

## Tip Sheet

# Delivering Training Remotely

### The Basics



Remote training sessions require a facilitator and a producer as 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.



8-16 participants is ideal for remote training. Just because platforms can support more does not mean this is a good idea. Participants are often more reluctant to speak up on an online platform.



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.



The ideal session length for remote is 90-120 minutes, with a 5-10 minute break every hour.

### Adapting a Face to Face Session for Remote Delivery



- **Divide** your content up into bite size chunks of 5-10 minutes. This helps to make it more memorable and engaging in an online setting.
- **Prioritize** the content and keep only what is necessary to meet the session's learning objectives. Remove anything which is not necessary and remove pieces which are best done individually in between live sessions (e.g. watching videos of more than 3 minutes, reading case studies).
- Organize your chunks into the session **structure**. Think about how you will use and manage the energy of the group. Make sure to include and transition between low intensity and high intensity activities.
- 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.
- Involve the facilitator and the technical producer in reviewing the design and preparing for the session. Clarify the **roles** and responsibilities, then **practice** with the platform and tools.

## Session Plans

Session plans for remotely-facilitated training should include instructions for not only the facilitator, but also the technical producer. For example, they should include:

- Instructions for breakout rooms, including group size, timings.
- Activity instructions to be shared with participants, ready to copy and paste into the chat.
- Links to any tools, resources or platforms that will be used in the session.

### Delivering Your Session Remotely

Use the skills you already have! Remember your role is to facilitate participants through the learning, same 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 the learning environment, and will remind them of their expected engagement in the session.

During a session, use the tools in the platform, or additional programs, to check understanding through polls, quizzes, or questions to be answered in the chat.

Always include time to debrief exercises, as the reflection is often where the learning is captured and solidified by participants.



### Assessing Learning Remotely

Informal assessment of learning and understanding can be incorporated throughout your session through the use of quizzes, open questions, discussions, practical exercises and debriefs.

Plan ahead! Think about this from the start of program design. Focus on what is realistic and feasible in a remote environment.

