

Draft Scoping Document – On-demand, Self-paced (Asynchronous) Online Training Workgroup

Workgroup recruitment:

- Current CTAG Members: Chair: Mike Helms (Cornell University). Members: Mike Murray (WI Dept. Ag., Trade, and Consumer Protection); Amanda Couture (Maine Board of Pesticides Control); Linda Johns (University of Minnesota); and Lindsey House (Washington State Department of Agriculture)
- SLA and PSEP representation – to be invited as needed
- Private enterprise – to be invited as needed
- EPA representative –to be invited as needed

Outline of issue:

Online training is alternative way to deliver pesticide applicator initial eligibility training to qualify for a state's certification exam and to provide certified pesticide applicator recertification training. Two types of online training exists – live webinar (synchronous) training provided by broadcasting a one time, live program via the internet. The second is on-demand, self-paced (asynchronous) training that allows a pesticide applicator to take courses or classes on their own and at their own pace. Live webinar training is currently being addressed by another CTAG workgroup. On-demand, self-paced online training will be the focus of this workgroup.

Not all states allow on-demand online training to be used for initial eligibility training and/or recertification training. Reasons for this are varied. States allowing this type of training vary in their class/course approval requirements leading to different standards/expectations for administering on-demand online learning, even when compared to webinar learning in a state. Concerns with approving online courses include student/applicator identification, making sure students are actively participating in/properly accessing the course content, and keeping approvals within the standard structure of a state's course approval process. Ways of streamlining these processes between State Lead Agencies should be considered. Analysis should be flexible to account for new state C & T plans.

Tentative Workgroup goal(s):

- Identify how states approve on-demand online training.
- Develop considerations for reviewing and approving on-demand online training, including ways states may accept approvals from other states. Draft suggested guidelines based on previous CTAG documents, perhaps refining previous document.
- Describe various on-demand learning management system including pros/cons and/or requirements of some commonly used/available systems.
- Identify on-demand online course requirements for states.
- Describe how student participation may be monitored in on-demand online training.
- Compare results of on-demand and webinar CTAG workgroups for commonality.

Issues for discussion:

- How many states allow on-demand online training for initial eligibility training and/or recertification?
- Need to clearly define the difference between on-demand online training and webinars. Some states consider them to be the same; some states consider them to be different.
- Applicator identification – methods required by states and what could be acceptable
- State requirements for content of on-demand online training – besides the learning material, what other requirements such as quizzes, check-ins, course evaluations, etc. do states require?
- For states not allowing on-demand online training, what do they see as barriers? How could these barriers be overcome?
- Federal regulatory requirements for this type of training.

Resources:

- Pesticide Applicator Recertification: Online Training – Course Design and Structure - Historical CTAG document available through CTAG Basecamp