



# Asynchronous virtual program delivery: considerations for implementation and evaluation

## Small Group Discussion with the TPP19 Grantees

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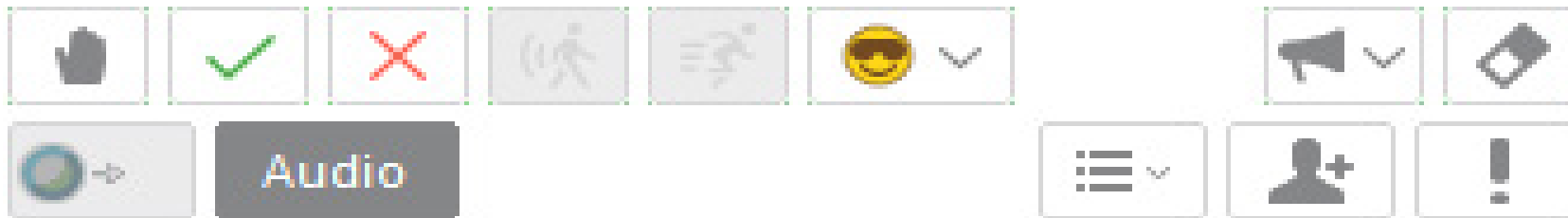


# Agenda

- **Introductions**
- **What is asynchronous delivery and why use this approach?**
- **Grantee experiences with asynchronous delivery**
  - **PATH**
  - **San Diego Youth Services**
- **Building and informing your asynchronous approach**
- **Challenges and opportunities**

# To join the discussion

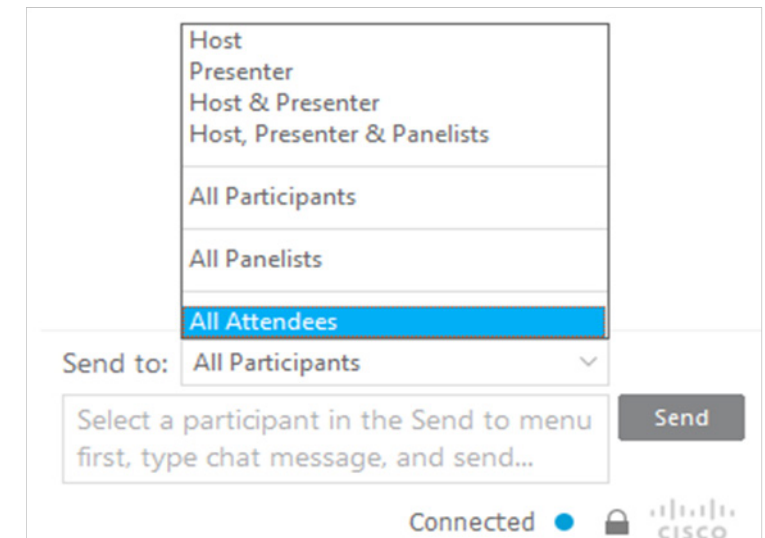
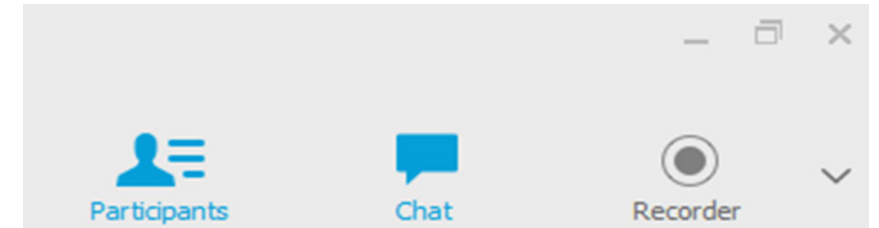
- If you'd like to participate verbally during the call:
  - Click the small hand raise icon  in the bottom right-hand corner of the participants' panel



- The host will notify you that you are unmuted

# To join the discussion

- If you'd like to participate via the chat box:
  - Use the Chat bubble icon at the top of the screen
  - You may use the dropdown box to select recipients of your message. The current options to select from include: Host, Presenter, Host & Presenter, All Panelists, All Attendees and All Participants. We encourage you to use All Participants, which is the default.



# Poll question

## What is your status related to asynchronous delivery?

1. We are using a full asynchronous approach currently (in at least one site)
2. We incorporate synchronous and asynchronous elements into our virtual delivery
3. We are offering programming via live, synchronous delivery but want to learn more about incorporating asynchronous elements
4. We have not offered programming virtually yet but are considering all approaches
5. Other

# Introductions

- **Jane Choi, Researcher, Mathematica**
- **Annie Buonaspina, Research Analyst, Mathematica**
- **Grantee teams**
  - PATH
    - Donna Golob, Executive Director
  - San Diego Youth Services
    - Jessica Chapman, Program Manager

# The what and why of an asynchronous approach



# What is asynchronous delivery?

- **Program is implemented without real time interaction**
- **Delivery modes include:**
  - Prerecorded videos
  - Worksheets
  - Interactive web activities that participants do on their own time (for example, quizzes)
  - Discussion forums
- **Participants can gain access to the program through:**
  - Online platforms, like Google classroom or sites (could be your own or a partner's learning platform)
  - Flash drives
  - Hard copies (for example, paper packets with worksheets)



# What does it look like?

- **In a fully asynchronous program, participants engage independently with the material and submit assignments.**
  - Well-known examples include Kahn Academy or other online courses
- **A hybrid approach incorporates both live and asynchronous components**
  - For example, facilitators may pre-record videos of health content, make them available on YouTube, and instruct participants to watch and reflect
  - Then, facilitators and participants meet on Zoom to summarize key takeaways, discuss reactions and engage in activities

# Why take an asynchronous approach?

- **To accommodate a site partner who is using this approach or would like your team to do so**
  - Might be the case if schools are in person, but don't want outside groups coming into the school
- **When serving a population with spotty Internet access to overcome barriers to livestreaming**
  - For example, if you're operating in a rural setting
- **When serving a population that is interested in the material but needs flexibility in accessing the program**
  - For example, teen parents or teens who are working
- **When those implementing the program need flexibility**
  - Teachers who are responsible for multiple groups may prefer to record "lecture" portions rather than delivering the same content multiple times; this frees up the teacher to function more as a discussion facilitator
- **When you need or want to serve a large number of students**

# Grantee asynchronous experiences

- PATH and San Diego Youth Services:
  - Experiences with full asynchronous delivery in the spring
  - How and why their approaches evolved
  - Questions

# Building and informing asynchronous delivery

# Usability testing

- Try to get feedback on your materials and/or site as you're developing them
- If you're designing a platform to house videos and materials (e.g., Google sites), have a group of young people do virtual user testing on the site
- If you're uploading to a partner site and don't have the ability to customize, you can still ask youth to provide feedback on the materials you created: Are the videos engaging? Are they too long? Too short?
- Testing could be done by your Youth Advisory Board or program alumni.

# Steps for user testing

- Provide youth with a list of items to find on your site (e.g., videos, worksheets) and ask them to note issues they encounter in locating materials and navigating the site.
- Follow up with a focus group or interview afterwards to gather feedback ([example questions](#))
- User testing is an extra step but gives your team a chance to resolve issues before going live with your materials
- Group chat: For teams uploading content to a site or using pre-recorded videos or other materials, have you gone through this process? What did you learn?

# User testing: Questions to ask

- How easy or hard was it to locate materials?
- Could they access the materials? Did the technology work? Did they run into any issues?
- Do they find the site or platform trustworthy?
- Do they understand the materials?
- Do they like the materials? Did they find them engaging?
- Is there any content they wish was included and why? Anything they wish they could remove and why?
- What recommendations do they have to improve the experience?



# Ongoing youth feedback

- **Build in mechanisms to get ongoing feedback from participating youth:**
  - Focus groups
  - Feedback surveys
  - Ratings and comments on videos on YouTube or Vimeo
- **Consider gathering feedback from partners, too. Is the approach working for them?**

# Ongoing youth feedback: What to ask?

- **Technological issues**

- Discomfort with the technology
- Unclear expectations about which applications to use or what to complete
- Limited access to reliable Internet to engage with materials
- Limited access to reliable digital devices to engage with materials

- **Learning issues**

- Concerns about finding time to participate
- Concerns about whether lessons are translating well to this mode of delivery
- Feedback on whether the approach has the right level of interaction/involvement
- Feedback on whether approach is an effective way to learn the material

# Youth feedback: grantee experiences

- **Group chat: What have other teams learned from youth feedback related to your content? How did you use that information to refine materials?**

# Making use of analytics

- **A major benefit of asynchronous materials is that you can pull analytics related to most products you create, including:**
  - YouTube/Vimeo video
    - Watch time
    - Audience retention
    - Devices used to access
    - Dates of viewing
  - Google sites
    - Records of participants logging in and out of the site
    - Pages/materials accessed (for example, number of document downloads)
- **Group chat: How have you used analytics to shape your materials?**

# Measuring learning

- **Beyond understanding engagement, teams need tools to understand whether this approach is helping students to learn and retain content**
  - One approach is to use exit tickets containing one or two questions about what participants learned after each lesson
  - You can use an online program, like Google Forms, to gather and easily compile responses
- **PATH and SYDS experiences assessing learning**

# Challenges and opportunities with asynchronous delivery

# Challenges

- **PATH and SYDS share challenges with the asynchronous approach**
- **Lessons learned about what it takes to be successful**



# Opportunities

- **Group chat: Do you see new opportunities to integrate asynchronous elements into your virtual programs?**

# Additional questions?

# For more information about presentations:

- Donna Golob, PATH - [donna@positiveteenhealth.org](mailto:donna@positiveteenhealth.org)
- Jessica Chapman, San Diego Youth Services - [jchapman@sdyouthservices.org](mailto:jchapman@sdyouthservices.org)
- Jane Choi - [jchoi@mathematica-mpr.com](mailto:jchoi@mathematica-mpr.com)
- Annie Buonaspina – [abuonaspina@mathematica-mpr.com](mailto:abuonaspina@mathematica-mpr.com)

# Resources

- **User testing**
  - [A primer](#) on user testing
- **Gathering feedback: tip sheets on interviews/focus groups**
  - OPA tip sheet on conducting [interviews](#)
  - OPA tip sheet on conducting [focus groups](#)
- **Learn about platform analytics**
  - [Google sites](#) analytics
  - [YouTube](#) analytics
  - [Vimeo](#) analytics