Training & Development for Online Groups

A Value Proposition

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Context

Spectrum of eLearning delivery modes.

Self-paced
Micro/JIT
Online group training
CEU classes
Flipped classroom

Blackboard
Definitions

What do we mean by “online group classes?”

- Synchronous group online (aka “live virtual”) or Cohort-based asynchronous
- NOT a webinar
- Involves peer-to-peer interaction
  - Discussion
  - Group assignments

What’s Typical?

- 60 minutes in length
  - According to a 2017 survey
  - In 2012, 90 minutes was more typical
- 25 or fewer participants
  - 79% of all classes have 25 or fewer participants
- Blended
  - Part of a larger curriculum
  - In 2013 report, virtual classes are a part of 58% of all blended learning programs

*The State of Virtual Training 2018, Cindy Huggett*
How big is this trend?

14% • 14% of all formal training hours are offered in the virtual classroom

Training Magazine’s 2017 Industry Report

x2 • This has doubled in the past decade

ATD 2017 Virtual Classrooms Report

86% • 86% of organizations are using virtual training (or say they will be soon)

What are the top reasons organizations use virtual training?

1. Improve learning
2. Reach a geographically dispersed workforce
3. Cost savings
4. Efficiency

ATD 2017 Virtual Classrooms Report
Blackboard
Situated Learning Theory

Real learning happens only when it is contextual – meaning, when students can directly apply it in authentic activities, contexts and cultures. Social interaction and collaboration are essential components of situated learning.

Jean Lave

Social Learning Theory

People learn through observing others’ behavior, attitudes, and outcomes of those behaviors.

Albert Bandura
Benefits of Online

One study showed that in virtual brainstorming sessions 70% of individuals show higher performance that in traditional sessions.

Dr. Tomas Chamorro-Premuzic

What are good topics for online group classes?

• Leadership skills
• Sales techniques
• Professional development
• Case-based learning
• Public health strategies
• Change management
• Harassment-free culture

Blackboard
**Strategies & Tools**

**Designing courses**
- Interaction
  - Every 4 minutes
  - Discussion (good questions)
  - Role-plays, Scenarios, Compare and contrast
  - Learning buddies, Group assignments
- Seed the discussions
  - Blended assignments
  - Silent think time
- Get commitments for action

**Leading courses**
- Have a visual of the participants
- Set norms
- Facilitate group dialog
  - Real-time dialog
  - Real-time chat
  - Asynchronous discussion forums
Managing High-Performing Teams

Available for Biz/Gov customers

My Course:
Managing High-Performing Teams

2A Week 2: Remove Barriers

In this previous lesson, we defined the kinds of teams you lead (mission-oriented or project-oriented) and how you can determine that stage of development according to Bruce Tuckman’s Stages of Team Development. Now that we know the type of team you have and their stage of development, how can you apply that to improve performance?

In this lesson we will:

- Identify the kinds of barriers you may encounter at each stage of development.
- Define strategies that the team leader or team members can take to move the team towards peak performance.
- Practice using tools that can help move the team toward high performance.

As you review the description of barriers outlined in the next four pages, look for the barriers that apply most to your current team. Your activity this week will involve testing tools related to the barriers you identify.

Reading Assignment:
Before you continue with the lesson, read this 10-Minute Guide.

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