How Do You Feel About Web Training?

Or …should I just throw my 2 day in person training online?

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Learning Objectives

As a result of this webinar, participants will be better able to:

• Assess whether your educational goals and objectives lend themselves to virtual delivery.
• Identify common and avoidable mistakes in web workshops.
• Translate educational activities designed for in person workshops for use in web workshops.
Lost in Translation

• Not as simple as transferring content to web
• Sensitive content and safety concerns
• Some activities are an easier translation to web (i.e. lecture)
• No replacement for working together in a learning environment
Lost in Translation

• May take you longer to “translate” an existing course
  • Activity adaptation
  • Timing/duration
  • Interactivity = possible with careful planning and small audiences
• Skills based pieces = challenging
Lost in Translation Antidotes:

• Goal is always learning transfer (stickiness)
• Don’t practice mediocrity—we can do hard things
• Keep your F2F fundamentals
Lost in Translation Antidotes:

• Speak to your Program Manager
  • Your objectives
  • Whether re-purposing is necessary/right
Virtual Vices (1)

• Eliminating experiential exercises (death by lecture)
• Limiting polling to quizzes instead of using it to engage
• Not allowing participants to chat with each other
• Limiting questions until the end
Virtual Vices (2)

- Reading slides or script
- Eliminating use of personal stories
- Using complex graphs
- Not focusing participants’ attention
- Forgetting about access
Adult Learning Fundamentals

- Safety
- Social Comfort
- Engagement
- Active

- Based on Clear Need
- Learners Have Goals
- Relatable
- Self-Evaluation
Connect Objectives to Delivery
Engagement
Going from “Sage on the Stage” to “Guide on the Side”
Adults like Choices
Remember access for language and individuals with a variety of disabilities
Preparation (in Advance and Right Before)
Virtual Value Tips (1)

• All new information should be followed with activities that test the skill or knowledge
  • Teach info and then use a poll function to quiz
  • Follow up on poll responses in chat box

• Avoid “Death by lecture”
  • You can record a video lecture & share (no more than 20 mins)
  • Participants can view on their own time
  • Convene online to discuss or have blog/google doc responses
Virtual Value Tips (2)

- Icebreaker?
  - Use a white board
  - Have participants submit answers to some questions in advance and then make a “book” out of the answers and quiz people using chat.

- Break-out sessions?
  - You can do on webinars!
  - You need enough hosts for each “pod” and it needs to be a small group.

- Role Playing?
  - Appoint participants, unmute individual lines, provide a script, have hosts do role play and participants weigh in via chat.
Virtual Value Tips (3)

• Checking the pulse or asking closed ended questions?
  • Use thumbs up or thumbs down or hand raising functions.

• Open ended questions in a large group discussion?
  • Participants raise hands
  • Unmute their line or invite them to use chat.
Virtual Value Wrap-up (1)

• Game face
  • Things will go wrong. People won’t always know—you don’t need to tell them.

• Keep your promises (timeliness, Q&A)
  • If you say there will be Q&A, have Q&A. Don’t go overtime and drop it.
Virtual Value Wrap-up (2)

• Just because you can have 100s of people in a room and can deliver a one way monologue-you shouldn’t.
  • Most platforms’ interactive capabilities decrease with more people
  • Live stream vs. audio/slides
• 60-90 minutes limit.
“The future of learning is blended”.

• “Theory of Transactional Distance”- Physical distance is not as important as psychological distance

• "In studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective." (US Dept of Education, 2010).
Questions?

• Please use chat and if we cannot get to all we will respond by email!
Thank You!

Questions? Contact:

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