

# Delivery & Reporting Guidelines

## Distance learning during COVID-19

*These materials were developed by the CalFresh Healthy Living, University of California and the University of California Agriculture and Natural Resources Expand Food and Nutrition Education Program. Unauthorized use and/or adaptation of these materials is prohibited.*

### **Direct Education Definition and Guidelines**

**Direct education** (DE) takes place when a participant is **actively engaged** in the learning process **with an educator** and/or **interactive media** within an evidence-based intervention. \*

#### Key Components

- Actively engaged in learning with an educator
- Evidence based approved CFHL, UC Curriculum
- To the extent possible [Curriculum Fidelity](#) is assured, if you are unsure of modifications being made please contact [Tammy McMurdo](#)
  - Content covers the curriculum's core components
  - Curriculum objectives are met

**Interactive multimedia** (IM) integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product that provides an **individualized educational experience** based on a **participant's input**. \*

#### Key Components

- Interactive component
- Individualized educational experience based on participant input

### **Indirect Education Guidelines**

**Indirect education** (IE) is defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of educational materials through indirect intervention channels, needs to take place within an evidence-based intervention. \*

#### Key Components

- Involves no participant interaction with instructor or multimedia
- To the extent possible IE should be part of an evidence-based intervention
  - *Due to COVID-19 we understand that in many cases IE is the only option to stay in touch with our partners and participants and there are limited options to connect to a DE or PSE intervention.*
- Content appropriate SNAP-Ed or CFHL materials/topics

\* SNAP-Ed Glossary and FAQ's [USDA-FNS SNAP-Ed Education And Reporting System \(EARS\) webpage](#)

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<b><u>Direct Education Distance Learning Strategies</u></b>		<b><u>Indirect Education Strategies</u></b>
<i>Direct education activities are reported in the Program Activities module in PEARS</i>		<i>Indirect education activities are reported in the Indirect Activities module in PEARS</i>
<b>Direct education through webinars</b>	<b>Direct education through Interactive Media</b>	<b>Indirect Education</b>
<b>EXAMPLES</b>	<b>EXAMPLES</b>	<b>EXAMPLES</b>
<ul style="list-style-type: none"> <li>• Live webinar with actively engaged participants               <ul style="list-style-type: none"> <li>○ Community Educator or Extender delivers content in real time and follows up with activities designed to reinforce the lesson objectives during live webinar class.                   <ul style="list-style-type: none"> <li>▪ Live lesson may include the use of recorded videos</li> </ul> </li> </ul> </li> <li>• Flipped classroom               <ul style="list-style-type: none"> <li>○ Online content provided to participant for self-study.</li> <li>○ Classroom webinar follow-up with extender or community educator during a live, interactive session to reinforce lesson objectives.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint with an interactive component               <ul style="list-style-type: none"> <li>○ Allows the viewer to view a self-paced PowerPoint lesson.</li> <li>○ Following a section there may be a Q&amp;A section allowing the user to branch into other parts of the lesson or review content.</li> <li>○ Normally there is Home Button to return to a main menu area. Very much like a website or app experience.</li> </ul> </li> <li>• Interactive multimedia (<i>i.e. Leah's Pantry EatFresh.org Mini-Course</i>)               <ul style="list-style-type: none"> <li>○ Individualized educational experience based on participant input with no engagement with an instructor.</li> </ul> </li> </ul>	<p><u>Traditional</u></p> <ul style="list-style-type: none"> <li>• Newsletters, flyers either hardcopy or electronic</li> <li>• Tastings, not part of a lesson</li> </ul> <p><u>More robust efforts during CV19</u></p> <ul style="list-style-type: none"> <li>• Handouts/ workbooks emailed out or posted to a website</li> <li>• Educational materials emailed out or posted to a website for self-taught lessons</li> <li>• Handouts packaged with school meal distribution or other food distribution sites (<i>i.e., providing materials and resource to be included with the food that others distribute</i>)</li> <li>• Recorded video/webinars with no participant interaction with educator or extender.</li> </ul>

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<b>Direct education v. Indirect education</b> <input type="checkbox"/> =Required <input type="radio"/> =optional examples	<b>Direct Education (DE)</b>	<b>Interactive Media (DE)</b>	<b>Indirect Education (IE)</b>
Are the materials and intervention evidence based	<input type="checkbox"/>	<input type="checkbox"/>	
Is the curriculum / material approved by CFHL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To the extent possible <a href="#">Curriculum Fidelity</a> is assured <i>See Page 1 for more information</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Are participants actively engaged with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	
To the extent possible IE should be part of an evidence-based intervention <i>See Page 1 for more information</i>			<input type="checkbox"/>
Can participants ask OR answer questions <i>For example, after viewing videos either as part of class or on own using interactive media</i>	<input type="radio"/>	<input type="radio"/>	
Can participants share	<input type="radio"/>	<input type="radio"/>	
Can participants complete activities	<input type="radio"/>		<input type="radio"/>
Can the instructor see the progress of completed activities	<input type="radio"/>		
Can participants receive / follow instructions that are provided by an instructor	<input type="radio"/>	<input type="radio"/>	
Can the instructor see that participants are following along	<input type="radio"/>		
Is this a recorded video followed up by educator review of materials with participants and has them apply what they learned in the video ( <i>Flipped Classroom</i> )	<input type="radio"/>		
Does <b>interactive media</b> integrate text, audio, graphics, still images, or moving pictures into one computer-controlled, multimedia product?		<input type="checkbox"/>	
Does the digital lesson respond to the user's actions? <i>I.e., taking a quiz or submitting answers through a progress checkpoint</i>		<input type="checkbox"/>	
Is the self-paced lesson individualized for each person based on user navigation?		<input type="checkbox"/>	
Is a link to interactive media posted to a website or other social media page		<input type="radio"/>	
Is the video a standalone lesson with no follow-up			<input type="radio"/>
Are these handouts or posted electronic materials with no interactive follow-up			<input type="radio"/>
Is this a newsletter or flyer			<input type="radio"/>
Is this NERI or other reinforcement material(s)			<input type="radio"/>