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International Learning and Development

Remote learning events – best practices and lessons learned

1. Best practices

1.1Technology

Introduce participants to the programme you're going to use before the first session. Send them 'how to zoom' instructions /or video link. If necessary, set up a 30-minute call a week before so people can sign in and practise using the video conferencing programme.

Interactive Tools:

- Zoom / Microsoft Teams
- MentiMeter
- Jamboard
- MiroBoard

Before you go live:

- Prepare your breakout rooms/channels and polls.
- Spare laptop? Log in as a participant.
- Log in 15-30 minutes early to check your tech and have everything you need ready.
- Ensure the correct functions are enabled for co-hosts and participants.

When you're live:

- Choose to hide your own video (option available for Zoom users).
- Always have the participant list and chat box open.
- Share PowerPoint using presenter view

1.2 Participant engagement:

Set expectations on how participants should engage with the live online learning event. Help participants feel comfortable by instructing them how to contribute, for example using:

- Chat
- Emoticon
- Annotate
- Video / Microphone

For example, say: "Indicate whether you've understood the breakout room activity instructions by clicking on the thumbs up or thumbs down."

Allow participants to communicate using a variety of tools. Never just give them the 'speak up over your microphone' option. Pair it with writing in the chat or using the annotation tool.

Use a lobby / waiting room

Build in time for regular breaks and ice-breaker / energizer activities.

1.3 Learning methodologies

- Set up a shared space for the learning cohort to engage with session materials. For example, OneDrive / Google Drive / Microsoft Teams.
- Build in time for questions

Keep learners engaged by:

- Mixing up interaction
- Using a variety of tools
- Having interaction every 5-10 minutes.

2. Lessons learned

2.1 When **converting from Face to Face to live online learning**, don't assume timings are like for like. Be prepared to go back to the basics, ask yourself:

- what are the overall training objectives?
- What are the nice-to-haves vs must-haves?

- Determine which objectives are best completed with other people? Which objectives can be met through individual study?

- Review classroom activities

- Explore options for repurposing

- Blended learning

- Are there sessions where you're doing a lot of telling? Could you change it to a handout?

2.2 <u>Create a progressive learning route:</u>

- pre-work (unit 1)
- Online session (unit 2)
- Post session activity (unit 3)
- Online session (unit 4)
- Final assessment (unit 5)

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2.3 The difference between a live online learning event and a webinar:

Live online learning event	Webinar
'higher level' of learning objectives (Bloom's taxonomy level 1-6)	'Lower level' of learning objectives (Bloom's taxonomy 1-2)
Interactive and collaborative	Interactive
Limit to 20 participants	Larger audience: 20-100
1-3 hours	1 hours / 90 minutes
1 time / regular occurrence	Special event / re-occurring for a cohort
Learning and using new knowledge and developing skills / peer 2 peer learning	Announcement / info sharing
Creation of knowledge	Consumption of knowledge
Determine appropriate level of interaction to create impactful online event	
Participant engagement every 5- 10 minutes through:	**Participant engagement through:**
Reaction button (thumbs up / down)	Polls
Chat / annotate	Q&A
Break out rooms for small group discussion, group exercises	Quiz (Kahoot, MentiMeter)
Quiz / Poll (Kahoot, MentiMeter)	Chat – disable / enable chat dependent on numbers.
Interactive whiteboard (Miroboard)	
Q&A	

2.3 The role of the Facilitator and the Technical producer

In both a webinar and a live online learning event you need Facilitator and a Technical Producer. See the how the roles and responsibilities are divided in the below table.

Facilitator	Technical Producer
Subject matter expert • Explains concepts and gives them meanings	Tech and logistics • Monitors chats • Prepares and runs activities • Prepares and manages breakout rooms

They will need a separate communication channel so they can check in with each other during the session e.g. the tech producer may give timing prompts.

When using a breakout room, separate the activity instructions form the technical instructions, as shown in the below diagram:

Facilitator activity instructions	Technical instructions
"Discuss case study" "Determine challenge" "Decide next actions" "Prepare to share" "15 minutes to work in your groups"	"Accept invite to breakout room" "Say hello to one another" "Leader shares screen to show case study" "Use annotation to take notes" "Click ask for help if needed" "We'll check in and send broadcast messages"

Have instructions written on PowerPoint slide and copy them into the chat so they remain visible when participants go to their breakout rooms.

Breakout room checklist

- ☐ Consider your group composition
- ☐ Visit rooms to confirm they're connected
- ☐ Confirm, load or help share files or screens
- ☐ Remind participants they can ask for help
- ☐ Send broadcast comms messages and time alerts.
- ☐ Welcome back and debrief as appropriate.