Teaching Online
Starting from Zero

Ready, set, go...
The state of Virtual Training 2019

Top Benefits of Virtual Training:
- 93% of all organizations are using live online learning now (or plan to use it by 2020).
- ~10% of all formal training programs are live online (virtual).

Most virtual classes have under 20 participants (81% have 25 or less participants).
- Most virtual classes are 60 minutes in length.
- 66% of all virtual classes are under 90 minutes.

42% of virtual trainers always (or almost always) use a Producer or Co-Facilitator.
- 27% never use one.

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

91% of learners across all demographics say “collaboration” is a key to learning success. Therefore interactive virtual classes are a ‘must’.

40% of virtual training classes are part of a blended curriculum.

3 Key Success Factors:
- Interactive Design
- Engaging Facilitators
- Prepared Participants

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- 87% of organizations use it to reach geographically dispersed workforce.
- 81% use it to save on travel costs.

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

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### Most Popular Platforms Used Are

<table>
<thead>
<tr>
<th>Platform</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Connect</td>
<td>47%</td>
</tr>
<tr>
<td>WebEx Training Center</td>
<td>38%</td>
</tr>
<tr>
<td>Zoom</td>
<td>29%</td>
</tr>
<tr>
<td>GoToMeeting/GoToTraining</td>
<td>25%</td>
</tr>
<tr>
<td>WebEx Meeting Center</td>
<td>22%</td>
</tr>
<tr>
<td>Skype</td>
<td>17%</td>
</tr>
</tbody>
</table>

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

### Top Challenges of Virtual Training

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprepared Participants</td>
<td>38%</td>
</tr>
<tr>
<td>Technology Challenges</td>
<td>37%</td>
</tr>
<tr>
<td>Unengaged Participants</td>
<td>36%</td>
</tr>
<tr>
<td>Unskilled Facilitators</td>
<td>25%</td>
</tr>
<tr>
<td>Non-interactive program design</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of Buy-In</td>
<td>23%</td>
</tr>
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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

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

But what is the same?
What is different?

<table>
<thead>
<tr>
<th>F2F</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Delivery changes</td>
</tr>
<tr>
<td>Semester length</td>
<td>How time is organized changes</td>
</tr>
<tr>
<td>Guidance</td>
<td>Guidance needs to be so much more explicit</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Relationships often asynchronous</td>
</tr>
<tr>
<td>Time management</td>
<td>Time management is crucial for success</td>
</tr>
<tr>
<td>Reading/Course work</td>
<td>Reading/course work is essential to content delivery</td>
</tr>
</tbody>
</table>
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.
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.
Isn't a synchronous meeting on WebEx enough?

- Accessibility issues: the digital divide is real
- A WebEx class is like being "alone together"

- Printers
- Internet Access
- Webcams
- A private place to work
- Internet Access
• 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.

Social Relationships

Interactions need to be deliberately planned.
• 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.

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."
I'm concerned about...
The kind of help I need is...