Basic Instruction Packages via a Distributed Learning Network

Requirements

An ideal learning network should meet the following criteria...

• Accessible: Allow students to access training materials on-demand from anywhere in the world.

• Adaptive: Identify student gaps in training and provide timely, tailored instruction in multiple languages and delivery mechanisms.

• **Trackable:** Provide a system of credentials that follows a student as a lifelong learner.

• **Cost Effective:** Leverage system of world-wide experts to lower development and delivery costs.

Advantages

The proposed solution (vs in-person only approach) has the following advantages...

• **Distributed:** Many entities bear the training and development load. Students can obtain training while in-place and on the job.

• Needs-Based: Students can select modules specifically designed for their region and in their native language.

• Flexible: Training can be a mix of online, RTC and other workshop experiences.

• Scalable: System designed to scale as training needs grow. Eventually able to handle large influx of students at relatively low cost.



Networked Learning



Learning Module Components

Objectives

Set by the advisory board Guide for both developers and students

Content

Any combination of text, video, interactive exercises

Formative Assessment

Automatic feedback Low stakes Student progress indicator

Skills Practice

Functions as a "laboratory" Exercises using real data Feedback from peers/instructor

Badges

• Students earn badges for completing modules/training, both online and in-person. Badges are created by the WMO and map to BIP-M and BIP-MT learning objectives.

 Badges are awarded by certified instructors based on demonstrated mastery of BIP competencies.

 Students can show list of badges earned to employers as a record of training progression.

• Badges provide a stepwise approach to achieving larger certifications (BIP-MT/M).

See: http://openbadges.org

Challenges

• Funding Model: Want to keep costs as low as possible, but how to compensate developers/instructors? If students charged per module, how is tuition collection accomplished?

• Personnel: How does WMO encourage/reward development of new training modules? How are new instructors recruited/compensated?

• Infrastructure: Can open-source systems be used to build the system? Does WMO manage the system? Or is it better invest in a course management system such as Coursera.



David M. Babb Dept. of Meteorology & Atmos Science John A Dutton e-Education Institute The Pennsylvania State University









