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# Preparing for Online Teaching Success to Serve the Adult Learner



# Challenges

1. What are some of the major challenges in teaching a face-to-face course?
2. What are different challenges in a fully online course?
3. What are a few challenges an adult learner might have with online learning?
4. What are skills that an adult learner might not have compared to a younger learner?

# Strategies

1. What are some methods you have used in the past to engage students in the face-to-face classroom?
2. What new methods do you think are needed to engage students in an online environment?
3. How do you think we can meet some of the specific needs an adult learner might have in an online environment?
4. How would you approach a class where there is a mixture of traditional 18-22 age and adult students?

# Quality Experience

1. What is a quality experience for a student in a course?
2. What are ways to improve the quality of a student's experience?

# Questions?

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# Teaching Presence Examples in the Online Classroom



# Establishing Persona

- Establish personality/character
- Affirm your leadership
- Be approachable





# Persona Models





## Example 2

Given the following data, calculate the HDD for the week:

Day	Average Temperature
Sunday	49° F
Monday	47° F
Tuesday	51° F
Wednesday	60° F
Thursday	65° F
Friday	67° F
Saturday	58° F

S 49°F 1 day (65 - 49)  
M 47°F 1 day (65 - 47)  
T 51°F  
W 60°F  
R 65°F  
F 67°F  
S 58

Click PLAY to view the solution.



PAUSE



# Live Example



# Levels of Activity

## Objective

- Demonstrate Engagement
- Maintain consistent level of activity
- Create and manage dynamic learning spaces
- Create “planned” and spontaneous materials

## Technique

- Develop a regular class schedule for communication
- Provide a summary post of discussion boards
- Develop a “problem of the week scenario”

# Teaching Style

## Objective

- Accessible and approachable
- Fair and caring
- Build relationships and coach/mentor

## Technique

- Post welcome letter prior to course start
- Post introductory video/message/content
- Respond to the individual student; personalize

## Instructor Tools...

## Authoring Tools...

## Welcome to VLN 2000

VLN 2000 is a four-week workshop that v course structure blends face-to-face clas online teaching experiences. Some of yo videoconferencing technology, so as we p knowledge and experiences as they wou

During this course, you will be introduced components provided and supported by t your presentation skills and instructional VLN blended format. Ask questions, be c content and activities of this course.

### Meet the Instructors...


Meet and access contact information for the course.

System Service Hours: ANGEL maintenance will b ANGEL will be unavailable. A message will be pos

Instructor Information

psu.edu
https://courses.worldcampus

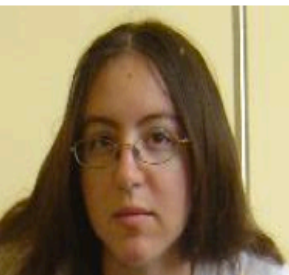
Instructor Information



**Joe Scott**

Email: jis16@psu.edu

I am an instructional designer for Penn State World Campus. Before coming to Penn State, I was a school teacher for nine years. During these years as a teacher, I gained experience using videoconferencing tools for engaging students from a distance. Also, having completed my Master's degree as an adult learner and distance student, I have personal experience with the issues faced by adult and distance learners.



**Alice Shapiro**

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I work for World Campus Learning Design, Penn State's online course division. In the evening, I support video conference based classes for Penn State Outreach. My background is in Experimental Psychology (with a focus in Visual Science) and Information Science and Technology (with a focus in Human Factors).

# Final Thoughts

- Do what works for you; be yourself
- Do what you are most comfortable with
- Avoid creating too much extra work for yourself

Questions?