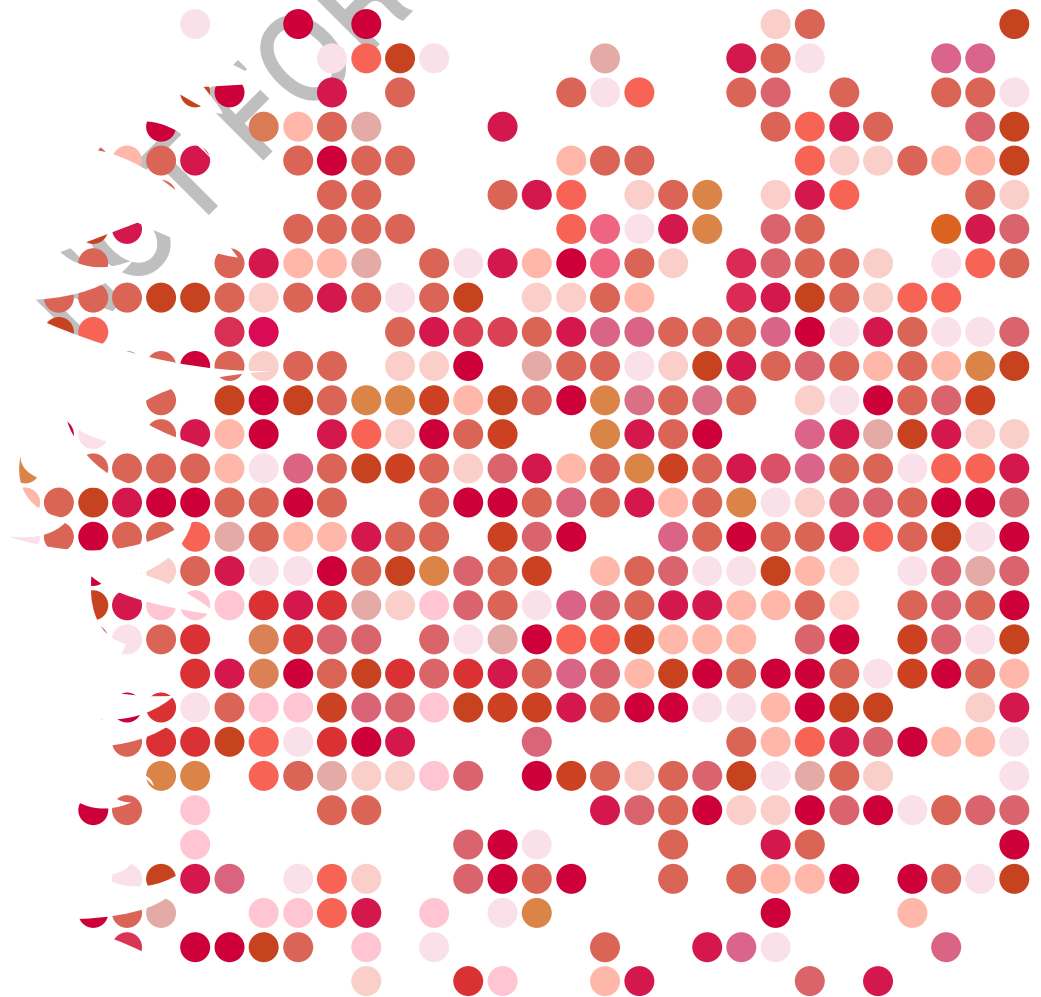


PETC Instructor's

HANDBOOK

for Rapid Adaptation
from Face to Face
to Online Training

DRAFT FOR CIRCULATION



About

This handbook is written for teacher educators from the Provincial Education Training Centres in Nepal during the Covid-19 pandemic. It assumes that instructors will not have access to a virtual learning environment such as Moodle, and are using PowerPoint style presentations combined with a synchronous meeting space such as Zoom or Teams. Instructions on using specific affordances of these environments (e.g. Breakout Rooms) can be found easily online. Where other resources are suggested, these are all free to use and non-essential.

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Introduction

A good online course offers a variety of media for teaching (sometimes providing printed material too), and enables the learner to work at their own pace, usually within a given schedule, using interactive activities along with assessments to check and test their understanding.

In a cohort-based course, learners often interact with their peers using discussion boards for formal learning activities and/or informal exchanges. The instructor role tends to support rather than lead learning, as well as providing feedback on formative and summative assessment. Plenty of time is allowed for learners to engage with course material and supporting activities.

High quality distance courses like this take a huge amount of planning, preparation of resources, testing and quality assuring, and the rapid conversion of face-to-face (f2f) training into remote delivery, under conditions of urgency, is a quite different proposition. However, as a hybrid activity it can still draw on some of the same basic principles to produce an engaging experience for learners.

This document provides practical advice, guidance and ideas for teachers and trainers/instructors who need to quickly adapt their interactive, learner-centred classroom style

into the online space, without wanting to become a specialist in either communication technologies or the pedagogies of remote education.

It assumes that the reader is a subject matter expert in their own field, and an experienced classroom educator. It also assumes that the reader has a level of computer literacy corresponding to familiarity and confidence with working online regularly for activities such as research, social media, email communication etc.

The handbook begins by looking at accessibility, and reminds you to keep this in mind across every decision you make when converting to an online course. Then we look at some of the basic differences between classroom and online learning and how you can break things up by varying synchronous and asynchronous elements of the training. We offer a range of ideas for activities and consider some of the specific benefits and challenges of each, before bringing everything together with some example adapted course models. After this you'll find top tips to help you and your learners make the most of your new online course. In the last section we offer a list of resources if you want to explore online learning options in more detail. Finally, at the end of the handbook there is an example template for your own adapted course planning.

Key definitions

These definitions set out how we will be using specific terms throughout this handbook.

Classroom learning	Taking place entirely in a physical, shared space	Synchronous	Happening together, live, in real time. <i>Examples: A video meeting in Teams or Zoom, a call in WhatsApp or Facebook Messenger.</i>
Online learning	Taking place entirely remotely, mediated via the Internet	Asynchronous	Happening for each person individually, without expectation of immediate interaction. <i>Examples: An email exchange, messages sent through WhatsApp or Facebook Messenger, web browsing.</i>

Working with learners online

Just as you need to consider the different accessibility needs for learners in a classroom, it is important to plan ahead and consider the barriers that people may need to overcome for online learning too. This has three key elements: technology, skills and special needs.

1. Can all learners receive it?

In some contexts you can assume that all learners will have fast computers and superfast Internet, and plan your activities with little regard to technical access. In lower resource environments however, you need to think carefully about what technology your learners will have access to, and when and how they are able to use it. You may not be responsible for ensuring that everyone has the same equipment, but at the very least you should be careful that no one is disadvantaged and/or excluded by any of the decisions that you make about how to deliver your course. Remember that learners may be using mobile phones, tablets, laptops or desktops, with many varieties of screen size and functional interface, and that their broadband access may be very different to your own.

2. Can all learners navigate it?

In the introduction to this handbook, we said that it “assumes that the reader has a level of computer literacy corresponding to familiarity and confidence with working online regularly for activities such as research, social media, email communication etc.”. Can you make the same assumptions for your learners, or do you need to consider providing detailed guidance to get them online? Alternatively, if you have a technically competent group, you might consider taking advantage of that by using some of the more interesting online tools suggested in Additional Resources.

3. Can all learners use it?

People have diverse needs in how they interact with technologies both on and offline. For example:

- Users with severely restricted sight may use tablets with tactile output, and otherwise often use software that reads aloud the content on a screen, along with dictation devices for creating text-based output.
- Users with poor sight can use screen magnifiers, either physical or software-based, or enlarge font in websites and documents using keyboard functions such as Ctrl+ (Windows) and Cmd+ (Macs).
- Users with learning disabilities such as dyslexia may also use screen readers and dictation devices.
- Users who are partially or fully deaf will need captioning and transcriptions for audio and video.
- Users with fine motor impairments may have to use keyboard commands rather than a mouse, and/or enabling technologies such as speech recognition, mouth sticks, eye-tracking or head pointers.

It is unlikely that it is your responsibility to provide special equipment or software, but it is always your responsibility to be sure that the content you do provide will work with such devices.

As in the classroom, there are some adjustments you can make easily and should just absorb as best practice, some that require a little more effort, and occasionally some very specific individual needs that may not be possible to meet with your available time and resources. We recommend that you spend some time exploring additional online resources on accessibility if you are likely to be delivering much more training online in the future. Some of these are signposted in the Additional resources section.

Rethinking your approach to teaching



Bringing together the most appropriate of online and classroom experiences

Traditional distance or online courses, as described in the introduction, are mostly asynchronous. Presentations tend to be pre-recorded, and any live chats are more along the lines of a seminar or Q&A. A hybrid course, quickly adapted from a classroom plan, often tends towards a lot of synchronous activity as that is how it was originally intended (and it may also be constrained to the same scheduling). As an instructor however you do have choices about how to manage the time allocated to your newly online course, and to find ways to vary activities to keep learners alert and interested.

If converting an existing course then you already have learning outcomes identified. With each

learning outcome in mind you can ask yourself “what are the activities the learners can do online that will best enable them to learn these things?”. As you will see in the rest of the handbook, there are many, many ways in which you can vary activities!

Thinking and planning your course in this way can help avoid the biggest mistake many educators and instructors make when moving their teaching online, which is to take the face-to-face model of classroom teaching and try to replicate it on the computer or, at the other extreme, put a mass of information online but take out all the interaction learners are used to in the classroom.

The essential elements for choosing activities

- To create a mix of asynchronous and synchronous activities (explained below).
- To enable learners to interact with you and each other. In a classroom, learners are very aware of yours and each other's presence, and this is the most difficult of the elements to replicate online.
- To limit new techniques and allow time for learners to master them. How many is too many will vary depending on your learners, but three platforms should be enough, so e.g. Zoom, Slack and blogging, and no more.

Why mix synchronous and asynchronous?

Learners receive a presentation very differently if it is delivered live online rather than in a classroom. Our ability to concentrate on everything happening in one small screen is much more limited than when we are sharing experience in a physical space. Similarly, it's considerably harder as an instructor to 'read the room' and know when to adjust pace, insert an

energiser, create an impromptu discussion or stop for a comfort break. This is why the single most important thing you can do when adapting your course to online is break it up into small chunks of time and vary what learners are doing across each session.

Activity planning

Using the synchronous/asynchronous divide is a useful way to map and plan your adapted training, and the following table of methods and activities should offer some helpful guidance. It identifies effective use cases, challenges and potential workarounds for deciding how to work with both on and offline activities. You will find there are overlaps among sections and you are encouraged to explore these - for example the guidance on collaborative work could be combined with the guidance on using a case study, to create a detailed group task around a case study.

Instructor presentation

In the classroom this is a core activity for most instructors. Presentations are particularly useful for learning outcomes where students need to acquire a lot of information. Delivering a digital presentation (e.g. PowerPoint) is directly transferable into an online environment. However, learners will not be able to concentrate for as long or be able to take in as much information online, and you should adapt your delivery accordingly.

Synchronous (advantages & top tips)

- Most effective with lectures that are 'chunked' into smaller segments (7–10 minutes segments are ideal, with a maximum of 15-20 minutes).
- Remember that screen sharing doesn't always mean PowerPoint – your presentation could demonstrate an activity such as how to perform calculations in a spreadsheet or use some other specialist software, or you could use the Whiteboard (Zoom/Teams) to draw a diagram as you are speaking.
- Only include videos in your presentation if there is a clear purpose, such as demonstrating something practical, and keep them to 5 minutes or less. Anything longer should be incorporated into asynchronous activity, e.g. watching a video from YouTube.
- Lecture segments can be interspersed with learner interaction to keep learners engaged and active, e.g. try using a Zoom/Teams Poll, have a chat Q&A, ask questions and get learners to use Hand Up to respond, use Zoom/Teams Breakout Rooms for small discussion groups, etc.

Asynchronous (advantages & top tips)

- Most effective for longer lectures and/ or more complex information so learners can pace their viewing and review 'sticky points' as needed.
- You can record lectures as narrated PowerPoints, podcasts, demos, etc., and share with learners via a service such as www.wetransfer.com. If using PowerPoint, save your slides as a PowerPoint Show (a.ppsx file) so that they run in presentation mode as soon as they're opened.
- Recording a key lecture can be a time saver in the long run if you are likely to repeat the same training with different groups
- Consider using expert presentations such as podcasts or videos on YouTube, or a written document – if something covers the topic well, this is a good way to address the learning outcomes and use your own expertise in a live Q&A session to follow
- Where possible, recorded lectures should be chunked into 7-15 minute subtopics to facilitate study and review for learners
- More inclusive for learners with accessibility needs, second language, etc.
- Combine asynchronous lectures with synchronous tutorials or collaborative work / group discussion in order to emphasise key learning points

Synchronous (challenges & mitigations)

- Interfering factors (distractions, internet connectivity, etc.).
 - Keep segments short so that learners don't miss too much if their participation is interrupted.
- Equalising participation.
 - Include short, frequent, low-stakes interactions to encourage participation.
 - Initiate a system to ensure you invite different learners to share their thoughts by alternating forms of interaction.

Asynchronous (challenges & mitigations)

- Streaming video often has high bandwidth/data requirements which may be prohibitive for some learners even when they can do it in their own time.
 - Consider if the video is really essential, and/or provide a description and transcript.
- Time management.
 - Identify deadlines for viewing and share with learners at course outset. If course is longer than one day, provide reminders of what should be viewed before the next synchronous sessions.
- Work completion.
 - Assign tasks & submission deadline for each presentation (1-paragraph summary of the main points, journal reflection on the content, 1-page of lecture notes, etc.).
- Questions arise for learners whilst viewing.
 - Create a discussion thread per topic for learners to pose questions and share answers (this is a good use of the Conversation function in Teams, otherwise you could manage it via email or use a shared Google Doc).
 - Include links to extra resources for anticipated trouble spots.

Instructor-led discussion

Another core activity in the classroom that is almost directly transferable to the online space. It is a good way to check that learners have followed presentations in an environment where you're unable to gauge feedback via body language. It is also a useful way for learners to develop skills such as discussing a subject and expressing ideas, and especially useful for learning outcomes that require learners to generate their own ideas. Discussions also develop the sense of connection *between* learners that can otherwise be missed online.

Synchronous (advantages & top tips)

- Most effective for short reviews and Q&A sessions, focused on work previously shared with learners (e.g. synchronous or asynchronous presentations).
- Can be a good way to break up a long session and allow different groups to stagger comfort breaks, or offer a tutorial as an informal drop-in session following a complex presentation and/or for learners with specific issues.

Asynchronous (advantages & top tips)

- Difficult to run successfully without access to a message board (see Slack in 'Additional resources'), but can be done using Conversation in Teams, a Google Doc or even email.
- Most effective when combined with the live session as an opportunity for learners to complete tasks and prepare questions prior to the synchronous tutorial.

Synchronous (challenges & mitigations)

- Monitoring for comprehension.
 - Include frequent knowledge checks, and use system tools such as Zoom/Teams Poll, Hand Up, capturing questions in text chat.

Asynchronous (challenges & mitigations)

- Reluctance to ask questions in writing.
 - This is an instructor led discussion, so invite questions and use checks such as 'does that make sense?' to make it easier for learners to engage.

Learner presentation

Most commonly used in classrooms when group representatives are asked to feedback to the room after a breakout session. This is also possible in the online environment, using Breakout rooms, but we've focused on the more interesting affordances of the context where learners can be asked to prepare content in advance, and/or share it asynchronously. This is very useful when learners need to synthesise ideas, or where their abilities at self-expression, self-confidence and creativity are being developed.

Synchronous (advantages & top tips)

- Most effective when kept to around 5-10 minutes max.
- Useful as an activity to check/apply learning, and/or when you have expert learners, e.g. professionals in a training session who can present on their own experience and provide case examples for application of new learning.
- Should be limited to 3 max. within a single session, with breaks in between.
- Useful as a way to include everyone's voice when you have a long course (and/or small group) and can invite each learner to prepare a presentation (e.g. giving a summary of the last session, or of an allocated reading) to be given in turn, e.g. 5 mins at the start of each synchronous session.

Asynchronous (advantages & top tips)

- The best way to do this asynchronously is by asking learners to create a presentation slide pack to share with their colleagues.
- If using PowerPoint, learners can save their files as a PowerPoint Show (a .ppsx file) so that it runs in presentation mode as soon as it's opened.
- Can be peer reviewed, e.g. by assigning each learner specific presentations to watch and make notes on.

Synchronous (challenges & mitigations)

- Interfering factors (distractions, internet connectivity etc.).
 - Keep presentations short so that learners don't miss too much if their participation is interrupted.
- Ensuring participation.
 - Give learner audience a cognitive task during presentation, e.g. applying set criteria to peer review presentation, or identifying one question each.
 - Ask presenters to include a quiz at end of presentation.
- Validating use of learner time.
 - Stagger audience members, or vary the presentation topics so that no one is sitting through multiple repeats on the same topic.

Asynchronous (challenges & mitigations)

- This doesn't work well with live recordings from multiple individuals (i.e. people videoing themselves talking to the camera) unless you have a group that are competent and keen, and even so it can easily become onerous for everyone to watch. Live recordings are not recommended!
- Task/process clarity.
 - Provide models and links to resources
 - Create a group discussion thread (e.g. in Teams Conversation, email, or Google Docs) for learners to pose questions and share answers.
- Ensuring participation.
 - Require learners to evaluate the presentation using set questions to answer.
- Validating use of learner time.
 - Assign learners to view specific presentations rather than all for all, or to work together in small groups.

Collaborative work / Group discussion

Collaborative work is often difficult to promote in the classroom, and even more difficult online. Learners need confidence in each other, and once a sense of trust has broken down it is much more difficult to renew when working in the online environment.

Any collaborative work needs to be supported with training in how to collaborate online, and what to do if collaborators do not contribute. However, collaborative work when effective is known to generate much more engagement from learners. Collaborative work meets learning goals such as acquiring information independently of the instructor, co-operative skills and self-organisation skills.

Synchronous (advantages & top tips)

- Most effective for brainstorming tasks, snowball activities (where learners work alone, then in pairs, then 4s etc until plenary is reached), short focused discussions, as an initial touchpoint for more complex tasks (including when breaking for asynchronous), as a wrap-up activity etc.
- Set a reasonable time limit to keep learners on task.
- Useful to prepare some extra questions, pointers etc in advance in case groups are slow to get going.

Asynchronous (advantages & top tips)

- Use a message platform such as Slack (see Additional resources) and allocate learners into groups, each with their own message board. This is practical for learners, and also gives you oversight of all discussions.
- Most effective for more complex tasks that require time for critical thinking, analysis, reflection etc.
- Most effective for peer editing and collaborative writing tasks.
- More inclusive for learners with accessibility needs, second language speakers etc.
- In a multi-day training can be a good way to split a day, e.g. morning in synchronous presentations and discussions and afternoon/next morning in asynchronous group work.
- Use Google Docs for capturing collaborative writing tasks.

Synchronous (challenges & mitigations)

- Ensuring participation.
 - Provide clear direction and opportunities for questions before initiating tasks.
 - Use Breakout Rooms (Zoom/Teams) and visit each Breakout Room.
 - Open a Google Doc for each group to take notes and monitor work whilst in Breakout.
 - Require groups to share results, either in plenary or via a written summary.
- Equalising participation.
 - Clarify expectations for learner participation.
 - Identify different roles within each group, depending on size/task, or appoint one person Facilitator and rotate the role equally within the prescribed time.

Asynchronous (challenges & mitigations)

- Task/process clarity.
 - Provide models and links to resources.
 - Create a group discussion thread (e.g. in Teams Conversation, email, or Google Docs) for learners to pose questions and share answers.
 - Break the activity into stages with separate deadlines. For example, if creating a Google Doc there could be a brainstorming phase, an organisation phase and a formatting stage. In a discussion thread provide a set time to make an original post, and then time to make responses.
- Ensuring participation.
 - Provide clear direction and opportunities for questions before initiating task. Written

instructions can be helpful for learners' reference

- Create challenging but achievable tasks.
- Require groups to share results.
- Use an activity that can be monitored, e.g. Google Docs or Slack message board, and chase up learners who are not doing their share of the work.
- Equalising participation.
 - Clarify expectations for learner participation.
 - Identify different roles within each group, depending on size/task, or appoint one person Facilitator and rotate the role equally within the prescribed time.

Case study

Case studies can be individual or collaborative tasks and draw on many of the skills mentioned in the other activity approaches. They are effective as a one-off activity or when used as a single thread for developing throughout your course. Case studies can drive learners' interest and enable them to explore a subject in more depth.

Synchronous (advantages & top tips)

- Use information on a slide to present a case.
- Most effective for discussing case analysis as a group, e.g. try using a Zoom/Teams Poll, have a chat Q&A, ask questions and get learners to use Hand Up to respond, use Zoom/Teams Breakout Rooms for small discussion groups, capture points/questions in text chat etc.

Asynchronous (advantages & top tips)

- Provide written case via email.
- Most effective for providing detail and allowing learners time to read cases and work on their analysis individually.
- Can be an asynchronous collaborative task, for example working in groups on a Google Doc that you have prepopulated with key headings.
- Makes a good 'homework' task for breaking early on a multi-day training, where the next day's first synchronous session can be to share and discuss findings.

Synchronous (challenges & mitigations)

- Interfering factors (distractions, internet connectivity, etc.).
 - Keep activities low stakes.
- Equalising participation.
 - Include short, frequent low-stakes interactions to encourage participation.

Asynchronous (challenges & mitigations)

- Lack of direction / misunderstanding of task requirements.
 - Ensure instructions are clearly written, keep activities low stakes.
 - Create a class discussion thread (e.g. in Teams Conversation, email, or Google Docs) for learners to pose questions and share answers.
- Equalising participation.

- Initiate a system to ensure you invite different learners to share their thoughts by alternating forms of interaction.
- Monitoring participation.
 - Visit each Breakout Room.
- Clarify expectations for learner participation.
- Create roles to ensure each learner has a specific contribution to the work (Facilitator, Synthesiser, Critic, etc.).
- Monitoring participation.
 - Monitor learner posts and send out individual emails to non-participants.

Experiential

Experiential learning is most effective at developing metacognitive (thinking about thinking) and reflective skills. It is also good at making the links between the learners' learning on the course and their lives outside. In the classroom, experiential activities can be very practical and hands-on with any equipment or resources the instructor is able to provide. There are also, however, lots of ways to design experiential activities in an online course - they just require some creative thinking.

Synchronous (advantages & top tips)

- Most effective for practising new skills in interactions such as role-play, interviews, problem-solving.
- Requires clear instructions, so good to plan ahead and list these on a slide that can be left up during the activity.

Asynchronous (advantages & top tips)

- Most effective for practising new skills, e.g. design a process or project, analyse data, practise using a new (to the learner) technology or software.
- Requires clear instructions, so can be useful to set up the task at the end of a synchronous session. If doing this, be sure to provide instructions that remain available after the session, e.g. by emailing them or posting in Google Docs.

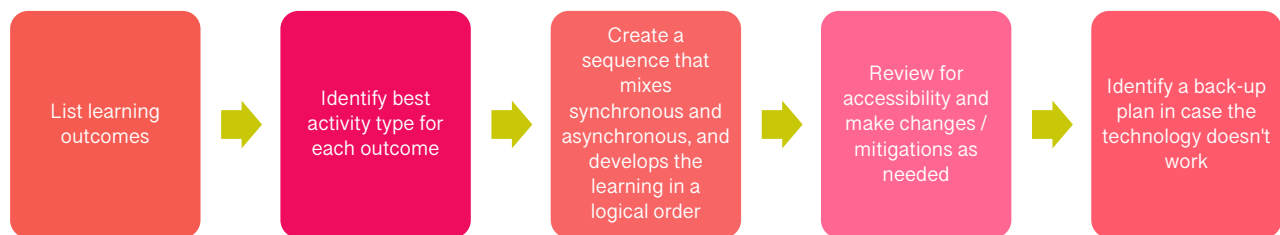
Synchronous (challenges & mitigations)

- Coordinating participants.
 - If complex, can require careful planning and strategic use of Breakout Rooms (Zoom/Teams) etc.

Asynchronous (challenges & mitigations)

- Task/process clarity.
 - Provide models and rubrics to clarify expectations.
 - Create a group discussion thread (e.g. in Teams Conversation, email, or Google Docs) for learners to pose questions and share answers.
- Access to materials/resources.
 - Adjust requirements to allow for widest possible range of options.
 - Use group discussion thread for learners to pose questions and share solutions.

Converting your training plan



It is useful to use a consistent template for planning your training. You can find one example at the end of this Handbook, but feel free to adapt it according to your own style and needs.

We have used the suggested template to create exemplars, below, for converting one day of f2f teacher training into (1) one full day online and (2) one week's worth of activity, to demonstrate the possible alternative approaches.

The curriculum and learning outcomes for **English Basic Level Grades 6-8, Phase 1, Week 1 Day 1, Main Topic: People** is shown in the Handbook Appendix. This is the content for the first day of f2f training in the English Basic Level Grades 6-8, Phase 1 curriculum, so you would expect to include time spent setting up expectations for how the training will work, what you expect from learners and what they can expect from you. As a day's training it is around 8 hours of activity, including tea and lunch breaks. We have assumed a group of around 20 teachers as learners, and estimated timings accordingly.

Example 1: Converting to one full day online

In advance: Send out welcome mail with slide pack, omitting activity instruction and break slides

Time	Session	Breakdown	Duration (mins)	Activity	Detail
9am	Welcome	Greeting and housekeeping / ground rules	10	Instructor presentation	Welcome and ground rules slide
9.10		Icebreaker	30	Group activity	Icebreaker instructions slide
9.40		Explaining plan for the day	5	Instructor presentation	Plan for the day slide. <i>Emphasise importance of sticking to timing if were to get through it all!</i>
9.45	Being a reflective learner	Explaining value of reflective learning	5	Instructor presentation	Reflective learning slide.
9.50		Reflecting on expectations for online learning	30	Instructor-led discussion	Slide with prompt questions. <i>Try to get comment from everyone, encourage them to use hands up button when they want to speak</i>
10.20		Keeping a blog or journal	5	Instructor presentation	Keeping a blog or journal slide, with link to Weebly <i>Use this time to set up breakout rooms for tell them explore weebly in own time discussion session next</i>
10.25		Setting intentions	5	Individual	Learners write their goals for the course, making notes offline.

Time	Session	Breakdown	Duration (mins)	Activity	Detail
10.30		Discussing intentions in groups	10	Group discussion	Use breakout rooms for learners to discuss their goals in groups of 3 or 4.
10.40	Break		20		use break to set up next set of breakout rooms
11.00		Presenting back from group chats	20	Learner presentation	One from each group presents back short summary of goals. <i>Set clear time limit 2 mins each?</i>
11.20	Speaking dialogue	Explain scenario tasks	10	Instructor presentation	Explain the specific task for the rest of the morning / start of the afternoon. Break learners into groups of 4. Provide scenario for each group using a Google Doc link. Each group is to research and practise a different scenario (in London, in the gym, the bank etc, with specific tasks)
11.30		Groups work on planning scenario	30	Experiential / group activity	In breakout rooms, learners research the words they will use, look up pronunciation of difficult words, research specific terminology (name of gym equipment, Big Ben details, book titles etc)
12.00	Lunch				
13.00		Working on scenario	40	Experiential / group activity	In breakout, learners create their scenario script (about 5-7 mins long) in the Google Doc. Ideally, this should be equally divided, but if there are issues with confidence, ability, connection, then one student can have a more limited role.
13.40		Presenting scenarios	50	Experiential / group presentations	In turns each group presents their small play, demonstrating their vocabulary and pronunciation. After each, other groups give feedback, asking for unknown words to be explained etc.
14.30		Plenary / debrief	15	Instructor-led discussion	Slide with prompt questions.
14.45	Break		15		
15.00	Using forms	Explaining 1 st steps in activity	5	Instructor presentation	Activity instructions slide 1 - puts learners in 2 groups, each group has a scenario with information they need to capture by creating a form.
15.05		Creating forms	55	Experiential	Each learner individually creates a form using Google Forms, according to their allocated scenario.
16.00		Explaining next steps in activity	5	Instructor presentation	Activity instructions slide 2 - pair up learners from group 1 with learners from group 2. Pairs will exchange links for their form, and then fill in each other's form.
16.05		Completing forms	15	Experiential	Learners complete filling in forms, making notes offline on their experience.
16.20		Plenary / debrief	30	Instructor-led discussion	Slide with prompt questions.
16.50	Closing	Closing the day	10	Instructor presentation	Closing the day slide. <i>Remember to signpost to next session, and remind them to reflect on today in their learning journals</i>

Uses Zoom, Google Docs and Google forms.
Deleted extra idea to use polling as too much potentially new software in one day.

Groups can use breakout rooms or switch to WhatsApp or whatever suits them to manage communication whilst working in the Google Doc

Try to visit each learner. They could post in chat or just whatsapp me with specific questions.

Example 2: Converting to 8 hours across one week

In advance: Send out welcome mail with slide pack(s), omitting activity instruction and break slides, and include schedule for week

Day One

Time	Session	Breakdown	Duration (mins)	Activity	Detail
9am	Welcome	Greeting and housekeeping / ground rules	10	Instructor presentation	Welcome and ground rules slide
9.10		Icebreaker	30	Group activity	Icebreaker instructions slide
9.40		Explaining plan for the week	5	Instructor presentation	Plan for the week slide
9.45		Explaining plan for the day	5	Instructor presentation	Plan for the day slide <i>Emphasise importance of sticking to timing if we're to get through it all!</i>
9.50	Being a reflective learner	Explaining value of reflective learning	5	Instructor presentation	Reflective learning slide
9.55		Reflecting on expectations for online learning	30	Instructor-led discussion	Slide with prompt questions. <i>Try to get comment from everyone, encourage them to use hands up button when they want to speak</i>
10.25		Keeping a blog or journal	5	Instructor presentation	Keeping a blog or journal slide, with link to Weebly <i>tell them explore Weebly in own time</i>
10.30		Setting intentions	5	Individual	Learners write their goals for the course, making notes offline.
10.35		Discussing intentions in groups	10	Group discussion	Use breakout rooms for learners to discuss their goals in groups of 3 or 4.
10.45		Presenting back from group chats	20	Learner presentation	One from each group presents back short summary of goals. <i>Set clear time limit. 2 mins each?</i>
11.05	Closing	Closing the day	10	Instructor presentation	Closing the day and looking ahead slide.

Day Two *Set up breakout rooms in advance*

Time	Session	Breakdown	Duration (mins)	Activity	Detail
9am	Welcome	Greeting and housekeeping	10		Welcome back and reminders slide
9.10	Speaking dialogue	Explain scenario tasks	10	Instructor presentation	Explain the specific task for the rest of the morning / start of the afternoon. Break learners into groups of 4. Provide scenario for each group using a Google Doc link. Each group is to research and practise a different scenario (in London, in the gym, the bank etc, with specific tasks)
9.20		Groups work on planning scenario	30	Experiential / group activity	In breakout rooms, learners research the words they will use, look up pronunciation of difficult words, research specific terminology (name of gym equipment, Big Ben details, book titles etc)

9.50		Speaking dialogue	60	Small group activity	In breakout, learners create their scenario script (about 5-7 mins long) in the Google Doc. Ideally, this should be equally divided, but if there are issues with confidence, ability, connection, then one student can have a more limited role.
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Groups can use breakout rooms or switch to WhatsApp or whatever suits them to manage communication whilst working in the Google Doc. Can also agree to do this work at a different time, just have to let me know.

Day Three

Time	Session	Breakdown	Duration (mins)	Activity	Detail
9 am	Welcome	Greeting and housekeeping	20	Instructor presentation	Welcome back and reminders slide
9.20		Presenting scenarios	50	Experiential / group presentations	In turns each group presents their small play, demonstrating their vocabulary and pronunciation. After each, other groups give feedback, asking for unknown words to be explained etc.
10.10		Plenary / debrief	15	Instructor-led discussion	Slide with prompt questions.
10.25	Using forms	Explaining 1 st steps in activity	5	Instructor presentation	Activity instructions slide 1 – puts learners in 2 groups, each group has a scenario with information they need to capture by creating a form.

Let learners know they can do this any time before 9am Day 5, and email or Whatsapp with questions.

Day Four: No synchronous class

Time	Session	Breakdown	Duration (mins)	Activity	Detail
Any time		Creating forms	55	Experiential	Each learner individually creates a form using Google Forms, according to their allocated scenario.

Check up around 4pm and nudge anyone who hasn't completed.

Day Five

Time	Session	Breakdown	Duration (mins)	Activity	Detail
9 am	Welcome	Greeting and housekeeping	5	Instructor presentation	Welcome back and housekeeping reminders slide
9.20		Explaining next steps in activity	5	Instructor presentation	Activity instructions slide 2 – pair up learners from group 1 with learners from group 2. Pairs will exchange links for their form, and then fill in each other's form.
9.25		Completing forms	15	Experiential	Learners complete filling in forms, making notes offline on their experience.
9.40		Plenary / debrief	30	Instructor-led discussion	Slide with prompt questions.
10.10	Closing	Closing the week	10	Instructor presentation	Closing the week slide.

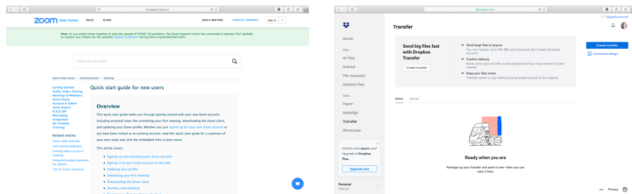
Remember to signpost to next session, and remind them to reflect on this week in their learning journals

Note that these are just two sets of ideas and there are many different ways in which this training could be run online. One other notable alternative would be if you have the full curriculum to deliver (e.g. you are converting from 30 days of classroom training), and/or want to support learner's to complete offline projects. In this case, we would recommend providing written materials and using a message board facility such as Slack (see Additional resources) for a lot more asynchronous activity and discussion. This takes a considerable amount of time to plan, but is much more effective for a large course.

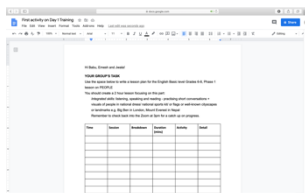
More top tips for online training

Before the first synchronous session

- Send a welcome email to all learners, introducing yourself and confirming the basic information they will need in order to access the course. You might want to include
 - A set of FAQs if there are likely to be common and predictable issues.
 - A link to a site that explains the basics of using Zoom / Teams / as relevant
 - Your presentation, or a link to download it e.g. from Dropbox or WeTransfer



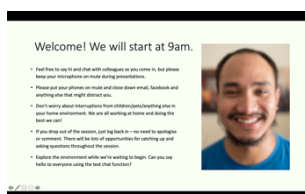
- Set up any Breakout Rooms in Zoom/Teams, and any other resources you will need (e.g. Google Docs) with appropriate user permissions.



- Write a backup email for sending to the group in case of any tech issues on the day, or at any time during the course. This could include instructions for an offline activity for them to be working on until you are able to access the meeting space again. Have a plan for how you will send this (e.g. by using your phone as a hotspot if local wifi is down).

Starting a live online class

- Get online early in order to check your connection and be ready for learners as they arrive.
- Pre-set your meeting to mute participants' microphones on entry, avoiding background noise and any accidental over-sharing before people know how to manage their own microphone use.
- Put up a WELCOME slide for people to read as they start to join the class, and use it to issue any important notices that you want to be sure everyone has seen. Include a picture of yourself if you're not immediately on video, so that participants feel less distanced.



- Treat the first session as you would a f2f class – introduce yourself and the training, share a document or slide with a basic agenda or timetable, give assurance of regular comfort breaks etc.

- Emphasise the importance of focus. If working from home, the occasional child/pet/partner interruption is fine and unavoidable, but be firm with participants about resisting the temptation to answer emails, send texts, start watering the plants etc. on the side.
- Introduce the different sections in the online environment so that learners know what they're looking at and how to use the basic tools as needed.
- Discuss online etiquette such as whether or not learners may interrupt using voice, whether messages should go to you or to all, how to use Hand Up (Zoom and Teams), what to do if a learner drops off and re-joins (e.g. no interrupting you to apologise!), when to use or turn off video etc.
- Conduct an icebreaker, either using straightforward introductions or by thinking creatively about using the environment for a simple game or other activity that you might usually do f2f. As well as familiarising learners with each other, this is also a good time to practise the features they will need later, e.g. polling, hand-raising, text chat etc. Allow at least 15 minutes for this activity, and much longer with a big group.
- If possible, it is helpful to have an assistant who can deal with learners' technical issues. Tell learners how to direct message the assistant so that they do not interrupt the class with their issues.

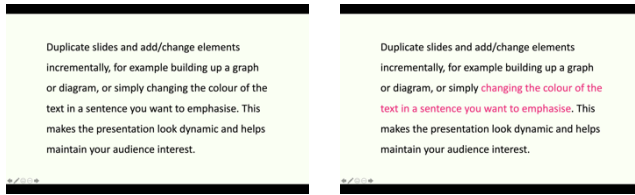
Preparing online presentations

- Consider sending your presentation in advance, with plenty of time for learners to read it. This ensures that tech and bandwidth issues are less likely to obstruct the class, and helps learners concentrate more on the added value of what you are saying rather than just reading slides alone.
- Think about what needs to be on a slide and what would be better off provided in a supporting paper or workbook, or easily viewed on a website. For example if training on a detailed method, send the detailed list of steps separately rather than listing and reading them all out. Use the presentation to talk about approach, common mistakes etc., then use chat or asynchronous activities to follow up and ensure learners have also engaged with the formal steps.
- Keep alert to opportunities for talking about real world examples and applications of your training topic, so that learners don't feel disconnected from being in the online environment.
- Insert blank slides or slides with a repeating icon (e.g. one for tea break, one for question time, one for activity time) to help you manage pauses and breaks for interaction.



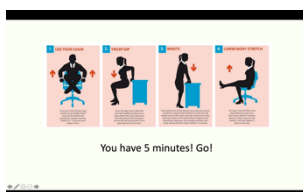
- Repeat slides that carry a key message – it adds emphasis for the learner and reminds you to stay focused in your delivery.
- Online presentations need to move faster than f2f. A good basic rule is to aim for one or two minutes max per slide, with interesting graphics and simple clear messages. This keeps things moving and helps learners stay engaged.

- Duplicate slides and add/change elements incrementally, for example building up a graph or diagram, or simply changing the colour of the text in a sentence you want to emphasise. This makes the presentation look dynamic and helps maintain your audience interest.



Teaching over video

- Take time to draw out questions, comments, and reactions from your learners. Give a minute to allow your learners to utilise reactions (e.g. Hand Up), write their questions in chat, or be unmuted to ask their questions live.
- Look at the camera to create the impression of eye contact with your learners. This helps to generate a more personal connection while teaching over video.
- Speak as if you're face-to-face with the group while ensuring you're at the appropriate distance from the microphone for the best audio experience.
- When delivering a presentation, sharing images, files or video, give your learners sufficient time to open and/or take in what you've shared.
- Embrace the pause. Take regular moments that allow time for learners to engage and reflect before continuing on. You would do this naturally in a classroom because you would read the room, but it's easy to forget in an online presentation and instead feel a pressure to fill up any silence.
- When managing learner discussions or presentations, set clear expectations of how long you expect people to talk for, e.g. "you have 5 minutes for this presentation", "I want 3 short points on what you thought about X in less than a minute", "explaining these steps in detail should take you about 6 minutes". Don't be shy of stepping in when someone is overrunning.
- One way to manage time for an activity when everyone has been given a quota (e.g. 3 minutes max to talk about X) is to make it gamelike by using a timer with a loud buzzer. You need to be sensitive about establishing group trust before introducing this, as it otherwise risks offending/upsetting people.
- Insert energisers such as an unexpected quickfire Q&A, or a physical activity, to keep learners alert.

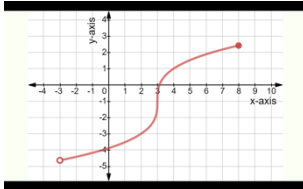


- There are advantages to being able to see learners, but it is also important to be sensitive to the issues that people can have in using video. Some may be generally uncomfortable about it, or just not have sufficient bandwidth. Others may not want people to see their home spaces. In case of the latter, you may like to use your welcome email to note that learners have the option to explore using virtual backgrounds, or blurring their own environment, in Zoom and Teams.

- When stopping for comfort breaks, using Breakout Rooms or closing Zoom/Teams for some asynchronous activity time, give clear instructions about when and how to reconvene.

Additional tips for accessibility

- Use descriptive wording for hyperlink text if you are sending out URLs in emails or PDFs etc., e.g. "[websitename.com](#)" rather than "[click here](#)".
- Give short text descriptions of meaningful (i.e. more than illustrative) content that is presented within images, as these can't be read by screen reading software.
- Use large, clear fonts on an uncluttered background when presenting.
- Provide captions and/or transcriptions for videos, and transcriptions for audio content (e.g. podcasts).
- Use a small number of IT tools and make sure they present content and navigation that can be performed with keyboard commands if necessary.
- Vary the ways in which content is presented, e.g. using text, video, audio, diagrams, charts and images.



- Consider language skills and make sure to spell out acronyms on first use, define terms and avoid or define technical jargon.
- Allow plenty of time for activities and assessments.
- Make sure that text and graphics are still clear when scaled up to 200% of the size you are presenting.

Additional resources

https://quizlet.com/en-gb/teachers	Create flashcards and quizzes using text, pictures and/or audio to share with learners, or set them the task of creating their own and testing each other.
https://note.ly/landing/index.php	Simple virtual pinboard, good for brainstorming as a group.
https://unsplash.com	Library of searchable, freely-usable photographs that are great for illustrating presentations.
https://doodle.com/en/	Scheduling tool; useful for arranging meetings, tutorials etc.
https://padlet.com/	Tool for collaboration and resource sharing. A good asynchronous activity would be to group learners and get them to create an informative padlet on a given topic.
https://vocaroo.com/	Very simple site for recording and sharing audio, e.g. to send for learners to listen to before a synchronous session. Also

	consider asking subject experts to record a sound bite you can use in your presentation as a way of including other voices.
https://docs.google.com/forms/	Make your own survey as a way to test learners or get their feedback on your course.
https://slack.com/intl/en-gb/	A message board workspace system that you can use on the web or via a downloadable app. The free version of Slack has plenty of functionality and is ideal for managing longer training sessions over several days. Set up a main team space, group workspaces, information boards etc.
https://prezi.com/product/	Dynamic alternative to PowerPoint, has quite a steep learning curve for you as instructor (i.e. takes time to learn!) but gives you the potential to create really engaging presentations.
https://slimwiki.com	Wiki space, ideal for collaborative information gathering/sharing activities. Create your own as an additional resource for learners, or task them with creating one as an individual or group activity.
https://www.goconqr.com/	Designed for educators to create digital learning content such as flashcards, mindmaps, quizzes, flowcharts etc. which can all be used to vary learner activities.
https://www.weebly.com/	Free (basic use) personal website and blog host.
https://www.mentimeter.com/plans	Free (basic use) presentation builder that enables you to include polls from participants using smart devices.
https://www.5minutelessonplan.co.uk/	Tool that supports quick lesson planning, particularly useful when converting from f2f to online. NB access to free version is for two weeks only.
https://symondsresearch.com/icebreakers-for-online-teaching/	Selection of ideas for synchronous online icebreakers.
https://www.open.edu/openlearn/education-development/education-careers/accessibility-elearning/content-section-1.1	Free online course on accessibility and elearning from the Open University UK.
http://uw.edu/doit/videos/index.php?vid=79	Video of 20 tips for teaching an accessible online course.
https://www.washington.edu/accessibility/	Detailed and thorough website from the University of Washington on creating practical, accessible technology.

Credits & Publication

Sections of this Handbook draw on <https://www.concordia.ca/ctl/digital-teaching/synchronous-asynchronous.html> and <https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>

Photo of laptop and coffee by Alex Knight on Unsplash

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