

Julie Oltman – Case Study #5 – March 15, 2012

Case study number five had the unique challenge of addressing the professional development needs of teachers in a rural setting with limited access to the internet. The specific program that needed to be implemented, *321 Countdown*, had already been developed. The challenge was in training the teachers how to use it and to encourage their continued use.

I viewed this case study as primarily being a logistics and motivation challenge. It seemed like most of the actual material the teachers would use on a daily basis had already been developed. I felt that any additional material should focus on developing teacher-training exercises that increased competency within the *321* program.

I identified the objectives and challenges of the project as indicated in the text. I then outlined a logistical plan for program implementation, developmental support, formative evaluation, and summative evaluation and revision. Next, I used the ARCS model to outline some specific methods that were designed to increase the persistency of teachers and ultimately lead to full adoption of the program.

I addressed the lack of internet technology by replacing it with less modern technologies such as audio CDs and local video files that could be included on the training CD-ROM. I also added the idea of having teachers that have been trained and have some experience using the program becoming “master” teachers that could provide peer support via an email or telephone “hotline”. This seemed like the best way to mitigate the need for peer and expert feedback for a somewhat isolated audience.

References

Keller, J. (October, 2011). *ARCS Model*. Retrieved March 14, 2012, from <http://www.arcsmodel.com>