

Unleash the
potential of
**Live Online
Learning**



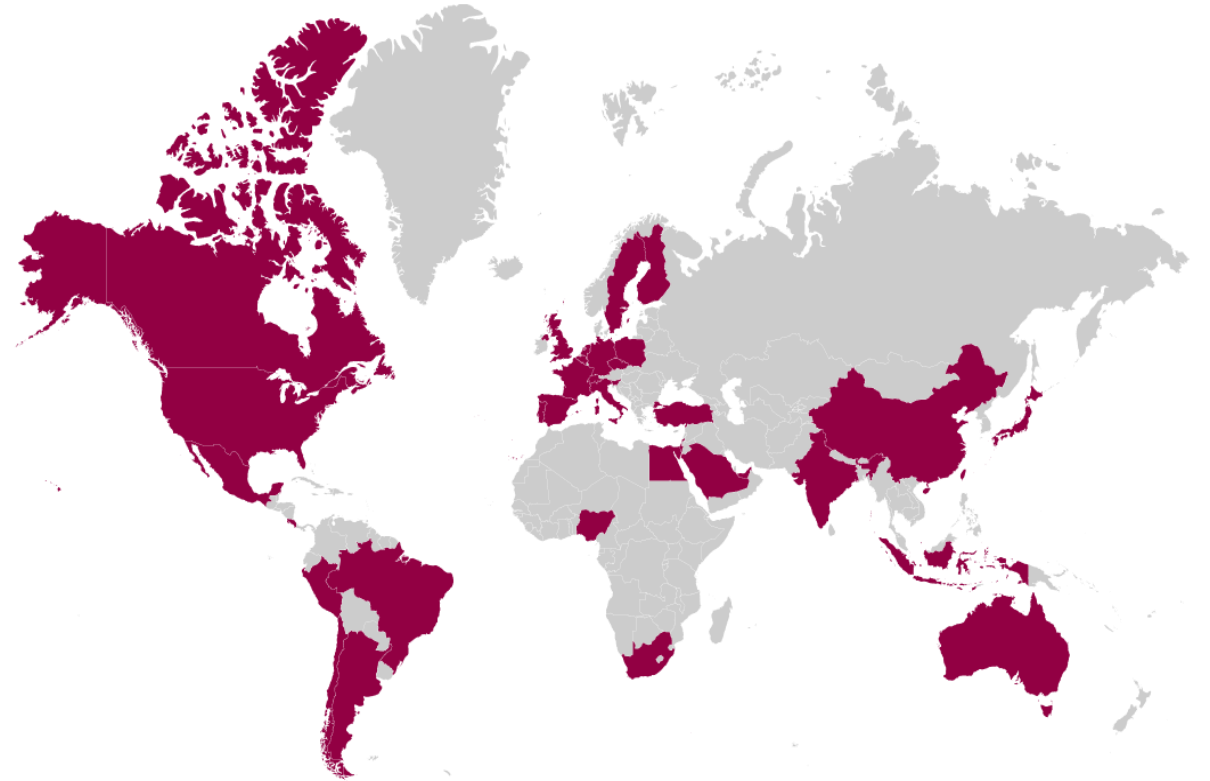


It always seems impossible until it's done

Nelson Mandela

The Learning and Performance Institute

Our motto is **INVOLVE. INFORM. INSPIRE.** - a guiding principle that underlines everything we do, and the ethos that brings people and technology together to improve performance.



The LPI has members, certification holders, training centres, events, and partners in 67 countries, and continues to expand.



Teachers can open the door.
You have to enter it yourself

Introducing

Michelle L Parish

Email: mparish@thelpi.org

Mobile: +44 (0)7866 518140



Topics for today...



What is 'live online learning'?

Can anything be taught online?

Facilitating your online event

Session Design considerations

Next steps to learn more

Session Close and Q & A



Q

What **one thing** is preventing you from doing more virtual events and what can you **do** about this?

Is live online learning
less effective than the
'face to face' classroom
training?





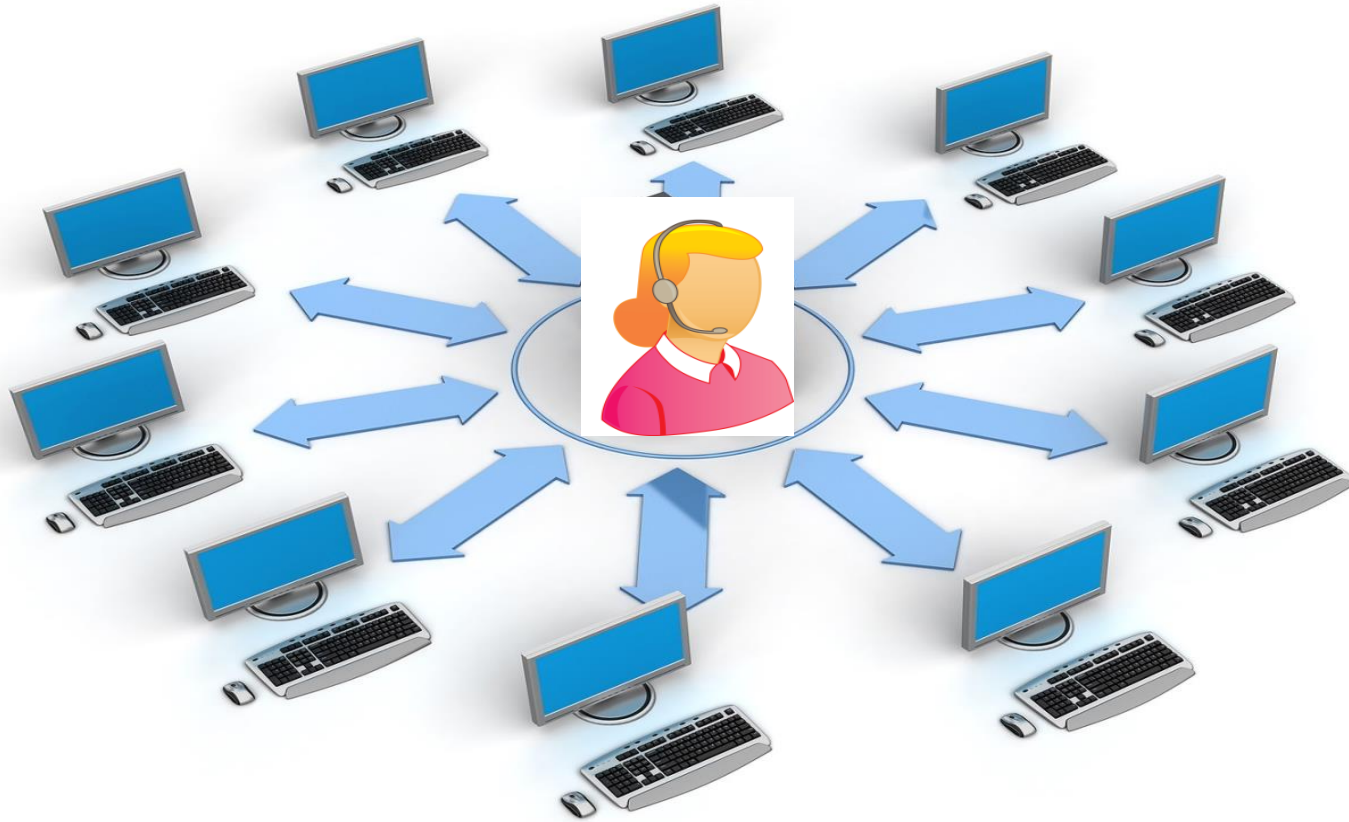
**How would you
define 'Live Online
Learning'?**

A large, white, stylized question mark icon on a dark gray background. The question mark is composed of a thick, rounded 'Q' shape with a short, thick tail at the bottom right.

What are the **'differences'**
between

- a webinar
- live online learning?

Webinar



One to hundreds of attendees

Little interaction

Tend to be lecture-based

Live Online Learning



One to few attendees

Learner-centred, facilitated events

Facilitated by 'live' tutor/real time

Frequent interaction, participation and collaboration

Is live online learning
less effective than the
'face to face' classroom
training?





Q

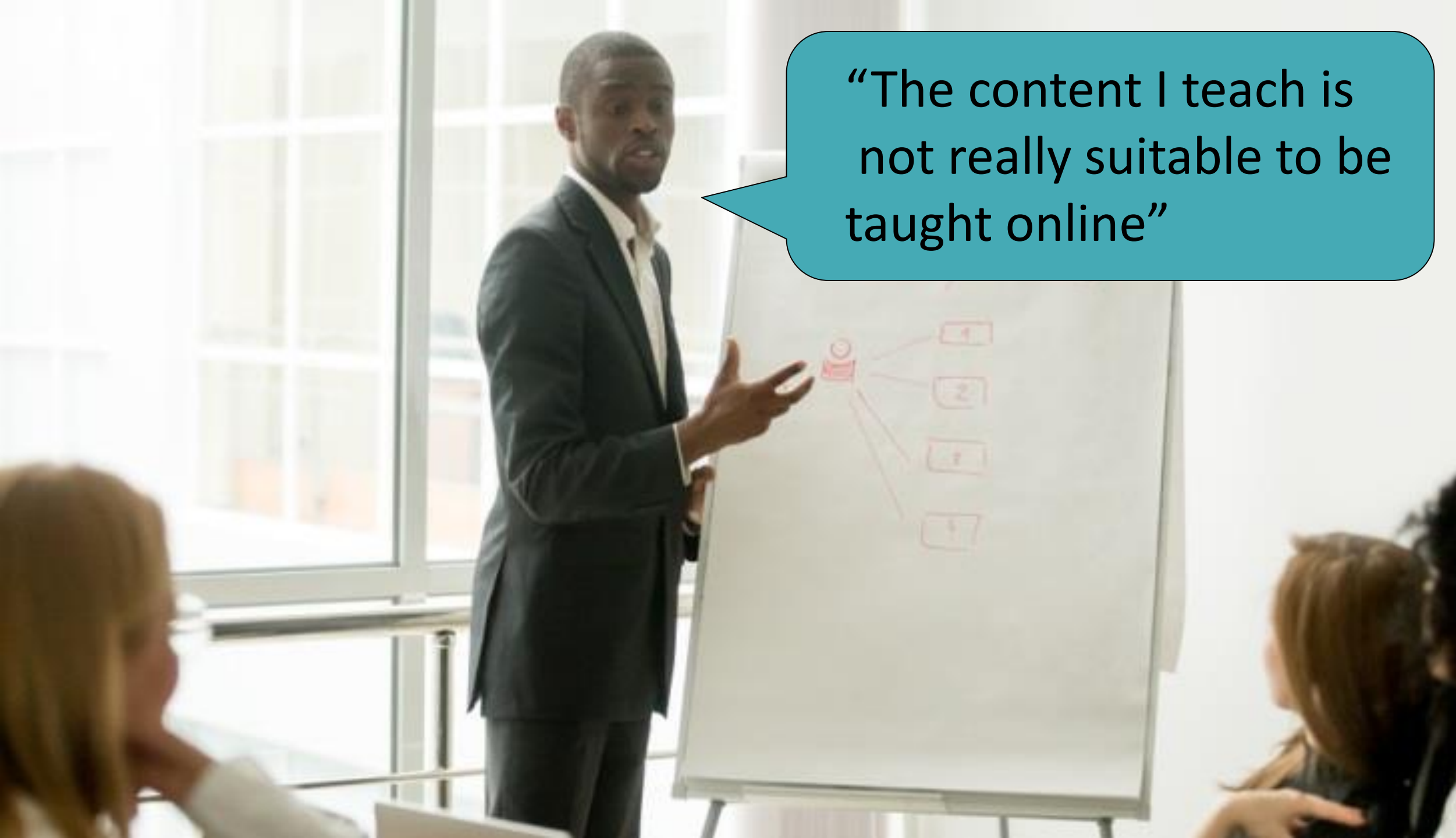
Why is live online learning still regarded by some to be **less effective than classroom** learning?

and....

We do need to recognise that
some trainers will be apprehensive!

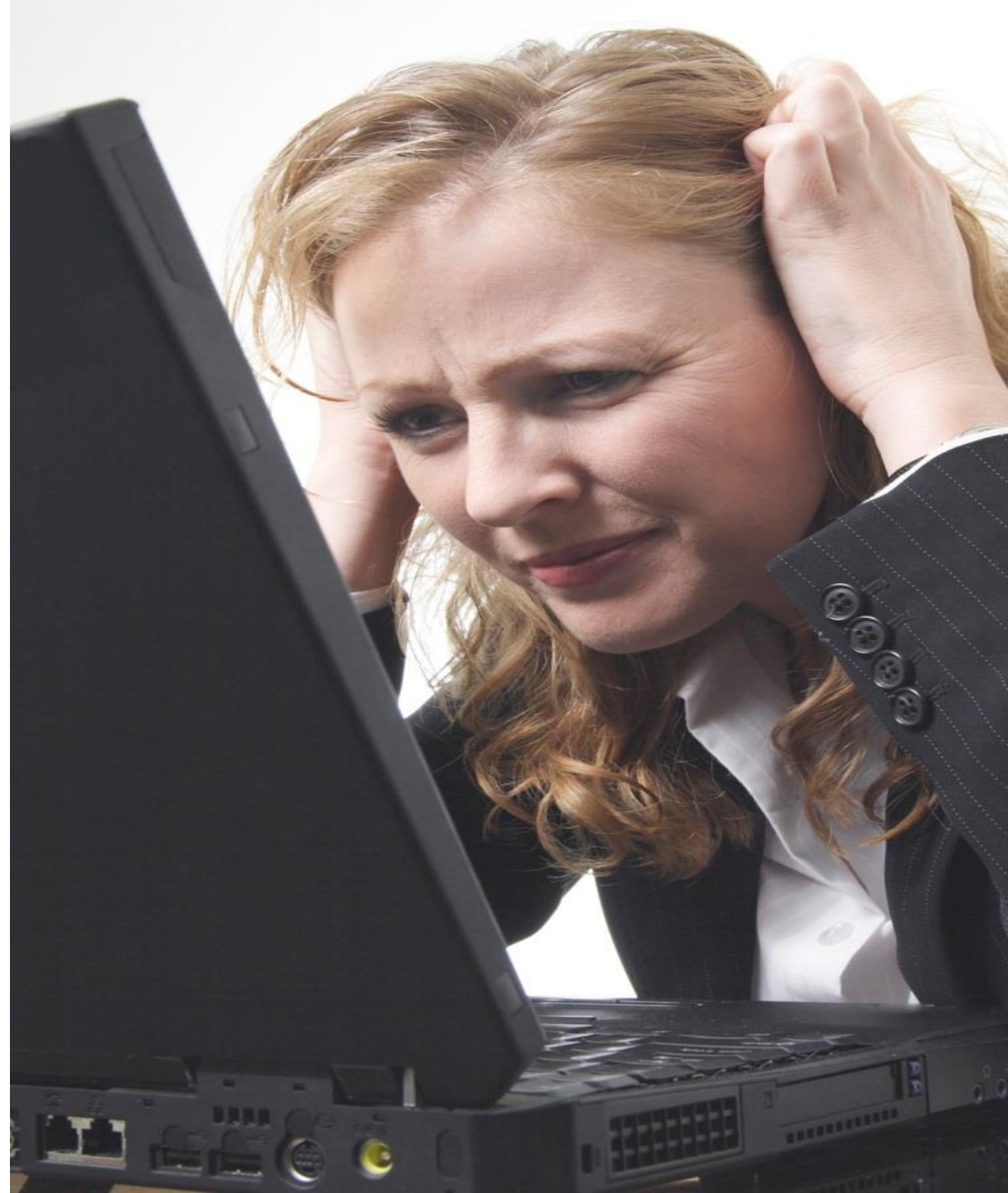


“The content I teach is not really suitable to be taught online”



Not every course
'may' be appropriate
to the online
environment

**Can you think of
one?**





Q

What is *your experience*
of live online learning?

Are they engaged and active.....



..or are they doing something else?



What % of people admit to multi-tasking online?

A man in a striped shirt is multitasking at a desk. He is holding a white coffee cup in his left hand, talking on a mobile phone with his right hand, and has his right arm raised. A computer monitor is visible on the left side of the desk.

92%

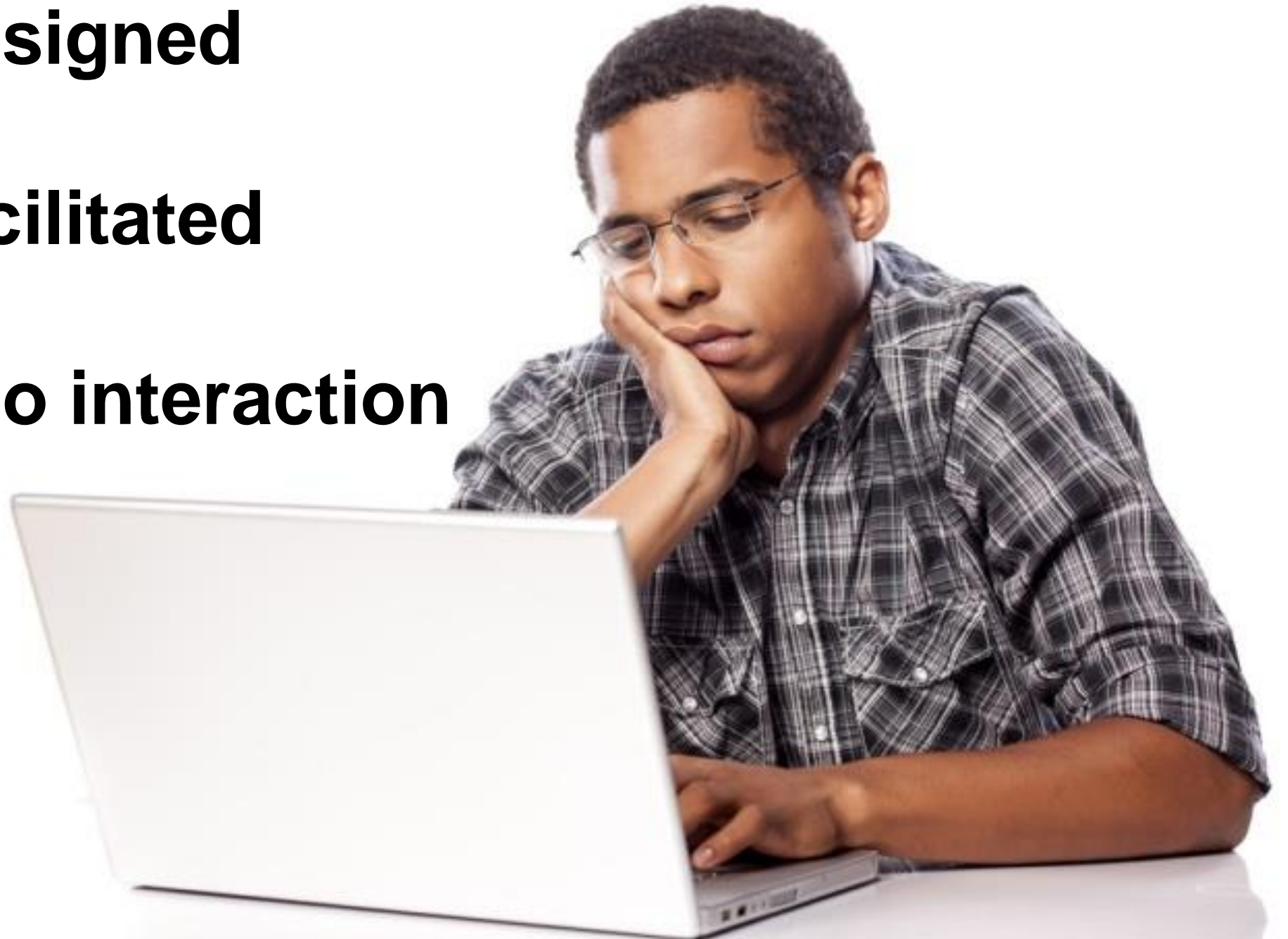
A man in a striped shirt is multitasking at a computer desk. He is holding a white mug in his left hand, talking on a mobile phone held to his ear with his right hand, and has his right arm raised in the air. His left hand is on a computer keyboard. A computer monitor is visible on the left side of the desk. The background is a plain, light-colored wall.

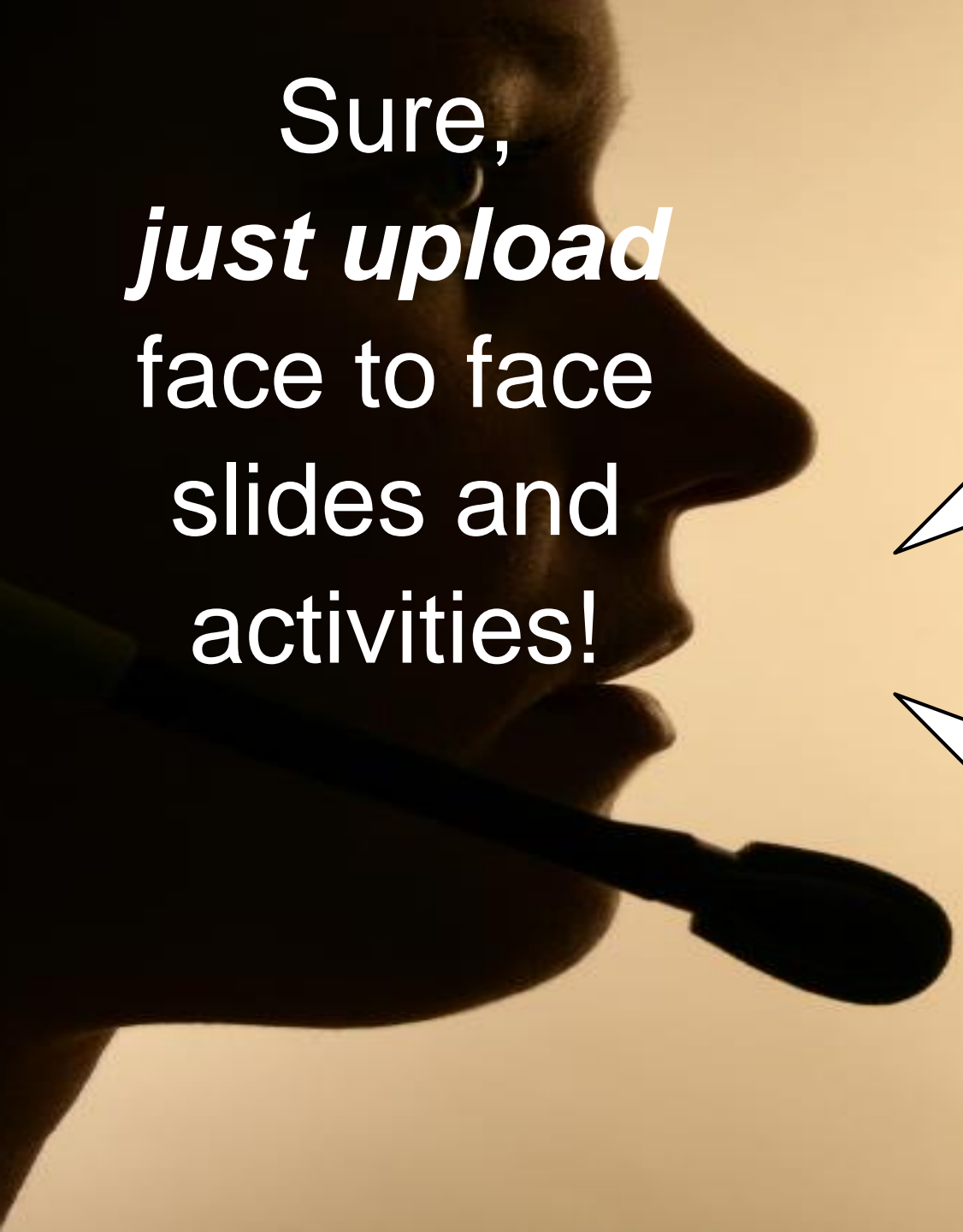
**Why do people
multi-task?**

Poorly designed

Poorly facilitated

Little or no interaction



A silhouette of a person's head and neck in profile, facing right. They are wearing a headset with a microphone. The background is a warm, orange-to-yellow gradient.

Sure,
just upload
face to face
slides and
activities!

True

False



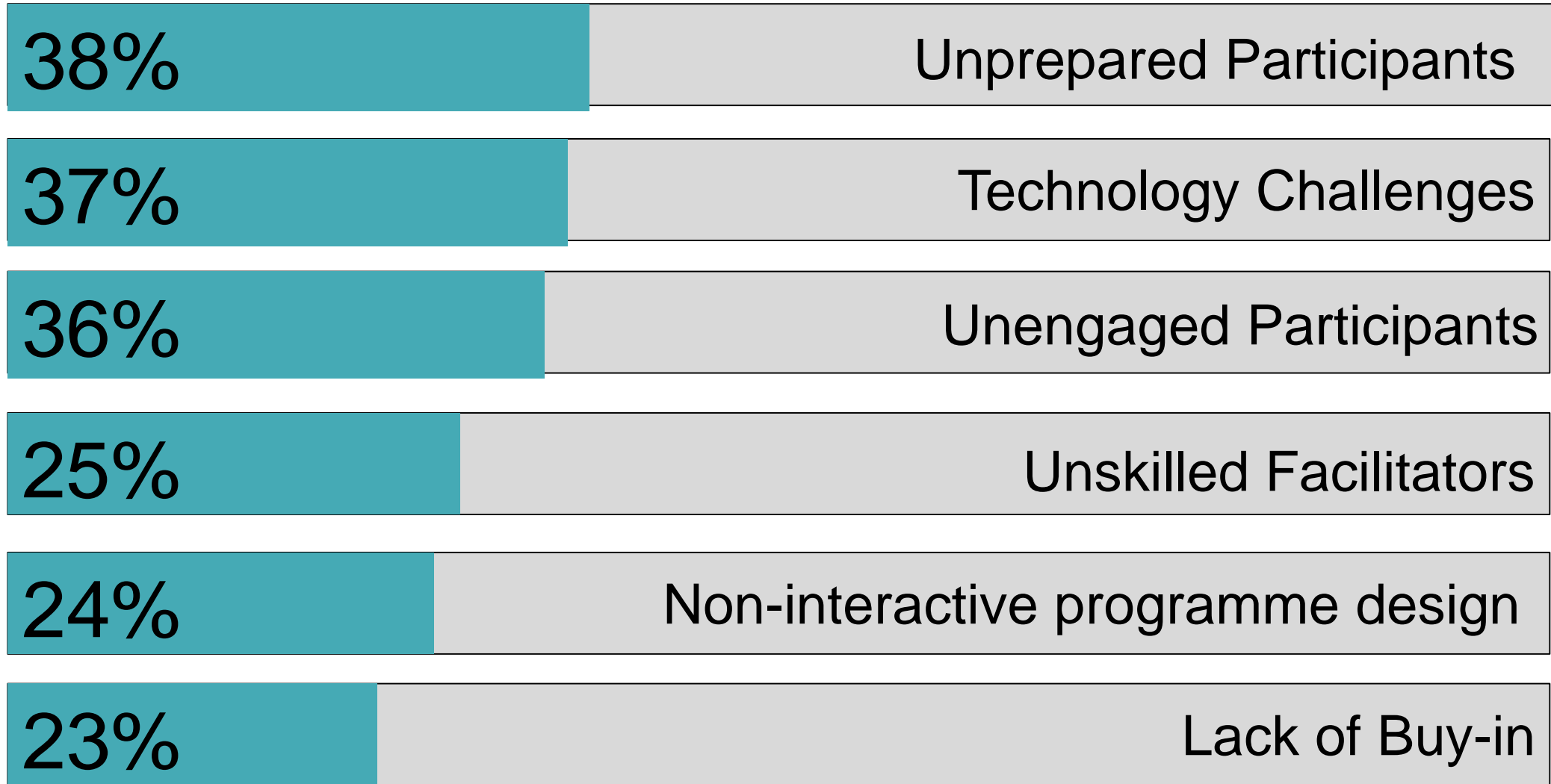
**VIRTUAL
LEARNING
ENVIRONMENT**

Facilitating your
Online Learning
Event

A large, white, stylized letter 'Q' is centered within a white speech bubble shape. The speech bubble has a tail pointing towards the bottom right. The background is a solid dark grey.

How **confident do you feel today** to deliver live online learning which is interactive and participative?

Top Challenges of Virtual Classrooms/Training



Source: Cindy Huggett – *The State of Virtual Training 2019*




Q

What are your **biggest fears, challenges or obstacles** when delivering live online learning?



You need your **current
classroom**
trainer skills!

A middle-aged man with short grey hair and glasses, wearing a white button-down shirt, is speaking and gesturing with his hands. He is looking slightly to the right of the camera. The background is a plain, light-colored wall. On the right side of the image, there is a large, semi-transparent text overlay.

BUT - You need
additional trainer
skills for delivering
online

Layer **new skills** with classroom skills





No visual contact



Master the technology



Ensure your participants **participate!**

Is live online learning
less effective than the
'face to face' classroom
training?





Is live online learning **less effective** than the 'face to face' classroom training?

NO!

But it **must** be designed for the environment and facilitated well with planned, varied and regular interaction




“Tell me and I’ll forget; show me and I may remember;
involve me and I’ll understand”



**VIRTUAL
LEARNING
ENVIRONMENT**

Session Design Considerations



**“The smaller the class size
the better the learning
outcome”**

Dr John Medina, author “Brain Rules”

Mix up interaction

Learners active

Every few minutes





**Focus on the
business needs...**

**Not the
*'nice-to-have's'!***



Focus on what
people actually
need to **DO** at
work

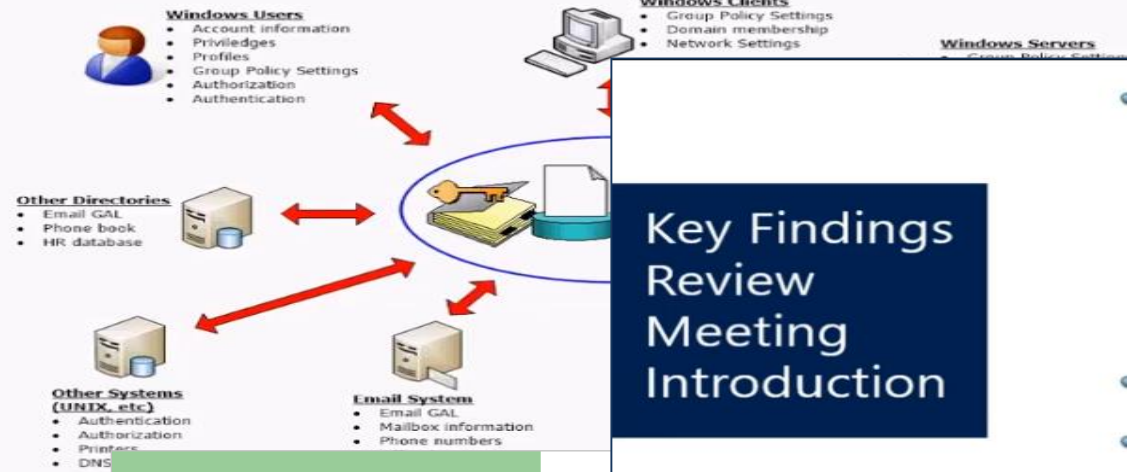


Design training
to practice
THOSE
skills!

**We need to keep
learners
focused on the
learning**



AD is a Business-Enabler

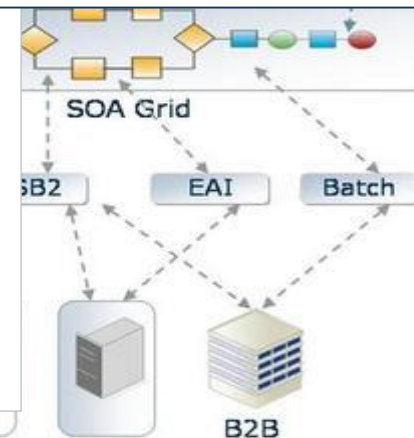


Key Findings Review Meeting Introduction

- The purpose of the Key Findings review meeting (also known as “the close out meeting”) is:
 - Explain identified Risk and Health issues to customer
 - Review engineers recommendations
 - Answer any outstanding questions customer may have
 - Provide a remediation plan (lead by TAM) that includes owners, target dates, remediation services and priorities
 - As needed, adjust final reports with any new data coming from the close out meeting
- The TAM owns scheduling the meeting (fitting in to the engineer and customer schedule)
- This meeting should normally not be any longer than 3 hours and likely can be properly completed in less time.
- Dispatched engineer should be prepared to
 - Review Key Issue findings utilizing presentation report
 - Demo how to use RaaS tools for customer
 - Answer any questions from the customer
 - Take any newly uncovered information from the close out meeting and incorporate that detail back into an updated FINAL report

More Presentations

- Check grammar and spelling. Take time to see misspellings.
- Don't make too many slides...avoid the “slide rush” (trying to rush through the last 20 slides because you ran out of time).
- Cite your sources on each slide or at the end of your presentation.
- Remember: KEEP IT SIMPLE! It's just a tool!



- Shifts focus from service re-use to process re-use
- Leverages domain expertise and provides autonomy to LOB
- Integration focus is on business and technology
- SOA Grid executes process model and provides persistence for long running processes
- Process defines data and semantics; abstracted and transformed from individual SORs

And we expect people to remember it!



“These slides crammed full of text are actually **barriers** to learning”



Slides should...



Support the skills/knowledge transfer you are presenting

Slides should...

132

ACTUS V.

Scen. 1.

Gothard. Leonard.

Gothard. Hvilke forbandede
nestes Sierne! dog Jalousie forvirre

Leonard. Hvad tar han sig
Gothard. Han har i Sinde

consulere gamle Herer og Spaamæn
fige ham, om hans Rone har været
en lang brude Galant ud, som
en holdt en Gam

NOT be a
script prompt
or autocue

Slides should...



Ideally contain
just **one key**
learning point

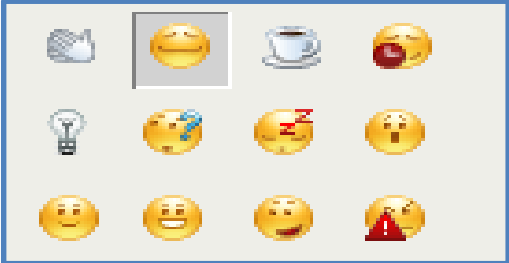
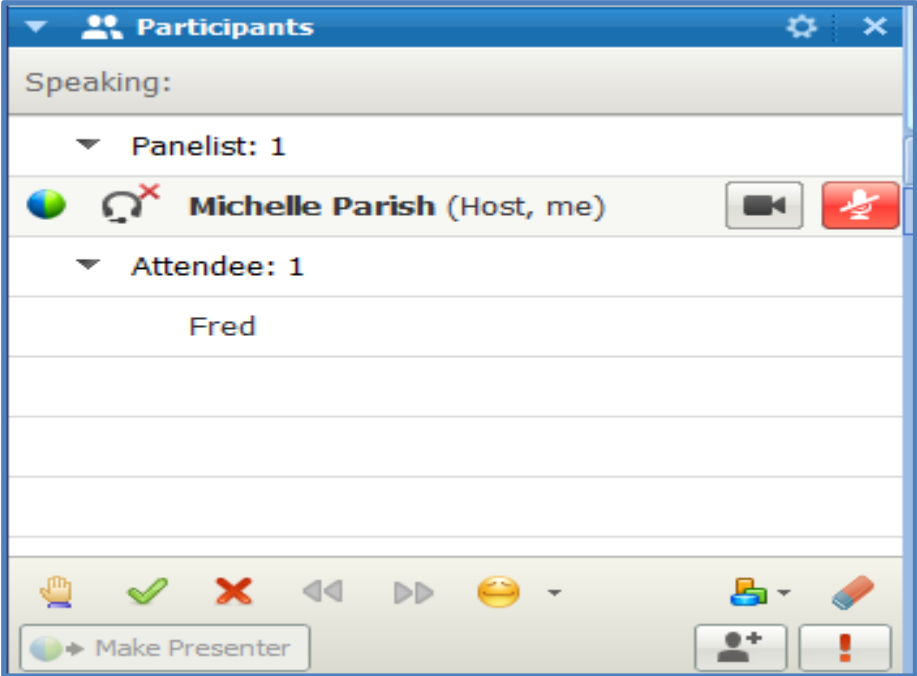
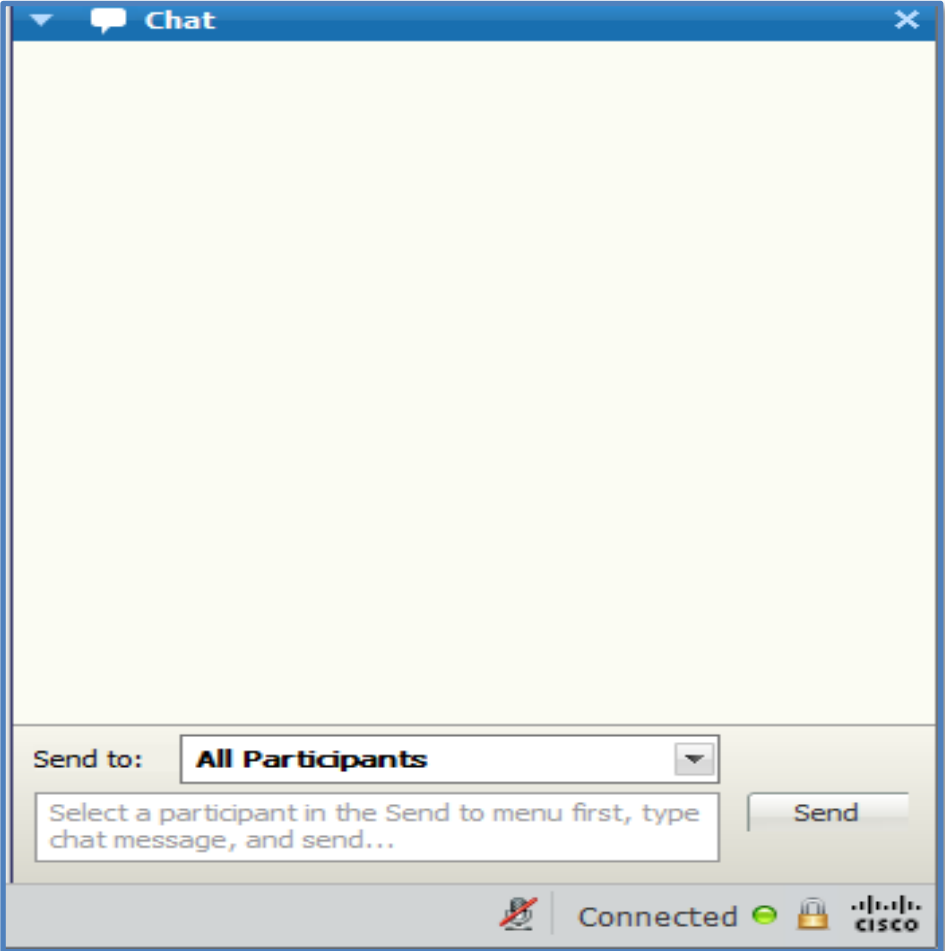
Online classroom tools



A large, white, stylized question mark icon on a dark gray background. The question mark is composed of a thick white outline, with a small white tail at the bottom right.

What **'tools'** are available in the live online classroom for interactivity/participation?

Chat and emoticons



Whiteboard and annotation

Quick Start Session Info Whiteboard

→ T □ / ▨ ▧ < 01 >

Whiteboard tools for annotation and drawing....

Michelle Parish →

Text

→ ←

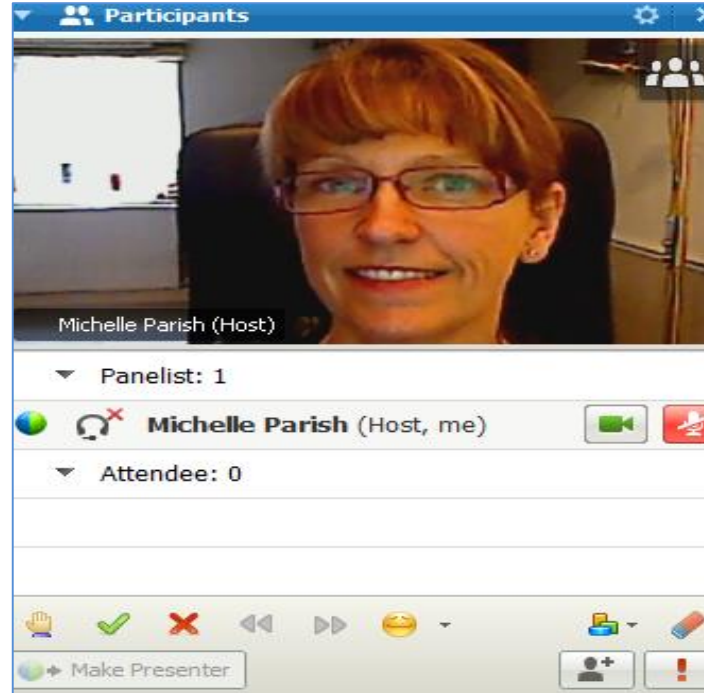
□ ✓ × ○ ◌ □

☺

Drawing tools....

The screenshot shows a whiteboard application window with a toolbar at the top containing various drawing tools like text, lines, rectangles, and shapes. The main area contains the text 'Whiteboard tools for annotation and drawing....' in red. Below it, a red arrow points to the name 'Michelle Parish'. The word 'Text' is written in blue. Two purple double-headed arrows are drawn horizontally. Below these are several green-outlined shapes: a rectangle, a checkmark, an 'X', a circle, an oval, and another rectangle. A blue hand-drawn smiley face is also present. The text 'Drawing tools....' is written in blue cursive at the bottom.


Audio, Webcam, MP4 and MP3 files



Polling

▼ Polling ✕

Poll M...

 ✕

Poll Questions:

1. Locate the 'Keyboard shortcuts for Microsoft Word' and then choose 'Quick reference for Microsoft Word', 'Common Tasks'. Answer the following questions

2. What is the keyboard shortcut to 'decrease font size one value'?

a. CTRL+SHIFT+<

b. SHIFT+<

c. CTRL+<

3. What is the keyboard shortcut for 'Paste Formatting Only'?

a. CTRL + V

b. CTRL+SHIFT+V

c. SHIFT+V

d. CTRL+SHIFT+Y

Question

Type: Multiple choice Short answer

Single Answer ▼

New Change Type

Answer

Add Mark as Correct

Record individual responses

Clear All Options... Open Poll

Application and Desktop Share

The screenshot shows a Microsoft Excel window with the following content:

1 [Click here to see what your answer should look like.](#)

2 **1 Comparing data sets - Easy to get it almost right - harder to get it completely right.**

3

4 You can select one of three data sets by choosing 1,2 or 3 in cell E6 below.

5

6 Data set: <- You can change this cell

7

8 The selected data set is shown below (with a dotted background) in cells D11:G16.

9

Selected data set is 1				Reference set			
0.504630	0.690854	0.130354	0.304643	0.504630	0.690854	0.130354	0.304643
0.854082	0.967712	0.098941	0.154331	0.854082	0.967712	0.098941	0.154331
0.593255	0.978210	0.339026	0.524566	0.593255	0.978210	0.339026	0.524566
0.627265	0.710125	0.421600	0.157712	0.627265	0.710125	0.421600	0.157712
0.835484	0.658092	0.409358	0.471525	0.835484	0.658092	0.409358	0.471525
0.079000	0.009540	0.208529	0.781042	0.079000	0.009540	0.208529	0.781042

17

18 You need to check whether each cell in the selected data set is the same as the corresponding cell in the 'Reference set' in cells I11:L16. [Differences between the selected data set and the reference data set are highlighted in purple.]

19

20

21

22 If all of the cells in the selected data set are the same as the corresponding cells in the reference set then cell E25 below should show 'Same'. If any differ the cell should show 'Differ'.

23

24

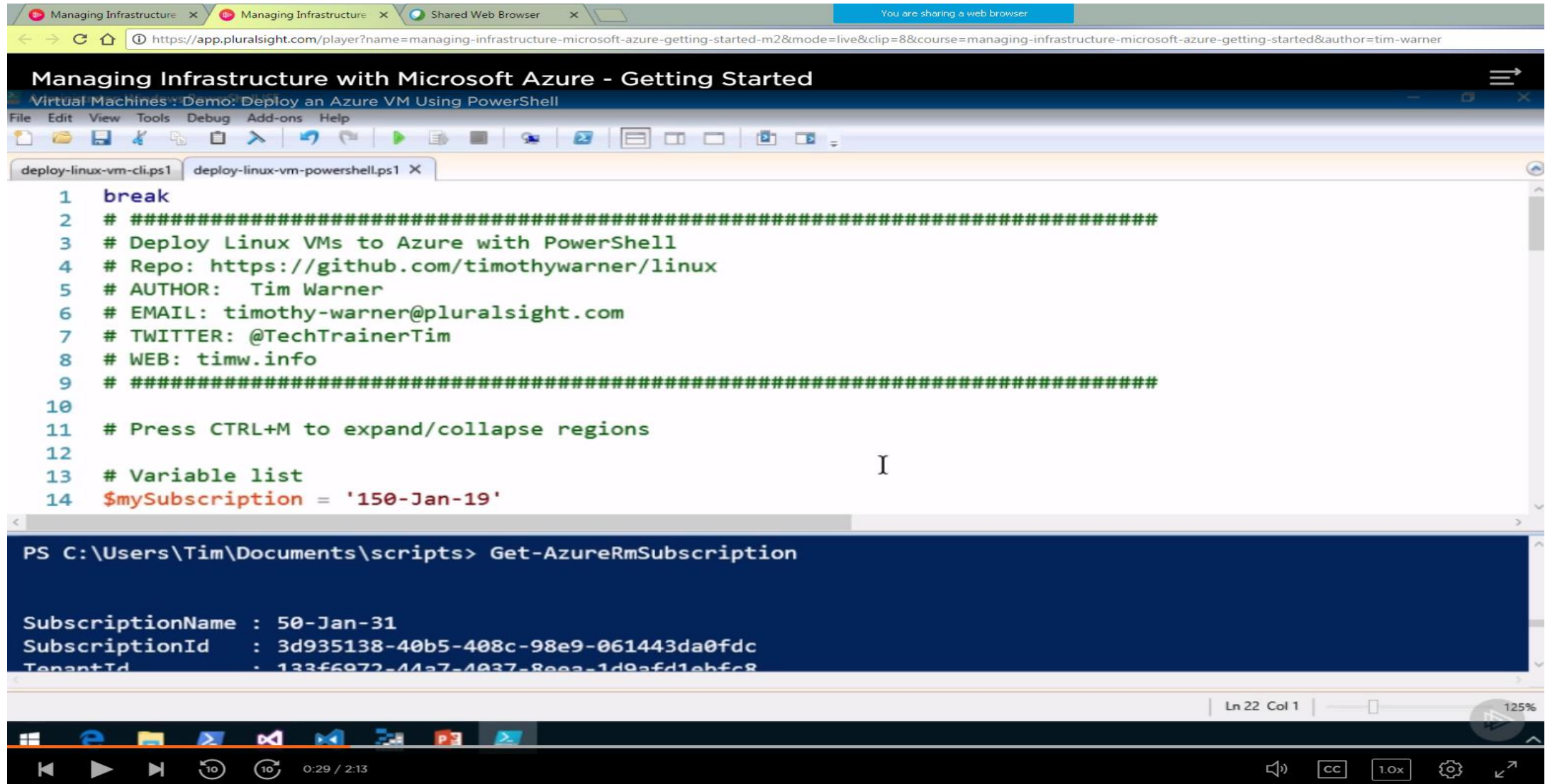
25 Check:

26

27 Overall check

28 [Index](#)

Webshare options



The screenshot displays a video player interface with a browser window embedded within it. The browser window shows a PowerShell script titled "Virtual Machines: Demo: Deploy an Azure VM Using PowerShell". The script includes a 'break' statement followed by several comment lines providing metadata and instructions. The terminal output below the script shows the execution of the 'Get-AzureRmSubscription' command, displaying the current user's Azure subscription details.

```
1 break
2 # #####
3 # Deploy Linux VMs to Azure with PowerShell
4 # Repo: https://github.com/timothywarner/linux
5 # AUTHOR: Tim Warner
6 # EMAIL: timothy-warner@pluralsight.com
7 # TWITTER: @TechTrainerTim
8 # WEB: timw.info
9 # #####
10
11 # Press CTRL+M to expand/collapse regions
12
13 # Variable list
14 $mySubscription = '150-Jan-19'
```

```
PS C:\Users\Tim\Documents\scripts> Get-AzureRmSubscription

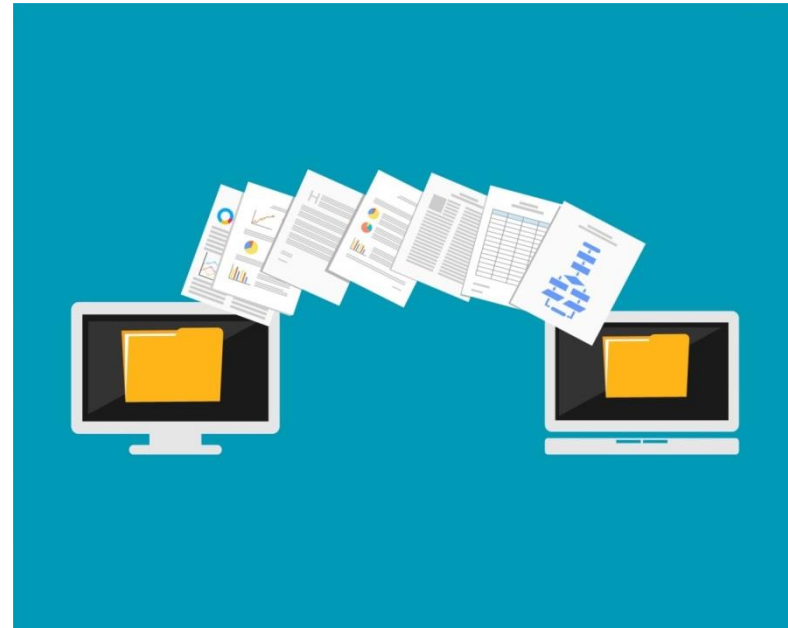
SubscriptionName : 50-Jan-31
SubscriptionId   : 3d935138-40b5-408c-98e9-061443da0fdc
TenantId        : 133f6972-44a7-4037-8eea-1d9afd1ebfc8
```

Ln 22 Col 1 | 125%

Breakout rooms



Q & A; File Transfer



Technology provides far more ways for you **to engage your online learners** than a traditional classroom event





**VIRTUAL
LEARNING
ENVIRONMENT**

Session Close



[LEARN MORE]

10 Top Tips

FACILITATING **VIRTUAL** MEETINGS & EVENTS

10 TOP TIPS

- KNOW YOUR TECHNOLOGY**
Ensure you are comfortable with the technical functionality of your platform and you are well-practised in its use. When you exude confidence during facilitation, your participants will feel much more at ease.
- BE PREPARED**
Check your setup before each, and every, session. Check audio and video (if using) and that material is loaded and ready to use. Try to log in a second device to show the attendee view as this will provide reassurance.
- GRAB ATTENTION**
Grab attention at the outset, greet your attendees with warmth and enthusiasm – start networking and check their audio is fully operational.
- FAMILIARISE PARTICIPANTS**
Ensure that participants are comfortable with the technology, know how to interact, and demonstrate how their participation will make the experience a more enjoyable one.
- INVOLVE YOUR AUDIENCE**
Actively encourage participation in session, be aware of distractions and keep an eye on your attendees (monitor their 'online body language') and take steps to draw people in.
- BE RESPONSIVE**
Refer to people by name so that they feel included and part of your event. Keep a close eye on communication, including chat, and integrate this into the session to maximise audience engagement.
- CREATE INTERACTION**
Introduce varied and meaningful interaction every 3-5 minutes. Where possible, use a variety of visual material (words, photos, graphs, charts, video, webcam, demonstrations, screen shots).
- USE YOUR VOICE**
Vary your tone, pace of delivery and – most of all – smile! Participants can hear it. Try to think of your session as a 'conversation with' rather than a 'presentation at' – this will make a huge difference to your delivery.
- BE NATURAL**
Unless you are a professional actor, avoid reading from a script or the screen. Rehearse and rehearse again – so that you are completely confident and natural in delivering your material.
- INCLUDE A BREAK SLIDE**
Include a single 'coffee cup/break' slide at the end of your presentation deck which you can use for a quick break if needed. This can also come in handy if there's a technical issue you need to fix.

From quick-start to expert-level, we have off-the-shelf and bespoke programmes to get you up-to-speed in designing and delivering world-class virtual meetings and events.

www.thelpi.org/virtual-classrooms

 Learning & Performance Institute

<https://www.thelpi.org/top-10-tips-for-facilitating-virtual-meetings/>

The Certified Online Learning Facilitator (COLF)



COLF Content



Introducing the live online classroom

The Web Conferencing platform

Your Voice – Impact and Tone

Designing Events with visual impact

Maximising Learner Engagement

Over to You

Setting up and Facilitating the Event

Closing the Event and following up



Certificate in Designing Live Online Learning Workshop (CDOL)



CDOL Content



Welcome and Design Considerations

Developing the Course

Understanding WebEx/Adobe
Tools and Facilities

Designing the Course

Designing Slides with Impact

Session Support Materials

Consultancy & Bespoke



Learning &
Performance Institute



Certified Online Learning Facilitator (COLF) 1

Unit 1
BEFORE THE COURSE
07/03/2014 AT 15:00 GMT

Unit 2
WELCOME TO THE WORKSHOP
10/03/2014 AT 13:00 GMT

Unit 3
INTRODUCING THE ONLINE CLASSROOM
13/03/2014 AT 09:30 GMT

Unit 4
ENHANCING THE ONLINE CLASSROOM
13/03/2014 AT 11:30 GMT

Unit 5
13/03/2014 AT 13:30 GMT



Welcome to the Workshop

- Ground Rules/Interacting
- Workshop Structure & Outcomes
- The Web Conferencing System
- Development of the Live Online Classroom
- Classroom v Live Online Skills

Online Workshop



This live online session will be facilitated using WebEx. Please ensure that you have read the guide to preparing to join a WebEx session.

The session will be open 15 mins before the start time. Join early to ensure that you connect successfully before the class starts.

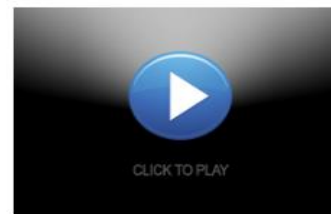
Starts: 10/03/2014 at 13:00 GMT

Ends: 10/03/2014 at 15:00 GMT

Duration: 2 hours

Workshop Recording

We hope you enjoyed the online workshop. If you missed it, or you would like to view it again, then you can access the recording here.



Please note, this recording requires the WebEx Network Recording Player to view it - you may be asked to "Allow it to run" on your computer.

Upload your Journal

Complete your Unit 2 Learning Journal and ensure that it is submitted before the next online workshop. Please remember that completion of the Learning Journals and assignments count towards your overall COLF assessment grading.

Submit your Learning Journal by uploading it here.

No other people have submitted files.

You have not submitted any files. Please use the browse button to select one or more files, then click the upload button to commence the transfer.

[Browse](#) [Upload](#)

The COLF v-Learn Support Portal



Home

Inbox



Search for people, groups and conversations

Invite



Michelle L Parish

Compose

Groups

All Network

COLF Pitney Bowes

COLF Barclays 4 (Feb 14)

COLF Renaissance Lea...

Microsoft 260214 Onli...

CDOL SFA Group 1 Ma...

Microsoft 120214 Onli...

More

Networks

Admin



Joined

Conversations

Info

Files

Notes

Share an Update Add a Doc/Image Post a Poll More

Share something with this group...



Michelle L Parish

To COLF Renaissance Learning (March 14)

Good morning - I hope you had a great weekend and was able to enjoy the sun. Our first session is at 1pm this afternoon - please remember the link to join via the Portal will be live from 12.45. We will start all sessions promptly so please do log on at least 5-10 minutes early. If you have not already done so, do not forget to upload your photograph in Unit 1 of the V-Learn Portal where you will find a dedicated 'pod' for this. See you online later today

Like · Reply · Share · More · 9 minutes ago from Yammer Embed

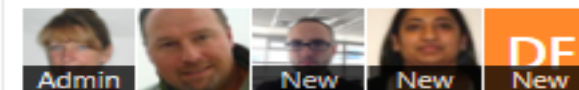
Add Members

Admin

Post an Announcement

Members 8

see all



3 others

Info

Click here to edit this info section.

PREVIOUSLY LOADED

Live Online Learning Facilitator Yammer Network

A large, bold, white letter 'Q' is positioned on the left side of the slide. The letter is stylized with a thick stroke and a small tail at the bottom right.

What are your questions
or comments?



Learning & Performance Institute

For **further information** please contact:-

The Learning and Performance Institute Limited

Phone: +44 (0) 2476 496210

Email: info@thelpi.org



@YourLPI





“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand”



It always seems impossible until it's done

Nelson Mandela

A large, bold, white letter 'Q' is positioned on the left side of the image. The letter is stylized with a thick stroke and a small tail at the bottom right. It is set against a dark gray background.

What is **one thing** is preventing you from doing more virtual events and what can you do about it?



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