Panel: Online Learning, the Educators Experiences

Dan Bogaard
Rochester Institute of Technology
Rochester, NY, USA
dan.bogaard@rit.edu

Hollis Greenberg
Wentworth Institute of Technology
Boston, MA, USA
greenbergh1@wit.edu

George Grispos
University of Nebraska Omaha
Omaha, NE, USA
ggrispos@unomaha.edu

Bryan Goda
University of Washington Tacoma
Tacoma, WA, USA
godab@uw.edu

Rick Homkes
Purdue University Polytechnic Institute
Kokomo, IN, USA
homkesrl@purdue.edu

Kevin McReynolds
Western Governors University
Salt Lake City, UT, USA
kevin.mcreynolds@wgu.edu

ABSTRACT

Much has been researched and written about the trials and techniques of imparting education to students in technical fields like Information Technology via online learning. Even more work has been done about the students experiences in online courses. What this panel is hoping to engender is to start a discussion about online learning from the teachers' point of view, their trials and tribulations. It is our hope to start a discussion with the attendees and be able to share our triumphs, failures, theories, tools, approaches and fears. Attendees need no personal experience in online teaching, just a curiosity of what the endeavor might be like. Attendees with personal experience might find others with similar experiences, commiserate and hopefully find new pathways forward together.

CCS Concepts

Applied computing → Education → **E-learning**

Keywords

Online community, online learning.

1. INTRODUCTION

This group of educators has a wide range of experience teaching online courses, from the frustrations of just beginning to explore online, to having one course under their belt, to continuously teaching online courses for over 10 years. Each member hopes to bring their experiences to this talk and discover common grounds with other members of the panel as well as with the audience.

2. DAN BOGAARD, ROCHESTER INSTITUTE OF TECHNOLOGY

While I have been teaching various topics my entire adult life and teaching web and multimedia technologies at the Rochester Institute of Technology for 19 years, my foray into online learning only started 6 months ago.

My online experience was teaching an introductory programming course to graduate students. The particular population for the course needed not to be future programmers, but to be able to communicate with programmers. While creating the course, I received some support and training from RIT's Innovative Learning Institute.

3. HOLLIS GREENBERG, WENTWORTH INSTITUTE OF TECHNOLOGY

Over the past ten years, I have taught many courses, both undergraduate and graduate, in all modalities: classroom, hybrid, and online. Although the population of students varies in the non-traditional modalities, there are common challenges that the students face. One common lesson learned is that some students learn that they are not well-suited for coursework outside the classroom. Students also have a common misperception that online courses will be less work/less time-consuming than in-person courses, when the opposite is often true.

During the last decade, it has become evident that professors must be as engaging and inventive when designing an online course, as they are when delivering the material in the classroom.

4. GEORGE GRISPOS, UNIVERSITY OF NEBRASKA OMAHA

During the past twelve months, I have been exploring the possibility of extending a traditional lecture/lab format class on Digital Forensics to an online delivery format. Easier said than done! In order for online Digital Forensics students to obtain the same learning experience as their in-class counterparts, several challenges need to be overcome. These challenges range from

disseminating large datasets for practical assessments, licensing issues for lab tools, and creating safe environments for the implementation of hands-on exercises.

5. BRYAN GODA, UNIVERISTY OF WASHINGTON TACOMA

To have a more uniform approach, any faculty who wishes to have a hybrid or online course must attend a one-week training course.[1] Participants in the course present to their peers their new course about six weeks after the conclusion of the course. The University has a learning center and television studio to assist in the production of videos.

6. KEVIN MCREYNOLDS, WESTERN GOVERNORS UNIVERISY

Dr. Kevin McReynolds has 30 years of experience with computer-based training at Intel, Hybrid online classes at a community college, and competency based online classes at Western Governors University. He has extensive experience as a Learning Resource Management (LMS) administrator and did extensive training for other faculty on LMS for 12 years.

"Online education is the future, but it is not for everyone or every discipline," he said. "Some students don't function well without physical classes. Disciplines with a need for large and complex labs can't go online."

7. RICK HOMKES, PURDUE UNIVERSITY POLYTECHNIC INSTITUTE

My first foray into the world of distance learning was part of a plan to increase the size of our graduate IT program by adding a distance component. That was about fifteen years ago, and I have been learning ever since. Currently I teach distance courses in both a professional master's program where students never see campus and an undergraduate program for students at a main campus and three extension sites.

While both synchronous and asynchronous classes have been taught, asynchronous delivery based on a course management tool has worked best for my students.

8. CONCLUSION

While it is clear that every person who undertakes teaching in an online learning environment could have a wildly different experience, it is our hope that in sharing the panels and audiences' experiences can help us all find a way for a positive experience for our students.

REFERENCES

[1] University of Washington, Tacoma, "*iTech Fellows Program: Innovation in Course Redesign:*, https://www.tacoma.uw.edu/teaching-learning-technology/itech-fellows-program-innovation-course-redesign