



Teaching Online Starting from Zero

Ready, set, go...

The state of Virtual Training 2019



Top Benefits of Virtual Training²

87% of organizations use it to reach geographically dispersed workforce

81% use it to save on travel costs



Most virtual classes have **under 20 participants** (81% have 25 or less participants)⁵



42% of virtual trainers turn on their webcams at the start of online classes.

Only **23%** keep them turned on the entire time.⁵



Despite the rising popularity of mobile devices, **LESS THAN 10%** of learners use them to participate in virtual training classes.⁵



Most virtual classes are **60 minutes** in length⁵

66% of all virtual classes are under 90 minutes⁵



Average amount of time spent developing a one hour interactive virtual class:
21 Hours⁵



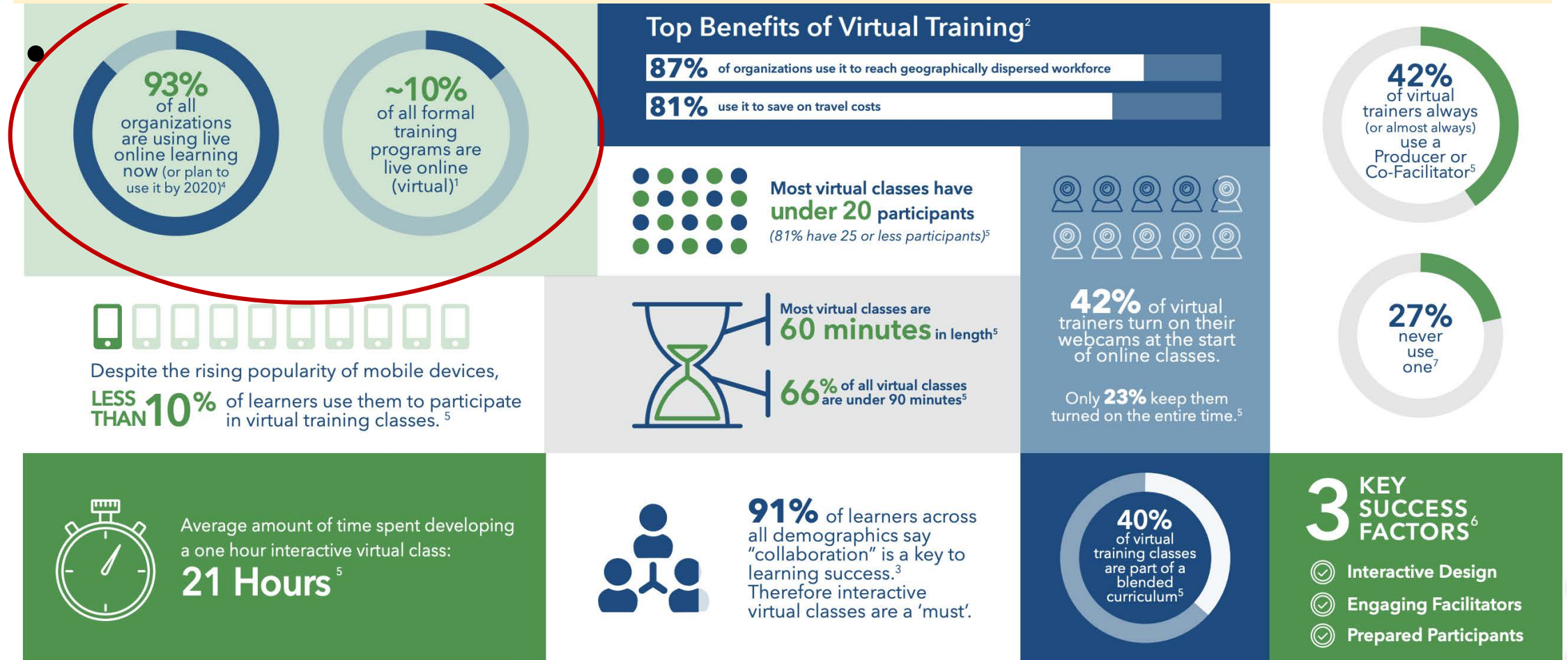
91% of learners across all demographics say "collaboration" is a key to learning success.³ Therefore interactive virtual classes are a 'must'.



3 KEY SUCCESS FACTORS⁶

- ✓ Interactive Design
- ✓ Engaging Facilitators
- ✓ Prepared Participants

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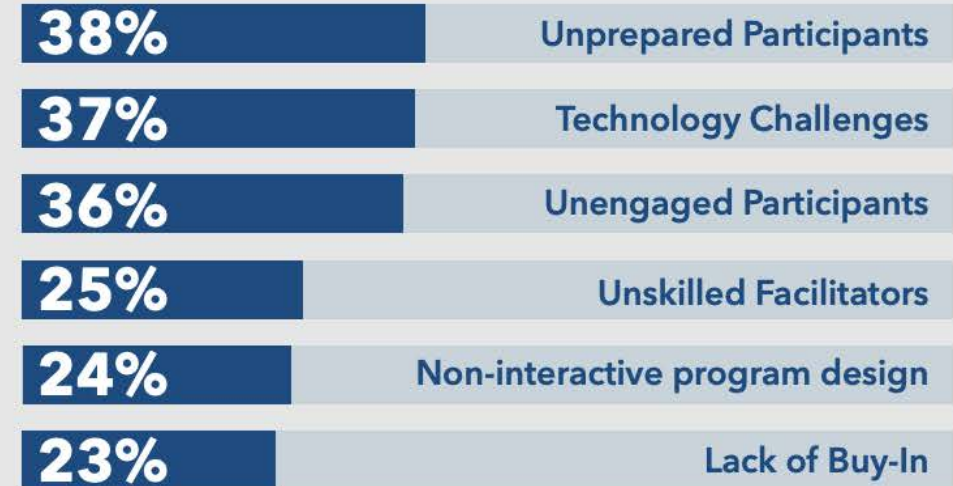
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Most Popular Platforms Used Are⁵



Others Mentioned: Blackboard Collaborate, Jigsaw, AirClass by Lenovo, Saba Virtual Classroom

Top Challenges of Virtual Training⁷



DOES ONLINE EDUCATION LIVE UP TO ITS PROMISE? A LOOK AT THE EVIDENCE AND IMPLICATIONS FOR FEDERAL POLICY

Spiros Protopsaltis and
Sandy Baumi, January
2019

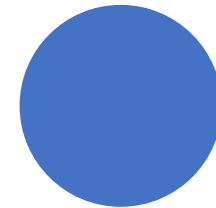
- Online education is the **fastest-growing segment of higher education** and its growth is overrepresented in the for-profit sector;
- Faculty and academic leaders, employers and the general public are **skeptical about the quality and value** of online education, which they view as inferior to face-to-face education;
- Students in online education, particularly **underprepared and disadvantaged students, underperform** and on average experience poor outcomes;
- Online education has failed to improve affordability, frequently **costs more** than in-person alternatives and does not produce a positive return on investment;
- **Regular and substantive student-instructor interactivity is a key determinant of quality** in online education, leading to improved student satisfaction, learning and outcomes.

Things that are the same F2F and online:

- The course content
- The duration of the semester
- Our students look to us for guidance for how to learn the content
- Our students benefit from social relationships that help them learn
- Our students have difficulty with time management
- Our students have difficulty reading

But what *is* the same?

What you teach is the same. *How* you teach it is different.



What is different?

F2F

- Content
- Semester length
- Guidance
- Social relationships
- Time management
- Reading/Course work

Online

- Delivery changes
- How time is organized changes
- Guidance needs to be so much more explicit
- Relationships often asynchronous
- Time management is crucial for success
- Reading/course work is essential to content delivery

The Biggest Difference

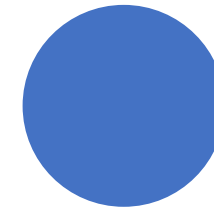
- Face to Face, you can wing it.

- Online, you need to have the online content prepared ahead of time.

- Clear directions for how to interact with the content
 - It's never as clear as you think it is.
 - Students may not be lazy, just confused.
- Accessible documents
- Text, graphics, and video
- Everything gets points

Use frequent low stakes assessment to make sure students are working with the content.

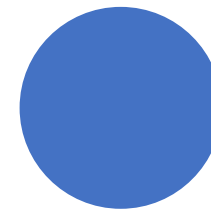
Online Content



Teaching and learning online takes more time.

- Students most often cite organization as being the most important course element that supports learning.
- Have consistent due dates and times
- Have a compassionate, clear, consistent, well communicated late policy
- Help students understand how to schedule their time
- Block out time in your own calendar to deal with the course every day.

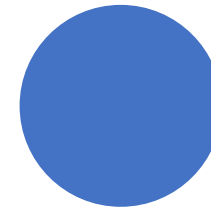
Organization of time



- Students rely on the instructor's energy to engage them in face to face: online you must express your presence through text, video, and the occasional video chat.
- Students lack contextual clues for understanding expectations. The syllabus is not enough: students default to Canvas.
- Assignment instructions must be explicit.
- Expectations must be explicit: how to use the materials, how to take notes, how to interact.
- Response times for feedback and answers to questions need to be timely.
- Points for everything, each week, help students know how they are doing.

Students feel like they are learning on their own.

Guidance



Printers

- Accessibility issues: the digital divide is real

Internet Access

A private place to work

Webcams

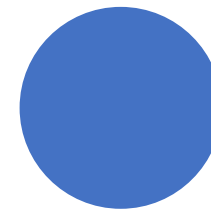
Isn't a synchronous meeting on WebEx enough?

- A WebEx class is like being "alone together"

- Email tone becomes poignantly important.
- You need to coach email etiquette.
- Students report that they are reassured by the instructor inviting them to ask questions.
- Group work needs to be deliberately facilitated.
- Timely feedback shows you care.

Interactions need
to be deliberately
planned.

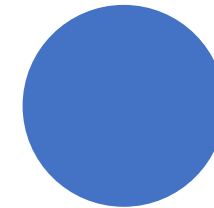
Social Relationships



- The challenge of time management is one of the main reasons students fail online classes.
- The challenge of time management is one of the greatest sources of stress for online instructors.
- Clear and consistent module/unit organization with due dates helps students manage their time.
- Blocking daily course management time in your calendar helps manage your teaching.

Students need explicit help managing their time in an online course.

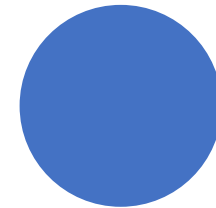
Time Management



- Good reading skills are important for success in an online course.
- In the first week of the course, ask for submission of a photo of the student with the physical text, or a screen shot of the table of contents of the online text.
- Explain what you expect the student to do with the information in the reading.
- Ask for reading summaries as a regular assignment.
- Consider submission of reading notes/logs.

It is not enough to write in the assignment directions: "Read Chapter 3."

Reading



I'm concerned about...

The kind of help I need is...