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Turning Classroom Training into Interactive, Effective Online Training on a Budget

Matthea Marquart
Friday, June 16, 2017, 10:50-11:50am

Your Presenter

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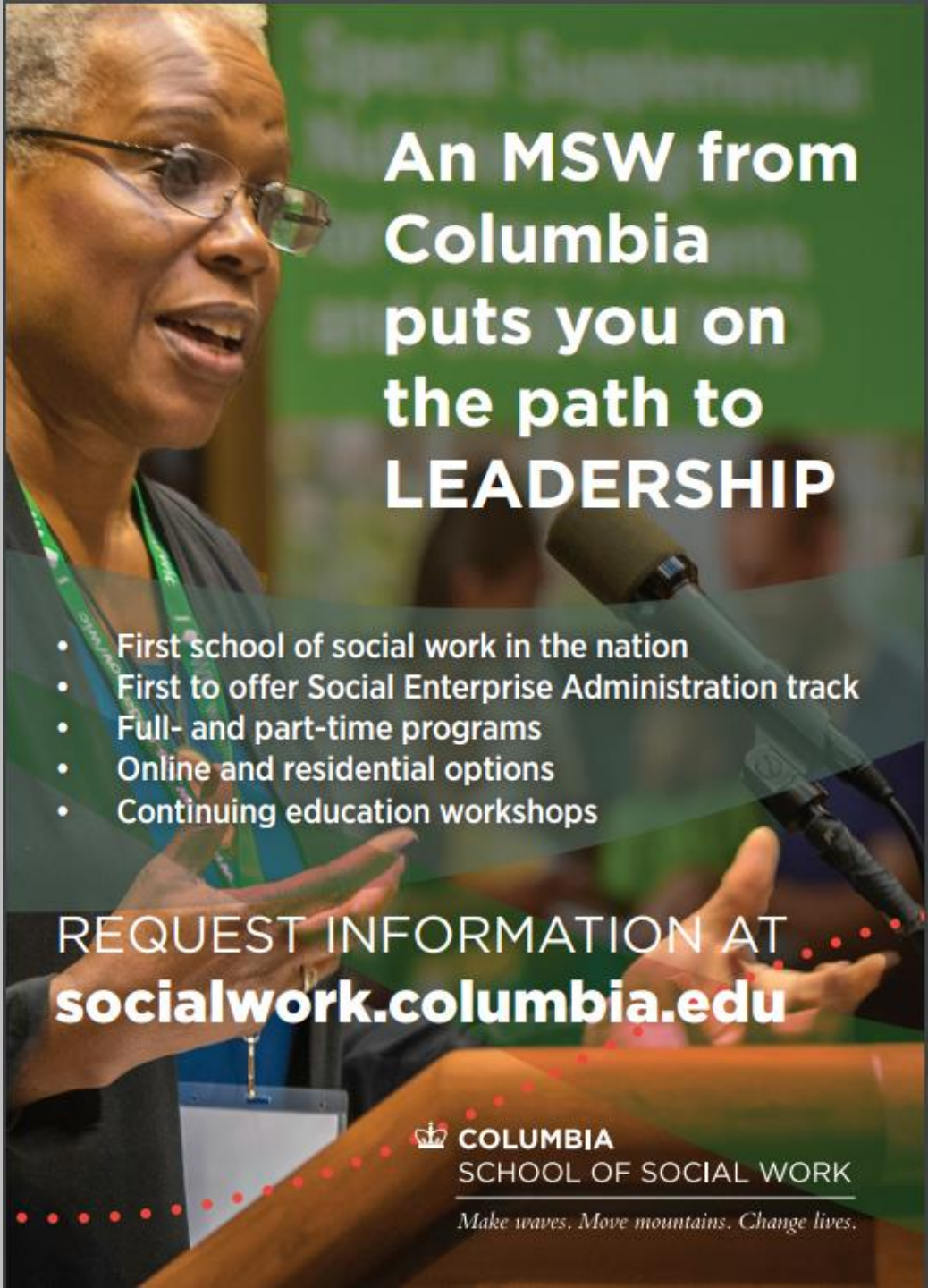

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AGENDA

1	Welcome and agenda
2	Introductions – to each other and to the session topic
3	What makes online training effective?
4	Design considerations & consultations
6	Wrap up and Q&A

What's in this for you?

By the end of this workshop, participants should be able to:
- Decide whether or not online training is a good fit for your organization
- Describe how to decide what type of online training best fits your organization's unique circumstances
- Build your professional toolkits with strategies and techniques for converting classroom-based training into online training
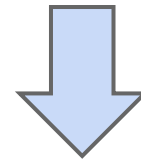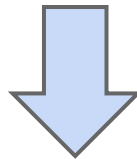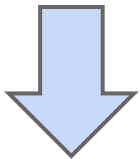
- Consult on your context

- Ask questions

- Add to your toolkit

Introductions

Please share:

- Your name

- Your experience with online training

- What made you choose this session?

12 Challenges

The Grand Challenges for Social Work represent a dynamic social agenda, focused on improving individual and family well-being, strengthening the social fabric, and helping create a more just society. Explore each of the 12 Grand Challenges for Social Work below:

- Ensure healthy development for all youth

- Close the health gap

- Stop family violence

- Advance long and productive lives

- Eradicate social isolation

- End homelessness

- Create social responses to a changing environment

- Harness technology for social good

- Promote smart decarceration

- Reduce extreme economic inequality

- Build financial capability for all

- Achieve equal opportunity and justice

Innovative applications of new digital technology present opportunities for social and human services to reach more people with greater impact on our most vexing social problems. These new technologies can be deployed to more strategically target social spending, speed up the development of effective programs, and bring a wider array of help to more individuals and communities.

This session draws from professional experience:

Turning face-to-face classes into online classes at Columbia:

- Marquart, M., Fleming, M., Rosenthal, S., & Hibbert, M. (2016, March). Instructional Strategies for Synchronous Components of Online Courses. In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments.* Hershey, PA: IGI Global. http://www.igi-global.com/chapter/instructional-strategies-for-synchronous-components-of-online-courses/148897
- Hibbert, M., Garber, A., Kerr, K., & Marquart, M. (2016, March). The Human Element: Fostering Instructor Presence Through Online Instructional Videos. In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments.* Hershey, PA: IGI Global. http://www.igi-global.com/chapter/the-human-element/148893
- Marquart, M. (2017, March 6). *Strategies for Successfully Engaging All Students in Live Synchronous Online Classes.* Poster presented at the Columbia University Center for Teaching and Learning's Celebration of Teaching and Learning Symposium, New York, NY. http://dx.doi.org/10.7916/D8B28108
- Marquart, M. and Garay, K. (2017, April 24). *Fostering student engagement & motivated participation in discussion forums: Examples from Columbia University.* Workshop presented at the Education Beyond Tomorrow Virtual Conference, Online. https://doi.org/10.7916/D8Q81KFJ

Turning classroom training into online training at a nonprofit:

- Marquart, M., Rizzi, Z. J., & Parikh, A. D. (2010, April). Using e-learning to train youth workers: The BELL experience. *Afterschool Matters Journal*, *10.* 28-36. http://www.niost.org/pdf/afterschoolmatters/ASM_Spring2010.pdf
- Marquart, M., & Rizzi, Z. J. (2009, November). Case study of BELL e-learning: Award-winning, interactive e-learning on a nonprofit budget. *International Journal of Advanced Corporate Learning*, *2*(4), 50-56. DOI: 10.3991/ijac.v2i4.975 or https://www.learntechlib.org/p/45707/.

For a walkthrough of the process of a nonprofit implementing its first online training:

Case Study of BELL E-learning: Award-Winning, Interactive E-learning on a Nonprofit Budget

M. Marquart[1] and Z. Jones Rizzi[2]

[1] Wireless Generation, New York City, USA
[2] BELL (Building Educated Leaders for Life), Boston, USA

Abstract—BELL (Building Educated Leaders for Life) is a nonprofit organization offering academic tutoring to elementary school children from low-income, urban communities. BELL launched a blended learning training for the tutoring staff working in its summer program in 2008, and won *Training Magazine's* Blended Learning and Performance Project of the Year. The e-learning from that blended learning training is discussed in this paper.

Index Terms—BELL (Building Educated Leaders for Life), asynchronous e-learning, blended learning, Moodle

I. INTRODUCTION TO BELL & PROJECT

Founded in 1992, BELL (Building Educated Leaders for Life) is a rapidly growing nonprofit organization that provides summer and afterschool tutoring with the mission of enhancing the educational achievements, self-esteem, and life opportunities of elementary school children living in low-income, urban communities. The chil-

three regions: Baltimore, Boston, and New York City. BELL's full time Training team of four traveled to manage the classroom training events in each region.

This training configuration was onerous and was identified as a potential bottleneck in BELL's plans to expand aggressively. Therefore, the organization's Board and senior management charged the Training team with developing e-learning to reduce the amount of training time required in the classroom, so that the Training function could become more nimble and efficient in support of BELL's strategic goals.

The resulting new training program was rolled out for summer 2008 and consisted of 13 modules of e-learning followed by one day of classroom training. Almost 800 instructional staff and their managers completed the e-learning, in all five of the regions BELL served: Baltimore, Boston, Detroit, New York City, and Springfield, Massachusetts. The figure below lists the e-learning modules.

Key vocabulary

Asynchronous / self-paced modules	Completed online, independently
Synchronous / webinar	Live training via online conference, led by a facilitator
Blended / hybrid	Training that combines two or more modes
Learning management system (LMS)	Website for housing online training content, tracking participation, and grading Examples: Canvas at https://www.instructure.com/, Moodle at https://moodle.org/

Examples

Asynchronous / self-paced modules
Synchronous / webinar
Blended / hybrid
Learning management system (LMS)

Resources for continuing to learn about online training & teaching:

- The eLearning Guild https://www.elearningguild.com
- The Online Learning Consortium https://www.elearningguild.com
- InSync Training https://www.insynctraining.com/workshop-information/?course=5 and https://www.insynctraining.com/team-bytes
- The Association for Talent Development (ATD) https://www.td.org/
- Chief Learning Officer Magazine http://www.clomedia.com/
- Training Magazine https://trainingmag.com/

- *Suggestion: Join the Columbia Social Work mailing list & attend our online events for practice as a participant*

- *Other resources you recommend?*

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Turn & talk

Consider online webinars, training modules, or other types of online training you've attended or completed as a learner:

1. What did you love?
2. What did you hate?
3. What makes online training effective?

What makes online training effective?

Effective	Engaging Interactive Feedback for the learner Limited tech issues
Ineffective	Boring Pointless No benefit to the learner Unclear goals Difficult to access & complete

Note: An inexpensive online training, designed well, can be better than a poorly designed but costly online training

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Key design considerations

What's the purpose of the training?

Who is your intended audience?
- Staff, funders, clients, other?
- How tech savvy are they?
- What motivates them?

Will the training be mandatory or optional?

What's your budget?

Will you provide the computers and tech support, or do you need to plan for a variety of technologies, including smartphones & tablets?

Example 1

Purpose?	Fulfill outreach requirement of grant
Audience?	Clients – teenagers who you're meant to educate
Optional?	Yes
Budget?	$500
Tech?	Audience will use their own; many don't have computers but do have smartphones

Potential training: Spend the budget on a good video camera, microphones, & marketing the event and offer Facebook Live sessions

Example 2

Purpose?	Mandated sexual harassment training
Audience?	Every staff member (all levels, departments)
Optional?	No – must prove everyone did it
Budget?	$0
Tech?	Staff will use their work computers

Potential training: Use a free LMS to house documents for staff to read the organization's policies and a quiz to complete afterwards, then do a follow-up in-person or webinar session for discussion and document attendance in the LMS

Example 3

Purpose?	Leadership training
Audience?	Staff – newly promoted managers around the US
Optional?	Yes
Budget?	$0, but the agency has a web conferencing account
Tech?	Staff will use their work computers

Potential training: Biweekly lunchtime web conference with a facilitated conversation for each session and one practical article to read or video/podcast to watch/listen to ahead of time

Example 4

Purpose?	Orientation for new hires
Audience?	Staff – high turnover, part time staff
Optional?	No
Budget?	$20,000
Tech?	Staff will use their own; a combo of computers, tablets, smartphones, public libraries

Potential training: Use a free LMS, and hire a consulting team to design & develop asynchronous training based on your existing classroom orientation

Example 5

Purpose?	Reach broader audience with in-person events
Audience?	New potential clients & funders
Optional?	Yes
Budget?	$1,000
Tech?	Audience will use their own; a combo of computers, tablets, smartphones

Potential training: Buy good Internet connection, A/V equipment, and broadcast existing in-person events via Periscope, Facebook Live, Livestream, etc.

Consultations on your situation

Purpose?
Audience?
Optional?
Budget?
Tech?

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Wrap-up

What's one thing you'll take away from this session?

Q&A

- **Matthea Marquart**:
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- **Columbia University School of Social Work**:
  Twitter @ColumbiaSSW;
  Video https://www.youtube.com/user/columbiassw
  Website http://socialwork.columbia.edu
  Archive of campus events that were streamed
  online https://livestream.com/columbiassw

- ***All of you for your fantastic participation!***
- Rosemary Llewellyn
- Lakeya Cherry
- Sean Erreger
- Columbia University School of Social Work
- Network for Social Work Management