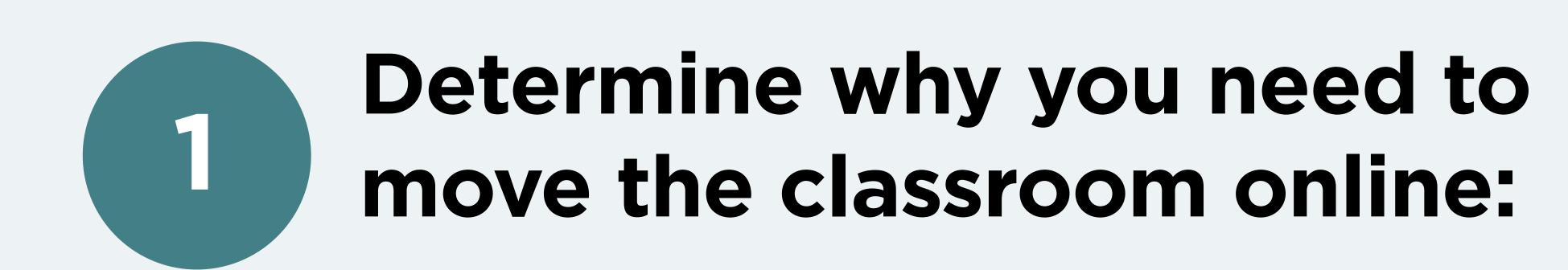
Considerations for Moving the Classroom Online

Follow these steps to consider the options for converting your classroom-based training to the virtual environment:



- Respond to limitations during and after a pandemic.
- Decrease the need for a large travel budget.
- Provide contingency during extreme weather.
- Train safely during regional conflict or political unrest.
- Alleviate strain on staff to travel to train and be trained.
- Scale training quickly to expand reach.
- Increase the reach and availability of your training.

Get to know the different learning environments:

Live online learning (synchronous)

- Instructor-led
- Interaction in real-time
- Usually video and audio

Examples:

- Video conferencing
- Teleconferencing
- Live chatting
- Live streaming lectures
- Encourages learners to participate and be held accountable, inmediate answers and feedback
- Requires scheduling gathering a group of learners, and dedicating a facilitator's time.

Self-study online learning (asynchronous)

- Self-paced
- Learners do not interact with a trainer
- Participants are learning at different times

Examples:

- Self-paced online modules
- Video content
- Podcasts
- Social media discussions
- Allows for independent learning at the learner's defined pace and time.
- Difficult to keep the learner engaged to fully complete the course and does not offer real-time answers from a trainer or expert.

Blended learning

- Participants learn in multiple learning options
- Can be a combination of any learning option
- Allows for flipped learning

Examples:

- Combination of any virtual learning options
- Combination of virtual and face-to-face options
- ♣ Allows for adaptation of the content and activities in the best eLearning mode.
- More complicated to develop.

Consider the logistics:

You also must consider where your courses will live or from where they will launch. Determine your needs by asking these questions:

TRACKING

Do you need to track completion, grades, attendance, prerequisite completion, or progress?

CERTIFYING

Are you looking to certify or provide badging based on your course?

ACCESSING

Who needs or should have access? Is access paid, open, or something else?

TAKING

Are all learners able to take the course, given their technology resources, literacy level, utility reliability, and work/family life?

GROUPING

Can learners take the course on their own or must they be part of a cohort?

SCHEDULING

Do you have the need to schedule the course for a specific time, for a specific duration, or is it offered constantly?

CONTINUING

Is this learning an isolated event or is it part of what a learner may continue to learn with you?



- Do a needs analysis to determine the best method for your purposes.
- Use the Needs Analysis Tool included in this course.



