Portrait of a Modern Online Graduate Student in Educational Technology: a Panel Discussion

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Descriptors: Online Learning, Graduate Studies

Abstract

This paper summarizes the discussion at The Association for Education Communications and Technology (AECT) Conference that was held in Kansas City, Missouri on October 23-26, 2018. The objective of the panel was to discuss the current state of being an online graduate student in educational technology and identify future support and research directions to support the community. The panel consisted of two faculty members and three students from two large universities within the United States. The diversity of the group is within their individual experiences and current place in formal education and career. Each panelist was asked a series of questions. They were then able to describe the current online environment from their perspectives. Several common themes arose including program support, online community built, project based work, and finding balance with school, work, and life. These are discussed in turn along with future directions identified by the panelists.

Introduction

Across the United States, colleges enrolled more than two million students exclusively at a distance in 2014 (Allen & Seaman, 2016). Many of those students are graduate students as many institutions prefer to start offering graduate programs at a distance due to less required curriculum credits (Allen & Seaman, 2016). The popularity of online programs could be attributed to adult learners wanting more flexibility in learning environments and being ready to access education (Ilgaz & Gülbahar, 2015).

To gain a better understanding of how online graduate programs in educational technology are viewed and being implemented by research institutions, a panel discussion *Portrait of a Modern Online Graduate Student in Educational Technology* was held at The Association for Education Communications and Technology (AECT) Conference in Kansas City, Missouri on October 23-26, 2018. The objective of the panel was to discuss the current state of being an online graduate student in educational technology and identify future support and research directions to support the community. The panel consisted of three students and two faculty members: (1) Anna R. Leach from The Ohio State University, (2) Cara A. North from The Ohio State University, (3) Natalie R. Gintert from The Ohio State University, (4) Dr. Ana-Paula Correia from The Ohio State University, and (5) Dr. Leanna Archambault from Arizona State University. Each panelist was asked to discuss why they chose educational technology, identify challenges in programs and provide insights into building online community and the future of online programs.

The discussion began with each participant sharing their unique backgrounds in formal education and how it has shaped their perspectives. They also shared a little about their personal background to provide context to what they manage outside of the online program. The student panelists also discussed the challenges of balancing their outside life responsibilities with those that were specific to the online classroom. They described how projects brought them together and created transferable skills, outlining various projects such as one that required working with a client internal to the university who needed aid in building an online learning environment and improving an existing online course. The project took the entire semester and included a needs analysis, multiple reports, and a final presentation to the client. Another class project involved evaluating a learning tool and consisted of a context report, a pilot plan and tryout, and two live class presentations. The skills built from these projects were transferable skills such as the ability to work with a client, present at a conference, and create innovative learning environments. In addition, the panelists also reviewed the practicum process that is the culmination of the master's program. The practicum is an applied educational technology online course that consists on a 12-week project with a real-world client. The work in this class is structured in different types of deliverables and overseen by the student's advisor. It culminates with a presentation to the client and the student's committee since this is the program culminating project Students shared how the practicum project and other portfolio activities impacted their world outside of the online courses and after graduation. Being able to handle the large workload of online courses while keeping up with professional and family demands is a unique challenge, and the panelists shared their experiences, struggles, and strategies when it came to managing it all.

The faculty members shared their universities' program structures and describe the expectations for the students. Faculty described specific support structures, including online discussion forums designed to get students involved before classes begins as well as efforts to offer them a programmatic well-round and rich learning experiences. Strategies for keeping online students engaged, not only in class, but in the online program as a whole were discussed. Supporting graduate students in an online degree program as individuals and understanding their complex needs, as learners, parents, and employees, among a host of other roles, was a key topic of discussion.

The remainder of this article summarizes the discussion that occurred at the panel and is intended to serve as a record for the online graduate student community that were unable to attend.

Please introduce yourselves and share your background for the audience.

Anna Leach:
I am currently a PhD student in Information at the University of Arizona. I finished my Master of Learning Technology degree online through the Ohio State University College of Education and Human Ecology in the fall of 2017. While working on the master's degree, I worked part-time, remotely from Tucson Arizona for the Ohio State University as a data analyst. I returned to school in 2016, 12 years after completing my Bachelor of Arts in Mathematics in a traditional face-to-face program. I have had online classes before being accepted into the masters program, but only one at a time and only occasionally. I am also a wife and mother of 2.

Cara North:
I am currently a PhD student in Educational Studies with an emphasis in Learning Technologies at The Ohio State University. I started in the Master of Learning Technology degree online through The Ohio State University before transferring into the doctoral program. I am a full time learning experience designer for the College of Education and Human Ecology at The Ohio State University and have worked in learning and development for all of my professional working career. I've worked for various non-profit organizations and as an instructional designer for Amazon.com. I'm also addicted to volunteering and serve as President-Elect of the Central Ohio Chapter of the Association for Talent and Development, Founder and past-President of Toastmasters International at The Ohio State University, Community Manager for the Training Learning and Development Community, and was recently elected to Communications Officer for the Research and Theory division of AECT. I also co-host a learning and development podcast called Instructional ReDesign with my good friend Joseph Suarez.

Natalie Gintert:
I just recently graduated with a Masters in Learning Technologies and work full time as a Program Manager. I run training programs that teach mid-career professionals leadership management skill. With the use of my degree, I'm currently working on implementing online learning into one of our credit barring programs - The Certificate in Public and Nonprofit Leadership.

Dr. Ana-Paula Correia:
I am an associate professor in learning technologies in the College of Education and Human Ecology at The Ohio State University. Recently I have started a new leadership role as the director for OSU's Center on Education and Training for Employment. I am currently the faculty co-coordinator for OSU's master of Learning Technologies. I share this role with my colleague, Rick Voithofer. I have more than 25 years of experience in learning design and instructional systems technology. Specifically, my expertise in distance education, online and mobile learning, collaborative learning and entrepreneurial educational approaches have been published in many academic journals. In 2017 I co-authored the book, *Teaching Online Simplified: A Quick Guide for Instructors* with my former doctoral student, Farrah D. Yusop. At OSU I've founded the Learning and Experience Design Research Group, a group dedicated to investigating learning design processes and pedagogies to create deep learning. I am an active contributor to the AECT, serving as President (2011-2013) for the Research and Theory Division.

Dr. Leanna Archambault:
I am an associate professor in learning design and technologies in the Mary Lou Fulton Teachers College at Arizona State University. I am the program coordinator for ASU's Masters of Education program in educational technology. My research areas include increasing sustainability literacy among pre-service and in-service teachers, teacher preparation for online and blended classrooms, the use of innovative technologies to improve learning outcomes, and the nature of technological pedagogical content knowledge. I'm the Co-Editor of the *Journal of Online Learning Research*, focused on K-12 online and blended learning, and I am the Associate Chair of the Information Technology Council for the Society for

Information Technology and Teacher Education. I am also co-PI on a grant funded by the U.S. Department of State, to provide technology-related professional development to international teachers during a semester-long residency at ASU.

Why did you choose to be a part of an online masters program in the field of educational technology?

Anna Leach:
I have always enjoyed the idea of training or teaching people to become more skilled in their jobs. For example, as a data analyst, I had the opportunity to train fellow university staff members on the student information system. Teaching them how to use MS Access to gather data about their populations so that they could make data driven decisions. I love the expression on people's faces when they realizes what they can do. However, asking staff to sit in a face-to-face classroom for 8+ hours can be difficult and retention of the information is unlikely. We recognized that it would be much easier for the person to be able to have the information readily available to them for their own consumption. This is where technology can and should be utilized. With this real-world example and my desire to start pushing my career into the teaching and research arena, I started to explore programs; educational technology was an obvious choice.

Cara North:
I fell into the profession of learning and development after I started my professional career in a call center. Since then I have worked in corporate and higher education settings in learning and development. Seeking a degree in educational technology was important for me to ensure that my on the job knowledge wasn't full of holes. I appreciate the theories and history that I've learned throughout the program and I can see how it's made me a thoughtful designer.

Natalie Gintert:
For me, I was looking for a degree program that merged my work experience and my bachelors degree. I received my undergraduate degree in Electronic Media Productions, and ended up working in Higher Education in training and professional development. So, I really saw educational technology as a way to merge my skills. Additionally, I wanted to learn more about the theories behind online learning, specifically how do you build communities well online. I felt like it was just a natural fit that the program that was teaching you about using technology in education used technology to deliver the learning online. I found a few degree programs that were teaching educational technology, but were not offering course with the use of technology. So, I end up in the program I graduated from because I appreciated that it was talking the talk and walking the walk.

Dr. Ana-Paula Correia:
When I started my position at The Ohio State University I was pleasantly surprised and excited to find out that I would be teaching exclusively online to a newly created online program in the learning technologies. The master of Learning Technologies (MLT) is a professional degree that focuses on applying current research to solving problems of practice relating to the use of technology to support learning in a various in-person, online, and blended contexts. Students in the degree take a core sequence of seven courses, a research course, one elective course, and a practicum course, completing 30 credits in total. This was the perfect opportunity to continue researching about online learning and teaching while bringing to life many teaching strategies that I had tested and validated in previous online courses at a different university. I instantly embraced this opportunity.

Dr. Leanna Archambault:
After two major college reorganizations, it was necessary to combine one masters in ed tech focused on K-12 teachers and another masters in instructional design focused on the workplace/higher education. We came together as a faculty and decided to move the program to an online format to be able to target a national or even international audience. The program emphasizes the design of learning technology environments, systems, applications, and instructional materials for multiple learning contexts. The program prepares learning design and technology professionals for a variety of settings, including business

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and industry, and for formal and informal educational settings, such as K-12 and higher education, museums, and nonprofit, and government organizations.

What do you believe are the greatest benefits of the online masters program?

Anna Leach:
Flexibility and reachability. As a parent, it is difficult to be able to find care for children around a school and study schedule. Online learning allowed me to attend class with a sick child on my lap or while in the audience of taekwondo practice. I was able to keep my family as a number 1 priority while still reaching for my goal. The flexibility of the online program made the impossible feel possible. Second, I say reachability because of the people that can be reached. I enjoy meeting new people and gathering perspectives. There were people from all over Ohio in our program! The insights brought to the program made it a richer experience.

Cara North:
Online education allowed me to control much of my learning. If I wanted to dive deeper into a topic, I could and often bringing those insights into course discussions were valued. I appreciated seeing many of the instructors wear a facilitation hat versus being a sage on the stage.   This allowed for more authentic learning experiences.

Natalie Gintert:
I found the online format to be easy to fit into my everyday life. I'm a working professional and my days are typically mapped out from 8:00 am to 5:00 pm. So, I really loved that I could schedule my education into my busy day. I could look at my schedule and when I had 15 or 20 minutes I could take a break from work and focus in on learning. I didn't have to wait until class time to learn something new. A Lot of times I would learn something in the course that I could apply right away at work. There was no, taking notes and trying to remember to implement it later. I had that instant connection to how to make this practical.

Dr. Ana-Paula Correia:
One of the greatest benefits of an online masters program, from a faculty perspective, is the opportunity to offer a high demand "product." Such is going to meet the needs of many professionals that are eager to advance on their careers or go after a career shift. Additionally, when starting a new online program, faculty and staff have the responsibility to create and maintain high quality online learning and teaching experiences. One aspects of the master of Learning Technologies that our team at The Ohio State University is particularly proud is the Practicum experience. In every course, students create learning artifacts that are included in a portfolio that is developed as part of the Practicum. However, the biggest strength of the Practicum experience is to work with a real-world client, identify an instructional problem and address that problem with a tangible solution. The Practicum is a structured online experience carefully guided and supervised by the student's advisor. It includes five distinctive milestones, as for example, establishing a memorandum of understanding and regular progress reports to the advisor and client.

Dr. Leanna Archambault:
I think one of the greatest benefits for our students is the flexibility afforded by the online format. Our students take 1-2 courses in a 7.5 week format. This allows them to focus intently on course content, while juggling their work responsibilities. They can complete the degree in as little as 18 months or if necessary, take one course at a time and go at a slower pace that would allow them to better balance work and family obligations. It also allows for rolling enrollment, so students can start the program in either in the fall, spring, or summer. Many students have indicated that without the online format, completing a master's degree would not be possible. They need to be able to continue to work and care for their families, so online courses are realistically the only viable alternative.

In addition, the online format allows us to attract student from a vast array of contexts and backgrounds. Given the diverse nature of backgrounds, students have the opportunity to work with one another and share their knowledge and understanding, applying design to various contexts.

What are the challenges of an online masters program in educational technology? What strategies have you utilized to overcome these challenges?

Anna Leach:
Time management was and is a big hurdle for me, but I also feel the sense of isolation can be an issue in an exclusively online program. With respect to time management, it was important for me to know what was expected of me as soon as possible with respect to the program and the individual courses. Trying to plan workload around work and family is critical to successful time management. It is better for me to know what the schedule is and important due date even before the class began. It was also crucial for communication between the instructor and myself to be timely. To overcome or avoid a sense of isolation in the program, I had to recognize the community that was available to me. The discussion boards, although they can be underutilized or not utilized properly, were a place that I could read others work, but the synchronous sessions in which students either presented or spoke or chatted were really were I felt a sense of community most. These chance to learn together and have timely conversation helped the program feel like a community of learners instead of isolated learning.

Cara North:
My biggest challenge is balancing school in addition to being a full-time learning experience designer. It has been difficult to sacrifice time away from my family and friends but I keep telling myself it will be worth it. I also struggle with making myself do tasks that I find boring or not applicable. For example, despite being an instructional designer for ten years, I still had to take an introduction to instructional design. I wish I had the opportunity to demonstrate the competencies in the course to test out of it. I found I was disengaged in the course but took the assignments to push my skills more. For example, despite the course wanting a report, I created a report and a digital visual aid in a tool I hadn't used before so I could learn a new skill. While I was motivated to do that, I fear many online graduate students aren't.

Natalie Gintert:
I found it difficult to accomplish the weekly discussion posts. Sometime, I felt like assignments were just a way for the instructor to make sure I read the materials. Not to see if I was actually learning and understanding the concepts. Is a discussion prompt always the best way to see that a student is understanding the materials? I would argue no. I think we need to think about how students can start to apply the concepts as soon as we give them to them. Not just discussing how they "felt" about them. But having them think about how they can use the in their life and work.

Dr. Ana-Paula Correia:
One of the biggest challenges to overcome in an online masters program is the feelings of isolation and disconnectedness as a learner. Feeling disconnected from their peers and instructors as well as from the program, department, college.... Another important challenge is not having their unique skills and knowledge as professionals in specific fields valued or even acknowledged. As adult learners (Knowles, 1996), these students have much to offer. For example, adults want to know why they should learn something. Just to say this is good for them to learn is not enough. A reason for learning something needs to be offered. Adults have many life and professional experiences that they have accumulated (e.g., work-related activities, family responsibilities, and previous education). While teaching, instructors need to connect learning to this knowledge/experience base and use it whenever it is relevant to the topic. Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals (Yusop & Correia, 2017).

Dr. Leanna Archambault:
One of the challenges we have faced, in addition to those already mentioned, is being able to structure longer term group projects given the 7.5 week format. It's a fast pace, and while there are a number of advantages, one of the challenges from a design perspective, is getting students organized into groups. They struggle trying to coordinate across time zones and work/family schedules. We have tried to address this by better aligning content across courses so that projects can have a longer term. We have also been mindful to make sure the learning outcomes indicate a need for group collaboration and have been strategic about where we incorporate these projects.

From an administrative perspective, we have a lead instructor for each course (who is typically a tenured/tenure-track professor) and then a number of academic associates (AAs) who each have a group of students for whom they are responsible. This structure works well with academic associates who have experience, but it can be a challenge to attract and retain them, given the nature of the supplemental work, so that is an ongoing focus. Making sure that the AA's stay on track and that there is a close working relationship between the lead instructor and the AAs is important.

What are systems and support structures from a program and/or university level that can be helpful to graduate students in completing the program. How can faculty help support online graduate students?

Anna Leach:
My favorite part of the program was the opportunity to present the information that I learned. Not only did my professors have facilitation as part of the curriculum, but they also pushed us to present the materials from projects at conferences. Prior to this program I had never considered a class project to be material worthy of presentation, but their suggestion gave me confidence in my abilities. Because of that, I have presented with my group and met many driven individuals which has grown my community further. I have also made myself more marketable in the profession and to the PhD programs that I applied to.

Cara North:
One of the best ways for faculty to support online graduate students is to get to know them and their strengths and areas of opportunity. I knew I wanted to grow in visual design and analyzing data and I was able to work with my professors to target assignments to challenge me in those areas.

Natalie Gintert:
I think providing opportunities for students to apply their new concepts is key for a successful program, online or in person. I think sometimes academic programs get too caught up in making students good writer, which is good. But, how can I translate the 5 research analysis papers that I've done into skills I can use for a job. Sure, I know how to think critically and I have an understanding of current research in this area, but do I have anything where I can show an employer "this is what I've done and here is the system I used to create it".

Dr. Ana-Paula Correia:
I order to support online students, faculty needs to establish a frequent and consistent communication system with their students . Not only for checking students progress towards graduation, but as importantly to build and enhance their confidence as online learners. I believe this instructor presence needs to be particularly strong on the first weeks of the course to establish a working relationship. Even prior the class starts I get in touch with the students enrolled. I always send a welcome email that spells out the expectations for the first two weeks of classes. Also if there are any live sessions during the semester I let students know the dates and times so they can make arrangements to attend these sessions early in the semester. I use chat and video conference to stay in touch with my online students. The message is that we are in the learning journey together and that I am there to help and guide them towards success.

Dr. Leanna Archambault:
It's important for online graduate students to know that there are many resources offered by the university that also are available to them, including writing center support as well as counseling services. Making sure students are aware of these supports often falls to faculty to share/encourage students to seek them out. Often, getting students simply to reach out to the instructor takes some encouragement, particularly when "life happens." I was encouraged to read of Reesa-Marie Dawkins' statement included in her syllabus that reads, "When life happens, send me an email...I can give extended grace periods, tutor you one-on-one by phone, be a good listener, offer a list of campus resources, and help you catch back up, if you have fallen behind" (Supiano, 2018) I try to take a similar approach, but I have to emphasize to students that they need to reach out and let me know so that I can help. Being approachable and student-centered is essential when teaching in an online program, and given the hectic nature of all of our daily lives, it's imperative for faculty to be understanding and to work with students as issues arise to help ensure their success.

How important is the online community in the program? How did you build your online community? What supports has your community provided?

Anna Leach:
The online community was critical to my success. As we have all mentioned, we learn from each other and our faculty. Their support and the ability to be supportive is the right environment for learning. Dr. Correia taught me to put our work out in the open, to be shared. She introduced me to the AECT conference and Dr. Savenye; who then introduced me to Dr. Archambault. Cara introduced me to twitter and an entire world of instructional design professionals who apply the research. And for the first presentation at a professional conference, Natalie and Cara were by my side. My community has brought me intellectual and emotional support. As I said before, I had a fear of feeling isolated, but this community kept me grounded.

Cara North:
I would be nothing without my online community. I often tell peers that it is easily the number one mistake I've made in my career as a student and professional. Network, network, network. I learned this lesson the hard way when I moved to Columbus, Ohio and left my job as an Instructional Designer of 5 years for Amazon.com. While working at Amazon, I had a balanced team of designers and editors and I didn't realize how valuable they were until I went from a team of 40 to a team of 2 in my role at The Ohio State University. While I could still network with my former colleagues at Amazon, I found they spoke so much corporate jargon that it was not beneficial to me as a learning designer. In 2016, I met a learning and development professional through a local professional development society, The Association for Talent and Development. He changed my life by telling me that Twitter was the number 1 professional development tool for learning and development professionals. I was so engaged by what he said, I decided to sign up for Twitter. Two years later, I have a network of learning and development professionals from all over the world. I like to say that when you work with me, you don't get me but you also get my network. My community has provided me a wealth of knowledge and helped me identify opportunities for leadership and engagement. The best part is that I have a passion of helping others connect and I try to pay that forward by offering opportunities to others.

Natalie Gintert:
As Cara stated, the community was everything for me. I would not be as enthusiastic about online learning or educational technology without my community. I learned so much from the students I actually accomplished projects with. In our program we worked through a large project with an outside clients, so it was a really easy way for me to learning how to actually "do" it in a low risk environment. At the end of the day that will be what I remember the most, the people and what I learned from them. I know that I could reach out to any of my team members and ask them for some feedback and have a better product because of it.

Dr. Ana-Paula Correia:
The online community in the program is critical to everyone's success. To the students' success, but also to the faculty, staff and the program in itself. One strategy that I use is creating a space and opportunities for getting to know each other. There are multiple ways to get to know your students online. For example:
Use a discussion board on the learning management system you selected to create a
discussion thread titled "Class Introductions". Ask each student to introduce themselves in the discussion board by stating their name, gender, current job or working experience, country (for international students), etc. Ask students to post photos of themselves, their families, pets and/or place where they live. Most international students will be proud to share information about their countries and customs. Encourage students to us audio segments and video clips in their introductions. As the course instructor you should the first to post your introduction on the discussion thread using different types of media to model what is being asked from the students. A virtual cafe is set-up in class to allow for social interactions throughout the entire course. This year we have invited faculty and students for an happy hour that is going to take place at the student union where remote students and faculty can join via videoconference. This is a program level initiative to support community building.

Dr. Leanna Archambault:
The online community is absolutely essential for students in an online masters program. As faculty, we make connections, but then encourage students to build upon these introductions and extend them, creating a vast support network. Particularly in their first core course "Foundations of Educational Technology" students create a multimedia "All About Me" presentation using any medium of their choice. After this assignment, students quickly form bonds and enjoy having one another from one course to the next. We hold informal "Coffee Chats" online where students can come by and talk to faculty and advisors. We also have an Ed Tech listserv that students subscribe to. This allows them to stay connected with program alumni, many of whom are now professionals in the field, and are looking to hire from our recent program graduates. This listserv has served as an excellent source of online community, particularly when it comes to job or internship placement.

How do you envision online graduate programs to evolve in future? What will your online program look like in 2025? Will there be a need for it?

Anna Leach:
I expect them to keep improving, but yes, there will always be a need for them. I expect them to utilize new experiences and opportunities, in combination with new and existing technology, to create better learning. I expect them to continue to push their students to be innovative. I expect the online educational technology program to be the best online program.

Cara North:
What is old is new again. The future of online graduate programs for me is to model an apprenticeship. For example, in educational technology often students learn about theories and lack real world experience to build upon those theories to build learning artifacts that could be used in a higher education or corporate setting. Students in online graduate programs may struggle with making connections to internships and work opportunities so having a system in place like a matchmaking application to pair work with capable students would also be a great advance that would result in more win/win opportunities.

Natalie Gintert:
I'm hoping my 2025 not only is technology more advanced, but our thinking about how to use the technology is more advanced. I think there will always be a need for online programs, people will always be busy. But, I'm hoping we moved away from checking an online box to more project based… application of a concept.

Dr. Ana-Paula Correia:
There is going to be a need for online programs in 2025, but current online education needs to evolve into rich and authentic learning experiences. For example, internships, employment during college, volunteering, and extra-curricular activities provide opportunities for people to showcase how they apply their knowledge and skills, make decisions, and create solutions in real working situations. As part of the master of Learning Technologies, we have an optional 1 credit course that online students can enroll to be part of a virtual internship opportunity. The purpose of this course is for online students to have the opportunity to engage in real-work experiences in a variety of workplace settings. These experiences do not require the students' physical presence in the internship site as most of these will be supported by technology and are unpaid. The goal is for students to strengthen their professional portfolio and augment their programmatic experiences, especially at the master's level. These experiences are mainly in 4 to 6-week projects and may consist of: (1) participating in the development of an educational product through various activities (e.g., conducting a needs assessment, reviewing various prototypes, assisting with the design); (2) assisting with design and development of training modules; or (3) assisting leadership on making learning technology-related decisions.

Dr. Leanna Archambault:
I think technologies that facilitate learning will continue to advance and we will see increased use of personalized learning in the masters program. There is certainly a need for the program to continue to

evolve to better meet the needs of students. Currently, we only have one elective in the program. We may want to expand to allow for additional student choice in the masters program. In addition, expanded internship opportunities prior to the applied project, to allow students more real-world work experience may be another direction to pursue. Across so many industry areas, we see a growing awareness for the need for instructional design, so making sure our students have the necessary skills to hit the ground running is always a primary focus. This ensures the necessity for our program, but we need to be willing to make adjustments to make sure the degree continues to be relevant.

The panel presentation shared the challenges and rewards of participating in an online master of educational technology program. Each institution has constructed ways to support the student for success and suggested ways that the program can do better. Each panelist conveyed that time management and organization are keys to success online. They also believe that progression in technologies will help facilitate learning. Finally, they emphasized the need to create rich experiences for authentic learning.

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