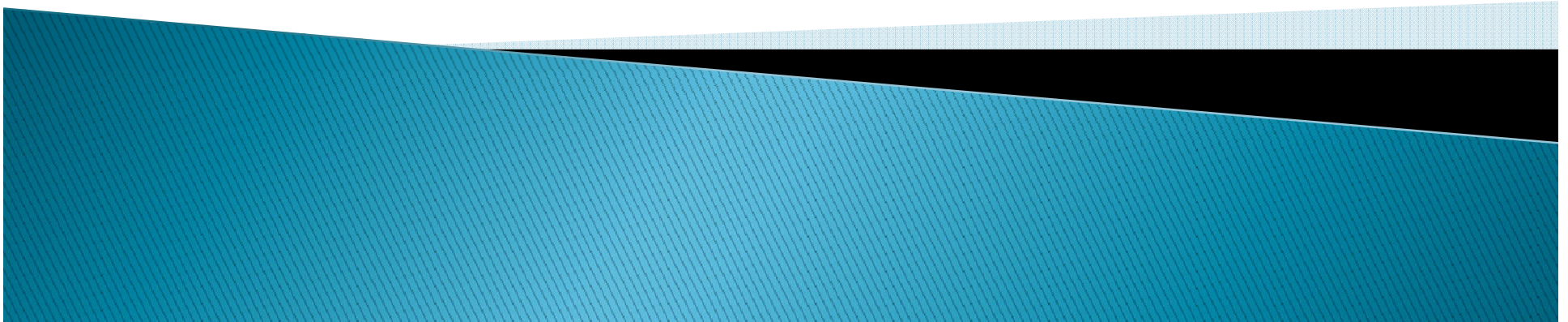


Supporting Professional Education through a Web-Based “CoP”

Mary Ellen Nevins Ed.D.
National Director, PPCI
ppci.nevins@gmail.com



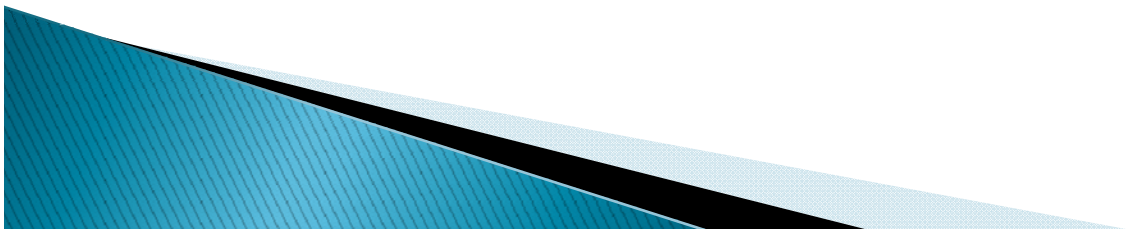
What is a Community of Practice?

(Wenger, 2006)

- ▶ A group of people who
 - share a concern or a passion for something they do
 - learn how to do it better
 - interact regularly
- ▶ Apprenticeship as a learning model
 - involves a complex set of social relationships through which learning takes place
 - is dynamic and involves learning on the part of everyone

Retrieved from the internet 2/16/2010

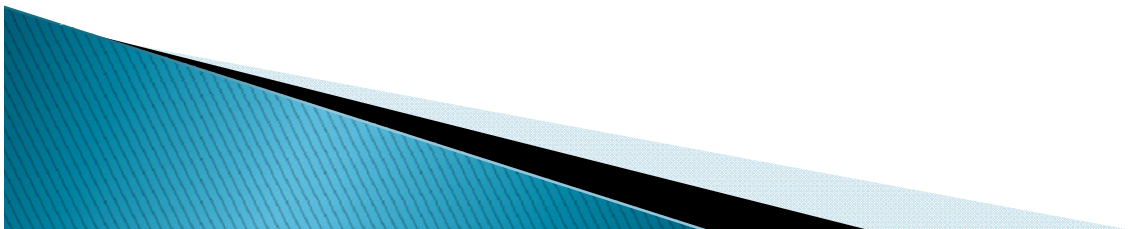
<http://www.ewenger.com/theory/>



Continuing Education in Listening and Spoken Language

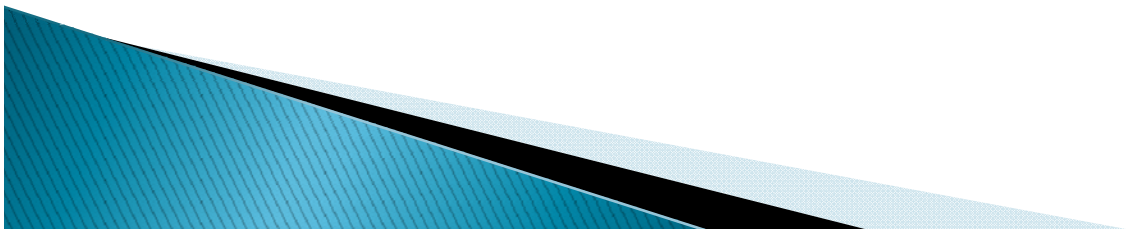
- ▶ Post-graduate, inservice education needed by:
 - the consciously incompetent
 - the consciously competent
 - the unconsciously competent (Howell, 1986)

- Howell, W. (1986). *The Empathic Communicator*. Long Grove, IL: Waveland Press.



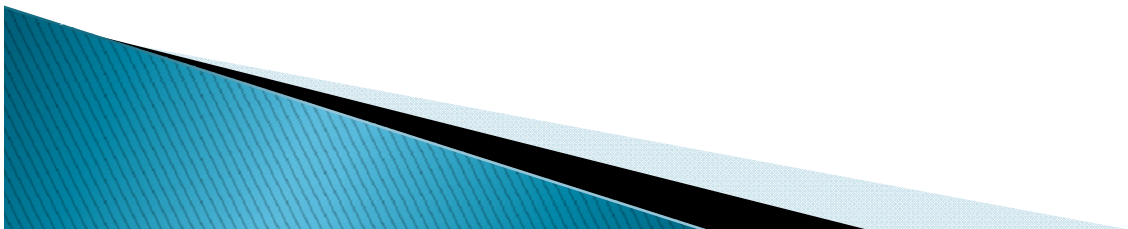
Building Knowledge and Skills

- ▶ Novice professionals need knowledge and basic skills
- ▶ Advanced beginners need knowledge application and skill building
- ▶ Experts require opportunities to reflect on knowledge and skills to
 - develop the highest level of competence
 - become mentors and professional development specialists



Efficiency in Knowledge “Management”

- ▶ AG Bell Academy for Listening and Spoken Language has
 - created the LSLS Certification
 - delineated content standards
 - provided clear direction for developing an auditory–verbal professional education curriculum
- ▶ Consolidated efforts to build the knowledge base needed by aspiring LSLS therapists and educators

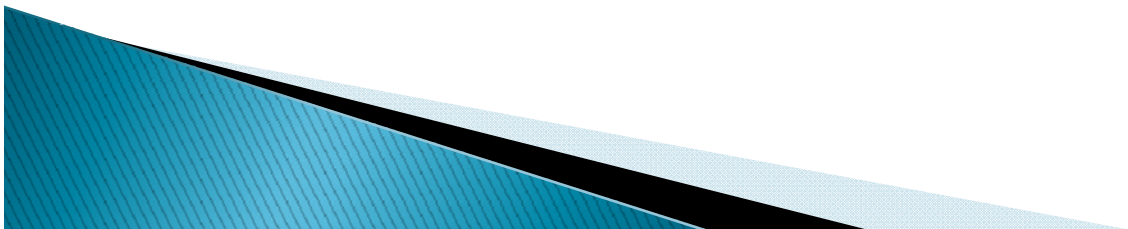


Professional Preparation in Cochlear Implants (PPCI)

- ▶ A gateway continuing education program for professionals passionate about improving listening and spoken language outcomes for children with auditory access
 - 7–8 week *Prerequisite* distance learning
 - 2 week *Onsite* “thoughtful conversations”
 - 3–6 month home application / *Mentoring*
 - 2.5 day return for integration at *Capstone* experience

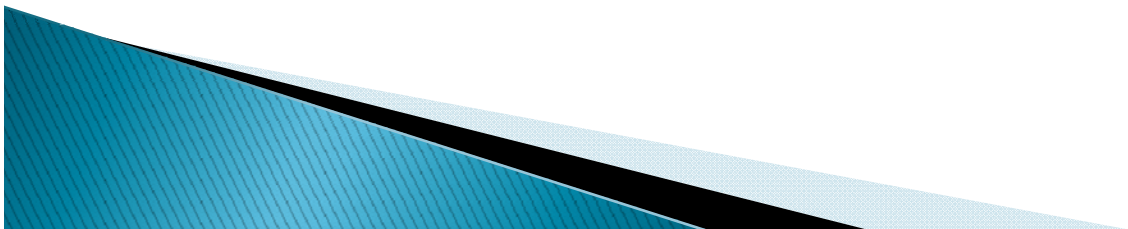
Programming includes:

birth to five emphasis or school-age emphasis



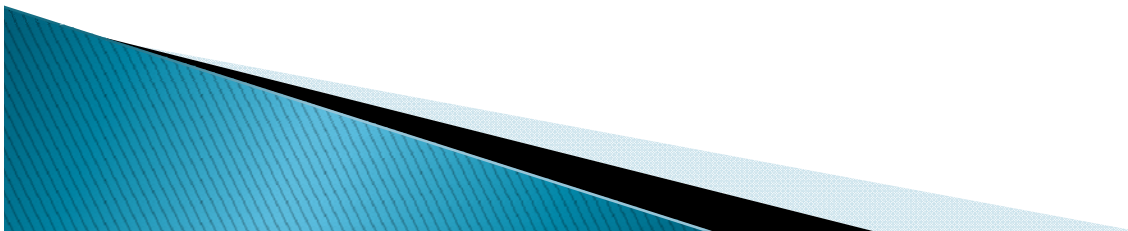
PPCI Collaborative Communities

- ▶ Cohorts consist of
 - teachers,
 - speech language pathologists,
 - audiologists,
 - administrators,
 - early interventionists and
 - college/university instructors
- ▶ Emulates the larger professional community to which the participant returns and in which he/she will collaborate
- ▶ Develops a sense of common purpose



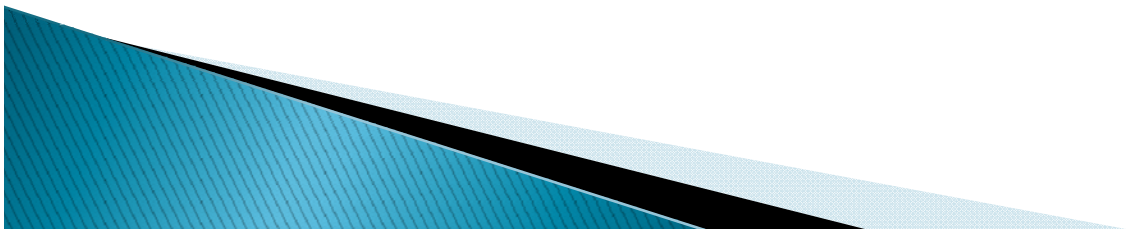
Keeping the Momentum of PPCI

- ▶ Upon returning home, participants reported a sense of loss or disconnect when separated from their like-minded colleagues at PPCI,
- ▶ The flame of passion for action they carried away from Atlanta or Philadelphia or San Francisco had lost its intensity



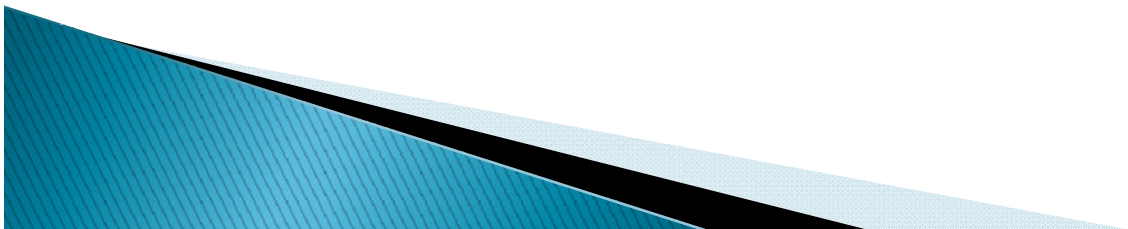
Simplistic Solutions

- ▶ Email and list serve groups provided a rudimentary means of communication for ECTPers (an earlier version of PPCI) and Year One PPCIers
- ▶ Dissatisfaction with the stream of consciousness format of listserves and the proliferation of social networking sites led to the exploration of novel web assisted technologies



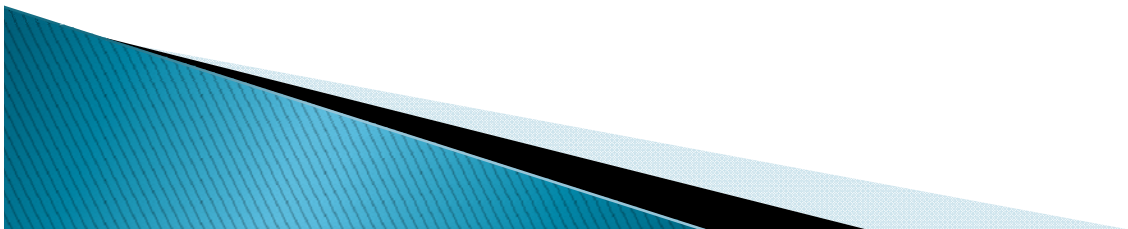
Searching for a Tool

- ▶ One-stop platform
- ▶ Easy to use
- ▶ Supporting and encouraging:
 - Reflection and situating new knowledge at home
 - Communication (within and between cohorts and faculty)
 - Resource sharing
 - Access to new links and materials
 - Topical discussion
 - Shared problem solving
 - Application and prerequisite material management
 - Consultation on case studies and strategic plans
 - Continued professional education



A Serendipitous Request

- ▶ In the fall of 2008, ASHA held its first completely online conference for its Audiology Division
- ▶ As an invited speaker, I experienced, first hand, the possibilities of an integrated web platform offering “Community of Practice” support



iCohere and ASHA Online Conferencing

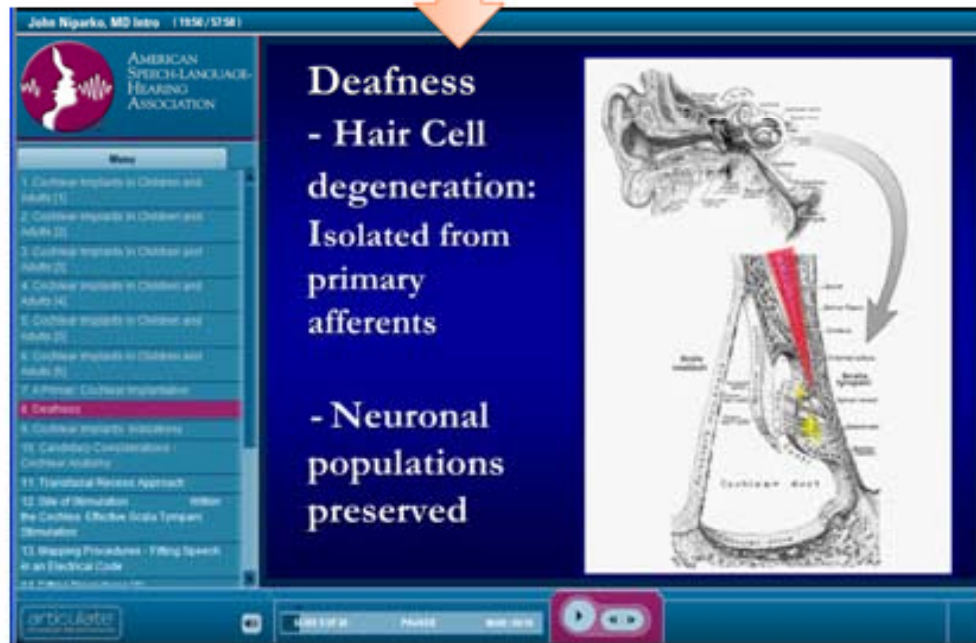
ASHA

AUDIOLOGY
2008



Opening Plenary: Cochlear Implants in Children and Adults

John K. Niparko, MD [\(Click to view\)](#)



The screenshot shows a web-based interface for an online conference. On the left is a navigation menu with a list of topics, including 'Deafness' which is currently selected. The main content area displays a slide with a dark blue background. The slide text reads: 'Deafness - Hair Cell degeneration: Isolated from primary afferents' and '- Neuronal populations preserved'. To the right of the text is a detailed anatomical diagram of the human ear, showing the cochlea and the cochlear duct. A red arrow points to the cochlear duct, and a grey arrow indicates the path of sound waves entering the ear. The interface includes a top header with the user's name 'John Niparko, MD' and a bottom toolbar with various controls.

- Narrated PowerPoint presentations
 - Pre-recorded
 - ~1 hour in length
 - ~20 PPT slides
 - Available on demand

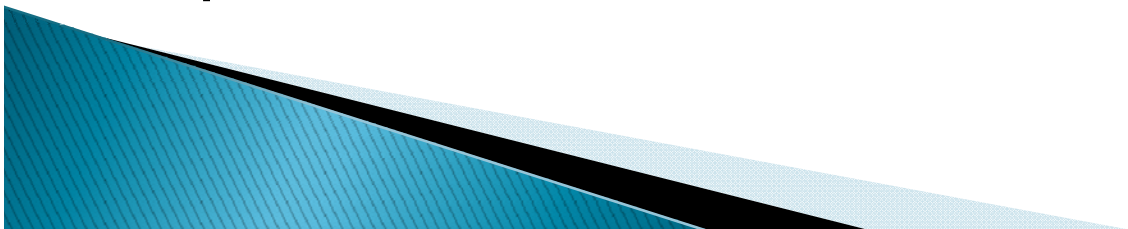
Exploring iCohere (www.icohere.com)

- ▶ Building a successful Community of Practice (CoP) requires
 - robust technology
 - a collaborative process
 - clear direction
 - skillful facilitation
- ▶ True CoPs are structured to support purposeful groups focused on
 - advancing knowledge
 - elevating personal effectiveness
 - elevating organizational effectiveness
 - generating tangible results



PPCI and iCohere

- ▶ Began six-month trial with icohere and purchased a license for 100 seats
- ▶ Designed basic site from template under the direction of an icohere consultant
- ▶ Seeded the “Links” and Resource Center” sections with rudimentary uploads
- ▶ Initiated “Soft” launch with 27 onsite participants in San Francisco, Atlanta and Philadelphia in January, 2009
- ▶ Required nightly postings from each day’s presentations





Professional
Preparation in
Cochlear Implants

Welcome Walker
[My Sites](#)

2 online

Welcome

Live Webinar!

Announcements

Discussions

Resource Center

Links

Calendar

Directory

Messages

Preferences

Help Desk

Site Search

Welcome to the PPCI Online Professional Education Community



Designed to **launch, support or extend** your learning in listening and spoken language for young children with cochlear implants, this resource has much to offer. Like other online tools for continuing education, the more familiar you are with its various components, the the greater the benefit to you as a user.

Please be sure to **visit often, explore extensively, participate in discussions, view resources** and take advantage of ALL the features of this online educational experience. Renew acquaintances and **make new professional contacts** here at our site. How exciting it is for us to harness this technology to support our mission of excellent professional education. More specifically we hope to:

Links



Born Learning

Born Learning is a public engagement campaign that helps parents, grandparents and care givers explore ways to turn everyday moments into learning opportunities.



Cochlear Americas

One of three implant manufacturers, the CA site provides the starting point for product and service information for managing implant technology and accessing educational outreach through the HOPE program



Early Vocal Development

This site, developed by researcher David Ertmer, is designed to share information about early speech development and to provide examples of the delightful speech sounds that children produce before they say words on a regular basis.



First Years


First Years is a professional distance education program housed at the University of North Carolina. This program offers a certificate in Auditory Learning for Young Children with Hearing Loss.

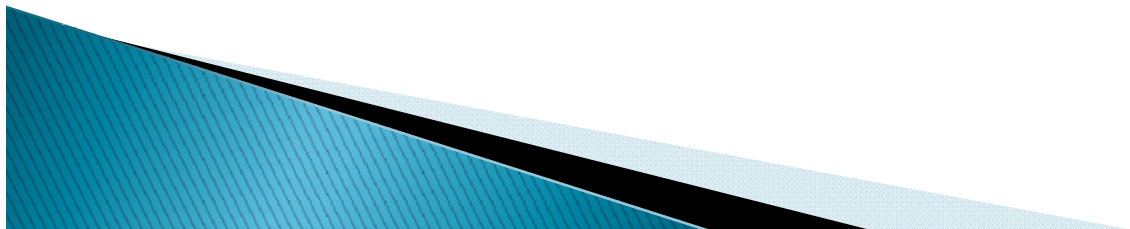


Med-El

One of three implant manufacturers supporting devices in the pediatric population, this site offer access to troubleshooting and habilitation information for its devices.

Nightly Reflections

<u>Topics</u>	<u>Started By</u>	<u>Views</u>	<u>Posts</u>	<u>Latest</u>	<u>Hide</u>
					 all
● Atlanta Reflections	Mary Ellen Nevins	552	60	02/10/09 8:37AM	<input type="checkbox"/>
● Philadelphia Reflections	Mary Ellen Nevins	240	23	02/08/09 7:13PM	<input type="checkbox"/>
● San Francisco Reflections	Mary Ellen Nevins	615	98	02/10/09 12:54AM	<input type="checkbox"/>



Sample Post

29 Autumn Coombs



My aha moment today had to do with enjoying the enthusiasm that Dr. Roberson had for future technology, but also the reality that it is still a bit too far off in the horizon to bank on today.

Question: Why was there ever opposition to children with no residual hearing to receiving bilateral CI's?

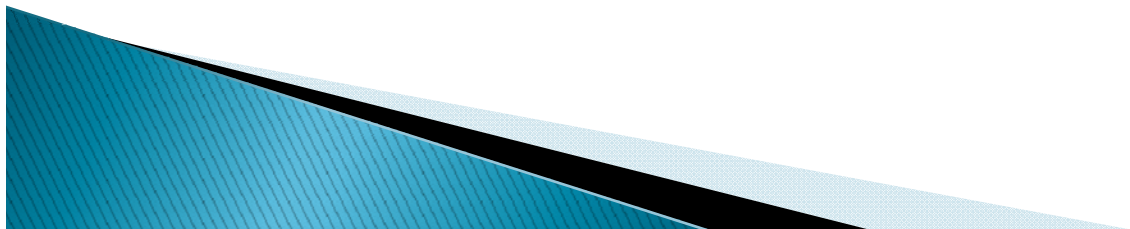
Statement: It can tax patience when as a teacher or a therapist you are trying to teach a concept that the child is taking a long time to grasp and you know that you have repeated it over and over again. Well, I found this, and it helps me to set my expectations at an appropriate level; lending me more patience. It also supports the idea of the language-rich environment that we have discussed.

Number of Exposures Needed to Learn a New Word

Level of Intelligence IQ Required Exposures

Signif. above average 120-129	20
Above average 110-119	30
Average 90-109	35
Slow learner 80-89	40
Mild cognitive impairment 70-79	45
Moderate cog impairment 60-69	55

(Gates, 1931; McCormick, 1999)



Supporting Participants Back Home

PPCI

Professional Preparation in Cochlear Implants
Welcome Walker
My Sites

2 online

Welcome

Live Webinar!

Announcements

Discussions

Resource Center

Links

Calendar

Directory

Messages

Preferences

Help Desk


Site Search

Re-entry: Life After PPCI → *Sharing the experience*

subscribe contribute

Top Previous Next Bottom

1 Start Date: 02/10/09 hide

 Mary Ellen Nevins

Home at last

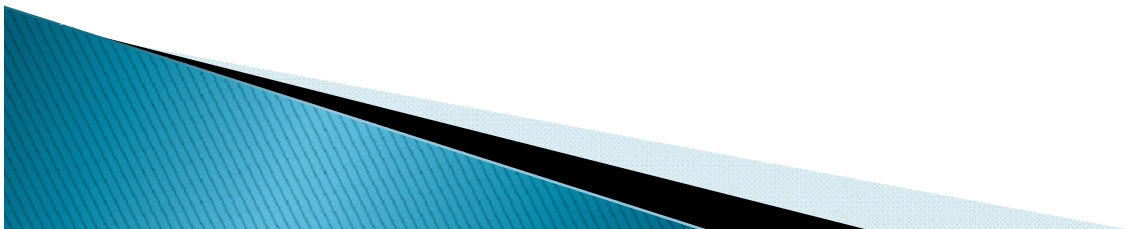
You heard me say that the bell of PPCI can never be unrung...how is your return to work influenced by your Onsite experience? What do you tell colleagues about this Professional Education program? Is it difficult to communicate all that happened in these last two weeks? Do you have a chance to give your "elevator speech?" To whom do you give it and what is the response? Share your stories in this discussion...let's see how they are the same and how they may be different.

2 Catherine Self 02/10/09 11:33AM hide

I believe that I logged in to icohere at just the right time. I was actually feeling a bit discouraged this morning. Mary Ellen - your question has given me the opportunity to reach out and to collect my thoughts. It was also nice to be reminded that the bell is really still ringing! Since returning to work I actually miss everyone. I can now really appreciate how great it was to be surrounded by people who were all "on the same page" and who shared the same level of interest in the education of hearing-impaired children. I wish I could have packed everybody up and brought you all back to work with me. I also enjoyed just spending time with everyone. I really was blessed to be a part of the Philadelphia group.

Building Capacity and Going Green with Prerequisite Materials

- ▶ During the Year Three Cycle of PPCI, we:
 - increased our site license to 250 seats
 - added all previous participants from earlier PPCI cohorts
 - added graduates from ECTP
 - created an enhanced Resource Center
 - eliminated all but a few print materials
 - uploaded documents and videos



Resource Center/Prerequisites

Folders	# Files	Description
Assessment	(3)	<i>Resources for formal and informal assessment of audiotry, speech or language skills</i>
Capstone Poster Materials	(4)	<i>Poster template, directions and a rubric for both the strategic plan for change and case study posters for the Capstone</i>
Hope Notes	(8)	<i>These summaries distributed by Cochlear Americas provide a comprehensive overview on a variety of topics regarding pediatric implantation.</i>
Loud & Clear Newsletters	(6)	<i>Newsletters on topics of importance for young children with implants as distributed by Advanced Bionics.</i>
On Site Power Pt.Presentations	(4)	<i>Presentations from Mary Ellen Nevins during On Site Learning</i>
Pre-ReQ	(1)	<i>8 Modules of pre-Q material</i>
 Module 1	(3)	<i>Welcome to PPCI</i>
 Module 2	(19)	<i>Typical Development</i>
 Module 3	(10)	<i>Parents and Family as a Social System</i>
 Module 4	(7)	<i>Audiology Effects of Hearing</i>
 Module 5	(5)	<i>Candidacy</i>
 Module 6	(5)	<i>Collaboration</i>
 Module 7	(3)	<i>Technology</i>
 Module 8	(3)	<i>Choices and Interventions</i>
San Francisco	(1)	<i>Handouts and other materials specific to the San Francisco experience</i>



Discussions/ Prerequisite Videos

The screenshot shows a web browser window displaying the PPCI website. The page title is "Discussions" and it features a list of discussion threads. The left sidebar contains navigation links such as "Welcome", "Announcements", "Discussions", "Mentoring Dyads", "Resource Center", "Links", "Calendar", "Directory", "Messages", "Preferences", "Help Desk", "Site Search", and "Meetings". The main content area lists several discussion threads with their respective titles, descriptions, and statistics.

Discussion Title	Description	Views	Replies	Actions
Counting Down to the Capstone!	Cohort groups keep in touch and support one another during the period between onsite instruction and the capstone.	1037	107	[icon]
Just for Mentors	This discussion will be by mentors for mentors and not viewed by participants so that open sharing of successes and challenges will be possible.	99	6	[icon]
First Years	This discussion thread is dedicated to First Years professionals	0	0	[icon]
Welcome Back Year 1 PPCIers!	This is your first stop in exploring what is new at PPCI	166	6	[icon]
ECTP Pioneers!	The place to reconnect for ECTP grads	183	14	[icon]
Prereq Videos	Videos for Candidacy, Surgery and Speech Acoustics	365	15	[icon]
Webinars and Presentations	Archived recordings of live webinars given by PPCI faculty and guests including opportunity for followup discussion	492	17	[icon]
Tools of the Trade	We will be discussing the various techniques and strategies that are used to develop listening and spoken language. What have you tried? Please share your experiences with the group.	1301	66	[icon]
Assessment Joys & Concerns	In preparation for the capstone, everyone must assess their case study student. This discussion is an opportunity to share effective and favorite assessment tools as well as informal and formal tests that are not your favorites.	345	16	[icon]

The browser window shows the URL <http://www.login.icohere.com/sharedpages/userframe.cfm?t=288006634>. The taskbar at the bottom displays several open applications: "Login - Internet Expl...", "Professional Prepara...", "Microsoft PowerPoi...", and "Microsoft Word non...". The system tray shows the time as 10:57 AM and the date as 10/5/2011.

Onsite Nightly Reflections

The screenshot shows a web browser window displaying a forum page. The browser's address bar shows the URL: <http://www.login.icohere.com/sharedpages/userframe.cfm?t=288006634>. The page title is "Professional Preparation in Cochlear Implants - Internet Explorer provided by Dell".

The forum page has a blue header with the logo "PPCI" and the text "Professional Preparation in Cochlear Implants". Below the logo, there is a navigation menu with options like "Welcome", "Announcements", "Discussions", "Mentoring Dyads", "Resource Center", "Links", "Calendar", "Directory", "Messages", "Preferences", "Help Desk", "Site Search", and "Meetings".

The main content area shows two posts:

- Post 30:** By Pauline Hal, revised 01/28/10 9:24PM. The post starts with "Aha---" and discusses the importance of not considering cochlear implants as a treatment option for HH children with severe-profound loss. It mentions that implant surgery is no longer a new procedure and that manufacturers utilize advanced technologies to ensure quality of equipment. The post also includes a "Comments" section and a "Question: What resources can we access to find additional information on Threads in Planning a lesson?".
- Post 31:** By Barbara Leonard, dated 01/28/10 9:25PM. The post starts with "Hello all, How delightful to spend time with all y'all. I truly enjoy our time together. My exclamation today went to the wonderful game and all the levels of language that I saw in my observation." It then discusses the explanation of conscious, subconscious, and consciousness, and the cyclical nature of learning. The post ends with "Questions? Gulp! 60 hours! 5 hours a week for 12 weeks with one kiddo. No time! Question is can I spread the time over many kids?".

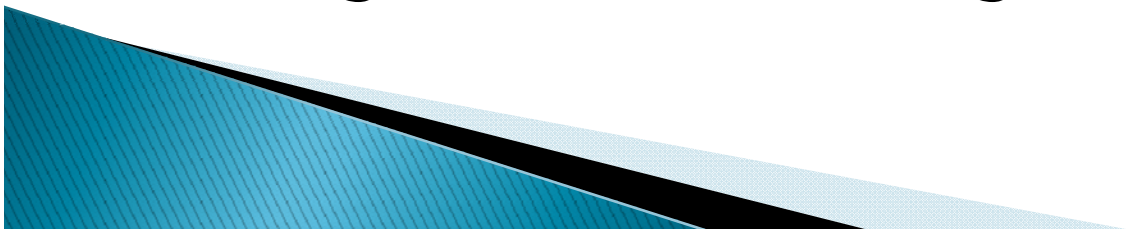
The browser's taskbar at the bottom shows several open applications: "Login - Internet Expl...", "Professional Prepara...", "Microsoft PowerPoi...", and "Microsoft Word non...". The system tray on the right shows the time as 12:08 PM and the date as 01/28/10.

Evaluation of icohere

- ▶ At the close of the onsite session of Winter 2010, 13 of 17 survey respondents (76.5%) *strongly agreed* with the statement:

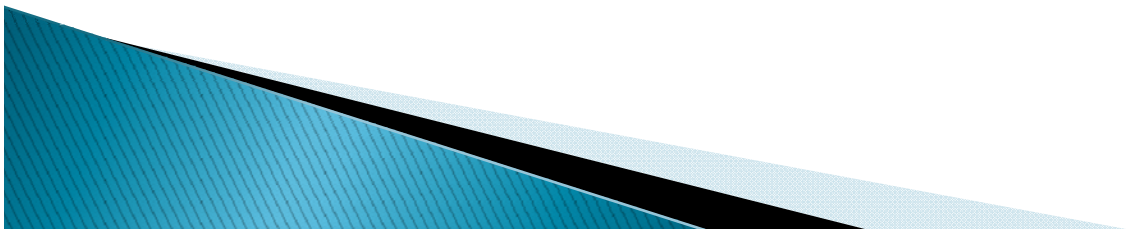
“I actively use the icohere platform to enhance my PPCI experience”

Three participants *agreed* with the statement and a single participant rated the icohere add-on as *neutral* (no one reported disagreement or strong disagreement)



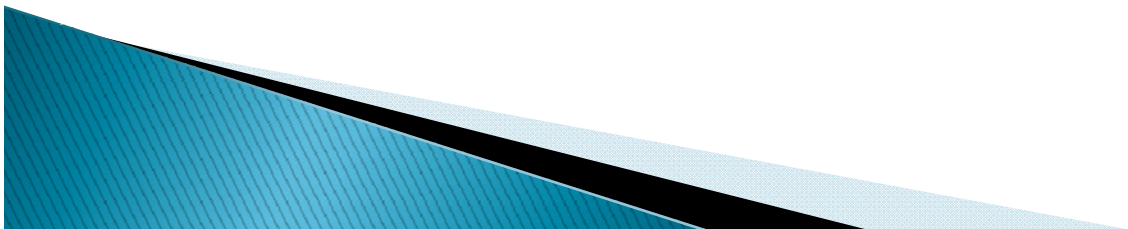
Optional Commentary on Use of iCohere

- ▶ *“The nightly sharing was so important. Loved having all the readings, powerpoints, etc in one place.”*
- ▶ *“I have a new normal and through iCohere, my new normal will continue to be dynamic and evolve.”*
- ▶ *“This was an excellent format to use for learning and empowering each other. Great tool!!!!”*



Other Applications for icohere

- ▶ We continue to explore the technology for distance mentoring. The video upload feature has wide ranging implications for skill building, potentially creating a comprehensive professional development package that includes both knowledge AND skills



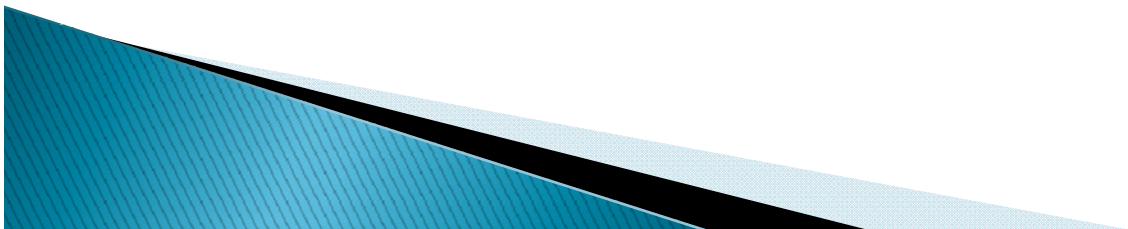
Mentor “Offices”

The screenshot shows a web application interface for 'Professional Preparation in Cochlear Implants' (PP@I). The main content area is titled 'Mentoring Dyads' and displays a list of mentor-mentee pairs. Each entry includes a small icon of a hand holding a microphone, the names of the mentor and mentee, a description of the dyad, and two numerical values. A 'LOGOUT' button is visible in the bottom left corner of the application area. The browser's address bar shows the URL: <http://www.login.icohere.com/sharedpages/userframe.cfm?t=288006634>. The taskbar at the bottom shows several open applications: 'Login - Internet Expl...', 'Professional Prepara...', 'Microsoft PowerPoi...', and 'Microsoft Word non...'. The system clock indicates the time is 12:19 PM.

Mentor	Mentee	Description	Value 1	Value 2
Camhi/Talbot		The place to meet for mentor-mentee dyads	3	1
Cea/Lasker		The place to meet for mentor-mentee dyads	85	25
Dellinger/Goldsmith		The place to meet for mentor-mentee dyads	6	1
Diamantis/McDonald		The place to meet for mentor-mentee dyads	108	32
Dillmuth-Miller/Cooper		The place to meet for mentor-mentee dyads	5	1
Edwards/Wiggin		The place to meet for mentor-mentee dyads	18	1
Hasprunar/Schumann		The place to meet for mentor-mentee dyads	40	4
Jones/Kearns		The place to meet for mentor-mentee dyads	23	5

Webinars

- ▶ Can be recorded and archived for asynchronous access
- ▶ Can be embedded in the Discussion feature
 - impetus for additional networking and sharing across participants
- ▶ Captioning feature developed by icohere for PPCI!



Auditory Brain Development

The screenshot shows a web conference window titled "Recording It's All in Your Head: The Brain". The browser address bar shows the URL: http://www.icohere-meeting.net/WebConference/RecordingDefault.aspx?c_psrId=ED50D98684. The interface includes a video feed of a presenter, a slide titled "Listening" featuring a brain diagram with labeled regions (Motor cortex, Wernicke's area, Visual cortex, Auditory cortex), a presentation agenda, and a text chat window.

Presenter

Slides

Listening

Motor cortex
Wernicke's area
Visual cortex
Auditory cortex

Ellen Est

Money, p. 84

Presentation Agenda

- 0:04:09 - Slide 5.1
- 0:04:16 - Slide 5.2
- 0:04:50 - Slide 5.3
- 0:04:59 - Slide 5.4
- 0:05:16 - Slide 5.5
- 0:05:53 - Slide 6.0
- 0:08:45 - Slide 7.0
- 0:08:49 - Slide 6.0
- 0:08:55 - Slide 7.0
- 0:09:21 - Slide 7.1
- 0:09:37 - Slide 8.0
- 0:10:14 - Slide 9.0**
- 0:10:50 - Slide 10.0

Text Chat


Joy Kearns: Thanks. Should I be able to see the captioning? I only see Ellen and the slides.
Joy Kearns: Yes, the audio feed is a bit scratchy.
Joy Kearns: Excellent. Thank you!

Done

Internet | Protected Mode: On

12:15 PM

Looking to Year Two of icohere (Year Four of PPCI)

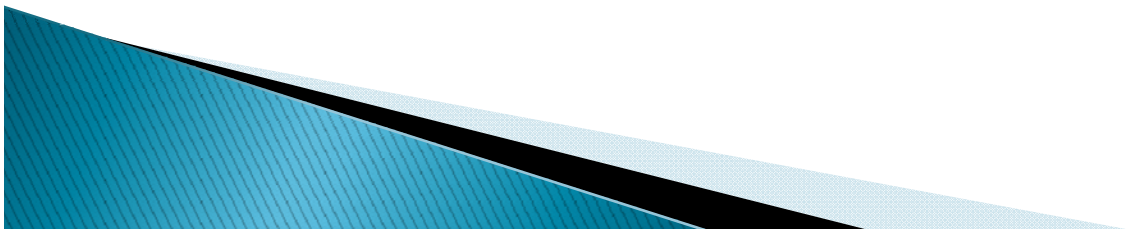
- ▶ Increase site license to 500 seats
 - ▶ Use the Collaboration Room feature for faculty to “meet” (24/7 added feature to the basic site license)
 - curriculum revision
 - applicant review
 - ▶ Investigate the use of the platform for real-time coaching and mentoring
 - ▶ Expand icohere license to other professional education programs to standardize “knowledge management” and resource sharing
 - ▶ Create a virtual professional education center!
- 

Learn more about icohere

- ▶ Brochure --

<http://www.icohere.com/icBrochure.pdf>

- ▶ 12-minute overview -- <http://icohere-presentations.com/presentations/iCohere/features/player.html>



Learn more about PPCI

www.chop.edu/ppci

Thanks for your kind attention!

ppci.nevins@gmail.com

517-403-2261

