to learning, improve quality, and control or reduce costs" (p.4).

Interactive Model of Program Planning

In describing her interactive model of program planning, Caffarella and Daffron (2013) identify four differences between her model and those of a more linear nature:

1 No beginning/end

"...persons responsible for planning programs for adults may find all of the components are applicable or they may use the relevant parts of the model in any order and combination based on the planning situation."

"In addition, program planners often work with a number of planning components and tasks at the same time and not necessarily in any standard order."

(Caffarella and Daffron, 2013, p.57)

2 Negotiation

"...negotiation is the central form of action that planners undertake. Programs result not from the application of planning principles, but from the negotiation of multiple interests and power relationships" (Cervero & Wilson, 1994, p.10)

3 Interactive

Caffarella and Daffron (2013) explain that with the rise of globalization of education and training programs, planners need to consider the diversity of cultures when planning and conducting said programs.

4 Practical

This model gives:

- specific suggestions
- mirrors actual planner practice
- easily applied and adapted for a variety of situations for both novice and experienced planners

(Caffarella and Daffron, 2013)

+ Kristin...

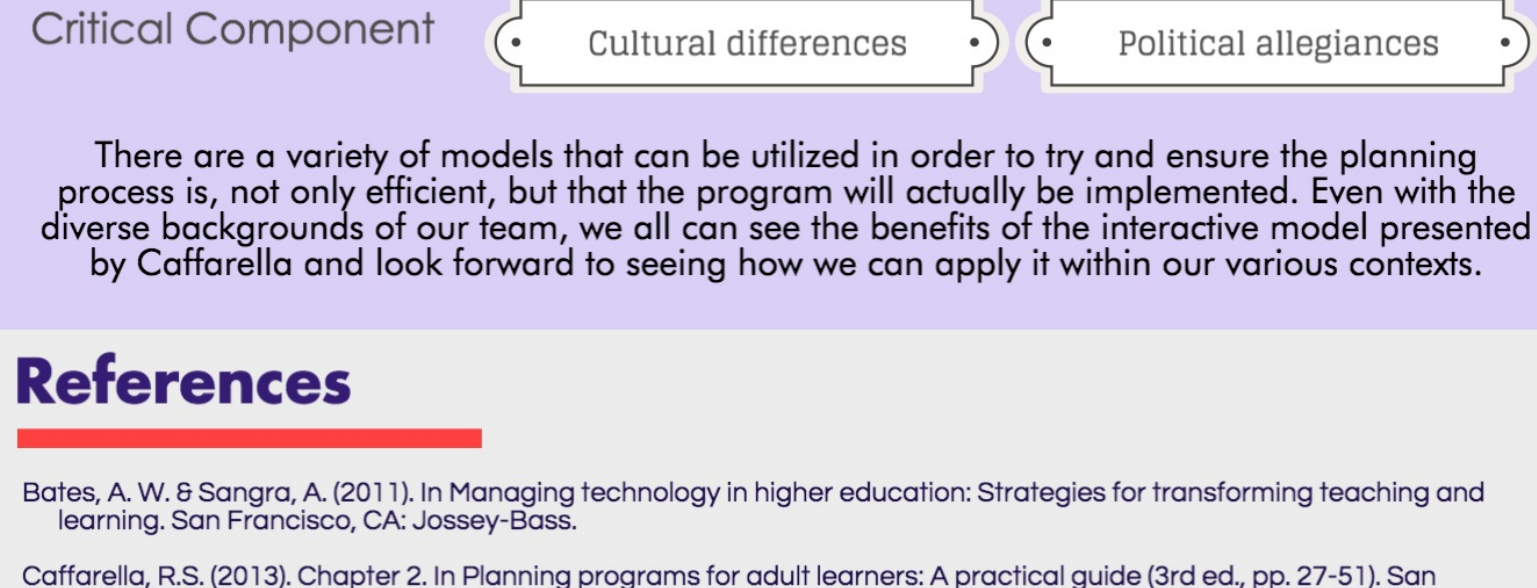
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The plans that are in place are impractical, based on old and irrelevant texts, and very repetitive. They do not engage me as a teacher and the activities they suggest definitely do not engage students.

The educational culture is based on a rote learning style and does not foster critical or creative thinking skills. The teachers here are restricted to teach what is put in place by the Ministry, they are not able to stray off script. However, even if they could, I do not think they would know how.

The framework used here is very linear in style and method - there is one end goal and only one way to get there. There is only one stakeholder that matters and it is not the one that should.

Concluding thoughts...



Critical Component

There are a variety of models that can be utilized in order to try and ensure the planning process is, not only efficient, but that the program will actually be implemented. Even with the diverse backgrounds of our team, we all can see the benefits of the interactive model presented by Caffarella and look forward to seeing how we can apply it within our various contexts.

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Program planning is...

...a purposeful, multi-step "interactive and action oriented process in which decisions and choices are made (Caffarella, 2013, p. 16-17)" with the expectation of permanent change as an outcome.

(Stoller, 2015)