



PART OF THE **INTO** GROUP

Online Teacher Training: Making it Work IATEFL 2019

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Talk outline



- Why do online teacher training?
- What skills are transferable and what is different about teaching training online?
- Some tips, techniques and considerations for successful online teacher training
- Suggested CPD Resources

Why do online teacher training

- It's a growth area
- Offers new opportunities: teachers and contexts
- Develop new skills
- Flexible working: time and place
- As rewarding as face-to-face training
- Time to consider and research your responses
- Easier to differentiate
- It has its own advantages for participants
 - ✓ Flexibility (71%)
 - ✓ Space to think, research and consider contributions (48%)
 - ✓ Work at your own pace (82%)
 - ✓ Record of discussions/content for later review (57%)
 - ✓ They can be more democratic

Transferable skills

- Your knowledge and experience
- Your communication skills
- Your ability to
 - empathise and build rapport
 - identify strengths and needs and build on these
 - guide/promote reflection
 - identify resources/opportunities for CPD

What trainees appreciate in a tutor

- Passionate about teaching
- Enthusiastic about the content of the course
- Patient
- Knowledgeable, and shared expertise
- Approachable
- Professional
- Flexible
- Understanding and supportive
- Helpful
- Encouraging
- Gave appropriate guidance
- Gave constructive and helpful feedback
- Knew how to challenge us
- Provided extra reading/resources
- Seemed genuinely interested in what we said

Data taken from NO course feedback surveys 2015-18

What is different

- Maintaining motivation/keeping people on board
- Encouraging collaboration and interaction
- Helping the group to bond
- Giving feedback
- Providing technical support
- Managing your own time
- Managing expectations of how often/quickly you'll be available

“Netiquette”

- Get participants thinking about netiquette at the start and establish ground rules

Establishing & managing expectations

Make these clear on the platform, or early on

For example:

- how quickly you will reply to emails
- deadlines for tasks, & consequences
- individual or group feedback for tasks
- requirements for participation
- that you expect people to keep in touch

Helping the group to bond

- Getting to know you activities

1.1 Part B: Introductions

Task 1

Click [here](#) to read about your tutor for the course.

Then write your own introduction of 100-200 words to share...

- information about yourself, your location and your work,
- information about your teaching experience
- and add **one unusual thing** about yourself.

Write in the first person ("I"). Please try to do this before the weekend.

To introduce yourself to others in the group, you should click on *Add a New Discussion Topic* below. Add a title in the subject line, such as 'My Introduction', and then write your introduction.

When you have finished, click *Post to Forum*.

Task 2

Reply to a participant on your course and comment on either...

- something you have in common with that person, or
- something you find interesting in their post.

Helping the group to bond

- Your own involvement in activities
- Opportunities for “pairwork” or “groupwork” & facilitate these
- Live interaction: webinars/individual tutorials
- Point out potential collaborative opportunities

Maintaining Motivation

- Appear regularly on the platform, especially at the beginning
- Show genuine interest in what people say
- Respond as quickly as you can to issues, especially technical issues
- “Chase” people

Putting a positive spin on lack of contributions

We haven't seen you yet in Unit 2. Please let me know if I can help you with anything.

I know you work with Young Learners. It's be great if you could share your experience of how it is different when working with this age group.

Your contributions so far have been really thoughtful. I'd like to see more of them.

Maintaining Motivation

- Where possible, allow some flexibility for extensions
- Sensitive to participants' preferences
- Identify needs and provide extra support/resources
- Differentiate your feedback
- Spread your feedback and praise
- Think about how you word your feedback: sensitivity and clarity
- Respond to contributions if no one else has
- Make it clear what is a priority if they are struggling
- Summarise and clarify the discussion so far...
- Entice your participants



PART OF THE INTO GROUP

Enticing participants

10:56 PM:

Hi everyone

It's great to see so much productive and thought-provoking discussion and interaction already in unit 1 of the course. A very promising start.

What trainees appreciate in a tutor 2

- Accommodated our needs and workloads
- Was in constant contact
- Gave prompt replies
- Was keen to make us participate
- Kept us on track
- Provided individualised attention and personalised feedback

Data taken from NO course feedback surveys 2015-18

Encouraging collaboration and interaction

- Make it clear that it is the participants who make the course
- In your feedback

Susi Pearson Some interesting points here - for example that long pieces of writing can put people off - How might this relate to doing writing with our students?

Good idea to use sample texts - does anyone have any sites they can recommend for these, and any other suggestions for how we can get over "blank sheet syndrome"?

Encouraging collaboration and interaction

- Encourage and praise discussion
- Make sure tasks encourage interaction and collaboration

Encouraging collaboration and interaction

Task 3

Listen to what at least two others have recorded. Compare your situation. Make Notes of anything particularly interesting or send them a Message if you have any questions.

Task 2

Look at what at least *two* other people have written and Reply to leave comments about how effective you think these would be in your context. Suggest variations if appropriate.

Interactive tasks

5.5 Part B: A Feedback Session

Task 1

Find a partner to work with. You need to be able to meet at the same time so please post or respond to messages in the Social Forum as we've done before.

Decide with your partner which of you would like to role-play the teacher giving the lesson and which of you would like to role-play the supervisor who is observing the lesson, and who will be giving oral and written feedback to the teacher.

If you are going to role-play the supervisor, choose one of the feedback forms which you looked at in 5.3 Part C to use, or something similar.

If you are going to role-play the teacher, be prepared to write notes on your aims for the lesson, your procedure for that stage, and reasons for your teaching that part of the lesson the way you did.

Effective support and feedback

Support

- Be available
- Keep regular contact with sponsors/in-country support
- Technical support: procedure & tools

Effective support and feedback

Feedback

- Weekly summaries

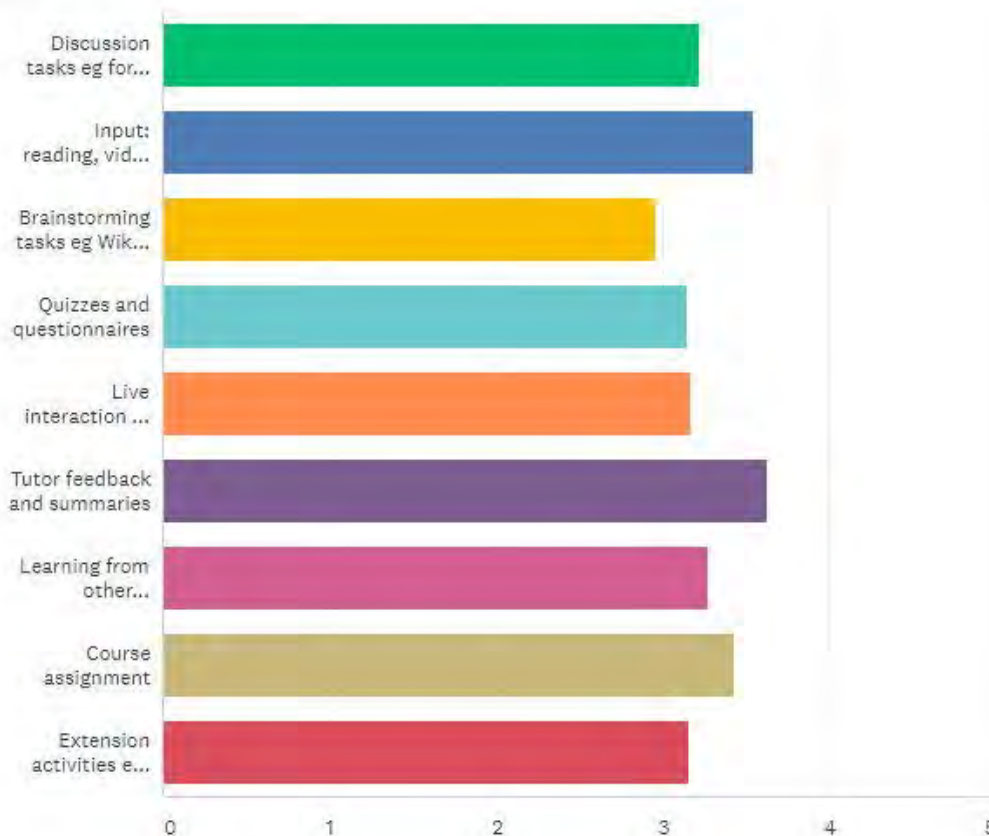
Types of feedback:

- Weaving: the process of pulling discussions or contributions together (Feenburg, 1989).
- Asking for clarification
- Organising
- Redirecting/refocussing
- Refer back to previous units (or future ones)
- Summarising: during and at end
- Inviting discussion
- Pointing discussion in new directions
- Reviving discussions

Impact of tutor feedback

Which of these contributed most to your learning on your NILE Online course? Rate the impact of each course element on your learning (1= no impact; 5 = high impact)

Answered: 130 Skipped: 18



NILE Online
Impact Survey
2019

Impact of tutor feedback

	HIGH IMPACT	MEDIUM IMPACT	L II
Discussion tasks eg forum discussions; Videoquandas; Talkpoints	40.77% 53	41.54% 54	
Input: reading, videos and presentations	62.31% 81	32.31% 42	
Brainstorming tasks eg Wikis and Community Walls	24.62% 32	50.77% 66	
Quizzes and questionnaires	33.85% 44	48.46% 63	
Live interaction eg webinars and chats	43.08% 56	28.46% 37	
Tutor feedback and summaries	72.31% 94	21.54% 28	
Learning from other participants	43.08% 56	41.54% 54	
Course assignment	56.92% 74	30.00% 39	
Extension activities eg suggestions for extra reading	39.23% 51	40.00% 52	

Comments (20)

Case studies

- A. It is early in your course and only 2 out of your group of 8 have logged onto the platform.
- B. You have one participant who starts the unit as soon as it is available and completes everything very fully so when the other participants join the activity, they feel that they have little to add. That participant also never goes back and contributes to any of the further discussion or gives peer feedback on any of the tasks.
- C. You have a participant who you know has logged onto the unit and looked at all the activities. They have done the quizzes and read lots of contributions, but they haven't contributed anything themselves. The unit deadline is approaching.
- D. You have a participant who comes in on the last day of the unit and completes everything in just a couple of hours (the expected time is 5 hours to complete the tasks). They tend to just add their own contributions, ignoring what the other participants have posted.
- E. You have a participant who tends to make rather random, or very superficial contributions. Their individual tasks are often not of a very good standard.

Developing Professionally

Books

Salmon, G. (2013). *E-tivities: The key to active online learning* (2nd ed.). London and New York: Routledge.

Salmon, G. (2011). *E-moderating: The key to teaching and learning online* (3rd ed.). New York: Routledge.

Hockly, N & Clandfield, L. (2010) *Teaching Online: Tools and Techniques, options and opportunities*, Delta Publishing

Websites

<https://www.gillysalmon.com/e-moderating.html>

<http://www.emoderationskills.com/> (Nicky Hockly)

Youtube video: Engaging and Motivating Students online

:<https://www.youtube.com/watch?v=DvJuzE-g7OM>

Also

Build up a support network of other online teacher trainers (or encourage your course provider to provide a space for this)

Encourage your course provider to join Aqueduto : www.aqueduto.com

References

- Feenberg, A (1989) *The Written Word* in RD Mason and A R Kaye (eds) *Mindweave: Communication, computers and distance education*, Pergammon, Oxford.

Acknowledgements

With thanks to my dear NILE Online colleagues who have generously shared their wisdom and experience with me:

Alan Mackenzie

Alan Pulverness

Chris Rose

Csilla Hos

John McMahon

Maria Heron

Maria Byrne

Michal Mikes

Russell Stannard

Sandie Mourão

Sean Wordingham

Tom Sarney

Tony Prince

Uwe Pohl

Thank you!

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