RA-I WMO Global Campus Meeting
**Action Plan Template**

**Proposal Title**

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| Distance learning – overcoming the difficulties |

**Overview**

***A general description of the proposed action that summarizes the key goals and states why it is important to accomplish.***

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| **Challenges and difficulties include**1. **Bandwidth and instability of networks**
2. **internet access (access to computers with internet access, user and learner side),**
3. **costs of development and implementing the course (preparation takes more effort than for most classroom courses)**
4. **teacher preparedness to give online learning, imagination, pedagogical knowledge, not enough role models**
5. **student preparedness,**
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**Proposed Partners and their Roles, including the WMO Secretariat**

***Primary partners, additional partners desired***

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| **IBE, EAMAC, AEMET, SAWS, COMET, EMA, MRTI, CMA, NUIST, FUTA**  |

**Expected Outcomes**

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| 1. Recommendations on each of these difficulties for those offering or planning to offer distance learning
2. Build in more content on distance learning into WMO Course for Trainers
3. Awareness and participation in E-Learning Africa Conference (held each year-- <https://www.elearning-africa.com/>)
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**Early observations and recommendations**

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| 1. Bandwidth will always be a design constraint, learner will either use phone or network at home or work. Solutions – downloadable models, keep is simple, mailing resources – use work addresses that is safe, design for use by mobile/smart phone, bandwidth is for the center to solve, know the constraints among your participating countries and organizations, state in course the minimum requirements and kinds of activities – reading documents, taking screenshots, involvement in forums, access to online lectures (live or recorded), design with the target audience, understand their social media usage
2. Access to internet – bandwidth might be available but access to computers with internet access are not. Can be a diversity issue
3. Design – keep the language simple, keep to software that is familiar to students, use documents sometimes to be downloaded, assignments easy to accomplish or share online, use YouTube for short presentations and demonstrations, do audience analyses, limit the use of online lectures and design for active learning, consider timing (time zones and work hours), design to address competency requirements, blend types of training, case exercises and simulations can make training more skills oriented, remember that tutoring takes time—plan for this, make sections smaller by chunking content into short packages—reduce scrolling, prepare resources that can be easily shared with other trainers/institutions, consider blended-learning designs (online and face-to-face components) when possible, carefully consider facilitation and coaching time required by teachers
4. Teacher preparation – design and run the course, look at other online courses to learn—take an online course, may have a shortage of imagination on how to use distance learning, prepare for development by providing procedures and time expectations, remind about available online resources that are available (Global Campus E-Library), check resources made available by WMO
5. Student preparation: at least 2 different kinds of students a) used to websites and internet technologies, 2) those with limited knowledge (often older) – need to guide on how to successfully complete the course, students should know what to do next without having to think too hard (good interfaces and instructions), work to get them release time from the job to study online (put in course announcement for PR to agree, get comfortable with the technology—allow them to use tools in simple ways at first, check participation logs to see who is struggling or lagging, be clear and concise on requirements, keep sections small
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**Proposed Steps**

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| 1. Share resources on distance learning preparation2. Share courses to be observed and considered a models3. Share best practices, success stories |

**Resources Required (tools, skilled experts, financial, others)**

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| * May benefit from more training on distance learning practice
* Could benefit from available of tools (Moodle, webinar softwared, etc.) WMO can help with Moodle in first offerings. NUIST is offering to make available tools.
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**Key Milestones and Proposed Schedule**

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| 1. Check in each year starting early 2020 for reports on distance learning experiences and resources (WMO ETR, All) |