



Rapid eLearning in GLP courses

Requirements for use of discretionary time

Introduction

ICBC is exploring the use of online learning in driver education. GLP schools may now include self-paced online learning (where there is no instructor interaction or student-student interaction) for a portion of the course. This type of online learning is sometimes referred to as *rapid eLearning*.

Rapid eLearning may account for up to four hours of discretionary time in a Class 7 GLP course, and up to two hours of discretionary time in a Class 8 GLP course.

Delivery system requirements

- The training must be web-based (WBT) accessed through the internet, and not computer based training (CBT) accessed through a CD or DVD.
- The course must use a delivery system that is able to track student progress and prove that a student has completed the required content.

Other requirements

- The school must provide each student with an opportunity to anonymously evaluate the online course, so that feedback may be used by the school for continual improvement and/or to monitor customer satisfaction. The school must provide the results of student online course evaluations to ICBC upon request.
- Access to the complete online course must be provided to ICBC so that content completeness, accuracy, and quality can be assessed.

Documentation required for approval

1. Course Outline Forms

Complete the enclosed course outline form (MV2957) showing the learning outcomes addressed in each online unit.

2. Written description

Provide an overview of the online course by answering the following questions.

How the system works

- What security measures are in place to identify the student?
- Can the online units be completed in any order or must they be done consecutively?

- How is progress tracked and recorded?
- Who is able to view this information?
- Are students able to go back and review completed units?

Integration into your current course

- How does the online learning fit into your GLP course? Can students begin either online or F2F learning first, or must they begin one or the other first?
- If current classroom hours are to be reduced, what content will be removed from the classroom portion?

Checking for understanding

- Assessment for learning: Is there an opportunity for student self-assessment such as drag and drop, quizzes, etc., with feedback to the student during the unit?
- Assessment *of* learning: Is there assessment as part of the online course in the form of unit quizzes or a final quiz that must be passed? If yes, is there more than one version of the final quiz?
- What follow-up assessment is done during the F2F portion (class or practical)?

Content time estimates

- How was it determined that the online learning represents four hours of classroom learning (or portion thereof)?

Please provide any other relevant information about your course.

How the course will be assessed

Assessment of the overall quality of the course will be based on the following:

- includes an introduction that outlines learning objectives, course structure, and how to navigate, including estimated time commitment and technological requirements
- content is organized in a logical sequence and chunked into digestible pieces
- graphics, video, and sound are of professional quality
- the overall design is simple, consistent, and predictable
- uses a variety of audio and visual methods to make the information interesting and engaging to help meet different learning styles
- provides for some interactivity such as games, buttons, quizzes, videos, and so on to support deeper learning and motivate learners
- provides some assessment opportunities (in-progress feedback and/or after unit evaluation)

- the system is easy to use and allows for students to review previous content, but doesn't allow the student to skip or click through content without engaging in it
- content is appropriate for the Canadian driving culture and environment, and to B.C. driving regulations and practices
- the content level (i.e., complexity) is appropriate for the learners
- content information is correct.

ICBC will not recommend or endorse any particular learning management system or course designer for the purpose of developing online education. ICBC is not responsible for any costs incurred by a school in the development of, or revisions required to the online portion of the course.

Note: There are many existing online driver education materials available in the marketplace. The quality and appropriateness of these courses varies greatly. Schools are responsible for ensuring that online training developed or purchased meets the requirements listed.

How to apply

Submissions should be sent to Nancy Anderson, driver education programs advisor at nancy.anderson@icbc.com.

If you have any questions, Nancy can be reached at 604-297-3823.

Resources

1. For an overview on designing and implementing effective rapid eLearning see: astd.org/Publications/Newsletters/Learning-Circuits/Learning-Circuits-Archives/2012/01/Solutions-for-the-Most-Overlooked-Mistakes-in-Rapid-E-Learning
2. AAA Foundation for Traffic Safety provides a summary report on a recent study of online driver education conducted for the National Highway Traffic Safety Administration (NHTSA) at: aaafoundation.org/sites/default/files/2011OnlineBasicDriverEducation.pdf
3. For the complete report with information on many online learning providers see: nhtsa.gov/staticfiles/nti/pdf/811609.pdf