

National Fire Academy Online Mediated Course Integrating Technology into Fire and EMS Training

The National Fire Academy is currently recruiting students to help pilot test the **online mediated course**, *Integrating Technology into Fire and EMS Training* (M0590). The course will be delivered through the NFA Online Mediated system.

An online mediated course balances self-study components with interactions and discussions between the students and the instructor. This course is asynchronous, with optional synchronous sessions. Students and the instructor will be online at different times and will post and respond to discussions on their own schedule. After reviewing the self-study materials, the students will have the opportunity to participate in discussions with other students on various assigned topics. The instructor will open each module, provide feedback on assignments, summarize discussions, and provide mentoring to meet the unique needs of individual students.

Prospective students should have a thorough understanding of the course requirements before submitting their application. Please familiarize yourself with the course requirements and review the Course Syllabus at the end of this document.

Please Note: This is a college-level, writing intensive course. You will be expected to adhere to the American Psychological Association (APA) Style Guidelines for all written assignments.

Important Dates:

Application Period: Applications accepted now until August 15, 2018

First Day of Class: September 2, 2018

End of Class: October 13, 2018

Please Note: This is a 6 week course.

Course Description:

This is a six-week course that address instructional methodologies, strategies, and technologies used in addressing training for Fire and EMS services. The course looks at traditional instructional models and theories as well as new instructional techniques and technology applied to training in order to better serve the adult learner.

During the course, students explore modules that include Instructor Basics and Strategies, Training Technologies, Health and Safety, Emerging Issues and Challenges, Training Considerations, and Training Program Evaluation and Maintenance. These modules help prepare students to outline, propose, and develop quality training using appropriate technology and strategies.

Student Selection Criteria:

The course is relevant to, but not limited to, training officers with coordination and management responsibilities for training functions in their organization. Applicants must have completed a basic instructor training program at a local, state, or national organization.

Prerequisites:

None

Costs and Fees: This course is offered free-of-charge.

How to Apply:

Students must complete the General Admission Application (FEMA Form 119-25-1) available on the USFA website at: <https://www.usfa.fema.gov/training/nfa/admissions/apply.html>

Completed applications should be submitted by August 15, 2018 to:

NETC Admissions Office

16825 S. Seton Avenue

Emmitsburg, MD 21727

Completed applications can also be faxed to the NETC Admissions Office at 301-447-1441.



FEMA



National Fire Academy

M0590 – Integrating Technology into Fire and EMS Training

Version: 1st edition, May 2018

Quarter:

ACE Credit:

IACET Continuing Education Units:

Length of Course: Six Weeks

Prerequisite: None

Curriculum: Training Specialist:

Instructor:

Instructor email/phone:

Online Meeting Time:

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Course Description (Catalog)

M0590 – Integrating Technology into Fire and EMS Training. This is a six-week course that address instructional methodologies, strategies, and technologies used in addressing training for Fire and EMS services. The course looks at traditional instructional models and theories as well as new instructional techniques and technology applied to training in order to better serve the adult learner.

During the course, students explore modules that include Instructor Basics and Strategies, Training Technologies, Health and Safety, Emerging Issues and Challenges, Training Considerations, and Training Program Evaluation and Maintenance. These modules help prepare students to outline, propose, and develop quality training using appropriate technology and strategies.

Student Qualifications

The course is relevant to, but not limited to, training officers with coordination and management responsibilities for training functions in their organization. Applicants must have completed a basic instructor training program at a local, state, or national organization.

Prerequisites

None

Course Scope (Goal)

The goal of this course is for students to be able to apply innovative instructional strategies, methodologies, and technologies when proposing and developing training for fire and emergency service issues and challenges. Throughout the course, students will focus on applying learned material directly to their own organizations. The course concludes with a capstone project in which students will develop a POI for a self-selected/instructor approved training concept. After receiving both instructor and peer feedback and making appropriate adjustments to the POI, the student will then submit it to their Chief or Designated Authority.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you should be able to accomplish the following:

- Review and evaluate instructional theories, concepts, and strategies
- Assess and apply various training technologies for appropriate applications and needs
- Identify and determine methods for enhancing Firefighter and EMS health, wellness, and safety
- Develop training strategies to address emerging issues effecting Fire and Emergency services
- Apply course concepts to develop a Plan of Instruction
- Review and provide constructive critique of a peer's POI, and then defend and justify their own final POI

Course Delivery Method

This distance learning (mediated) course enables you to complete academic work in a flexible manner, completely online. Course materials and access to online discussion forums are made available to you. You are expected to post your discussion board threads no later than the fourth day of the module time frame (11:59 p.m. EDT/EST) of the assigned activity. The boards will close for responses on sixth day of the module time frame (11:59 p.m. EDT/EST).

During each of the modules you will also be assigned assignments related to the course content. Assignments should be submitted using the Dropbox feature and are due by the first day of the following module (11:59 p.m. EDT/EST). During the final 2 modules of the course, you are to complete a Capstone Project in which you propose and submit a POI for an enhanced or new training concept to your Chief or Designated Authority. This project requires applying the skills and knowledge gained throughout the course modules. The Capstone Project must be completed by the Monday (11:59 EDT/EST) following the end of the course.

Course Schedule

The course modules are broken down into the following weeks:

- Week 1 – Modules 0 and 1
- Week 2 – Module 2
- Week 3 – Module 3
- Week 4 – Module 4
- Weeks 5/6 – Modules 5 and 6

*****NOTE: The Capstone Project requires sign-off by the your Chief or Designated Authority. It is recommended you schedule accordingly in order to submit the project by its assigned due date.

Week/ Module	Activity	Assignments
Pre-course	<ul style="list-style-type: none">• Complete pre-course tasks:<ul style="list-style-type: none">○ Course Overview○ Welcome and Course Tools○ Module 0: Pre-Course Work	<ul style="list-style-type: none">• Activity 0.1: POI Identification
1	<ul style="list-style-type: none">• Submit Activity 0.1 by Monday• Review all Module 1 content• Complete Activity 1.1 quiz by Friday• Post initial discussion forum threads by Wednesday	<ul style="list-style-type: none">• Activity 1.1: Instructional Theories Knowledge Review• Activity 1.2: Fact or Myth?• Activity 1.3: Adult Education

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Week/ Module	Activity	Assignments
	<p>(Activities 1.2, 1.3)</p> <ul style="list-style-type: none"> • Respond to at least two other students' postings by Friday (Activities 1.2, 1.3) 	<ul style="list-style-type: none"> • Activity 1.4: POI Evaluation
2	<ul style="list-style-type: none"> • Submit Activities 1.1 and 1.4 by Monday • Review all Module 2 content • Post initial discussion forum threads by Wednesday (Activities 2.1, 2.3, 2.4) • Respond to at least two other students' postings by Friday (Activities 2.1, 2.3, 2.4) 	<ul style="list-style-type: none"> • Activity 2.1: Technology Use • Activity 2.2: Web 2.0 Tool Evaluation • Activity 2.3: Technology and Instructional Methodologies • Activity 2.4: Simulation Application
3	<ul style="list-style-type: none"> • Submit Activity 2.2 by Monday • Review all Module 3 content • Post initial discussion forum threads by Wednesday (Activities 3.1, 3.2, 3.3, 3.4) • Respond to at least two other students' postings by Friday (Activities 3.1, 3.2, 3.3, 3.4) 	<ul style="list-style-type: none"> • Activity 3.1: Near-Miss and Fatality Data • Activity 3.2: Wearable Devices • Activity 3.3: Instructional Methodologies and Tools to Enhance Health, Wellness, and Safety (ELOs 3.2 and 3.3) • Activity 3.4: POI Health, Wellness, and Safety Considerations (ELO 3.4)
4	<ul style="list-style-type: none"> • Review all Module 4 content • Post initial discussion forum threads by Wednesday (Activities 4.1, 4.3) • Respond to at least two other students' postings by Friday (Activities 4.1, 4.3) 	<ul style="list-style-type: none"> • Activity 4.1: Local Issues and Challenges (ELO 4.1) • Activity 4.2: Strategies to Address Issues and Challenges • Activity 4.3: Scenario Issues and Challenges

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Week/ Module	Activity	Assignments
5 and 6	<ul style="list-style-type: none">• Submit Activity 4.2 by Monday of week 5• Review all Module 5 content• Post initial discussion forum threads by Wednesday of Week 5 (Activities 5.1, 5.2, 5.3)• Respond to at least two other students' postings by Friday (Activities 5.1, 5.2, 5.3)• Submit Activity 5.4 by Sunday of week 6• Submit Activity 6.1 by Wednesday of week 6• Submit Activity 6.2 by Monday following week 6	<ul style="list-style-type: none">• Activity 5.1: SWOT Analysis• Activity 5.2: Generational Factors• Activity 5.3: Local Issue POI Proposal• Activity 5.4: POI• Activity 6.1: POI Peer Review• Activity 6.2: Final POI

Course Resources (Instructional Materials)

- Instructional materials are available online.
- Pre-course reading: *E-Learning Fundamentals: A Practical Guide* (2015) by Diane Elkins and Desiree Pinder

Grading Methodology (Evaluation Procedures)

This section provides instructions on how to initiate and respond to discussions. A “New Thread” is started each time you submit an original discussion topic. Generally, the initial post will be 150 to 300 words, and the follow-up responses will be 75 to 200 words. Posts and replies should be of sufficient breadth and depth, providing insight to address the topic. Refer to discussion post assignment grading rubric for specifics.

Discussion Forum Assignments

Discussion board assignments give you an opportunity to reflect on the course, analyze the material, and share opinions with your peers. Responses should follow these guidelines:

Demonstrate an analysis of the questions and material while showing an application of your own thinking on the discussion question. Also, where specified, comment on two other students’ post and any follow-up questions to further demonstrate discussion board question insight, synthesis, analysis, and position or argument. Questions must be answered concisely and accurately.

Responding to the main topic: A good title tells something of the nature of your personal response. “Response to Discussion 1,” for example, is not a very useful title, particularly if everyone in your course uses it. Try to use topic words that will identify your topic: “Response to discussion about culture change at the company level.”

Responding to someone else’s response: Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.

Quality discussion responses: Responses such as “I agree,” “good question” or “good answer” are not acceptable. Any response that is just an opinion or is unsubstantiated; any response that is carelessly typed, poorly thought out, grammatically incorrect, or confusing; or any response that is disrespectful of another student or any other person, etc., is not acceptable. A high-quality response applies a concept from the text or course in a meaningful way or facilitates analysis of the course material or topic.

Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning. Your responses should be well-organized and grammatically correct. Substantive responses do not simply deliver opinions; they offer justification for those opinions and should cite sources when appropriate.

Expected quantity of responses: Full participation in each discussion requires that you not only respond to the initial discussion item but that you return later to read the responses of others and respond to at least two other people’s comments per discussion item unless otherwise noted. Treat it as a conversation.

Think about how you would feel if you made an observation in a traditional classroom setting and no one responded.

Discussion open and close dates: Be sure to note the start and end dates of the discussions and responses noted in the Course Schedule section of this document.

Discussion Forum Grading: Discussion board assignments are worth 6 points each and account for 55% of the total grade. The discussion forum’s grading rubric can be found in the Grading Rubrics section on this document.

Dropbox Assignments

Dropbox Assignment Guidelines: These assignments are evaluated on content (demonstrates both analyzing and application of course material and displays critical thinking) and quality (grammar, syntax, structure). The file name for your assignment paper needs to reflect your name and the assignment (e.g., John Doe_Assignment Name.docx).

Dropbox Assignment Grading: Dropbox assignments outside of the Capstone Project activities are worth 2-8 points each, and account for 16% of the final grade. These assignments are due on the first day of (11:59 p.m. EDT/EST) of the next module.

Quiz Assignment

There is one quiz in module 1 worth 5 points and accounts for 3% of the final grade.

Capstone Project Assignment

The Capstone Project activities (5.4, 6.1, 6.2) account for 26% of the final grade. Activity 5.4 is due Sunday of week 6. Activity 6.1 is due Wednesday of week 6, and Activity 6.2 is due the Monday following course completion. The grading rubric for all assignments can be found the Grading Rubrics section of this document.

Course Outline

Course Overview

Contains course information contained in this syllabus.

Welcome and Course Tools

Activity	Directions
Course Welcome	<ul style="list-style-type: none">• Review content.
Setting Up Your Profile and Notifications	<ul style="list-style-type: none">• Review content.
Discussion Post: Introduce Yourself	<ul style="list-style-type: none">• Introduce yourself to the class:• Tell us a little bit about yourself and where you live/work.• Tell us about your department/agency, your position and responsibilities, and what you hope to gain from this course.• Respond to another student.• Complete to unlock Module 0.
Dropbox Course Tool	<ul style="list-style-type: none">• Create a "test" word document or PDF file with your name on the first page and name the document file "TEST".• Access the Dropbox tool through the Assessment tab and click on the "Upload" button. Select your "TEST" document.• Once you see your document has uploaded, scroll down the page and click on the "Submit to Dropbox" button. You may add comments in the COMMENTS field if you wish but it is not necessary. Complete to unlock Module 0.
Academic Code of Conduct and Ethics Quiz	Complete to unlock Module 0.
Congratulations!	<ul style="list-style-type: none">• Review content.

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Module 0: Pre-Course Work

Activity	Directions
NETC Library: An Invaluable Resource	Review content.
Activity 0.1: POI Identification	<ul style="list-style-type: none"> • From your own organization, locate a training POI that needs improvement or describe a new training program concept you would like to implement. Be sure the POI is comprehensive, as you will use this POI for several course activities. • The POI should have been developed or updated in the past 5 years and pertain to a topic from the National Fire Protection Association (NFPA) 1001 standards or National Emergency Medical Services Education Standards to an NREMT level. • The POI should relate to a specific topic and not a scenario. For example, your POI could focus on ground ladder use and safety, but should not be a POI for ladder company operations. Focus on one strategy, not several. • Provide a brief description of the POI or new training concept. • The instructor will need to approve viability of the POI or training concept for use in the course. • Be sure to check your grade for instructor feedback in order to determine if a different POI or training concept needs to be submitted.
Pre-Course Required Reading	<ul style="list-style-type: none"> • Read the book, E-Learning Fundamentals: A Practical Guide (2015) by Diane Elkins and Desiree Pinder, prior to the first week of class.

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Module 1: Instructor Basics and Strategies

a. Terminal Learning Objective

The student will review and evaluate instructional theories, concepts, and strategies.

b. Enabling Learning Objectives

- Identify theories, traditional instructional concepts, and strategies used in training programs.
- Using researched based evidence, assess whether current instructional concepts used in current training programs are appropriate.

Activity	Directions
Module 1 Introduction	<ul style="list-style-type: none">• Review Content
Instructional Theories Overview	<ul style="list-style-type: none">• Review Content
Activity 1.1: Instructional Theories Knowledge Review	<ul style="list-style-type: none">• Take Quiz
Instructional Theories: Fact or Myth?	<ul style="list-style-type: none">• Review Content
Activity 1.2: Fact or Myth?	<p>Part I</p> <ul style="list-style-type: none">• On the previous page there are links to content on Thalheimer and Colvin-Clark. Be sure you have read the content before continuing this exercise. You may even want to do your own search on the work of these two experts.• State whether you agree or disagree with their views on instructional models and theories and explain why.• If their work influences how you would adjust current training in your own organization, describe how.• Post your work. <p>Part II</p> <ul style="list-style-type: none">• Reply to a peer posting. In your response explain why you agree or disagree with the posting. Be sure to support your response with examples from your own organization or through research.

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The Flipped Classroom	<ul style="list-style-type: none">• Review Content
Educational Shift in Adult Education	<ul style="list-style-type: none">• Review Content
Activity 1.3: Adult Education	<p>Part I</p> <ul style="list-style-type: none">• On the previous page there are links to content addressing the educational shift in adult education. Be sure you have read the content before continuing this exercise. You may even want to do your own search on this topic.• Describe how the information in the articles pertaining to adult education and/or instructional strategies will affect what you do or would like to do in training at your own organization.• Post your work. <p>Part II</p> <ul style="list-style-type: none">• Reply to a peer posting. In your response, describe how you have addressed similar situations in your organization or explain why you support or disagree with the posting. Be sure to support your response with examples or research.
Evaluating and Applying Research	<ul style="list-style-type: none">• Review Content
Plan of Instruction (POI)	<ul style="list-style-type: none">• Review Content
Activity 1.4: POI Evaluation	<ul style="list-style-type: none">• Review the POI examples. If you believe a different instructional methodology for the training would produce a better outcome, identify which methodology you would use. If you agree with the methodology being used, state your agreement. In both cases, support your answers through evidence-based research by citing a minimum of two sources that back your reasoning.• Submit your work.
Module 1 Summary	<ul style="list-style-type: none">• Review Content

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Module 2: Training Technologies

a. Terminal Learning Objective

The student will assess and apply various training technologies for appropriate applications and needs.

b. Enabling Learning Objectives

- Given a list of tools, describe the differences and appropriate applications of Web 1.0, 2.0, and 3.0 tools.

- Given a list of tools, will be able to describe and categorize those tools providing uses, advantages and disadvantages, and applications.

- Explore how eLearning theories, concepts and strategies can enhance Fire and EMS training.

- Apply tools and eLearning strategies to training functions and methodologies that best fit a training program using collaboration, demonstration, presentation, and evaluation.

Activity	Directions
Module 2 Introduction	<ul style="list-style-type: none"> • Review Content
Activity 2.1: Technology Use	<p>Part I</p> <ul style="list-style-type: none"> • Identify two technologies you use in your organization that help you to achieve your organizational goals. Describe how these technologies are applied and the benefit of using them. • Next, identify two technologies, either currently available to your organization or used in your field, that you are not comfortable using. Explain why you think better familiarity with the technology or implementing that technology would be beneficial. <p>Part II</p> <ul style="list-style-type: none"> • Reply to two peer postings where a peer has identified a technology they are not comfortable using and you are familiar with that technology. In your reply, describe how the technology has been beneficial to your organization or how you think it could be applied to improve organizational outcomes.
Technology Perceptions	<ul style="list-style-type: none"> • Review Content
Web Generation Tools	<ul style="list-style-type: none"> • Review Content

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Activity 2.2: Web 2.0 Tool Evaluation	<ul style="list-style-type: none"> • Download the Activity 2.2: <i>Web Tool Evaluation</i> worksheet. • Complete all steps of the worksheet. • Save and submit the worksheet.
Application of Tools	<ul style="list-style-type: none"> • Review Content
Activity 2.3: Technology Tools and Instructional Methodologies	<p>Part I</p> <ul style="list-style-type: none"> • Select two technology tools from the list provided and describe how each could be applied to an instructional methodology for training purposes. • Cite an example of how you apply each tool in your own organization or provide an example of a tool application you found through research. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Reply to two peer postings explaining how their chosen technology can be applied in another method beyond what they chose. Cite an example from your own organization or one you located through research.
E-Learning Platform and Tools	<ul style="list-style-type: none"> • Review Content
Simulation Based Training	<ul style="list-style-type: none"> • Review Content
Activity 2.4: Simulation Application	<p>Part I</p> <ul style="list-style-type: none"> • Describe a simulation application you are currently using in your own organization or describe an opportunity for simulation use in your organization. Explain the benefits and disadvantages of using simulation. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Respond to two peer postings. Either support or argue the use of simulation in the peer's post. Explain your position and if you have experience with the simulation application.
Social Media Influence	<ul style="list-style-type: none"> • Review Content
Module 2 Summary	<ul style="list-style-type: none"> • Review Content

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Module 3: Health and Safety

a. Terminal Learning Objective

The student will identify and determine methods for enhancing Firefighter and EMS health, wellness, and safety.

b. Enabling Learning Objectives

- Describe instructional methodologies and technologies that can be used to enhance the health, wellness, and safety of Fire and EMS personnel.

- Describe the applicable standards of care, statutory requirements, safety related documents and agency policies as they relate to training safety.

- Apply safety considerations to an existing training program.

Activity	Directions
Module 3 Introduction	<ul style="list-style-type: none"> • Review Content
Reporting: Line of Duty Death and Injury	<ul style="list-style-type: none"> • Review Content
Activity 3.1: Near-Miss and Fatality Data	<p>Part I</p> <ul style="list-style-type: none"> • Describe a simulation application you are currently using in your own organization or describe an opportunity for simulation use in your organization. Explain the benefits and disadvantages of using simulation. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Respond to two peer postings. Either support or argue the use of simulation in the peer's post. Explain your position and if you have experience with the simulation application.
Emergency Personnel Safety	<ul style="list-style-type: none"> • Review Content
Technology in Health and Wellness	<ul style="list-style-type: none"> • Review Content
Activity 3.2: Wearable Devices	<p>Part I</p> <ul style="list-style-type: none"> • Describe a simulation application you are currently using in your own organization or describe an opportunity for simulation use in your organization. Explain the benefits and disadvantages of using simulation. • Post your work.

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	<p>Part II</p> <ul style="list-style-type: none"> • Respond to two peer postings. Either support or argue the use of simulation in the peer's post. Explain your position and if you have experience with the simulation application.
Health, Wellness, and the Internet	<ul style="list-style-type: none"> • Review Content
Health, Wellness, and Technological Tools	<ul style="list-style-type: none"> • Review Content
Activity 3.3: Instructional Methodologies and Tools to Enhance Health, Wellness, and Safety	<p>Part I</p> <ul style="list-style-type: none"> • Describe a simulation application you are currently using in your own organization or describe an opportunity for simulation use in your organization. Explain the benefits and disadvantages of using simulation. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Respond to two peer postings. Either support or argue the use of simulation in the peer's post. Explain your position and if you have experience with the simulation application.
16 Firefighter Life Safety Initiatives	<ul style="list-style-type: none"> • Review Content
Activity 3.4: POI Health, Wellness, and Safety Considerations	<p>Part I</p> <ul style="list-style-type: none"> • Using the POI you identified in Activity 0.1, describe how you will implement a new instructional methodology or technology to improve training. Note how the new approach will affect health, wellness, or safety considerations. • If the implementation of the new instructional methodology or technology replaces an existing approach, note the approach that is being updated or replaced. • Post your work <p>Part II</p> <ul style="list-style-type: none"> • Reply to 2 postings in a constructive manner. In your response, either support the identified change by sharing a similar experience with a successful outcome or explain your concern about the approach supporting your answer with either personal experience or research.
Module 3 Summary	<ul style="list-style-type: none"> • Review Content

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Module 4: Emerging Issues and Challenges

a. Terminal Learning Objective

The student will be able to develop training strategies to address emerging issues effecting Fire and Emergency services.

b. Enabling Learning Objectives

- Identify national, local community and organizational issues impacting Fire and Emergency services.

- Formulate innovative training strategies for overcoming Fire and Emergency service issues and challenges.

- Be able to apply appropriate technological and E-Learning strategies to overcome local Fire and Emergency services issues and challenges.

Activity	Directions
Module 4 Introduction	<ul style="list-style-type: none"> • Review Content
Emerging Issues and Challenges Sources	<ul style="list-style-type: none"> • Review Content
Information Impact	<ul style="list-style-type: none"> • Review Content
Activity 4.1: Local Issues and Challenges	<p>Part I</p> <ul style="list-style-type: none"> • Using information from the Community Risk Assessment reading or module content, examine community and organizational demographics to compare how at least 3 of your local risks reflect national trends or describe a trend which is unique to your organization. • Explain how you might address each of these issues through training or the implementation of a technology. • Post your work <p>Part II</p> <ul style="list-style-type: none"> • Reply to 2(two) peer postings whose risks match one of your own. Either agree or disagree with their training strategy. If you disagree, offer a different solution, or if you agree, explain why you agree.
Managing Expectations	<ul style="list-style-type: none"> • Review Content

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<p>Activity 4.2: Strategies to Address Issues and Challenges</p>	<ul style="list-style-type: none">● Your instructor has divided you into groups based on similar risks from Activity 4.1.● As a group, develop a 2-page paper identifying a strategy to combat the common risk from Activity 4.1. The paper should include:<ul style="list-style-type: none">○ Background of the risk○ A new training strategy that will be implemented to combat this risk○ Description of at least 1 technology used as part of that strategy and how it will be implemented○ The desired outcomes from this training strategy and a realistic timeline to see change● Use the "Locker" and "Email" features in your assigned group space to collaborate.● Submit your work.
<p>Activity 4.3: Scenario Issues and Challenges</p>	<p>Part I</p> <ul style="list-style-type: none">● Choose 2 scenarios from the M0590_Activity 4.3 Scenarios file below. Using a paragraph for each, provide specific tools, E-Learning strategies, or activities that you would implement to address the issues or challenges in each scenario.● Post your work. <p>Part II</p> <ul style="list-style-type: none">● Reply to two peer postings where the same scenario was chosen. Offer an additional tool, E-Learning strategy, or activity that you would implement to address the issues or challenges of the given scenario.
<p>Module 4 Summary</p>	<ul style="list-style-type: none">● Review Content

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Module 5: Training Considerations

a. Terminal Objective

The student will be able to apply course concepts to develop a Plan of Instruction.

b. Enabling Objectives

- Propose and explain the rationale for a POI concept to address a local issue.

- Develop a POI incorporating technology, eLearning strategies, and activities to address an instructor approved issue.

Activity	Directions
Module 5 Introduction	<ul style="list-style-type: none"> • Review Content
Training Factors	<ul style="list-style-type: none"> • Review Content
SWOT Analysis	<ul style="list-style-type: none"> • Review Content
Activity 5.1: SWOT Analysis	<p>Part I</p> <ul style="list-style-type: none"> • Describe how a SWOT analysis can be used to improve training that uses technology at your organization. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Reply to two peer postings. Suggest additional benefits that can be gained from applying a SWOT analysis or explain why you disagree with their posting. Offer examples from your own experience if possible.
Generational Considerations	<ul style="list-style-type: none"> • Review Content
Activity 5.2: Generational Factors	<p>Part I</p> <ul style="list-style-type: none"> • Propose and explain the rationale for a POI concept addressing a local issue. • Include the instructional methodology and tools recommended. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Reply to two peer posting offering alternative instructional methodologies or tools. Explain if you have addressed a similar local issue with the alternative instructional

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	<p>methodologies or tools you supplied, or why you believe the alternatives would be more successful.</p>
<p>Proposing New Training</p>	<ul style="list-style-type: none"> • Review Content
<p>Activity 5.3: Local Issue POI Proposal</p>	<p>Part I</p> <ul style="list-style-type: none"> • Propose and explain the rationale for a POI concept addressing a local issue. • Include the instructional methodology and tools recommended. • Post your work. <p>Part II</p> <ul style="list-style-type: none"> • Reply to two peer posting offering alternative instructional methodologies or tools. Explain if you have addressed a similar local issue with the alternative instructional methodologies or tools you supplied, or why you believe the alternatives would be more successful.
<p>Activity 5.4: POI</p>	<ul style="list-style-type: none"> • Use your instructor approved Activity 0.1 POI or training concept. • Develop a POI for the training concept or revise the POI submitted incorporating technology, E-Learning strategies, and activities, that address the issue in your own organization. • Your revision or newly developed POI should reflect the topics covered in this course. Use the activities from previous modules to assist you with completing the POI. • Your newly revised POI should also include the following sections: <ul style="list-style-type: none"> ○ Rationale ○ Goal ○ Objectives ○ Target Audience ○ Instructor Qualifications ○ Supplies and Equipment ○ Prerequisites ○ Evaluation Plan

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	<ul style="list-style-type: none">○ Outline of Instruction● The POI needs to be well organized as the goal of this activity is to provide you with a POI that can be used to address an organizational challenge or issue.● Review the Activity 5.4 grading rubric attached below. The grading rubric identifies in detail elements that are expected to be included and addressed in your POI.● Submit your work.
Module 5 Summary	<ul style="list-style-type: none">● Review Content

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Module 6: Training Program Evaluation and Maintenance

a. Terminal Objective

The student will review and provide constructive critique of a peer's POI, and then defend and justify their own final POI.

b. Enabling Objectives

- Using a rubric and the course lessons, provide a constructive critique of a peer's POI.

- Incorporate instructive critique as required, and defend and justify the final POI.

Activity	Directions
Module 6 Introduction	<ul style="list-style-type: none"> • Review Content
Activity 6.1: Peer POI Review	<ul style="list-style-type: none"> • The instructor will email you a peer's POI to review. • Review the peer's POI and provide constructive feedback according to the following steps. • Save a copy of the peer's file with your name in caps at the start of the file name. • Using Activity 5.4 grading rubric for guidance, provide constructive feedback. Constructive feedback is respectful, includes explanation, and provides suggestions. In addition, view the grading rubric for this assignment for expectations. • Enter your feedback in the "Comments" field or after the final page of the POI. • Provide suggestions where you see alternatives or opportunities. • Identify possible points of confusion. • Identify areas you see as problematic and explain why. • If something stands out as innovative or engaging, comment on it. • When done inserting comments, save the file. • Submit the file.
Post Initial Training Program Development	<ul style="list-style-type: none"> • Review Content
Obstacles Related to Change	<ul style="list-style-type: none"> • Review Content

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Stakeholder Involvement	<ul style="list-style-type: none">• Review Content
Activity 6.2: Final POI	<ul style="list-style-type: none">• The peer review of your POI will be emailed to you by your instructor.• Review the POI feedback provided to you by your peer in Activity 6.1 and instructor in Activity 5.4.• Either revise the POI areas identified by your peer and instructor or provide detailed justification for leaving the POI item unchanged.<ul style="list-style-type: none">○ Explanations for areas adjusted due to feedback or justification to leaving identified areas unchanged should be documented after the final page of your POI.• Once all edits have been made to your POI, present the POI to your Chief or Designated Authority.• Have your Chief or Designated Authority complete the attached <i>Capstone Sign-Off</i> sheet and email it to your instructor.• Submit your final POI.
Module 6 Summary	<ul style="list-style-type: none">• Review Content

End of Course Evaluation

Activity	Directions
Course Evaluation	<ul style="list-style-type: none">• Review content.
Additional Training Opportunities	<ul style="list-style-type: none">• Review content.

Policies

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Students' written work should be free of grammatical and syntax errors, be free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Students **are to** follow the "Publication Manual of the American Psychological Association," sixth edition as the sole citation and reference style used in written work submitted as part of course work to the National Fire Academy (NFA). Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the American Psychological Association (APA) style manual, sixth edition. Please bookmark the [Purdue Online Writing Lab General APA Format](#) site and the [APA Style](#) site so you can refer to it for assistance throughout the course.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students and working professionals, you must manage competing demands on your time.

Discussion board postings submitted within three days after the submission deadline will receive up to a 25 percent deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the assignment. The final assignment project will not be accepted after the deadline. Any assignment submitted after the deadline will receive a "0" grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate — both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting — basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

1. Technology limitations: While you should feel free to explore the full range of creative composition in your formal papers, keep email layouts simple. The NFA Online classroom may not fully support Multi-purpose Internet Mail Extensions (MIME) or HTML encoded messages, which means that boldface, italics, underlining, and a variety of color-coding or other visual effects will not translate in your email messages.
2. Humor note: Despite the best of intentions, jokes and **especially** satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), :-)

Grading

Please review the following rubrics that explain how grades will be awarded.

The required performance to successfully complete the course is attained by completing the class with a letter grade of “C” or higher.

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future National Fire Academy course offerings.

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty include cheating, plagiarism, deliberate falsification, and other unethical behaviors.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the training specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to, one or a combination of the following:

1. Expulsion.
2. Withholding of stipend or forfeiture of stipend paid.
3. Exclusion from future classes for a specified period; depending on the severity, it could range from one to 10 years.
4. Forfeiture of certificate for course(s) enrolled in at National Emergency Training Center (NETC).

Refer to NFA-specific Standard Operating Procedure 700.1, *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

Discussion Forums Grading Rubric

The table below details the point distribution for discussion forums – 6 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Initial post	Nothing submitted to discussion forum	Requested elements are provided but lack thorough description or explanation	Requested elements are provided with thorough description or explanation.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Reply to peer posting (# 1)	Nothing submitted to discussion forum	Reply is provided but lacks content supporting response	Reply is provided and contains content supporting response

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Reply to peer posting (# 2)	Nothing submitted to discussion forum	Reply is provided but lacks content supporting response	Reply is provided and contains content supporting response

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Activity 0.1: POI Identification Grading Rubric

The table below details the point distribution for Activity 0.1 – 2-point maximum.

Element of performance	Does not meet expectations: 0 points	Meets expectations: 1 point
NFPA 1001 standard or EMS equivalent standard	Selected POI or training concept does not pertain to NFPA 1001 standard or EMS equivalent standard	Selected POI or training concept pertains to NFPA 1001 standard or EMS equivalent standard

Element of performance	Does not meet expectations: 0 points	Meets expectations: 1 point
Topic Selection	Selected POI or training concept pertains to more than one topic	Selected POI or training concept pertains to one specific topic

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Activity 1.4: POI Evaluation Grading Rubric

The table below details the point distribution for Activity 1.4– 6 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Training methodology	Training methodology not submitted	Explanation for the instructional methodology is not clear and complete	Explanation for the instructional methodology is clear and complete

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Source #1	Source #1 missing	Source #1 is present but lacks credibility or strong support of the answer	Source #1 is present, credible, and clearly supports the answer

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Source #2	Source #2 missing	Source #2 is present but lacks credibility or strong support of the answer	Source #1 is present, credible, and clearly supports the answer

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Activity 2.2: Web 2.0 Tool Evaluation Grading Rubric

The table below details the point distribution for Activity 2.2 – 8 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Evaluation score sheet	The evaluation score sheet has not been completed.	The evaluation score sheet has been partially completed.	The evaluation score sheet has been completed and calculations are correct.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Question 1 – Tool explanation	Explanation of why selected tool is considered a Web 2.0 tool is not present.	Explanation of why selected tool is considered a Web 2.0 tool is not correct.	Explanation of why selected tool is considered a Web 2.0 tool is correct.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Question 2 – Organization need met by tool use.	Explanation of why the tool meets or does not meet the intent of the organization is not present.	Explanation of why the tool meets or does not meet the intent of the organization is not clear or support the answer.	Explanation of why the tool meets or does not meet the intent of the organization is clear and supports the answer.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Question 3 – Total Score Increase Description	The description for how to increase the total score is not present.	The description for how to increase the total score is not clear or realistic.	The description for how to increase the total score is clear and realistic.

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Activity 4.2: Strategies to Address Issues and Challenges

The table below details the point distribution for Activity 4.2 – 8 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Risk background	Risk background is not present.	Risk background is present but not clearly described.	Risk background is clearly described.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
New training strategy	New training strategy is not identified.	New training strategy is identified but does not seem feasible for the identified risk.	New training strategy is identified and is a feasible application for the identified risk.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Technology use description	The technology use is not described.	The technology to be used is identified but does not seem feasible for the intended application.	The technology to be used is identified and seems feasible for the intended application.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1 point	Meets expectations: 2 points
Desired Outcomes	Desired outcomes and a realistic timeline are not identified.	Desired outcomes and timeline do not appear to be realistic.	Desired outcomes and timeline are realistic.

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Activity 5.4: POI Grading Rubric

The tables below detail the point distribution for Activity 5.4 – 20-point maximum.

Organization and Grammar

Element of performance	Does not meet expectations: 0 points	Minimally Meets expectations: 1 points	Meets expectations: 2-3 points
Organization	Organization is haphazard and does not follow a logical order.	There is organization to the POI but it is difficult to follow and the order of items is not consistently logical.	The POI is well organized, easy to follow, and is laid out in a logical order.
Grammar and Spelling	Many grammar and spelling errors exist in the POI.	The POI contains only a few grammar and/or spelling errors.	The POI is free from grammar and spelling errors.

Content

Element of performance	Does not meet expectations: 0 points	Minimally Meets expectations: 1-5 points	Meets expectations: 6-10 points
Rationale	Rationale is not included.	Rationale is provided but is not clearly relevant to the instruction.	Rationale is applicable to training and is well written.
Goal	Training/Course goal is not included.	Training/Course goal is identified but lacks clear and applicable description.	Training/Course goal is identified, clearly described, applicable to the instruction.
Learning Objectives	Learning objectives are not included.	Minimal learning objectives are stated and/or are out of place considering the course goal.	Learning objectives are clearly stated, relate to the course goal, and are appropriate for the content.
Target Audience	Target audience is not identified.	Target audience is not well described.	Target audience description is thorough.

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Element of performance	Does not meet expectations: 0 points	Minimally Meets expectations: 1-5 points	Meets expectations: 6-10 points
Instructor Qualifications	Instructor qualifications are not listed.	Instructor qualifications are vague and leave room for errors in identifying strong instructors.	Instructor qualifications are well written and applicable to the course content.
Supplies and Equipment	Supplies and equipment needed for the course are not identified.	Supplies and equipment are identified but the list is missing pieces required during instruction.	Supplies and equipment list is thorough and complete.
Prerequisites	Prerequisites are not identified.	Prerequisites are supplied but do not seem appropriate.	Prerequisites are supplied and help to ensure participants have the necessary background to successfully comprehend course material.
Evaluation Plan	Evaluation plan is not documented.	Evaluation plan is not thorough or does not match the material presented.	Evaluation plan is feasible and measures student learning outcomes.
Outline of Instruction	Outline of instruction is missing.	Outline of instruction is provided but is missing key details and does not apply skills learned throughout the course.	Outline of instruction is thorough, uses skills learned through the course, and is easy to follow.

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Methodologies and E-Learning Strategies

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1-3 points	Meets expectations: 4-7 points
Methodologies	Instructional methodologies are not identified.	Methodologies do not match industry standards or methods discussed in this course. Only one methodology is used.	Uses industry recognized methodologies and/or instructional techniques. Cites a state or national standard. Uses more than one methodology throughout course.
E-Learning Strategies	E-Learning Strategies are identified.	E-Learning strategies are identified but do not seem appropriate for the content.	E-Learning strategies are identified, enhance the course delivery, and support participant learning.

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Activity 6.1: POI Peer Review Grading Rubric

The table below details the point distribution for Activity 6.1 – 10 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 2 points
Respectful Tone	A respectful tone is not used in the feedback.	A respectful tone in the feedback is used.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1-2 points	Meets expectations: 3-4 points
Area Identification	Alternatives, opportunities, confusion points, problem areas, innovative areas, or engaging areas are not identified.	The peer POI review identifies some alternatives, opportunities, confusion points, problem areas, innovative areas, or engaging areas but misses many more that could be identified.	The peer POI review is thorough identifying alternatives, opportunities, confusion points, problem areas, innovative areas, or engaging areas.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1-2 points	Meets expectations: 3-4 points
Constructive Feedback	Constructive feedback/explanation for identified areas is not included.	Feedback is provided for identified areas but is not clearly explained or supported.	Feedback is provided for identified areas, is clearly explained/supported and is constructive in nature.

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Activity 6.2: Final POI Grading Rubric

The table below details the point distribution for Activity 6.2 – 9 point maximum.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1-3 points	Meets expectations: 4-6 points
POI Change or Justification	POI feedback areas are either not changed or justification for leaving content unchanged is not provided.	The changes made according to POI feedback are made but do not address the comment effectively or the justification for leaving the identified area unchanged is not supported with solid explanation.	The changes are made according to POI feedback and address the reviewers' concerns sufficiently, or the justification for leaving identified areas unchanged is thorough and applicable.

Element of performance	Does not meet expectations: 0 points	Minimally meets expectations: 1-3 points
Capstone Sign-Off Sheet	The Capstone Sign-Off sheet is not filled out and emailed to the instructor	The Capstone Sign-Off sheet is filled out and emailed to the instructor