"Instructional Design: What Can I Flip?"
Transcript

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Karyn Gleeson: Welcome to the Virtual Classroom Online Conference. This is a special free conference for you to deep dive into classrooms. So today's speakers are Melissa Chambers and Karen Hyder. And I'm going to read both of their bios. Each one will be giving us two sessions during this all-day event.

Melissa Chambers is an online instructional specialist at MSC Consulting and a contract speaker-coach host for the eLearning Guild's online conferences. Melissa has over 20 years' experience in creative media production, project and change management, online instructional design, and e-learning strategy development; and has been designing, producing, and coaching for synchronous online programs since 2002. She holds a master's degree in Instructional Design for Online Learning and has spearheaded award-winning programs in e-learning, process improvement, and strategic development. Melissa has a passion for lifelong learning, technology, cultivating creativity, and having fun while working.

Karen Hyder is an online event producer and speaker coach at Kaleidoscope Training and Consulting. She has been teaching about technology since 1991, when she delivered instructor-led software courses for Logical Operations. She was promoted to director of trainer development, helping trainers improve skills and earn certifications. In 1999, she created a course for trainers using virtual classroom and helped launch the eLearning Guild online forums in 2004. She continues to host the Guild's Best of Demo Fest and was honored with the Guild's Guild Master award. Currently, Karen provides coaching and production support for a series of online courses at Hearing First, a not-for-profit that serves audiology professionals earning CEUs.

And I'm going to turn things over to Melissa Chambers who will kick us off with her first session "Instructional Design: What Can I Flip?"

Mel: Well thanks so much for that introduction and thanks to David Kelly and the eLearning Guild for providing this opportunity. I am really excited to be here with all of you and we thank you for joining live. So as Karyn mentioned, I'm doing two sessions, the first one is focused on really designing and adapting for virtual classrooms. And she mentioned my background is instructional design for online learning. And you might see this lovely cartoon that I built – gosh probably over a decade ago – when I started telecommuting. And I think it's even just

as apropos today, if not more, of how we're feeling as we're all having to kind of adjust to this new way of learning and teaching going online. And it's kind of a funny comic, where a lot of us are sort of feeling that way right now. We're feeling a little disconnected in some ways, but in other ways we're still fortunate that we do have this technology in a way that we didn't have 20 years ago. That we can do things like this. So I encourage you to ask questions along the way. I've got Karen Hyder and Karyn Gleeson both in here with me that are going to be helping monitoring chat. We've got quite a large group here, so be patient with us and we're going to do our best to get to your questions today.

So what are we going to cover today? We're going to discuss the six principles designing for the virtual classroom. How technology, timing, and talent or what we call the "three Ts" affect design outcomes, and designing interactions for your chosen virtual classroom platform.

So I want to kind of kick things off here and learn a little bit about who we have. I've got a couple polls, I'm going to reveal those on the screen here. I'd love to hear from you: What is your experience designing for virtual delivery? And then also, what platforms are you using for delivery? So I'm going to give you a few moments, I'm going to be quiet for a moment while you answer.

We've got a lot of great answers so far. And if you're on a mobile device it might be a little challenging for you to see both of the polls, so you're welcome to type in chat as well. Your experience and what platforms you're using for delivery. OK I'm going to give this just a few more seconds. OK, I'm going to go ahead and begin to broadcast the results so everybody can see. You can continue to vote, I'm OK with that.

So it looks like we've got quite a few that are "I'm brand new, help, no seriously help me." I almost wrote this as a poll: "No, seriously. Help me, I'm about to cry." I think a lot of people are on that boat. "I've done some design work but I'm not a pro yet" looks to be the winner. So probably a lot of you have dabbled in this but now you're really having to do this. And hopefully after today we'll give you some really great insight on how to do this. "My focus is ILT or elearning, so only when they make me" – so we've got about 70 people who said that. "I'm not an ID, I'm just trying to learn everything virtual classroom." That's great, we've got four fantastic categories today that run the gamut across virtual classrooms. Each one takes a little deeper dive. "I'm an expert, I just want to see what you have to say" – fantastic! I love that. If you're an expert, please contribute in chat, the more the merrier and thanks for coming.

And then across the board it looks like we've got a lot of people that are using WebEx and Zoom, and that seems to be pretty common. Zoom right now is really popular, we've got quite a few folks in Adobe Connect. OK so thank you so much for answering those polls, it helps me understand also who we have in here. And let me cover up those polls. So thank you for answering.

So this is probably a scenario that you're hearing quite a bit right now, so let's run through this. When you're translating face-to-face to virtual: "We need to take this 8-hour course and put it online." "What?! Nobody is going to sit at their computer to learn for 8 hours straight!" And you say "Now, which is why we can chunk it over time or consider a blend." And your stakeholder says, "I don't know what chunking or blending is, but this course

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is very interactive and you can't do that online." Just real quick, how many of you have heard or had this conversation in the past? Are hearing it quite a bit right now? You can give me a green check for yes. You'll find that green check at the top of your screen where it looks like a person raising their hand, click the dropdown arrow and that's where you'll find the green check. I'm suspecting I'm going to see quite – or raise hand is fine, too. That's easier – I'm sure, if you haven't heard this, especially quite recently, you're going to be hearing this.

And we're going to talk about what it means to really adapt when you're adapting face-to-face to virtual. OK, so I want to ask all of you, "What are some common pitfalls when translating already existing in-person training to a virtual, online synchronous training?" Go ahead and type in chat. What do you feel are some common pitfalls if you've already experienced this? And if you haven't experienced it maybe, what's your fear? Can't do hands-on. Just reading a lot. Ooo these are coming in fast and furious. Wanting to put your whole session online. Engagement. Participants not engaged and multitasking – we're going to talk quite a bit about that. You're not paying attention. Using the same classroom design for the web design. Yes, we're going to talk about that as well. Multitasking. All right, keep it coming, but I'm going to keep on going because we've got a lot to cover here.

So I think the biggest pitfall that I experience when I go in and I consult with organizations is they really think it's a one-for-one, and I saw a lot of you say that. They think, "Oh, because it was an 8-hour course, it needs to stay an 8-hour course." Or "It was a 4-hour course, it has to stay a 4-hour course." And when we're looking to adapt, we have to look at the bigger picture. We have to look at, OK what can we do now – it can't be a one-for-one. You cannot expect people to sit at their computer for 8 hours straight. Or 4 hours straight, either. So we're going to give you some guidance here on how you can have those conversations, and when you're designing, what you need to do in order to adapt your traditional classroom activities for virtual classroom delivery.

So in the introduction you heard that Karen Hyder and I are both going to be presenting today. Karen and I have been working together for over a decade. We do a lot of conferences together. We speak on this quite a bit. And over time, we've come up with these 6 guiding principles of virtual classroom design. We've kind of narrowed it down to these 6 principles and we're going to share those with you today.

So the first one is you need to design to make sure you get regular feedback. And you might think, "Well, don't we get their feedback anyways in a face-to-face?" You do; however, you're getting it in a different way because you are face-to-face, right? You are able to read each other's body language. You can make the eye contact. You can tell if somebody's confused. But you don't have that in a virtual setting. So you actually have to build that in and you have to design it into your virtual classroom design in a way that you don't necessarily have to do in a face-to-face.

One of the things you really want to consider is engaging the participants early. Set the expectation of engagement right at the beginning. I get this question all the time: "How do I know my participants are engaged?" Well, one of the things you need to do is set that expectation of "I'm expecting you to engage with me and with each other" and it might look something like this. This is a popular way that Karen and I kick off sessions. I didn't kick this session off with it, but "Are you ready to participate?" Yes. No. Not really, I'm just going to listen. So that

tells the participants, "Hey I know you're wanting me to pay attention, and I'm engaging you right out of the gate with a poll."

You'll notice that I kicked off my session with two polls to get your attention. Engage participants using the tools early. This is an example of a really common using the whiteboard tools with the annotation and say "please mark on the screen where it is that you're joining from today." This might be a nice little icebreaker that you do at the beginning and it serves a purpose. Not only is it a nice icebreaker for introductions, it's a quick way to do introductions, but I'm also setting that expectation "Hey, I'm asking you to engage. I'm engaging you early on. And look at the tools I'm going to be asking you to use." So I can kind of troubleshoot that right at the very beginning. So, engage early.

What you rely on in the classroom is going to work differently in the face to face. Let's look at an example.

This is a really common activity: Go around the room and introduce yourself. Right? What's your name, what's your position, where are you located, what's one thing you'd like to get out of this class today, what's one interesting fact about yourself. OK, this is a great activity and I don't want to negate the importance of doing these types of introductions, but they're probably more relevant in a face-to-face, because you are typically sitting in a classroom all day long, multiple days, with the people, and depending on the topic, maybe getting vulnerable with each other. In a face-to-face, we have a little more anonymity – not a little bit, a lot more anonymity going on and when we start talking more about the design and chunking and blending and making these sessions shorter – guess what takes up a lot of time? Introductions.

So, when you are designing you need to – this is an example of how you might do introductions. I hear a lot of "Shouldn't we have everybody turn their webcam on and come on mic to say hello?" Let's say you have a 90-minute session and you only have 15 participants. By the time you ask everybody to turn your webcam on and check your mic. It's going to be a lot of "Can you hear me now?" "Can you hear me now? Can you see me? I don't know how my webcam works." You're going to spend 15 to 20 minutes of troubleshooting, trying to do these introductions, of a 90-minute session.

Another quick way to do it is just have people introduce themselves in chat. They can still say their name, where they're from, what they'd like to get out of it, then you can read each other's chats. So it goes a little bit faster. So again, what you rely on is going to work differently.

Everything requires instructions and setup. In a face-to-face – we've all been doing face-to-face since we were children. Right? We know to come into the classroom, find our seats, maybe we have a printout of our materials already there for us. The teacher shows up. Maybe the most they really have to do, depending on the topic – if it's a tech topic I know it's a little different – is make sure that their projector is working, maybe they have to run a video, OK. There's a lot more instruction and a lot more setup involved when it comes to the virtual classroom.

So let's look at a really quick example. This is from an eLearning Guild event many years ago that I was supporting. I was the host, you'll see my name up here, Karen Hyder too! And I worked with the presenter and she wanted to

– she was showing examples in Storyline. If you're not familiar with Storyline, it's a type of eLearning development tool. And she wanted them to watch a quick demo and then come back and type in chat what they saw, what they saw in the demo. So there was a lot of setup involved here. We have images of the demos, we have links of the demos in chat. She's giving them instructions of what she wants them to do, I'm typing in the chat what they want them to do. She and I had to work together to practice. The videos are actually on an external server, they were not in Adobe Connect. We were asking people to come in, depending on the video they watched, to type. So that was – it's a really simple exercise, right? Watch a video, come back, tell us what you think about it. But it took a lot of setup and it took a lot more time than "OK, let's watch this video and tell us what you think about it," right? So everything requires instruction and setup.

Scripting is more important than ever. The what do you want people to do? How do you want people to do it? And when you're going to say things. Here's an example that we have on the screen. "Please use your status indicator found at the top of your screen where it looks like a person raising their hand. Click the dropdown arrow to see a list of emoticons. Please click green tick for yes or red X for no." That's a lot of scripting, and you're probably wondering, "Why is it important?" We're going to talk more about why it's important in a little bit, but what you really need to know is because people are multitasking. Remember when I asked you "What's different? What are some pitfalls?" That's a major pitfall. We've got to keep people engaged. And yes, we can't stop them from multitasking. I can't stop somebody from walking into my office unannounced, right? I can't help myself but check my email.

But when we're scripting, you have to remember that some people might be very new to this environment and they might not understand where green check is for yes or red X is for no. And so you really have to get really succinct in your instructions and scripting those out. What also comes with scripting is visual cues. So as I'm saying "Please use your status indicator found at the top of the screen" you might also see on the screen a little image of what I want you to look for to find that green check for yes or the red x for no and it might just be the green check and the red X that I show. So the visual and the verbal cues working together are very important. That's part of engaging and keeping people engaged and to really help people understand "This is what it is I need you to do." And let's say your internet just sort of suddenly like blipped and I missed it, what I needed you to do. Or you missed what I needed you to do. Because I said it, and I'm very succinct about it, you know where you need to go and what you need to do.

So let's look at some visual best practices real quick. One is, control your display with simple animations. You've already seen me doing that. It's just animations built in PowerPoint, this is what you see right now, it's an uploaded PowerPoint presentation. Change the screen frequently. I hear a lot of different – You know, we get this question "How often should we change the screen" – I hear a lot of different times on that. Probably the average I hear is 3 to 5. Those 50 plus people who said they were experts, if you want to chime in in chat, you're welcome to.

But the reason we want to change the screen frequently is: if I'm talking too much and the screen doesn't change, all of a sudden in chat you're going to see "I think my screen is frozen, you've been talking for like 5 minutes."

"Should I be seeing something, because I'm seeing the same thing for 5 minutes." So every 3-5 minutes. I'm doing it faster than that but – and that's not a problem either.

Use your annotation tools. You saw me earlier using my little green pointer. This is going to help give that visual touchpoint on the screen. So let's say I do have a lot on the screen, and I didn't do the build, I can still use my pointer to show you where it is I need you to be looking. This example on the screen right here, this is from Zoom, this is found in the annotation toolbar in Zoom for both the participants and the presenters. You have an arrow that will show your name, and you've got a little spotlight type thing. In Adobe Connect, this is actually found at the top of my share pod, it's not in the annotation, my little green arrow.

So, know where you can find that in whichever platform, because each platform works differently, and you're going to learn more about that from Karen in the next session. Limit your on-screen text best you can. If you can, move your scripts off your slides into your notes. You don't need to have a lot of content on the screen. Less is more. Try to use images, relevant images where it makes sense. And then I already mentioned this before, include the tool info. If you want them to use a specific tool, try to include the image of that tool on your slide with the prompt of what it is you want them to do.

OK, my last guiding principle here: time online is different than time face-to-face. Time online is different than time face-to-face. Usually I'd ask the group "What does that mean?" but I'm going to go ahead and tell you all what that means.

Remember where we said it's not a one-for-one. Just because it was 4 hours or 8 hours, doesn't mean it's going to be 4 hours or 8 hours. And if it is 4 hours or 8 hours, but you've chunked it up over time, meaning you've made it like 2 hours each, right? It's still not going to be a one-for-one because some things take longer online than they do face-to-face.

And here's a great example: small group activities. Let's say the activity is "Discuss the pros and cons of adapting for virtual classroom." We're going to use a flipchart; I'm going to give you flipchart paper. I'm going to give you 5 minutes at your table to discuss it. Then we're going to come back and we're going to debrief it. That's the activity. That probably took me less than 30 seconds to explain to you what it is I want you to do. Work at your small tables, use your flipchart, discuss the pros and cons of adapting, and then we'll debrief it out. Probably the whole activity itself might take, let's say 10 minutes.

We want to do that same activity online. And we're going to use breakout rooms. This is an example of a slide that Karen and I use in our full-day workshops when we teach about this and what was a 10-minute activity. Talk at your tables, use your flipchart, now potentially could turn into a 20- to 25-minute activity. Because 1. I've got to explain not only what it is I want you to do. So here's that visual, I'm verbally telling you what it is I want you to do in your breakout rooms. I also have to tell you what to expect once you're in your breakout rooms, if you're new to breakout rooms, because there's always some storming and norming happening. I've got to check in and make sure everybody's ready to go.

Then I need to put you into your breakout rooms so there's all this behind-the-scenes stuff going on to put you into your virtual breakout rooms. You're going to go into the rooms. I'm probably going to give you 10 minutes to discuss it. Then we gotta come back and then I've got to go from room to room asking who's the notetaker? Who's the spokesperson? I could go on and on.

Hopefully you are getting the gist of what now is a 10-minute activity in face-to-face could easily be double that because I want to use breakout rooms. So time online is not the same as time face-to-face. And as you begin to design your programs, and you begin to adapt, you have to really consider what it is you can try to keep the same. I might have to decide is it worth doing this as a breakout activity? Should we just do it as a group discussion?

So those are the 6 guiding principles. Design to make sure you get regular feedback. What you rely on will work differently. Everything requires instruction and setup. Scripting and visual and verbal cues are really important. And time online is different than time face-to-face. So those are the 6 guiding principles. I'm hoping Karen's going to ping me if she sees any really great questions that come in that she needs me to address in the moment.

But so those are the 6 guiding principles, and those might seem very course-specific. But when you're building the design for virtual, you have to look at the bigger picture as well. You are an architect of an experience, not just a course. If you're taking what was an 8-hour course – let's say you're going to chunk it down and turn it into maybe a blend, you've got to decide really how long is that course going to be now. Is it going to be 2 hours times 4 sessions? Is it going to be 2 4-hour sessions? When are you going to have them? How often are you going to have them? How much time is going to be in between? Is there homework and when is the homework going to happen?

So, now you have to really look at the bigger picture in a way that you perhaps not – did not have to do so for one course or one face-to-face course. Because now there's all these other elements involved, and I know Karen's going to talk more about this as well in the production session that you do as well. The only other thing I'm going to say here is about when you're building that design for virtual, think about the 3 Ts. And I'm going to keep talking about this as we continue on. The technology – what technology are you using? How are you using the technology? And not just the platform here, I'm talking about LMSs, any sort of social technology that you're using for in between sessions. What's the timing of everything? And also the talent, that's the people factor that are involved. So we'll continue to talk about those three Ts as we continue to move on.

OK, so let's dive into selecting the right tool for optimal engagement. How to design interactions for your chosen virtual classroom platform.

Karen and I have a saying: "It's not the tool; it's the instructional design. Except when it's about the tool." So one of the pitfalls that I see – besides not realizing it's not a one-for-one – is that we get really excited about the tools. And we get so focused on the tools that design sort of goes out the window. However, these tools, or I should say, these platforms, are not created equal, right? They all have the same tools in them. The same feature functionality, like chat and polls, and all those. But they all act and behave differently in the platforms itself.

So there's so many tools and so little time and people get just really excited about the tools, like I said, and design goes out the window. We've got breakout rooms and polls and application sharing and whiteboards and annotation tools and you can transfer files and you can do chat and if you're using Adobe Connect, you've got this nifty thing called layouts, which you've already seen us using, because we've already used about 4 different layouts since you logged in.

I want to ask you though, I'm going to bring over a poll, what is your go-to tool? When you are designing. And if you're not sure because you're not designing yet, like, what do you think would be a really easy, engaging tool to use. What is your go-to tool? You've got chat, poll, whiteboard, annotation tools, webcam, video, application sharing, file transfer – meaning I'm pushing files out to the participants, breakout rooms. So listed here are basically – I saw someone said "All of the above" – but if you just had one, like what's your favorite? You're like "ah, if I could just use this tool all the time" what would it be? I guess I see people also writing in chat. Breakout rooms. Whiteboard. Video. OK. So I'm seeing – I'm going to go ahead and broadcast the results for the sake of time – a lot of people saying poll. Screen sharing.

I would say whenever I ask this question, probably the top two I hear are chat and poll. And oftentimes I'll ask "Why? Why did you choose chat or poll as your go-to?" And you might imagine the answer is "Because it's easy." It's easy. It's easy setup. It's easy to use. Every platform has it. And that is true. Not as easy as doing breakout rooms. It's simple, it's easy, it's a quick engagement. I just realized something that I forgot to put on this list, which was the status indicators like green check for yes, red X for no. OK well thank you for answering that. Here's the thing though. Don't get hung up on the tool.

You need to design first. Design first. And then select your tool. I have a very simplistic example of this. So simplistic. My instructional designers, please don't cringe, there's a reason it's very simplistic. So there's a little ID 101 OK. Identify your goal, I'm sorry, identify your objectives, don't let your objectives go out the window. Your objectives will likely stay the same if you're adapting. Identify the type of instructional activity that you want to do. So if your objective is I want to do some sort of introduction for everybody to get to know each other, the activity is going to be some sort of icebreaker. And then once you determine what that icebreaker might be, then determine what tool is going to be the best tool to deliver that activity.

But just like any design model that you use, it is iterative in nature. So maybe once you're like "OK I'm going to do an icebreaker, we're just going to use chat, I'm just going to have everybody introduce themselves." You might find out later, you know what, that's going to take too long. I need to do something else. I'm going to have them introduce themselves before they even come to class on our social networking site and have some sort of networking before we come so we can jump right in. So again, identify the type of instructional activity, sequence your activities just like you would for any type of design, and then select the appropriate tool to go with it.

So how to design interactions for your chosen virtual classroom platform? You have to know your tools. So you're hearing me say platform and tools. When I say platform, I mean the big platform. Like Adobe Connect, GoTo, Zoom, WebEx. When I say tools, I mean the feature functionality and the tools within the platform. Like chat and polls and breakouts and application sharing. You have to know your tools and what your tools can do because

these platforms are not created equal. I already mentioned this. They have all the same feature functionalities, but they all behave differently. And that will affect your design.

And I'll show an example of this. We are going to provide handouts. This will be in your handout, so don't try to read all of this, this is a two-page table of all the typical feature functionalities across platforms. Has a description of the tool, has what the tools might be good for, has an example activity. The thing that I really want you to notice is the considerations. This is the – what really differs from platform to platform, as well as considerations for when you're delivering. And if you're an instructional designer and you're thinking "Why do I care so much about the delivery?" Because you need to understand how long things take if you're going to be designing things.

So let's just look at a couple of these, I've got a couple blown up here on the next slide. So chat. Chat is very standard across the board. There's little to no setup. But some things you need to consider is: monitor it frequently. Determine what your participant privileges are. Are you going to allow them to do private chatting? Do you even want the chat turned on? Whiteboarding. Considerations: annotation tools, are the annotation tools turned on for everybody? Do you want them to be able to use their annotation tools? Can you do whiteboarding on the fly, or do you have to prepare whiteboards ahead of time? How do you clear the whiteboards? Do you just want them to use annotation tools? So it's really important to understand the considerations of the tool within the platform that you're using because that's going to help you to decide what tool is going to be the best for delivery of the activity.

So here's some four simple things to consider when you are deciding on a tool. Is setup needed and how much setup is needed? There's not much setup needed in chat. It's usually standard, it's there, unless you're in Zoom, you have to come in and you have to open up the chat panel. You've got to find it. But otherwise, it's there and by default usually on.

Breakout rooms? Breakout rooms take a lot of setup. Regardless. They take a lot more setup. How much instruction is needed? Not much instruction is needed for chats. Please type in chat. Type in that white rectangular area at the bottom left corner of your screen. Hit enter or click send. A lot more instruction is needed maybe to use annotation tools, I've got to tell you where to find your annotation tools. I've got to tell you what tool I want you to use. How experienced are the learners in the platform itself? If you have brand new learners, you're going to want to keep it simple to begin with. Use a little bit more chat, maybe use a little bit more polling. If you have super savvy, then yeah, do a breakout. Get them into breakouts right at the beginning because there's going to be a lot less storming and norming.

And last but not least, please don't overlook your facilitator. I always say please please please be kind to your facilitators. When you are designing, please think of them. How experienced is your facilitator or are your facilitators? We have a lot of people who have not done online facilitation and are quickly ramping up and you don't want to overload them, especially if they don't have someone like a Karen Hyder or a Karyn Gleeson in with them doing production work behind the scenes, and monitoring and doing breakout rooms for them. So that is really going to affect your design. You might – remember don't get hung up on the tools. Don't go "Oh my gosh,

nice and shiny! Let's do breakout rooms breakout rooms breakout rooms!" And your facilitator is brand new and that's just going to overwhelm them. So I – please I cannot reiterate enough, please be kind to your facilitators.

When you are designing, you want to think about if activities are simple, moderate, or advanced. So when I say simple, moderate, or advanced, I'm talking either about the tool itself or the type of activity. But sometimes the activity can be simple, but we overcomplicate it by using tools that just aren't a good fit for the activity itself.

So to define what makes an activity simple, moderate, or advanced, it's really the design of the instructional activity itself. It's the tools that you're going to use. It's the setup time for that facilitator – how early do they need to get on and set things up? It's the delivery time – how much time is it going to take for a facilitator to tell you what it is that they need you to do and how long is it going to take for the participants to do it? Remember that example at the beginning where "Just talk at your tables and debrief" versus, it takes twice as much time to go into a breakout room.

And of course, number of participants really matter. I get this question a lot: What's the optimal number of participants for a very interactive live online session. Go ahead and type in chat. What do you think the optimal number of participants should be for a session? I see 10, 15, 8, 12, 25, 20. OK you guys are good. 6 to 8. Yeah. I would say my sweet spot's somewhere between like 12 and 15, 15 really. That's, that's really manageable, it's – especially for just one person, especially if you don't have a producer helping you behind the scenes. I would, again it's about how interactive you want to be.

You know we've got hundreds and hundreds and hundreds of people in here today, and hopefully I'm engaging you, but I wouldn't dare try to do a bunch of breakout rooms right now. I wouldn't – I could be a lot more engaging and if I only had 15-20 people. I'd say if you could max it out, I'd say 25 people. Try to push back on the organization. But sometimes you know, you just don't have a say in the matter. People are – they're just trying to get people through.

So I'm going to do this super, super quick – I'm going to ask you based on what I just told you I thought made something simple, moderate, or advanced, I'm going to show a couple of examples, I've got a poll that's going to show up on the bottom left corner of your screen. So – typing in chat: simple, moderate, or advanced? Typing in chat. OK, I see a lot of people saying simple – yes, simple it is. Very simple. "Type in chat" – most people this day and age know what that means. When Karen and I started doing this at the "turn of the century" as she likes to say, people did not know what typing in chat really meant. But let me ask you this, I'm going to close this and show you another one.

This is a multiple chat pod for a 3-part activity. So I've got three different chat pods showing. I want to have a discussion around what happens before, during, and after. I then want to talk about customer service. I've got three more chat pods. I then want to talk about common issues. I got three more chat pods: simple, moderate, or advanced? What do you think?

OK I'm seeing a lot of people – I've got kind of a split between moderate and advanced, I would say that too. I would say it's somewhere – I mean in theory, it's simple, it's chat pods, right? But it's more moderate to advanced because imagine the setup that was involved. This was actually an activity Karen Hyder did with Frank Nguyen for an eLearning Guild event back in 2010. It takes some setup. It takes – you know, how – I know I want to do this, and in a face-to-face we just have these table discussions and then we shout it out, but now I really want to – how am I going to do this online? So this one is a moderate to advanced. OK I'm going to close that, thanks Karen.

And go to the next one. I showed you this example earlier. I talked about it earlier. It was – it had two video examples, they needed to click the link, go watch the video demonstration, come back, and respond in the chat. Simple, moderate, or advanced? I'm seeing a lot of advanced. And some moderate. Yeah – you know again I'd put this on the moderate to advanced. It does seem advanced. It did take a lot of setup time with me and with Stephanie Harnett, this was her session and she knew – she had an idea of what she wanted to do, we kind of had to talk through it, we had to practice it. So I'd say on the setup side it was a little more advanced, giving the instructions made it more moderate as well. OK I've got one more for you.

Breakout rooms! OK this is an actual example. It's a 90-minute session with four breakout activities with a limited group size. Simple, moderate, or advanced? Oh my gosh, you guys are going advanced, advanced, advanced – I think as soon as we say breakout rooms it should be advanced. Yeah and Laura, you're right, it depends on the participants. Let's say I had super savvy participants remember that T for talent or that people factor? Let's say I've got a small group, I've got people that just really know breakout rooms, I don't have to explain what's going on – yeah by all means, it makes it a lot simpler.

But why is this potentially what we would call a bad design for virtual classrooms? 90 minutes, 4 breakout rooms. Not rooms, sorry, 4 breakout activities. There's four rooms, we went into them 4 times. Not enough time! Not enough time! It takes way too long. Yeah, even if they were super savvy – 90 minutes! Oh my goodness, you're in and out, you're in and out, and every time you take people in and out of breakout rooms, there's always that possibility of the breakout rooms crashing, people getting disconnected and then you're troubleshooting that. I think it just really depends on what – I would say maybe two breakout rooms, just make the breakout activities really long.

The other thing is please be kind to your facilitator and your producers. Please have them in mind. Karen and I have been on sessions like this, not sessions that we've designed, and it is stressful. I'll add one other layer. Let's say I have to mix up everybody every time. We have to do a new breakout room, it's not the same people. It's not the same breakout room. So that is really stressful. It's really stressful. OK well thank you all for playing along with that, hopefully you're getting a good sense of what makes an activity simple, moderate, or advanced.

And, and really why does this matter? It really goes back to "OK, I want to do this really nifty activity, the thing is you know I know in face-to-face we did it this way, and yeah we could do it in a breakout room, but my facilitator is going to have to spend a lot of time giving instruction on this – is it really worth it?" So really kind of keep these in mind because maybe you have like one advanced activity and the rest are simple. And keep these standards in mind as you're designing.

OK I know we're down to, we're getting down to the wire, time online definitely is not the same. So I want to talk about kind of finalizing your design and then hopefully take some questions.

So I showed you a very simplistic version of design, right, what's your objective, what's your activity, determine the tool. This is a template High-Level Planner that I use and am happy to share with my handout. And this is a great way to also have a conversation with your stakeholders, if you're kind of getting pushback. When they don't understand that it's not a one-for-one.

And it helps you start to sort of think out in that iterative process, how you want to do the whole big picture. So again, in this template, and this is a table, just in Word. Here's my module objective, here're the topics, here's the type of activity that I want to do, in this case it's I'm going to do some presentation, I'm going to do some demonstration and a group exercise. I know I want to use PowerPoint slides for my presentation. And I'm probably going to do some screen sharing and annotation. And I think this is going to take me about 5 minutes. 5 minutes to do. So this is a High-Level Planner. Let's say you get through all of your design work. And then what do you do?

Facilitator guide! This is a pretty standard facilitator guide, if you're already doing design for instructional – excuse me, ILT face-to-face – this probably looks very similar to what you're doing. Tells you how much time, might have a photo – not a photo – snapshot. What do you want to do here? What's the facilitator saying? Doing? What's different is, in this example, I have the say, the do. I'm doing a poll, these are actually the questions that are in the poll, this is the answer to the poll. These are the talking points.

But here's what's different. This far column. This producer column. Remember: be kind to your producer. These are all the things the producer, if you have one, is doing. Maybe they're bringing up the poll and prompting the instructor. They're opening and closing the poll and sharing the results. They're monitoring the poll, they're monitoring chat. They're doing all of this.

What if you don't have a producer? If your facilitator doesn't have a producer, they're doing everything in this column *and* everything in this column. Please be kind to your facilitators as you are designing. And know how savvy your facilitators are. So keep that in mind.

So this is the biggest thing that's different in your facilitator guide. Now if you don't like doing separate facilitator guides, I'm always sort of on the fence, it depends on what my client likes. I personally like putting everything in the notes section of the PowerPoint itself. But if you're going to do a facilitator guide, this is really helpful scripting everything out.

Participant Guides! OK, we are obviously not going – well maybe I shouldn't say obviously, but! When you're doing stuff online it's not ideal to print everything out and ship everything to everybody, so you're likely going to make everything electronic where you're going to provide whatever reference material that they're going to be using in the session itself. I'm a huge proponent of having the participants have some sort of participant guide to

use. It doesn't have to be every single slide, it doesn't have to be all of the content. It might just be only the activities. So they have something to write on and keep them engaged! Keep them engaged while they're in the session. This is also really important, especially if you're doing something like breakout activities.

So this is that breakout activity that I showed you earlier. This is what would be showing on the screen and I'd be telling you what to do. But this is what would be in their participant guide. There would also be instructions there so that when they go to their breakout rooms and they're all storming and norming as we say and go "what is it we're supposed to do in here?" And they'll say, "oh wait a minute, it's in my printed-out participant guide." And then this is where they can take notes as well and it becomes a reference document for them. And these would be things that you'd want to send out beforehand to the participants in some way, shape, or form. And you'd want to make sure that your facilitator knows that they should have a copy that they can push to the participants in a file share somehow in case people don't have it.

Also reference guides. These are examples from Karen and I's full-day sessions that we tended to do at places like DevLearn and Learning Solutions. There's that table that's in there for reference. These are all the different activities where they can take notes. So again, it's not a copy of the slides, it's a reference and to take notes.

OK I'm going to close with this and then see if we've got some time for some questions. So, building – remember we're looking at the bigger picture when we're building that design for virtual, when we are adapting. You have to think about those three Ts: the technology: what technology are you using? – know the tools in the platforms so you can be a better designer or facilitator. When you are looking at taking something that's like a full day, 8-hour or multiple days, look at "OK, what can I blend? What really has to be live?" Think of all the content that we do live that really doesn't need to be live. Maybe it's a lot of lecture time. Maybe it's a lot of video that you're watching. Why do I need to come live and listen to that? What can you do and take it outside of the virtual classroom that they can do before or in between sessions? So when you only have those 90 minutes, or you only have those 2 hours at a time with them, that you can just jump right in and be engaged and do the activities. And then I know Karen's going to talk more about production in her session and she's going to talk more to this as well.

OK my time went fast. What questions do you have? Karen, did anything come in? There was no way I was keeping up with chat, there was way too much going on with all the fabulous chat. I'm going to wait and see what questions you have. See if any questions came up. Karen or Karyn, did you guys catch any questions along the way?

Tips of participant buy-in to virtual learning. That's a good one, Miranda. Yeah so a lot of times when we are going to the virtual platform, there's definitely some resistance – maybe not as much right now because we're kind of forced into this now.

And I think the biggest thing is communication. It does become part of a change management initiative as well. Right, this is why we're doing it, this is why it's as good, if not better. Be careful ever saying that it's better. Be careful saying it's as good. But say that you're going to get the same rewards, you're going to get the same

objectives, the outcome that you would in a face-to-face. I never want to negate face-to-face, I don't ever think that should go away by any way, shape or form. I don't know if that really answered your question. Kind of a tricky question, but it really does boil down to: communication, change management – same for your facilitators. A lot of facilitators are like nooo or "I'm going to be out of a job, aren't, I if you take away my face-to-face?"

How would you deliver a quiz? I would do that as a poll. I could build the quiz in another platform in and of itself. Definitely know, understand your polling capabilities in your platforms. I know Karen's going to talk more about the differences of the platforms themselves. In WebEx, when you do a poll, you can do multiple questions. And WebEx also, I think, has a type of quizzing where you can actually have it outside of the virtual classroom as well. Zoom you can do multiple questions in one poll. In Adobe Connect, it's only one question per poll. So you've got a lot of different ways. You'll see at the end of our sessions, we do evaluations where it's 6 polls on the screen. And then we – I saw a question earlier on how do we collect all of that? If you close the polls, that is automatically collected on the back end. Usually whatever platform you're in, you can get the data. What are there – any other questions on that? I'm not seeing anything over in the Presenter Only Area coming up for me.

Terry, do you mean my webcam? Why you don't use video as part of providing an engaging experience? Oh come to the facilitation skills session, I have a whole section about webcams. To use or not to use? For the sake of today, yes webcam can be engaging, use the short answer. Webcam is engaging. I personally didn't do it because I already know that my bandwidth is really hard-pressed, and Adobe was a little sluggish when I logged on and that's just another thing that eats up my bandwidth. But if done right, your webcam can be engaging, yes. What – oh that's the golden question, Dianne – What is the maximum amount of time that a single session should take considering cognitive load? I say the ideal would be 15 participants for 90 minutes.

But that's not always the reality because if you were adapting let's say an 8-hour then that's a lot of 90-minute sessions to ask people to come to. Two hours is good. I see a lot of 2-hour sessions. If it's designed well and you give them a break, you can design in breaks, you'd give them a break in the real classroom, right? – then 2 hours. Once you get past 2 hours, it can become a bit much.

I have produced – not design – Well I have designed 4-hour course but sometimes you're at the whim of what the organization is requiring you to do. So, my ideal is 15 participants, 90-minutes. 2 hours is good. Yep. You can do two – I mean I'm not saying you can't do longer. You were just asking me optimal. Yeah Symon, exactly. Symon says he's got a 5-day, 8-hour, doing 90-minute sessions would be really difficult. That's a lot of 90-minute sessions. I mean, that's its own – you remember that blueprint one that I was showing, you know that – how often are you going to have them? Does it really make sense that I'm going to have people log in over and over again? Does it just make sense to have 2-hour sessions or 2.5-hour sessions or maybe, unfortunately, you might have to do 4-hour sessions. But again, it's doable, just give them breaks.

Yes, there will be handouts. Karen and I were fast and furiously getting ready for presenting and handouts will be made available for you. Any other questions? I know I'm at time, if we didn't get to your questions, I'm terribly sorry, we do save these chats so we'll see if maybe in another session we can get to them. And hopefully, probably, I'm guessing Karen was answering questions as they came in. I'm going to guess that.

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Thank you all so much for joining, and joining us live, and being a part of this community. I'm so blessed to be part of the eLearning Guild community, I've been with them for 10 years, it's been a real treat, and I thank you all for joining, I hope you got some good food for thought, I know it was a lot of information. I promise I will put a lot of that into the handout for you as well. These are being recorded and will be made available for free as well and thank you so much, we hope you stay on for our other three sessions. We're going to have a 30-minute break between each.

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