

Virtual Classroom Training Survey

Welcome to the Virtual Classroom Training Survey

This survey has been designed to determine the amount and content of virtual-classroom-specific training instructors receive. Your response to this survey will help us understand whether training is adequate, if more is needed, and what might be improved. We are interested in your experiences and opinions about this issue, which is increasingly important with the rise of synchronous learning technology in college level courses.

The Virtual Classroom Training Survey is being conducted by a group of researchers from the University of Virginia and Stevens Institute of Technology, in partnership with the Online Learning Consortium. The project has been reviewed and approved by the University of Virginia's Institutional Review Board for the Social Sciences (Project # 2015-0455-00).

All your answers will be confidential. Results will be reported only in the aggregate, with no institutional or individual identification attributed. The survey is completely voluntary. If you do not wish to answer any question, simply skip it and move to the next question.

This questionnaire should take no more than 15 minutes to complete. We know your time is valuable. In recognition, respondents who complete the survey will have the option of entering a drawing for four \$50 Amazon Gift Cards.

Thank you for your willingness to participate in this important and interesting project. Questions can be addressed to Glenn Kessler at gkessler@virginia.edu.

If you have questions about your rights in the study, contact:

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Agreement:

By clicking on the Next button I agree to participate in the research study described above.

You may print a copy of this page for your records.

Virtual Classroom Training Survey

A Few Definitions

For the purpose of this survey a "virtual classroom" (or, equivalently "synchronous virtual classroom," "synchronous learning environment," or "synchronous learning platform") will mean any web-based meeting tool used by teachers and students for synchronous sessions that incorporates live audio, live chat, and the ability to present and annotate slides, graphics and other digital content. A synchronous virtual classroom may also support live webcam video, whiteboards, breakout rooms, screen or application sharing and other functions.

We use the term "asynchronous" to mean a component of an online course such as a discussion board, recorded lecture, assignment submission or other element in which the class does not participate simultaneously.

We use the term "training" to loosely encompass any organized attempt to build skills relevant to teaching in a virtual classroom as defined above.

Let's get started.

1. Have you ever taught a course in which you used either an asynchronous component or a synchronous virtual classroom? Check all that apply.

- ☐ Yes. I've taught a course in which I used an asynchronous component.
- ☐ Yes. I've taught a course in which I used a synchronous virtual classroom.
- ☐ No. I've never taught course in which I used either an asynchronous component or a synchronous virtual classroom.

Virtual Classroom Training Survey

Your Teaching

2. Is the institution you teach for a

- ☐ University
- ☐ Four-year college
- ☐ Two-year community college
- ☐ Technical school
- ☐ Seminary
- ☐ Private training company
- ☐ Other (please specify)

3. If UNIVERSITY, please tell us more about the school for which you teach. Check all that apply:

- ☐ School of Arts and Sciences
- ☐ School of Business
- ☐ School of Engineering
- ☐ School of Medicine, Dentistry, or Nursing
- ☐ School of Law
- ☐ School of Continuing Education
- ☐ Divinity School
- ☐ School of Education
- ☐ Other (please specify)

4. Is it private or public?

- ☐ Private
- ☐ Public
- ☐ Other (please specify)

5. And what is your primary field or discipline?

Please select one

**Primary field or
discipline**

6. Do you have tenure at your school?

☐ Yes

☐ No

7. Are you on a tenure-track?

☐ Yes

☐ No

8. Are you full-time or part-time?

☐ Full-time

☐ Part-time

9. If part-time, what is your employment status?

☐ Long-term contract

☐ Adjunct (course by course basis)

☐ Other (please specify)

10. And what is your rank?

☐ Professor

☐ Associate Professor

☐ Assistant Professor

☐ Instructor/Lecturer

☐ Other (please specify)

11. How long have you been teaching at your current institution?

- ☐ Less than one year
- ☐ One to three years
- ☐ Three to five years
- ☐ Five to ten years
- ☐ More than ten years

12. How long have you been teaching at the college level?

- ☐ Less than one year
- ☐ One to three years
- ☐ Three to five years
- ☐ Five to ten years
- ☐ More than ten years

13. How long have you been teaching online courses (synchronous or asynchronous) for at least part of your teaching load?

- ☐ Less than one year
- ☐ One to three years
- ☐ Three to five years
- ☐ Five to ten years
- ☐ More than ten years

14. Overall, how many online courses (synchronous or asynchronous) would you say you have taught over your career?

- ☐ None
- ☐ Only one or two
- ☐ Three to five
- ☐ Five to ten
- ☐ More than 10

15. Please tell us about the format of your online classes. Check all that apply.

- ☐ Synchronous only
- ☐ Asynchronous only
- ☐ A mixture of both synchronous and asynchronous
- ☐ Face-to-face and synchronous only
- ☐ Face-to-face and asynchronous only
- ☐ Face-to-face and both synchronous and asynchronous

16. Have you received any training that specifically addressed synchronous virtual learning environments?

- ☐ Yes
- ☐ No

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Your Virtual Classroom Training

17. Approximately how much time did you spend on training related to teaching in a synchronous virtual environment?

- ☐ 1 hour
- ☐ 2 hours
- ☐ 4 hours
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ One week
- ☐ Two weeks
- ☐ Three weeks
- ☐ One month
- ☐ More than one month

Other (please specify)

18. Approximately what percentage of this training occurred before, during and after teaching your first course in which you used virtual synchronous technology? (Your responses should sum to 100%)

% Before

% During

% After

19. Who provided this training? Check all that apply.

- ☐ Your university/institution
- ☐ An external training provider or learning organization through your university/institution
- ☐ An external training provider or learning organization **not** through your university/institution
- ☐ Support modules available through your synchronous training platform
- ☐ A professional organization
- ☐ Peers through informal coaching
- ☐ Generally available training on-line

Other (please specify).

20. Considering formal training in comparison to your own efforts to learn synchronous virtual instructional techniques, which best describes your experience?

- ☐ I am mostly self-taught about synchronous techniques.
- ☐ I mostly learn through informal conversation with others who are also teaching synchronously.
- ☐ I rely on formal training to learn these techniques.

21. On which features of the virtual classroom did you receive training? Check all that apply.

- ☐ Breakout rooms
- ☐ Chat
- ☐ Configuring a virtual meeting room
- ☐ Displaying participant and instructor webcams
- ☐ Polling
- ☐ Importing slides and other digital content
- ☐ Screen or application sharing as an instructor
- ☐ Screen or application sharing as a student
- ☐ Securing technical assistance
- ☐ Sharing audio or video
- ☐ Whiteboard
- ☐ Understanding the user interface
- ☐ Website sharing
- ☐ Other (please specify)

22. Concerning your synchronous virtual classroom training, how large a role did each of the following delivery modes play?

	Not included in training	Little	Moderate	Substantial
Face-to-face activities (with instructor or co-learners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asynchronous activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synchronous activities in a virtual classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How large a role did each of the following elements play in this training?

	Not included in training	Little	Moderate	Substantial
Discussion with other instructors in training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a participant in live virtual classroom sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video training tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading relevant material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing recordings of your performance as an instructor in a live synchronous virtual classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops on relevant topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitting written assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

24. Please indicate your level of participation, if any, in the following activities during your training.

	Not included in training	Little	Moderate	Substantial
Shadowing an experienced virtual learning instructor in a synchronous virtual classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in a synchronous virtual classroom monitored by a trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in a synchronous virtual classroom not monitored by a trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-teaching in a synchronous virtual classroom with an experienced virtual classroom instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching in a synchronous virtual classroom monitored by an experienced virtual classroom instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer coaching from a colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing recordings of your performance as an instructor in a live synchronous virtual classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with an instructional designer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How much emphasis was placed on each of the following in your training?

	None	Little	Moderate	Substantial
Features of the synchronous learning platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting pedagogy to a synchronous environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting your content to a synchronous environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

26. In this training, how much emphasis was placed on implementing the following seven principles in a virtual classroom? (These elements were identified by Chickering & Gamson, 1987)

	None	Little	Moderate	Substantial
Encourage student-instructor contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage cooperation among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage active learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give prompt feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasize time on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect diverse talents and ways of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Overall, how much emphasis was placed on the following items in your training?

	None	Little	Moderate	Substantial
Pedagogical differences between face to face, asynchronous and synchronous virtual classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective (or "best") practices for virtual classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific suggestions for optimizing students' virtual classroom experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Training Context

28. Considering your institution's policies and procedures regarding online instruction, which best describes your experience?

- ☐ My institution requires instructors who are teaching online to be formally trained in online techniques.
- ☐ My institution actively encourages instructors who are teaching online to seek out formal training.
- ☐ At my institution, there is no policy regarding training for online teaching.
- ☐ Don't know

29. Does your institution offer training in synchronous online instruction?

- ☐ Yes, for a fee.
- ☐ Yes, at no charge
- ☐ No
- ☐ Don't know

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Effectiveness of Training

30. Rate the overall effectiveness of your training to teach in a virtual synchronous learning environment?

- ☐ Not at all effective
- ☐ Minimally effective
- ☐ Moderately effective
- ☐ Substantially effective

31. In retrospect, if you had to design a course of training for instructors new to the virtual classroom, how much emphasis would you place on each of the following?

	None	Little	Moderate	Substantial
Features of the synchronous learning platform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting pedagogy to a synchronous environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting content to a synchronous environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

32. In your opinion, how effective are the following elements in helping instructors new to synchronous training become productive virtual classroom instructors?

	Not effective	Minimally effective	Moderately effective	Very effective
Asynchronous discussion with other instructors in training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as <i>student</i> or <i>participant</i> in a live virtual class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as an <i>instructor</i> in a live virtual class monitored by trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as an instructor in a live virtual class not monitored by trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer coaching from a colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video training tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading relevant material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing recordings of your performance as an instructor in a live virtual session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops on specific topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with an instructional designer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

33. How confident do you feel about teaching in a virtual synchronous classroom?

- ☐ Not at all confident
- ☐ Somewhat confident
- ☐ Very confident

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Some Questions About You

34. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

35. Do you consider yourself Hispanic?

- ☐ Yes
- ☐ No
- ☐ Not sure

36. What is your race?

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian/other Pacific Islander
- ☐ White
- ☐ Two or more races
- ☐ Prefer not to say

37. What is the highest level of education you have completed?

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree (MBA, MD, JD)
- ☐ Ph.D. or doctoral degree

Other (please specify)

38. In which age category do you belong?

- ☐ 20-34
- ☐ 35-49
- ☐ 50-65
- ☐ Over 65

39. Further thoughts or comments?

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Thank you for completing this survey!

40. If you would like to enter the drawing for an Amazon Gift Cards please provide your e-mail address.
Your e-mail address will be used only for the Amazon Gift Card drawing.

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Stay tuned

Thank you! Survey results will be announced in an upcoming OLC newsletter.