

Delivering Training Remotely

Facilitator Guide

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PUBLISHING/CITATIONS

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COURSE OVERVIEW

Course aim: To support facilitators to prepare for and deliver training remotely.

Course objectives.

By the end of the course, participants will be able to:

- Identify good practices for remotely facilitated training
- Design activities for remote delivery
- Demonstrate how to deliver interactive activities remotely
- Reflect on the roles and technology required for remote training.

Target audience:

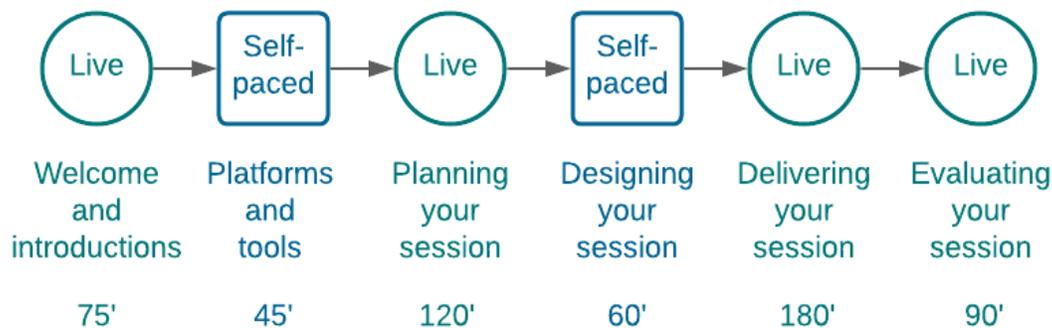
Child Protection in Humanitarian Action (CPHA) practitioners who are experienced in facilitating face-to-face training events, but are now required to deliver content remotely.

Prerequisites:

Participants are expected to have previously attended a training of trainers (ToT) that included training skills and adult learning theory, rather than a ToT that was course or subject specific. This training is designed to build on existing knowledge and skills related to in-person facilitation of adult learning.

Agenda:

The course comprises four live (remotely facilitated) sessions, plus two pieces of self-paced learning to be completed by the participants outside the live sessions. The scheduling of the sessions must be in the sequence shown, but may be spread over days or weeks at intervals that best suit your context and learners.



NOTE: The exact length and timings of the Delivering your Session live session will need to be confirmed based on the number of participants you have. See the note in the session plan below.

Equipment, materials and preparation required:

The Welcome and Introductions section contains 15 minutes in which to introduce the participants to the key features of your chosen video calling platform and other online

tools to be used during the course. The technical producer should design this section of the course once the platforms have been confirmed.

To deliver the exercises in this course, you will need the following technical platforms and tools:

- video calling platform with breakout room and chat functionality;
- interactive online whiteboard;
- ideally, an online shared folder where participants can access key course resources;
- ideally, software that enables participants to submit anonymous comments, such as Mentimeter; and an online quiz tool, such as Kahoot! or Mentimeter.

Participants will need to join the course on a computer (not a mobile device), and each participant should be joining from their own device in order to participate fully in activities.

The specific preparation required ahead of each session is detailed in the session plans below, including sample layouts for online whiteboards.

It is essential that the facilitator and technical producer prepare for the course together, to ensure that their roles and responsibilities are clear and agreed upon.

Note, the technical producer does not need any specific qualifications, only to be comfortable and confident using the chosen video calling platform to support the facilitator appropriately.

Supporting information:

- Recommended group size: 8 to 16 participants.
- Recommended reading to support facilitator preparation: The facilitator should be familiar with and comfortable delivering training remotely, and the technical producer should have a strong command of the video calling platform and any additional tools used throughout the training. The free online course <https://radicallyremote.com> is highly recommended for those who want additional support prior to delivering this course.
- Adapting or contextualizing the course: Platform-specific instructions have been avoided in the development of this course. Once you have identified which online platforms you will use, we recommend that you review all exercise instructions and ensure that they are clear and specific, to best enable participants to engage quickly and easily with the interactive elements of the course.
- Some on-boarding activities may need to be adjusted for appropriateness to the target audience.
- Send reminders to participants to encourage them to complete the self-paced learning tasks between Sessions 1 and 2, and Sessions 2 and 3.

Overview of Sessions & Learning Objectives

Welcome and Introductions
<p>Session aim: To introduce the participants to the course and to model how to set up a remote training environment.</p> <p>Session objectives:</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none"> • Recall the course objectives • List good practices for setting up a remote training environment.
Session 1: Platforms and Tools
<p>Session aim: To introduce the participants to some available platforms and tools to support remotely facilitated training.</p>
<p>S1. O1 Compare the pros and cons of different video calling platforms</p>
<p>S1. O2. Recall how to enable key safety features on video calling platforms</p>
<p>S1. O3: Describe three additional platforms that can be used to increase interaction during remote training.</p>
Session 2: Planning Your Session
<p>Session aim: To prepare participants to adapt or design sessions for remote delivery.</p>
<p>S2. O1: Explain the steps required to adapt a face-to-face training for remote delivery</p>
<p>S2. O2: Identify effective ways to structure remote training sessions</p>
<p>S2. O3: Describe ways to incorporate participatory activities into remote sessions</p>
<p>S2. O4: Describe the components of an effective session plan.</p>

Session 3: Designing Your Session

Session aim: To give participants the opportunity to practice adapting or designing a remote session.

S3. O1: Design an activity for remote delivery

S3. O2: Recognize good practice for engaging learners remotely.

Session 4: Delivering Your Session

Session aim: To consider good practices in delivering training remotely.

S4. O1: Explain the role of the facilitator and the producer

S4. O2: Describe good practices for facilitating remote training

S4. O3: Identify potential challenges for the facilitator and discuss ways to overcome them

S4. O4: Demonstrate how to deliver a training activity remotely.

Session 5: Evaluating Learning

Session aim: To outline ways to assess participant learning during a remote training session.

S5. O1: Discuss methods for assessing participant understanding remotely.

Session 6: Evaluation and Close

Session aim: To collect participant feedback, recap key learning points, and close

S6. O1: Reflect on what they have learned during the course

S6. O2: Identify feedback for the facilitators.



Welcome and Introductions

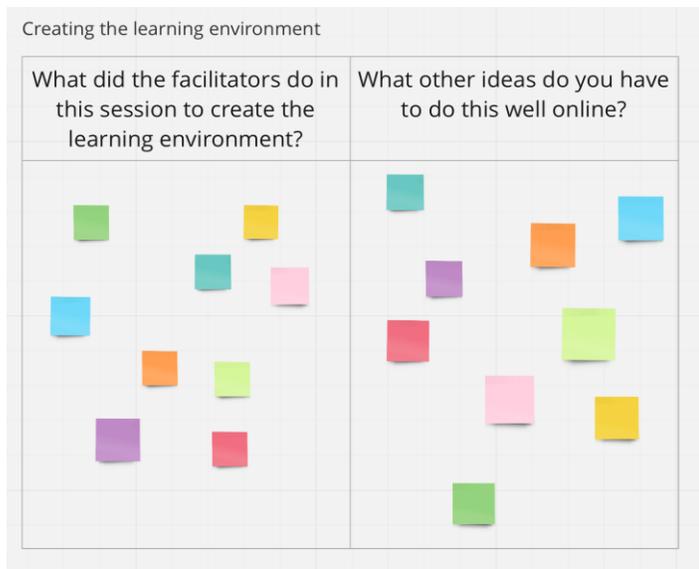
SESSION PLAN:

<p>Session Length</p> 	<p>75 minutes (live, facilitated).</p>
<p>Aim and Learning Outcomes</p> 	<p>Session Aim: To introduce the participants to the course and to model how to set up a remote training environment.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Recall the course objectives• List good practices for setting up a remote training environment.
<p>Key learning points</p> 	<ul style="list-style-type: none">• Design your first session to make the participants feel welcome, safe, and supported. Include technical onboarding to make people feel comfortable and confident with the technology you will be using. Make this experience fun and low stakes.• Try something creative. Many participants attending remote training for the first time have low expectations, and expect to be able to multitask during their sessions. Make it clear that this is a learning environment, and that their full engagement will be required. This will help them get into the right frame of mind for learning.

Related Materials & Supporting Information



The learning environment Miro board/Jamboard — suggested layout:



Preparation Required



- Find an object that represents you as a facilitator — you will need this for the introductions.
- The technical producer should develop the details of the technical introduction, and should be prepared to deliver this part of the session, including developing any templates for activities.

Time	Facilitator Notes	Producer Notes	Screen/ Resource
10 min.	<p>Onboarding activity and welcome</p> <p>Put up slide 1. Welcome the participants by name as they join the session, and ask them to follow the on-screen instructions on completing the on-boarding exercise.</p> <p>Once all the participants have joined the call, take down the slide and welcome them to the course. Introduce yourself and the technical producer just by name, and note that the technical producer is there to support with technical issues and</p>	<p>Paste the instructions into the chat as participants join.</p> <p>Send a note in the chat function that explains how to send a message just to you.</p>	PowerPoint (PPT) slide 1

	can be contacted directly through the chat function.		
20 min.	<p>Participant introductions</p> <p>Explain that you would now like the participants to introduce themselves. To do this, you would like each of them to find an object in the space where they are currently located that represents them as a trainer.</p> <p>Give them a minute to do this, then model the next step with your own introduction: e.g. <i>“Hi, I’m [name] and I’m in [location]. My object is these headphones because, as a trainer, I think it’s really important to listen.”</i></p> <p>Invite the producer to go next, and then invite the participants to do the same, one at a time.</p>	Introduce yourself using your object.	
15 min.	<p>Technical introduction</p> <p>Familiarize participants with the platforms and tools you will be using in the course.</p>	NOTE: This section needs to be developed by the technical producer based on the platforms and tools you will be using in the course. The aim is to familiarize the participants with the key features to enable them to quickly and easily engage with activities later in the course.	
5 min.	<p>Break</p> <p>Give the participants a five-minute screen break, stating the specific time to be back.</p>	Paste the message: <i>5 minute break, back at [time]</i> into the chat.	

<p>5 min.</p>	<p>Course outline and objectives</p> <p>Show slide 2, and share the course objectives.</p> <p>Show slide 3, and explain how the course is structured:</p> <ul style="list-style-type: none"> • There will be four live sessions. • There will be two self-paced activities to complete, one between sessions 1 and 2, and the other between sessions 2 and 3. • Each of the self-paced activities should take an hour or less. • We will look at how to plan, design, deliver, and evaluate a session remotely. <p>Note that participants will be doing practical exercises. It will be most helpful to do these based on a real session or on a topic they are due to train on. This could be a face-to-face session that they want to adapt or a new session that they will need to design for remote delivery.</p>		<p>PPT slide 2</p> <p>PPT slide 3</p>
<p>15 min.</p>	<p>The learning environment</p> <p>Explain that you will put the participants into breakout rooms with a partner. Once there, they should say hi, and then discuss the following questions:</p> <ul style="list-style-type: none"> • What did the facilitators do in this session to create the learning environment? • What other ideas do you have to do this well online? <p>Ask participants to capture their ideas on a Miro board or Jamboard (see below for a sample layout).</p> <p>Note, they have just over 5 minutes.</p>	<p>Prepare the breakout rooms.</p> <p>Paste the task instructions and link to the Miro board/Jamboard into the chat.</p>	

	<p>Check for questions, then launch the breakout rooms.</p> <p>Monitor the Miro board/Jamboard to see how the pairs are doing.</p> <p>Welcome the group back and summarize the inputs on the Miro board/Jamboard. Invite a couple of reflections or questions from the group. (e.g., ask <i>What do you need to do online that is different from in-person sessions?</i>)</p> <p>Reinforce the key learning points of the session (see above).</p>	<p>Launch the breakout rooms. Time 5 minutes.</p> <p>After 5 minutes, either close the breakout rooms or send a 2-minute warning.</p> <p>Close the breakout rooms.</p>	
<p>5 min.</p>	<p>Wrap-up</p> <p>Thank the group for their participation in this session.</p> <p>Remind them when the next live session will take place, and explain that, before then, they should complete the three short activities outlined in the Platforms and Tools handout.</p> <p>Briefly outline what they need to do:</p> <ul style="list-style-type: none"> • Complete a comparison matrix of the video calling platforms available to them. • Watch a short video on the safety features of common video calling platforms. • Experiment with some new online tools that can support remote training methodologies, and provide feedback on them. • Explain how they can contact you if they have any questions. 	<p>Share the file or a link to the file.</p>	



Platforms and Tools (self-paced activity)

SESSION PLAN:

<p>Session Length</p> 	<p>45 minutes (self-paced activity, between live sessions 1 and 2).</p>
<p>Aim and Learning Outcomes</p> 	<p>The aim of the session is to introduce the participants to some available platforms and tools to support remotely facilitated training.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Compare the pros and cons of different video calling platforms• Recall how to enable key safety features on video calling platforms• Describe three additional platforms that can be used to increase interaction during remote training.
<p>Instructions</p> 	<p>Participant activities can be seen in detail on the Platforms and Tools handout. In brief, they are to:</p> <ul style="list-style-type: none">• Find out what video calling platforms are available to them, within their organizations, and compare the options using the matrix shown below, then save this to the shared folder.• Watch the Learning and Development Working Group's video on the safe use of video calling platforms for CP programming. Make a note of any key safety concerns or features regarding their potential platforms, and be prepared to answer the question: Does this affect your decision-making?• Watch Building Beyond Zoom (part of the free Radically Remote online course, by Joshua Davies, at Knowmium). Then, from the list below the video, select three tools that they have not

used before, and experiment with them. They should then add their reflections to the matrix, to share with their fellow participants.

Preparation Required



Set up the matrix on an online whiteboard where participants will submit their feedback on the external tools they experiment with, and add the link to the Platforms and Tools handout.

Related Materials & Supporting Information



See this [link](#) for the 'Platforms and Tools' self-guided activity.

Suggested layout:

External tools feedback

 Tool name	 Overall purpose	 Pros	 Cons	 Creative ideas to use!



Planning Your Session

SESSION PLAN:

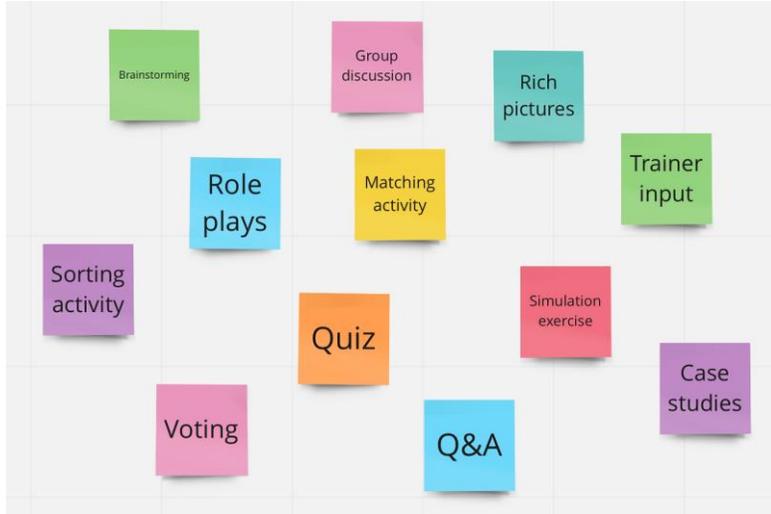
<p>Session Length</p> 	<p>120 minutes (live, facilitated).</p>
<p>Aim and Learning Outcomes</p> 	<p>The aim of the session is to prepare participants to adapt or design sessions for remote delivery.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Explain the steps required to adapt a face-to-face training for remote delivery• Identify effective ways to structure remote training sessions• Describe ways to incorporate participatory activities into remote sessions• Describe the components of an effective session plan.
<p>Key Learning Points</p> 	<ul style="list-style-type: none">• The ideal session length for remote training is 90-120 minutes, with a 5-10 minute break every hour. Leave enough time in your session for breaks. Expect activities to take 15% longer online than they do in person, and do not overfill your session. In a 120-minute session, plan 100 minutes of content and leave yourself 20 minutes contingency time.• Break your content up into bite-size chunks of 5-10 minutes. This will help to make the content more memorable and engaging. Remove anything that is not necessary, and remove pieces that are best done individually between the live sessions (e.g., watching videos of more than 3 minutes, reading case studies).• Organize your chunks. One way is to think of the session as a workout: Getting ready,

	<p>warming up, low intensity, high intensity, cool down, and stretching. Another approach is to consider the type of thinking the participants will be doing: opening up, collaborating, closing down.</p> <ul style="list-style-type: none"> • Identify your methodologies and tools. Most face-to-face methodologies can be recreated in an online environment using a combination of video calling platforms and other programs. Select one or two additional platforms per session that support your chosen methodologies. • Session plans are essential, and should include clear directions for both facilitator, and the technical producer. Include specific activity instructions for the participants; technology instructions for the producer; and input and debriefing instructions for the facilitator, including timings and links.
<p>Preparation Required</p> 	<ul style="list-style-type: none"> • Set up the on-boarding activity on a Miro board/Jamboard (see the suggested layout below). • Identify one or more sample sessions to use in group activities. • To come up with samples, you could either ask participants to share examples of face-to-face sessions that they would like to adapt for remote training, and would like to use in the session (be sure they know that others will work with their session, too), or ask them to identify some agency or interagency face-to-face sessions that could be used for these activities. • Decide how you will pair the participants for the practice activity in the next live session, as you will need to announce the pairs in this session. • Save the Role of the Producer handout to a shared location, and add the link to the session plan.

Related Materials & Supporting Information



On-boarding activity — suggested layout of the Miro board or Jamboard



Time	Facilitator Notes	Producer Notes	Screen/Resource
5 min.	<p>Onboarding activity</p> <p>As participants join the session, welcome them by name, and ask them to follow the link to the Miro board or Jamboard. There they will see a range of different training methodologies. Based on the Platforms and Tools task, the participants should add ideas of tools and techniques for delivering these methodologies remotely.</p>	<p>Paste into the chat:</p> <p><i>Before we get started, go to [link] and add notes around each methodology, with your ideas of about tools and techniques you could use to deliver these methodologies remotely.</i></p>	Miro board/Jamboard
5 min.	<p>Adapting for remote</p> <p>Bring the group back together and welcome them to this session. Note the session objectives (see above).</p> <p>Share some key guidance on</p>		PowerPoint (PPT) slide 5

	<p>adapting for remote training:</p> <ul style="list-style-type: none"> • The ideal length for remote sessions is 90-120 minutes, with a 5-10 minute break every hour. Leave space in your session for those breaks. Expect activities to take 15% longer online than they do in person, and do not overfill your session. In a 120-minute session, plan 100 minutes of content and leave yourself 20 minutes of contingency time. <p>Click to reveal the animation on the slide, then share the basic process of adapting sessions for remote training:</p> <ul style="list-style-type: none"> • Divide your content into chunks of 5-10 minutes. • Prioritize the content. • Structure your chunks. • Select your methodologies. • Identify the tools you will need to support your methodologies. • Clarify the roles of the facilitator and producer • Practice! <p>Note that we will work through this process in the rest of the course, starting now!</p>		PPT slide 5
15 min.	<p>Chunking a session</p> <p>Explain that to adapt a face-to face session for remote delivery, the first step is to “chunk” your session (i.e., divide it into chunks of time and content). Tell the participants that they are going to work in groups, and have a go at the first two steps, using a sample session.</p>	Prepare the breakout rooms for groups of 3-4 (make a note down who is in each group)	Breakouts

	<p>Explain what the two steps are:</p> <ul style="list-style-type: none"> • Identify your chunks: Break your content up into bite-size chunks of 5-10 minutes. This will help to make it more memorable and engaging. There may be some more in-depth exercises that will need to be longer than 10 minutes; but be cautious with this, as concentration is harder in an online training environment. • Prioritize: Remove anything that is not necessary, and remove pieces that are best done individually between the live sessions (e.g., watching videos of more than 3 minutes, reading case studies). <p>Check for questions on the activity. Note they have 10 minutes, and can call for your help if needed.</p> <p>Circulate between the breakout rooms to support as required.</p>	<p>Paste into the chat:</p> <p><i>In your group:</i></p> <ul style="list-style-type: none"> • <i>First divide the session into 5-10 minute chunks.</i> • <i>Then, prioritize. Remove anything unnecessary. Identify anything that should be done offline.</i> <p>Share a link to the sample session plan.</p> <p>Launch the breakout rooms, and time 10 minutes.</p>	
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<p>10 min.</p>	<p>Structuring a session</p> <p>Bring the group back together, and ask for one or two quick reflections on how that task went. (Do not get into detailed feedback at this point.)</p> <p>Explain that the next step is to structure your chunks. If you are adapting an existing session, the structure may not change very much, but it is still important to think it through.</p> <p>Note that you will provide two simple models to help with this process:</p> <ul style="list-style-type: none"> • Option 1 is to think of a session as a workout, with rest, warm-up/cooldown, and periods of moderate and intense activity, structured in a way that gradually increases in intensity, does not stay at high intensity for too long, and then cools down before ending. Note the examples of methodologies on the slide, and point out that each section is still quite short in terms of time. • Option 2 is to consider the types of thinking the participants will be doing at each stage of the session, and then structure the session in a way that opens thinking up, encourages collaboration, and then closes thinking down (e.g., by resulting in a decision or way forward). This process can also be seen as going through divergent, 		<p>PPT slide 6</p> <p>PPT slide 7</p>
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	<p>collaborative, and convergent thinking phases.</p> <p>Check for questions.</p>		
20 min.	<p>Structure and methodologies</p> <p>Explain to the participants that they will now go back into their groups, and should work on two more steps:</p> <ul style="list-style-type: none"> Deciding on the structure of their session, using one of the models just presented If they have time: Identifying the methodologies and tools they would use to deliver each part of the session. <p>Remind them to refer back to the Miro board/Jamboard that was used at the very start of the session, and to the Platforms and Tools review whiteboard for ideas.</p> <p>Note they have around 20 minutes to do this, and can call for your support as needed. Also, advise them to take some notes, as they will need to be able to talk through their plans a little later in the session.</p>	<p>Paste the instructions into the chat:</p> <ul style="list-style-type: none"> <i>Use one of these models to structure your session “chunks.”</i> <i>Identify the methodologies and tools you would use to deliver each part of the session.</i> <p>Prepare the breakout rooms, then launch and time up to 20 minutes.</p>	Breakouts
5 min.	<p>Break</p> <p>Bring the participants back and tell them that they may now take a 5-minute break, stating the precise time when they must be back.</p>	<p>Paste the message: <i>5-minute break, back at [time]</i>” into the chat.</p>	

<p>15 min.</p>	<p>Peer consulting review and feedback</p> <p>Welcome the participants back, and note that they will now do a round of peer consulting.</p> <p>As part of this exercise, one person from each group will become an L&D “consultant.” When the participants return to their groups in their breakout rooms, each group will have 2 minutes to pick a consultant from among its members. The consultants will return to the main room and wait to be assigned to a different group, in another breakout room.</p> <p>Then the peer consulting will begin. Each group must explain the adaptation plan it has come up with so far to the visiting consultant. The consultant’s job is to ask questions that challenge and extend the thinking of the group members. The overall aim is for every group to improve its session design.</p> <p>This process will last 10 minutes. Then the consultants reunite with their original groups, at which point all the groups will have 10 minutes to rework their session plans.</p> <p>Check for understanding. Send the original groups to breakouts to select a consultant.</p> <p>Reassign the consultants, then</p>	<p>Paste in the chat:</p> <p><i>Peer consulting round:</i></p> <ul style="list-style-type: none"> • <i>Group: Explain your plan for adapting the session to remote training.</i> • <i>Consultant: Ask questions that will challenge and extend the thinking of the group members.”</i> <p>Launch the original breakout rooms. Wait for “consultants” to get to the main room, and then</p>	
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	<p>begin the consulting.</p> <p>Circulate among the groups as appropriate.</p>	<p>assign them each to a new breakout room.</p> <p>Broadcast a message that the groups have 10 minutes to consult.</p> <p>Time the 10 minutes, and warn the consultants when the groups have 2 minutes left to go.</p>	
10 min.	<p>Revisit plans</p> <p>Visit each group briefly to check if the participants are on task.</p>	<p>Broadcast a message that the consultants are being moved back to their original groups now, then do this.</p> <p>Then broadcast a message to remind the groups that they should now work on incorporating any feedback or new ideas for their plans.</p>	
15 min.	<p>Plenary feedback</p> <p>Welcome the participants back to the main room, and explain that you would now like to hear their impressions of this process. Facilitate a discussion around the following questions, ensuring that each group contributes:</p> <ul style="list-style-type: none"> • How did you find this process of adapting a session to remote training? • How was the chunking? • How was the prioritizing? • How was the structuring? • Were any parts more challenging? Why? • Did you make any changes after the consulting round? 		

	<p>What were these?</p> <ul style="list-style-type: none"> • Were there any methodologies that you could not use in the adaptation to remote training? 		
<p>5 min.</p>	<p>Session plans</p> <p>Tell the participants that session plans and facilitator notes are essential for all training, and that their adapted sessions should be written up into these kinds of documents.</p> <p>The template will also need to be adapted for remote sessions. The main change is to include clear instructions, not only for the facilitator, but also for the technical producer. For example, there should be:</p> <ul style="list-style-type: none"> • instructions regarding the breakout rooms, including group size, timings; • activity instructions to be shared in the chat. (It is best to write these out specifically for this purpose in the session plan, so the producer does not have to change language during the session); and • links to any tools, resources, or platforms that will be used in the session. <p>Note the L&D Working Group has a template Facilitator Guide and Session Plan, which can be used for this purpose.</p>		



Designing Your Session (self-paced activity)

SESSION PLAN:

Session Length 	60 minutes (self-paced activity between live sessions two and three).
Aim and Learning Outcomes 	<p>The aim is to give participants the opportunity to practice adapting or designing a remote session.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Design an activity for remote delivery• Recognize good practice for engaging learners remotely. <p>Before the next session participants should:</p> <ul style="list-style-type: none">• Reflect on good practice for engaging learners remotely• Watch the video on engagement• Read the handout on the role of the producer• Work with their partners to adapt and prepare one participatory activity of up to 10 minutes in duration, which they will deliver in the next live session.• Save their session plan into the shared folder for others to review.
Key Learning Points 	Not applicable for this session.
Preparation Required	NOTE: Depending on the size and learning needs of your group, you can complete the practice in pairs, or individually. If completing the exercise individually, each participant will facilitate a short activity and you (the course facilitation team) will

	<p>support them as the technical producer.</p> <p>During the previous live session, pair up the participants and ensure that they are clear on:</p> <ul style="list-style-type: none">• What is required before the next live session• Where to find the activity instructions sheet• What will happen during the next session• How contact you for support
<p>Related Materials & Supporting Information</p> 	<p>See this link for the handout ‘Designing you Session’ for this self-paced activity.</p>



Delivering your Session

SESSION PLAN:

<p>Session Length</p> 	<p>180 minutes (live, facilitated)</p>
<p>Aim and Learning Outcomes</p> 	<p>Session Aim: To consider good practices in delivering training remotely</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Explain the role of the facilitator and the producer• Describe good practices for facilitating remote training• Identify potential challenges for the facilitator and discuss ways to overcome them• Demonstrate how to deliver a training activity remotely
<p>Key learning points</p> 	<ul style="list-style-type: none">• Remote training sessions require a facilitator and a producer, in two distinct roles. The facilitator is responsible for delivering the content of the session, and the producer is responsible for managing the platforms and technology involved.• Practice your activities before the training or session, including the use of technology. Expect things to go wrong, and plan with your producer how to deal with any technical problems that could arise.

	<ul style="list-style-type: none">• Facilitation is even more important in remote settings than in person, as the participants' attention is more divided and being online is more tiring. Use the skills you already have! Remember that your role is to facilitate the participants' learning, just as it is in face-to-face settings. Use the technology as a vehicle, and your session aim and objectives as the destination.• Use onboarding activities to start each session. This will help signal to your participants that they are now entering a learning environment, and it will remind them that they are expected to stay engaged during the session.• The ideal number of participants for remote training is 8-16. Just because platforms can support more does not mean it is a good idea. Participants are often more reluctant to speak up on an online platform than they are in face-to-face settings
<p>Preparation Required</p> 	<ul style="list-style-type: none">• Prepare the Kahoot! or built-in poll function for the quiz on the facilitator/producer roles (see the questions below, under Supporting information).• Work out your timings for the practical exercises and for the debrief and feedback, based on the number of pairs you have. Decide if you need to run the practice concurrently on two calls. If that is the case, the facilitator and technical producer will need to split up to manage the timing on each call.

Related Materials & Supporting Information



The questions (and answers) for the quiz on the roles of the facilitator and producer are as follows:

1. Who is responsible for delivering the content? Facilitator
2. Who is responsible for monitoring the chat? Producer
3. Who is responsible for assisting participants with the platform? Producer
4. Who is responsible for time management? BOTH
5. Who is responsible for assisting participants with questions on the topic? Facilitator
6. Who is responsible for following the session plan? BOTH
7. Who is responsible for creating and managing breakout rooms? Producer
8. Who is responsible for the tools and resources outside the main call? Producer

Time	Facilitator Notes	Producer Notes	Screen/Resource
5 min.	<p>On-boarding activity</p> <p>As participants join the session, welcome them by name, and ask them to use the annotate function to answer the questions on the screen.</p>	<p>Screen share the slide. Paste the instructions for the annotate function into the chat as the participants join.</p>	PPT slide 11
5 min.	<p>Introduction</p> <p>Once everyone is on the call, remove the screen share and introduce the session objectives and structure.</p>		
5 min.	<p>Roles: Facilitator and Producer</p> <p>Remind the participants that they should have read the short handout on the role of the producer.</p> <p>Run the quiz to check their</p>	<p>Manage the quiz, whether this is via a built-in polling function or via an external tool such as Kahoot!.</p>	Quiz tool

	understanding, correcting or explaining anything as needed.		
20 min.	<p>Facilitation good practice</p> <p>Invite the participants to share their experiences of good remote facilitation—whether observed or done themselves. Ask them what made the good examples of remote facilitation particularly effective, and what was specifically done to cater to the remote environment.</p> <p>If the participants are struggling to come up with ideas, ask them to think of really great examples of face-to-face facilitation that they have experienced. And then ask:</p> <ul style="list-style-type: none"> • What made them so great? • How might they look in a remote environment? • What would the facilitator need to do differently in a remote environment? 		
10 min.	<p>Plenary discussion</p> <p>Ask: What makes you nervous about facilitating remotely?</p> <p>Take some suggestions, then discuss:</p> <ul style="list-style-type: none"> • ways to prevent it from happening, and • how to respond if it does happen. <p>Feed in any additional advice or ideas and invite the producer to do so, too.</p>	Feed in any additional advice or ideas as required.	
5 min.	<p>Break</p> <p>Give the participants a 5-minute break, stating the precise time when they must be back.</p>	Paste the message: <i>5-minute break, back at [time]</i> into the chat	

<p>5 min.</p>	<p>Getting organized</p> <p>Bring everyone back, confirm how the practice exercise will work, and agree on the order of the pairs. Remind the participants that, when they are not facilitating, they should just be themselves (i.e., do not take on any special role when participating in others' activities).</p>	<p>Note the sequence and shares in the chat function.</p>	
<p>45 min.</p>	<p>Round 1: Practice delivery</p> <p>Invite each pair in turn to facilitate their practice activity. Manage the time (10 minutes per pair).</p> <p>Facilitate the debrief and reflection with the round-one pairs, based on the following questions:</p> <ul style="list-style-type: none"> • What went well? • What didn't go so well? • What would you do differently next time? <p>Where time permits, collect feedback from the participants regarding each practice activity. If you need to save time, do this via the chat function.</p>	<p>Give each pair, in turn, host and co-host permissions. Also, support the timekeeping.</p>	
<p>5 min.</p>	<p>Break</p> <p>Give the participants a 5-minute break, stating the precise time when they must be back.</p>	<p>Paste the message: <i>5-minute break, back at [time]</i> into the chat</p>	
<p>45 min.</p>	<p>Round 2: Practice delivery</p> <p>Invite each pair in turn to facilitate their practice activity.</p> <p>Manage the time (10 mins per pair).</p> <p>Facilitate the debrief and reflection with the round-two pairs, based on the following questions:</p>	<p>Give each pair, in turn, host and co-host permissions.</p> <p>Also, support the timekeeping.</p>	

	<ul style="list-style-type: none"> ● What went well? ● What didn't go so well? ● What would you do differently next time? <p>Where time permits, collect feedback from the participants regarding each practice activity. If you need to save time, do this via the chat function.</p>		
10 min.	<p>Wrap-up</p> <p>Thank and congratulate the participants for their engagement in the session.</p> <p>Recap the key learning points.</p> <p>Remind the participants when the final live session is taking place.</p>		
20 min.	<p>Contingency Time</p> <p>This additional time gives space to cover all sessions if they took longer than expected.</p>		



Evaluating Learning

SESSION PLAN:

Session Length 	60 minutes (live, facilitated)
Aim and Learning Outcomes 	<p>The aim of the session is to outline ways to assess participant learning during a remote training session</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Discuss methods for assessing participant understanding remotely.
Key Learning Points 	<ul style="list-style-type: none">• During a session, use the tools in the platform, or additional programs, to check the participants' understanding through polls, quizzes, or questions to be answered in the chat. Always include time to debrief exercises, as the reflection is often when the learning is captured and solidified by participants.• Assessing skills and behaviors remotely is challenging. It requires the presence of a sufficient number of facilitators to observe specific participants against an agreed-upon set of behaviors (or competencies). Be clear what is and is not feasible online, and focus on the behaviors/skills that participants can reasonably be expected to demonstrate in a remote environment (e.g., skills in team work, communication, and decision-making). Find alternative, offline means to assess other behaviors, such as reflective learning journals, and line manager or peer assessments.

<p>Preparation Required</p> 	<p>Not applicable for this session. for this session.</p>
<p>Related Materials & Supporting Information</p> 	<p>Not applicable for this session. for this session.</p>

Time	Facilitator Notes	Producer Notes	Screen/ Resource
<p>5 min.</p>	<p>Onboarding activity</p> <p>As the participants join the session, welcome them by name, and invite them to try to solve the puzzle on the slide.</p>	<p>Screen share the slide.</p>	<p>PPT slide 13</p>
<p>10 min.</p>	<p>Introduction</p> <p>Introduce the session objective and structure. If the session is followed directly by the course wrap-up session, mention this now.</p> <p>Explain that evaluating the participants' learning throughout a course or program is a key part of the role of the facilitator. This may sometimes include formal evaluation and assessment, but will always involve informal ways to check understanding, in order to be sure that you are meeting your learning objectives.</p> <p>While, as facilitators, we do this in face-to-face training all the time, it can seem more daunting in remote settings.</p>		

	<p>Invite participants to use the chat function or to come off mute and answer the question:</p> <ul style="list-style-type: none"> • <i>What techniques and tools have we used in the course to check understanding and learning?</i> <p>Draw out answers until most or all of the points on the following slide are covered.</p>	<p>Paste the text into the chat, and then monitor the participants' responses:</p> <ul style="list-style-type: none"> • <i>What techniques and tools have we used in the course to check understanding and learning? Use the chat or unmute to share your ideas.</i> 	
10 min.	<p>Informally evaluating learning</p> <p>Show the slide and explain that the informal evaluation of learning can be incorporated into many of the activities in their sessions, and thus serve a dual purpose for the participants and the facilitator.</p> <p>Talk through the points in the table and check for questions.</p>	<p>Monitor the chat for questions</p>	PPT slide 14
20 min.	<p>Skills and behaviors</p> <p>Tell the participants that assessing skills and behaviors remotely is challenging.</p> <p><i>Ask: Has anyone seen any good examples of assessing skills and behaviors in a remote program?</i></p> <p>Invite the participants to use the raise-hand function. Then invite them, in turn, to share their experiences.</p> <p>Facilitate a discussion that draws out good practice points.</p> <p>If the participants are not forthcoming with examples, ask if anyone has seen any unsuccessful examples, and then explore what was challenging and what might be</p>	<p>Post the question in the chat: <i>Has anyone seen any good examples of assessing skills and behaviors in a remote program?</i></p>	

	done differently in the future.		
10 min.	<p>Top tips</p> <p>Wrap up the discussion and share the following top tips about assessing skills and behaviors remotely:</p> <ul style="list-style-type: none"> • Generally, it requires the presence of a sufficient number of facilitators to observe specific participants against an agreed-upon set of behaviors (or competencies). • Soft skills are usually easier to observe remotely (e.g., skills in team work, communication, and decision-making). • You may need to find alternative, offline means to assess other behaviors, such as reflective learning journals, line manager or peer assessments. • Think about these points from the start of the planning of your remote program, and be realistic about what is and is not feasible online. Focus on the behaviors/skills that participants can reasonably be expected to demonstrate in a remote environment. <p>Check for any outstanding questions.</p>		PPT slide 15
5 min.	<p>Break</p> <p>Give the participants a 5-minute break, stating the precise time when they must be back.</p>	Paste the message: <i>5-minute break, back at [time]</i> into the chat	



Evaluation and Close

SESSION PLAN:

Session Length	30 minutes (live, facilitated)
Aim and Learning Outcomes 	<p>The aim of the session is to collect participant feedback, recap key learning points, and close the course.</p> <p>By the end of the session, participants will be able to</p> <ul style="list-style-type: none">• Reflect on what they have learned during the course• Identify feedback for the facilitators.
Key Learning Points 	Not applicable for this session. for this session.
Preparation Required 	Ensure you have prepared your online course evaluation form and have added the link to this into the session plan.
Related Materials & Supporting Information 	Not applicable for this session. for this session.

Time	Facilitator Notes	Producer Notes	Screen/ Resource
15 min.	<p>Course recap</p> <p>Welcome the participants back and explain that, in this last half hour of the course, the group is going to do two things: (1) recap the course, and (2) evaluate the course.</p> <p>Explain how the recap will work: Each participant will be invited to a breakout room with one or two others. In their room, they will take turns to talk for 1 minute on a topic from the course. The topics are listed in the chat. Every 1 minute the producer will broadcast a message to move to the next topic.</p> <p>If you cannot talk for a full minute, then someone can step in but must not repeat what you have already said. Check the task is understood.</p> <p>Say: the first topic is setting up a remote training environment and wish the participants luck.</p> <p>Welcome the participants back and ask for a couple of quick reflections on the activity.</p>	<p>Prepare the breakout rooms for groups of 2-3 participants.</p> <p>Paste the list into the chat:</p> <ul style="list-style-type: none"> • Setting up a remote training environment • Video calling platforms • External tools for remote training • Adapting a session for remote training • Models for structuring remote sessions • The role of the producer • Good practices for remote facilitation • Assessing learning remotely <p>Launch the breakout rooms, ensure that everyone has joined.</p> <p>Time 1 minute. Broadcast 'Next topic' and repeat this process seven more times.</p> <p>Close the breakout rooms.</p>	

<p>10 min.</p>	<p>Key learning</p> <p>Explain that you would now like each participant to identify their individual key learning from the course and share this by unmuting.</p>		
<p>5 min.</p>	<p>Closing</p> <p>Thank the participants for their comments, and for their participation throughout the course.</p> <p>Ask them to open the link to the evaluation form and complete it as soon as possible after the session is closed.</p> <p>Provide the participants with the details of any follow-up or ongoing support that will be available to them. Then thank your producer and close the course.</p>	<p>Paste the link to the evaluation in the chat.</p> <p>Share any additional links, as appropriate (e.g., the Knowmium Radically Remote course and toolkit and the Kaya course Top tips for Online learning).</p>	