

# [ ONLINE LESSONS FOR YOUTH ] FROM START TO FINISH

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2021, Dnipro

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The manual «Online lessons for youth: from start to finish» was created in frames of the project «Online education as a tool for community development», which is aimed on capacity building and methodological support in digitalisation for NGOs and education institutions of Dnipropetrovsk region.

The project «Online education as a tool for community development» was implemented by NGO «Development and Initiative» and its partners Dnipro University of Technology, T-Update with support of EU and the programme of Black Sea Trust for Regional Cooperation «COVID-19: Civil Society Resilience and Sustainability».

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Online lessons for youth: from start to finish / Nelya Lebid, Julia Breus. - Dnipro, 2021. - 61p.

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## INTRODUCTION

Quarantine restrictions have changed the approach to the organization of teaching process and work with young people. The mainstreaming of e-learning and blended learning has begun. There are a large number of online educational events. However, their effectiveness and involvement of participants in the transfer of traditional forms online is quite low. That is why the project «Online education as a tool for community development» was implemented, within which this manual was developed.

The manual «Online lessons for youth: from start to finish» aims to help the teacher make online education interactive and interesting. Make sure that participants are involved and actively interact with the teacher and with each other.

We believe that young people have their own opinion and should be able to express, analyze and discuss different ideas, make decisions and take responsibility, be involved in social processes. All of these skills can be developed and implemented using facilitation techniques and a variety of digital tools in the classroom to help put these techniques into practice.

Using the manual «Online lessons for youth: from start to finish», you can give online lessons, from the inception of an idea to the class accomplishment and get feedback from participants. The manual does not provide a description of e-learning and blended learning organization, planning courses. We aimed to analyze local activities and increase the effectiveness of what happens when people look at each other through a monitor.

So good luck in planning and giving online lessons!



# 1

## PRE-START PREPARATION

# 2

## START: THE LESSON OPENING

# 3

## RUNNING A DISTANCE: THE MAIN PART

# 4

## FINISH: CLASS ACCOMPLISHMENT



## PRE-START PREPARATION

### ✦ The conceptual design of the training activity

«Entry» into the conceptual design of the training activity can have two main options:

1. The teacher is an expert in a certain topic / field and wants to impart knowledge / skills along to others, but the specific participants are not yet known.

2. The teacher as an expert in a certain topic / field is asked to conduct training for a clearly defined group of participants. In this case, it is important to clarify the customer's request as much as possible.

Concept development of the education event should begin with the «why?» question. Think on why your potential audience is interested in the topic, which needs can be realized through it, which problems can be solved, who is your potential audience. If you are approached by a customer, clarify the need for training in detail. Moreover, at this stage it is worth to analyze your options for designing and conducting a potential event.

If you were able to answer the question «why?», Then it is worth formulating the name (topic). It should be as short as possible and reflect as much as possible the content or purpose of the training. At this stage, it can be holding title.

Next, we analyze the oncoming event according to the following scheme:

0. Need	Why we need to organise an event? Does it meet the needs of the target audience?
1. Goal	What do we plan to get as a result of education?
2. Tasks	What exactly will we study or form? (goal specification)
3. Expected results	What will the participants know and be able to do upon completion? What will be their attitude to the lessons?
4. Target audience	Who to teach?
5. Determining the form of the event	What is the form of the event? What technologies will be used?

6. Analysis of the situation	Where? In what conditions? Time and duration? On which online platforms and services?
7. Resources	What do you need for this? What digital tools can you use?
8. Methods and techniques	How to teach? How to combine methods in the classroom?
9. Development and preparation of visual aids and handouts	What materials will be used? How will they be decorated?

### ✦ Defining the goals, objectives and expected results

**The goal** is enunciated in a clear sentence that begins with a verb and reflects the finishing-point of the process, what needs to be achieved as a result of education.

**We recommend to enunciate the goal according to the S.M.A.R.T criteria.**

**Goal setting technology according to S.M.A.R.T criteria:**

- ➔ Specificity: each goal should be described as a clear result;
- ➔ Measurability: the goal should have criteria that would determine whether it has been achieved and to what extent;
- ➔ Achievability: Achieving the goal should depend only on you. It is necessary to adequately assess the situation and understand that the goal is achievable in terms of external and internal resources;
- ➔ Significance: the goal must be realistic and relevant in the given situation. The goal should comprise further application of the achievements;
- ➔ Goal-orientation to the deadline: a goal must be clearly defined in time, have specific deadlines, otherwise the goal will be postponed or stretched indefinitely.

Tasks specify the goal. For academic studies it is necessary to formulate tasks in the competence approach. Tasks should reflect knowledge, skills, attitudes, values. We recommend formulating 3-5 tasks.

The expected results are what will «remain» after the online lesson. They must be achievable, measurable and understandable to participants. This will allow you to choose teaching methods correctly and determine whether the goal and objectives are achieved.

## EXAMPLE:

**Topic:** «Resources of stress resistance»

**Goal:** to identify and analyze the resources of stress resistance.

**Tasks:**

1. to deepen the understanding of the concepts «stress», «stress resistance», «stress resistance resources»;
2. to acquaint with types of person's stress resistance resources;
3. to analyze own resources using SWOT technique;
4. to form awareness of the importance of stress resistance resources reinforcement and conservation.

**Expected results:**

- • Understand: the concepts «stress», «stress resistance», «stress resistance resources».
- • Know: types of stress resistance resources.
- • Able to: analyze their own resources using the SWOT technique.
- • Aware: the importance of stress resistance resources reinforcement and conservation.

## ✦ Analysis of the target audience

Before you start planning the content of the lesson, you need to gather as much information as possible about your target audience – future participants.

It should be understood that only demographic data and relevance to a certain role do not guarantee the same goals for participants in terms of participation in the event. There are a number of hidden moments that shape motivation and attitude.

Understanding future participants will allow you to organize content that correspond to their needs to the maximum, choose appropriate methods, be in tune with them during the lesson, choose the best tools for communication.

It is also difficult to understand how relevant training is for them, whether there is a real need for it and how it is embedded in their individual development trajectory. From the context of the training needs analysis, it is important to find out how familiar the participants are with the topic, with what aspects and to what extent.

Consider the points about the target audience, which should be clarified before planning the content in more detail. These characteristics are taken from the book by Anton Savochka «Came. Saw. Taught» and partially modified.

### 1. Context block

- Demographic characteristics (gender, age, marital status, place of work, position, place of study, etc.)
- What social role do they play in the context of future education (student, athlete, volunteer, future specialist, young leader, manager)?
- How long have they been in this role?

### 2. Pain of participants

- What problems does he / she face in his / her social role enactment?
- What fears are inherent in this role?
- What are the obstacles to its successful implementation?
- What knowledge / skills / personal qualities are not enough for its successful implementation?
- What frustrations related to the learning process has he / she already faced or may face?

### 3. What surrounds the participants?

- What similar educational services does the market offer?
- Where does the participant get the knowledge he needs?
- What surrounds the participant (environment, media space)?

### 4. Achievements

- What do participants want?
- What achievements increase their status?
- What are the attributes of success?

### 5. Feelings

- What do participants watch, read, study?
- How do their environment respond to the educational process?
- What do they talk about at home / at work / at the place of study?
- What emotions does he / she usually feel during the educational process?
- What is important to feel that learning has been helpful?

### 6. What need to be made?

- What do you need to do differently?
- What should I stop doing?
- What should I start doing?
- How will he / she understand that he / she has achieved the results of the training?

You can think about these issues, and you can use several other ways to provide reliable information.

## Ways to analyze the target audience:

**1. Interviews with stakeholders.** If your event has a customer, you should talk to him firstly. Find out why this request arose, what changes in activity / behavior are expected after training, why it does not appear now. Information will also be valuable if key people from the future participants are involved in the interview – formal leaders / informal leaders, unmotivated participants / highly motivated participants.

2. **Questionnaire.** This method is used very often. Make a questionnaire with clear questions that are important for the event creation, and send it to potential participants. We recommend using the Google Forms service to create a questionnaire. To motivate participants to fill out questionnaires and do it well, you can offer them certain incentive bonuses.

3. **Observations.** Observe potential participants, analyze how they behave in different environments, what information they are looking for, what difficulties they face, and so on.

4. **Using past results as an indicator of needs.** If you have the opportunity, learn about participants' past learning experiences, what they already know, did well / badly. This will determine the level of knowledge of the group and draw on expertise and experience of the participants. Preliminary examination is also used to clarify such information. It is cognitive in nature and helps the teacher to understand the required level of information in the future.

### ✦ Organizational forms of online educational events

The form of the event should correspond as much as possible to the goal, tasks, expected results, taking into account a certain duration.

The implementation of online learning is through the **organizing and giving certain form classes**. Below there is the content of the main forms of online learning.

**Online lecture** – a systematic, logical presentation of material, issues, topics by means of information and communication technologies for a virtual audience of participants involved in the process in real time.

**Webinar** – a way to organize meetings online, the format of seminars using information and communication technologies for a virtual audience of participants involved in the process in real time.

**Online training** – a form of active learning that combines short theoretical blocks and hands-on skill practice in a short period of time using information and communication technologies for a virtual audience of participants involved in the process in real time.

**Online marathon** – a series of webinars / video lectures and tasks for virtual participants by means of information and communication technologies using various platforms and social networks, limited in time and to some extent competitive in nature.

**Online conference** – a series of speakers' presentations and discussions of a specific issue, which is determined in advance using information and communication technologies for the virtual audience of participants involved in the process in real time.



### ✦ The role of the teacher

The teacher in his work can play different roles, depending on the technology and form of education that is chosen.

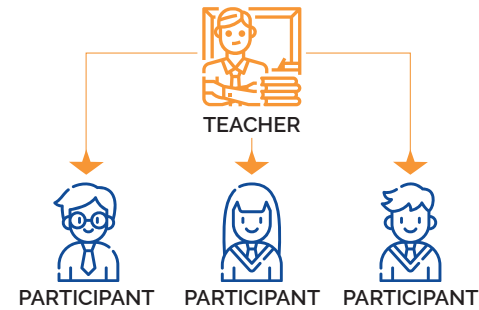
Some roles, to a greater extent, are inherent to team work, others – to individual. However, in the course of the online lesson, the teacher can apply the principles of each of the following roles, depending on the goals and objectives.

Role technology	Purpose of the role	Main characteristics
Expert expertise	Impart knowledge and evaluation of the effectiveness of a particular issue/ action/project, etc.	Has special knowledge at a high level
Mentor mentoring	Exchange of experience, support, training or guidance for personal or professional growth	Share own experience to solve a specific task
Consultant counseling	Getting an accurate answer to a specific question	Advises on certain issues on a specific request
Trainer training	Development of specific skills	A trainer is an expert in a request or topic. The trainer must have expertise in the subject on which he trains (teaches). Responsible for the process and content. Responsible for providing interactive work. Responsible for favorable learning conditions and providing a positive emotional atmosphere. Responsible for training results.

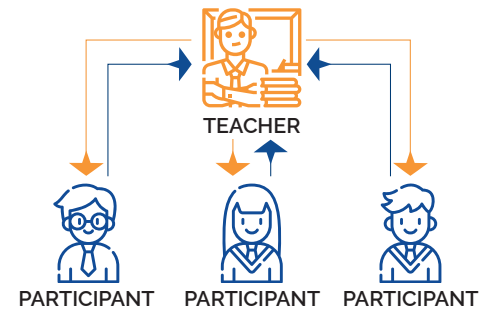
Role technology	Purpose of the role	Main characteristics
Moderator moderation	Effective organization of discussions according to clearly defined parameters	Can be an expert in the request / topic and act on this basis, or may not be an expert in the issue under discussion. The moderator has clearly defined issues to be discussed, clearly understands how the discussion should close, leads the participants. Manages group dynamics. Responsible for the process, content and result. The classic moderation option is such forms of work as discussions, round tables and conferences.
Facilitator facilitation	Solving a team task, finding arrangements, assisting in decision-making	The facilitator may be an expert in the request / topic and act on it, or may not be an expert in the issue under discussion. Expert in team process management. Helps the group to identify and verbalize the findings and results; correct, implement and be aware of further steps towards achieving results. Helps to find answers on your own, but moderates the chain of reasoning. Responsible for the process and the group is responsible for the content. Leads the group to a fixed agreement, which is not known to him in advance. Only group work is provided.
Coach coaching	Improving one's own effectiveness, elicit one's potential, understanding one's true goals and finding a way to achieve them	The coach is not an expert in the client's request, helping the client to find his own answers and solutions. Can ask «strong» questions. Promotes independence, initiative of the client, forms his sense of responsibility for result. Implemented through individual work to a greater extent.

## Teaching methods

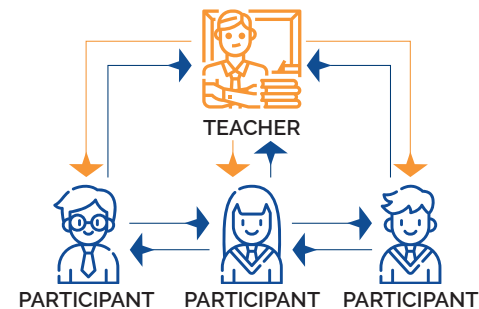
Depending on the nature of the interaction between the teacher and the participants of the training activity, there are passive, active and interactive teaching methods.



**Passive methods** - the teacher is the main actor who manages the course of the lesson, and the participants of the training activity act as passive students, subject to the teacher's instructions.



**Active methods** - participants of the training activity and the teacher interact with each other; the participants here are not passive listeners, but take an active position; participants and the teacher have equal rights. If passive methods involve an authoritarian style of interaction, then active, to a greater extent - a democratic one.



**Interactive methods** - the participants of the activity and the teacher are in a mode of conversation, dialogue with each other. This is partnership, peer learning; teacher - participant, participant - participant. At the same time, they are equal, equal subjects of learning.

This manual focuses on interactive teaching methods through the implementation of facilitation approaches and principles. Examples of methods and techniques will be discussed in the section «Running a distance: the main part».

## ✦ Analysis of platforms for online lessons

In preparation for the online lessons, it is important to analyze the options of different platforms and services that the teacher should use. Their choice will depend on the technical capacity and goals of the online class set by the teacher.

### E-learning platforms and services



**Moodle** (acronym stands for *Modular Object-Oriented Dynamic Learning Environment*) – is a learning platform designed to join together teachers, administrators and students into one reliable, secure and integrated system to create a personalized learning environment (Wikipedia).

#### Moodle allows you to:

- create content for e-learning easily;
- manage the created content conveniently;
- publish materials in various formats: audio, video, text, presentations;
- do not give total access to the posted materials, which is very convenient in the organization of differential training.

#### Benefits:

- large-scale management (open source);
- powerful testing device;
- variety of educational elements;
- allows differential training;
- monitor student progress through visualization.

#### Disadvantages:

- free of costs system, but you need to have hosting and a domain;
- there are so many tools that some of them are not needed;
- while using the program you need to learn it.



**Microsoft Teams** – is a teamwork website in Microsoft Office 365 that integrates the users, content, and tools the team needs to work more efficiently. The application combines everything in a collaborative work environment, which includes a team chat, file sharing service and enterprise applications (Wikipedia).

Microsoft Teams is a teamwork space, based on 4 key ideas: chats, teamwork website, customizing alternatives and solid security.

#### Microsoft Teams allows you to:

- organize online meetings;
- conduct audio and video conferences;
- publish news and general documents within the working space of the group;
- plan teamwork activities;
- connect additional Microsoft online services.

#### Benefits:

- integration of applications with Office 365;
- work in online notebooks;
- access to team, enterprise applications.

#### Disadvantages:

- closed Microsoft ecosystem;
- there is a pay version that has a wider range of options than the free one.



**Google Classroom** is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments without paper. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students (Wikipedia).

#### Google Classroom allows you to:

- create your own class / course;
- organize the registration of participants for the course;
- distribute with participants the necessary educational material;
- suggest assignments;
- mark assignments and monitor their progress;
- manage students communication.

#### Benefits:

- use of Google tools (Google Drive, Google Docs);
- completely free of costs version;
- there is offline access to information;
- easy to use.

#### Disadvantages:

- poor arsenal of educational elements.

**Remember.** If you have a certain cycle of lessons, then use only one platform for classes throughout the course. This will make the job easier for both you and the participants.



## ✦ Video conferencing services



**Zoom** — is the world's most popular video conferencing service. However, the free of costs crippled version is quite enough for effective work and training. A significant advantage of Zoom is the ability to record a conference, make an online broadcast on YouTube or Facebook.

**Remember.** For security purposes, generate unique IDs for your meetings, do not use a personal ID (obtained during registration) and use passwords for video conferencing.



**Google Meet** is a free of costs application that requires an account to get started.



**Microsoft Teams** — has replaced the program «Skype for Business» and is used for video conferencing and broadcasts with a large number of participants. The service is used mainly for corporate purposes, while Skype is still available for home users.



**Skype** — is free of costs software that is also great for learning. You need to register and you can use all options of Skype-conferences, and participants do not have to register.



**Facebook Messenger** — allows video conferencing to be attended by up to 50 people, including those who are not registered on Facebook. The duration of conversations in Rooms is not limited, with additional options – the ability to apply «masks», block calls and delete users.

A comparison of the possibilities of using these services for video conferencing is given in the table below

Service	Zoom		Google Meet		MS Teams		Skype		Messenger
Number of organizers	1	9-100	1	1	1	1	1	1	1
Number of participants	< 100	> 100	< 100	250	< 300 (30.06)	10 000	20	250	50
Group/ personal chat	+/-	+/+	+/-	+/-	+/+	+/+	+/+	+/+	via FB
Live streaming	-	+ FB, Youtube	-	+ webinar room	-	-	-	-	+
Groups	+	+	-	+	+	+	+	+	rooms
Polls	-	+	-	+	+	+	+	+	-
Time limit	40 min	-	24h (60 min - 31.03)	24h	24h (30.06)	24h	4h	4h	-
Screen sharing	+	+	+	+	+	+	+	+	+
Link sharing	+	+	+	+	+	+	+	+	+

- free    - paid

**Important.** Prepare a workplace in advance for a video conference. This place should have continuous access to the Internet, preferably a neutral background so that participants are not distracted, an additional webcam and microphone are not required upon condition you use a laptop, tablet, smartphone.

## Public opinion polling during online lessons

The need for the questionnaire arises in the following cases:

- collection of expectations;
- collection of feedback;
- conducting an assessment.



**Google Forms** — is one of the most popular services for creating and editing tests and questionnaires today. The resource has a large number of design templates that allow you to create forms of any theme. Advantages include instant processing of results and presentation in the form of charts, importing survey findings or test results into a spreadsheet editor, the ability to add videos and images, organizing branching and assigning a certain number of points for the correct answer, the ability to edit and fill on a mobile device.



**Mentimeter** — is a service for creating and editing questionnaires.

The teacher chooses in what form he wants to get answers from the audience: just the number of votes, the percentage, the diagram, the «word cloud», the graph. Then participants respond with their gadgets. An important clarification – the service is not personalized, so it is not clear who gave this or that answer. Therefore, it is not suitable for evaluating success. However, it can help to monitor the dynamics of mastering the material, to gather different opinions, to assess the group's understanding of a concept, to determine the attitude of the group to a phenomenon.

**Remember:** To work with different services during the online lesson, participants often need to go to a separate link to the appropriate site. In order to avoid confusion and participants to be able to find out quickly what their next steps are, duplicate the link: write it in a group chat, on a slide of the presentation and make a QR-code for this link.

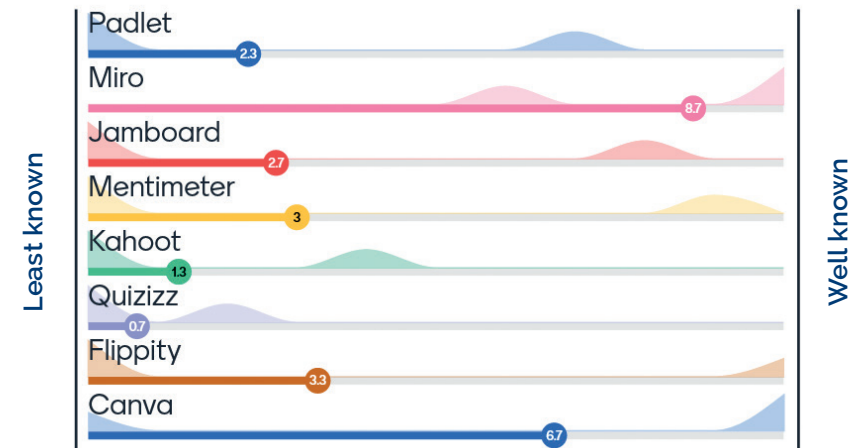
### EXAMPLE OF A SURVEY:

Follow the link <https://www.menti.com/kqv6p6jds1> or scan the QR-code. Rate from 0 to 10, how familiar are you with the following services? 0 – least known, 10 – well known.



An example of the group's work result is given below. It is important to note that the survey findings are accessible only to the teacher, so at the end of the work it is necessary to display them on the screen.

### How familiar are you with the following services?



## Virtual boards

Virtual boards are a networked social resource designed to organize collaborative work on the creation and editing of images and documents, real-time communication.

The applying of virtual boards involves the following functions:

- visual – allows you to visualize educational material;
- informative – virtual boards are direct sources of knowledge, i.e. carriers educational information presented in various forms, which contributes to a better understanding of the essence of the phenomenon, its structure, links, etc. ;
- interactive – allows multiple participants to work in real time, provides interaction of the teacher with group members and get a feedback.

### Services that work as virtual boards



Jamboard



Google Drawings



Padlet



Miro



Zoom

The following algorithm is typical for most virtual boards. The teacher needs in advance:

1. Register on the site of the selected service
2. Create a board
3. Design and fill the board with data
4. Organize shared user access to the board

Advantages of use:

- free of charge;
- intuitive interface;
- possibility of use for various purposes;
- ability to work with technology both synchronously and asynchronously;
- the ability to create multiple boards (from 3 to 20, depending on the service);
- integration of images into the board with the subsequent possibility of their scaling;
- the ability to save the results of work in PDF or image format.

Zoom board (Whiteboard) has a slightly different functionality from the others in this list. This is a whiteboard that can be filled alone or with participants in real time. When you turn on the screen demonstration, it appears on the screen among other possible options. At the top of the whiteboard is a list of tools you can use. When the teacher opens the whiteboard, all participants see it. Together with other participants, you can write, draw, sketch, move, mark and create objects.

There are many ways to work with virtual boards. It all depends on the creativity of the teacher, his imagination, experience with such boards and understanding of the functionality of a particular virtual board. We offer some of the most common techniques for working with a virtual board.

#### **Drag the objects:**

- streamlining (for example, the task is to establish the correct sequence of the examination stages);
- ratio (two columns contain images of objects and their description or definition; you need to compare the object with its description correctly);
- generalizations (for example, two teams put together fragments of an image of a computer device, name it and tell why it is needed).

**Drawing and captions:** drawing arrows, underlining, supplementing pictures, adding missing letters, numbers, words, etc.

#### **Visualization of the individual or group work results**

**Error search:** in formulas, schemes, texts, etc.

#### **EXAMPLE OF A TASK ON A VIRTUAL BOARD:**

- Follow the link <http://surl.li/lrfv> or QR code
- Head over to board of your session hall, depending on the number of the group in which you work. Accordingly, the first group works on the board called «Session Hall N°1», the second group – «Session Hall N°2».
- On the board you will see the logos of various services for video conferencing and the names of planned events. Find the correspondence between the service and the planned event in terms of its use. Drag the stickers to the appropriate column.
- Add at least one personal event for each service.
- Working time –10 minutes



#### **Online simulators (creation of exercises, quests, quizzes...)**

The teacher can make the learning process bright, which the participants like. To do this, you can use one or more services to create tasks for the polling. Sometimes it will also be appropriate to introduce a system of cherry on top when taking poll, for example additional points for quick answers. This will turn training into an interesting competition.

**K!** **Kahoot!** - Participants are invited not only to participate in projects in the form of games created by the teacher on the basis of the studied material, but also independent creativity in creating educational games on the platform. It is important that during the poll the questions are shown by the teacher on the screen and read, the participants see only the answers on their gadgets. There is a limit on the number of participants – no more than 30 at a time.



**Quizizz** - Quiz creation service: the teacher creates a quiz on his computer, and the participants take part in it with the help of their mobile gadgets. The teacher has a complete letter grade in the Excel spreadsheet.



**Flippity** – A service that allows you to create a variety of interactive exercises for learning. The service is free, the interface is in English, registration is not required, some exercises can be printed out, all the necessary instructions and demos are provided for each of the exercises.

## ✦ Preparation of visual materials

Visual materials significantly increase the effectiveness of the learning process, the group's understanding of the topic, better explanation of the material, increase participants' interest.

Visual materials can be various visual elements, such as presentation slides, photos, short videos, diagrams, tables.

Requirements for visual materials preparation

1. Do not duplicate information. Visualization should support the teacher's message, what he is talking about. Otherwise it will confuse the participants.
2. Make the visual series simple. It should be as clear and high quality as possible so that participants can listen to the teacher while he speaks, and not try to understand what is shown on the screen.
3. Follow a single style. Use a single font, format, colors, and more.
4. The audience should not read and listen at the same time. Use minimal text when creating visual materials, use visual materials to emphasize important points.

For better perception of information through the screen, certain principles should be followed when creating visual materials. They should be:

- ✦ optimum size;
- ✦ interesting for the audience;
- ✦ comprehensible;
- ✦ aesthetic appearance ;
- ✦ dynamic;
- ✦ various forms.



The following resources may be useful for visual materials preparation:

- ✦ Programs for preparing presentations: Microsoft PowerPoint, Canva, Prezi, Google Presentations.
- ✦ Websites for searching free photos: Unsplash; StockSnap.io; Pexels; Freerange Stock; New York Public Library; Foter.

- ✦ Link reduction services: Cuttly; HyperHost; Is.gd
- ✦ Services for creating QR codes: websiteplanet; mobizon; qrcode-monkey; qrcoder; qr-code-generator.

### Remember:

- ✦ Reading slides has a negative effect.
- ✦ The audience's attention immediately switches to the visuals you demonstrate. Therefore, it is necessary to explain immediately what you are demonstrating.
- ✦ The use of visual materials should be in measure.

## ✦ Basic forms of online communication

To ensure the effective organization of the lesson, its performance and feedback collection from participants, it is important to consider how to communicate with them. Communication with participants can be implemented through the forms below.

**Video conferencing** – is a meeting with participants on one of the platforms in real time online. The online lesson is conducted by video conference.

**Forum** – is a kind of communication on the Internet, which involves the creation of topics for discussion by any of the participants, the ability to view all the answers, moderating the discussion process.

**Chat** – is a form of network users communication in real time via the Internet. There are text, voice, audio and video chats. Chat can be an additional form of online communication during video conferencing.

**A blog** is a form of communication where the right to publish belongs to one person or group of people who post information and give others the opportunity to comment on it.

**Email** – is a way of exchanging digital messages between people using digital devices such as computers and mobile phones, which makes it possible to send data of any content (Wikipedia).

**Electronic questionnaire** – is a type of survey, which is organized using an electronic questionnaire to clarify certain information.

The teacher does not have to choose a single form of online communication. They can be used partially or all depending on the purpose of the teacher.

### EXAMPLE

- Video conferencing on the Zoom platform (Google Meet, Microsoft Teams, Skype) is used to organize real-time communication with the ability to see each other.
- Traditional Zoom chat (Google Meet, Microsoft Teams, Skype) is used to answer questions from participants during the lesson and collect feedback.
- A link is provided to the forum, where participants will be able to raise topics for discussion and clarify complicated points (Moodle, Microsoft Teams, Google Classroom) at the end of the online lesson.
- Created group in Viber (Telegram, WhatsApp) with a text chat is for quick communication with participants and solving organizational issues.
- Provided a link to the teacher's blog with a link to a specific post and a suggestion to express the opinion under it.
- E-mail is used to inform participants, send materials (if they are not stored in shared folders or on e-learning platforms), links for video conferencing, etc.
- Electronic questionnaires can take place in the process of video conferencing for the rapid collection of information, and before the online lesson to analyze the target audience and clarify the request, or after videoconferencing to collect feedback.
- Created an electronic board Padlet, which contains homework with the opportunity for participants to add answers to them, comment and ask questions to the teacher.

### Checklist «An hour before class»

1. Prepare your working place: set up good lighting, turn on your computer or laptop, check the screen image of your working place.
2. Put a glass of water next to it, a notebook, a pen. You should also have a watch around the corner to keep track of time and schedule.
3. Check Internet access. Just in case, there should also be access to mobile internet.
4. Make sure all links to services and websites you use during the online lesson are accessed. Leave them open in your browser, preferably in the order in which you open them when working with participants.
5. Open a prepared image or slide with the name of the event.
6. Start the beginning of the video conference, display a screen saver with the name of the event.
7. Send participants a memo of the meeting, duplicate the link to the video conference again.
8. Good mood and efficient work !





1  
PRE-START  
PREPARATION



**2** **START:  
THE LESSON OPENING**

3  
RUNNING A DISTANCE:  
THE MAIN PART

4  
FINISH: CLASS  
ACCOMPLISHMENT



## START: THE LESSON OPENING

Any lesson can be divided into three parts: introductory, main and final. In this chapter we will consider where to start.

### ✦ Logging on to online meeting

The teacher should connect to the lesson 15-20 minutes before the start in order to set up the camera, microphone, the ability to manage the presentation.

If there is a graphic screen saver (picture, slide presentation, GIF) of the target lesson, it should be displayed on the screen so that participants are immediately aware that the link is correct and the lesson will take place on this platform.

It is very good if there is a person with you who will take over the technical support: connect the participants, help solve technical problems, monitor the presence of questions in the chat, turn off the sound of the participants and so on.

At the specified time, turn on the camera and microphone, say hello and...

### ✦ «Hook»

The first thing to start with is to «catch» the audience on the «hook».

Start your speech with a phrase that will immediately grab the audience's attention, make them turn their head to the screen and see who is speaking.

To do this, the «hook» should:

- relate to the target audience, meet its real needs or / and address any of problem;
- respond to the topic and surprise at the same time;
- be short, concise, in one sentence.

### SUCCESSFUL EXAMPLES FROM SUCCESSFUL SPEAKERS:

*«I am shocked by the news. I'm going!» (Ken Robinson)*

*«Clouds... Have you ever noticed how many people complain about them?» (Gavin Praetor-Pinny, beginning of the speech «Gloomy as a cloud can also rejoice»)*

### ✦ Teacher's introduce

Next, you should *give the topic of the lesson and introduce yourself*.

Before making the content and main goals public, it is important for participants to orientate with whom they will face.

When preparing a presentation of yourself – *think about first of all the participants*.

Imagine that you came to the class and are a representative of the target audience, so what was important for you to hear and how would you like to hear it?

*Show what shapes your expertness in the topic.*

Your own expertness can be demonstrated through:

- education related to the subject of the lesson;
- a place of work that is related to the moments you are talking about;
- knowledge, skills and abilities that you implement in the activity;
- history of completed projects, etc.

Try to give clear concrete examples, do not speak in general phrases.

Show participants how your experience can help them realize their needs and resolve problems. How you have implemented or are implementing the knowledge and skills of the topic in your own activities. Specific examples from experience will work like a charm.

*Have a flair with the participants.*

Use words that are clear to the participants, try to maintain a partnership position, «do not intimidate» by a huge list of regalia, if it does not indicate expertness in the topic.

**But, for example.** If you have passed Ph.D. defense and it is directly related to the topic, but you are giving classes in non-formal education for young people, think about how appropriate it would be to talk about it. This audience may not understand the content of these regalia, but its serious «sound» will make them feel more tense.

*Joke aptly.* A good joke, relevant to the topic and adequate to the audience always melts the ice.

The presentation should be short (up to 3 minutes), but it should engage participants and build prior teacher's trust.

### Questions for reflection:

- Why should participants learn the targeted topic from you?
- What knowledge / skills / ideas can you impart?
- How are the knowledge / skills / ideas you plan to talk about reflected in your experience?
- What successful and unsuccessful examples on the topic can you tell participants from your experience or the experience of other people?

### ✦ Reporting the goal and objectives of studies, the plan, the rules of procedure

Goals and objectives should be conveyed to target audience in understandable terms and reflect ways to meet their needs.

It should be understood that the goals and objectives formulated in the concept of the event do not always coincide with what is reported to the participants, because they are more methodological in nature.

#### Example:

In the concept: «to form the skills of active listening»

We say: «we will learn to listen so as to hear»

Try to help your audience answer the question: «Why do I have to spend my energy / time on the topic? Why is it essential right now? «

Tasks can also be reported based on the lesson plan. The plan should be displayed on a slide for better perception.

The rules of procedure include the duration, time of breaks, frequency of classes, etc. These parameters are set by the teacher, based on their own prior planning.

### ✦ Acquaintance

Acquaintance is an extremely important stage, because it allows participants to be conversant in space with people they work, to express themselves.

The teacher, at the stage of acquaintance, can monitor the state of the group, the conflicts of interest, leaders / excluded participants, etc.

#### Remember:

- If the teacher is not acquainted with the participants and the participants are not acquainted with him and with each other – we make a full acquaintance.
- If the teacher is not acquainted with the participants, and the participants are acquainted with each other – we make a full acquaintance.
- If the teacher is acquainted with the participants and the participants know each other – exercises to deepen the acquaintance (for example, tell a fact about yourself that no one knows yet).

The time that should be spent on the acquaintance stage depends on the goals and duration of the lesson.

If this is a short webinar, it does not make sense to spend a lot of time on acquaintance, you can ask participants to write some information about themselves in the chat and stop there.

If participants need to work several classes, it is worth spending more time on acquaintance and to provide some storage of information for the future.

You can use virtual boards (Padlet, Miro, Jamboard). Participants create their «business card».

It is worth selecting those aspects in the business card that will be to some extent related to the subject of the lesson.

It may include:

- formal aspects: name, place of study, place of work, place of residence, etc.;
- informal aspects that allow you to get to know each other better: what you are proud of, the three greatest achievements, two truths / one lies about yourself, having breakfast in the morning, a favorite subject, etc.;
- important aspects for the teacher: information that allows to identify experts in the group, to understand the motivation of the participants, to clarify their experience in the topic, etc.;
- photo;
- drawing: own emblem, hobbies, mood, etc.;
- metaphorical associative card: current situation, mood, available resources, etc.

#### Example of a task on a virtual board:

*It is necessary to prepare a template for participants on the Padlet board in advance. There should be instructions for the task and information blocks for each participant with the appropriate names «Participant 1», «Participant 2», etc.*

Very soon we will communicate with you online. We are convinced that we have a great team!

And in order not to waste this time in vain, we offer everyone to start getting to know each other right now.



How to do it?

1. Scrolling to the right, you will see templates for each participant. Choose one under which no one has entered information yet.

Create an information block and specify in it:

- Your name and surname
- What city / village are you from?
- What organization do you represent?
- What is your field of activity and the topics you work with?

Add your photo.

2. Create three more separate information blocks in the same way and name them: «Fact 1», «Fact 2» and «Fact 3». Write in three facts about yourself. It can be related to your professional activity or something personal. One of them must be untrue. Choose interesting facts, but realistic. So it will be much more interesting. And for now, let it be a secret. Don't tell anyone what's wrong.

3. Read the business cards of other participants and mark with a label the fact that you think is not true. A little later we will reveal the secret of false facts.

### Examples of online exercises:

«Cinquain»

*Line 1 is the first and last name*

*Line 2 – two verbs that characterize you*

*Line 3 – three adjectives that characterize you*

*Line 4 – a phrase about expectations from the lesson*

*Line 5 – a word or phrase about mood / state now*

Options:

- ask participants to record their answers in the chat;
- ask participants to record the answers on a virtual board / Google document or spreadsheet;
- participants record the answers individually, then discuss in microgroups and make a general point of choice about each. It is important to record the expectations separately for all participants (in the chat or virtual board).

«Concerns me» Ask all participants to turn off the cameras and then turn on only those who are affected by the fact you are telling. Ask everyone else to put a virtual reaction at this point. Then name a fact, for example, turn on the camera all who were born in the summer. Then encourage the participants who turned on the cameras and set the reactions. Repeat several times.

«How similar we are!» Divide participants into microgroups (3-5 people), send to separate rooms. Within five minutes, participants should find five common features that they all have in common. It is impossible to name obvious characteristics («we are all students» if the lesson is held for students).

«View from the window» Take a picture of the view from your window now and place it on the Padlet board. «Like» the three participants whose photo you liked the most.

### ✦ Coordination of group's rules

There are several options for introducing and agreeing on group rules:

- The rules are suggested by the teacher. It should be used when the lesson is short, it is not possible to spend a lot of time on the introductory part. The teacher chooses the rules that he thinks will be most important and appropriate. Then, he asks if the participants agree. If there are no objections, the rules are accepted.
- Rules are proposed by participants. It should be used when the group works together for a long time. Through the proposal of rules, participants begin to get to know each other. This option will also work if participants have experience in training and know the possible rules.
- It is worth asking the group: «What will allow you to work efficiently and feel comfortable?». Participants freely suggest rules. Options: write in the chat, record on stickers on a virtual board, make public, work in microgroups and make a proposal in general. If there are no objections, the rules are accepted.
- Joint proposal of rules. The teacher asks the group to make public the rules that are important to them (according to the second point), and then adds those that he considers important, but the participants did not make public them. Offers to discuss / express their thoughts. If there are no objections, the rules are accepted.

The following are variations of the rules that a teacher can enter. You should not use them all at once. Choose the ones that are most appropriate for the lesson.

- Rule of activity – to join the proposed tasks.
- Take care of yourself – talk about your needs and act (open a window, change places, drink water, etc.).
- Respect and do not interrupt.
- Self-expression – to express oneself and about oneself (for example, «this exercise was useful for me»)
- Confidentiality rule – affects the behavior of participants and their actions in the classroom, does not apply to the content of the lesson and training materials.
- The «pie» rule – regulates the amount of time that participants «take» during the lesson; regulates their behavior. It is worth explaining this rule to the participants as follows: «Our lesson is a whole pie. Each participant has

one piece of it in order to express himself / herself. When you speak, think about whether you are eating your own piece of cake or a piece of another participant».

- The rule of «raised hand» – if the participant wants to speak, they must raise your hand.
- The rule of «free leg» – if the participant wants to go out, they can do it without distracting others.
- «Stop» rule – if a participant does not want to participate in a certain exercise, he can say «stop». But here it is worth reminding about the rule of activity and that your own experience can be gained only through activity.

#### *Additional rules for working online:*

- Virtual tolerance – even with careful preparation, unforeseen moments can occur (logged out the conference, turned off the light, upload the presentation, does not turn on the video sound, etc.). Agree with the participants to be tolerant of such moments.
- The microphone is muted
- Camera on
- Chat is the main resource for communication

### → Collecting expectations

Expectations are important to update participants' understanding of the topic, objectives, and lesson plan. Also, due to the collected expectations, the teacher can find out how well the group understands the topic of the lesson and whether it has specific questions that should be paid attention to.

If among the expectations are those that will not be disclosed during the lesson, it is important to say so.

Expectations must be recorded so that participants can return to them after the lesson.

#### *Options for collecting expectations:*

Ask participants in the chat / on the virtual board (stickers, separate entry) / in the Google document / spreadsheet to record what they expect from this lesson. It can be specified through the question: What would you like to learn? What would you like to try? What information to learn / clarify?



## RUNNING DISTANCE: THE MAIN PART

### ✦ A little about facilitation

**Facilitation** is a professional team-building process aimed at clarifying and achieving the goals set by the group.

The facilitation process leads to increased efficiency of team work, involvement and interest of participants, elucidation their potential.

#### Facilitation opportunities:

1. Increases the efficiency of the group decision-making process:
  - ✦ situation analysis;
  - ✦ identification of options, alternatives to solve the problem;
  - ✦ choosing the best option.
2. Creates, maintains climate in the group:
  - ✦ increases the level of involvement in the process;
  - ✦ stimulates initiative;
  - ✦ encourages to take responsibility for the process and the result.
3. Provides exchange of experience between participants.
4. Promotes personal development of participants.

#### Areas of application of facilitation:

##### As an independent form of team work

- ✦ Development, approval of documents, procedures and projects.
- ✦ Conducting focus groups.
- ✦ Conducting strategic sessions.

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##### Facilitation within other procedures

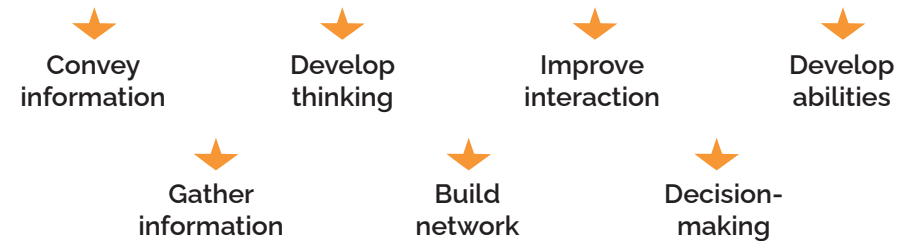
- ✦ Trainings
- ✦ Seminars
- ✦ Meetings
- ✦ Conferences
- ✦ Speeches, presentations
- ✦ Measures to unite the team

#### Aspects of facilitation process management:

- ✦ focusing the group on the topic and goal;
- ✦ collection of information and opinions;
- ✦ recording the results of group discussion and visualization for understanding;

- ✦ reaching consensus and decision-making;
- ✦ group dynamics management (creating a working atmosphere, involving each participant, managing unconstructive behavior, maintaining energy in the group).

#### Seven goals of the facilitation meeting:



**Facilitator** – is the leader, whose main task is to stimulate and guide the process of search and analysis of information, decision-making by participants in teamwork.

#### Principles of the facilitator:

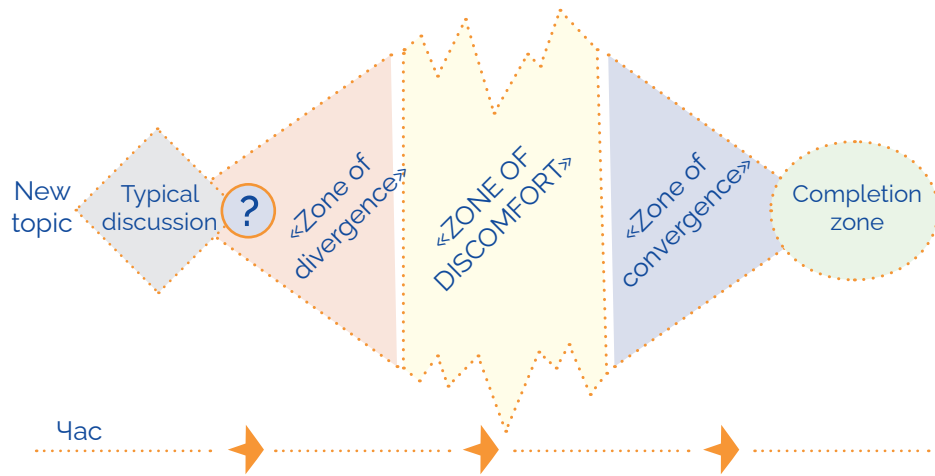
- ✦ does not solve the problem, but uses certain skills and special techniques that allow the group to make decisions, set goals, etc.;
- ✦ is responsible for the process, the group is responsible for the content;
- ✦ follows the group, helping it to find solutions on its own. The result is not obvious from the beginning;
- ✦ necessarily leads the group to a fixed agreement, which is not known to him in advance;
- ✦ the facilitator's opinion is not taken into account, is not expressed and does not matter.

### ✦ Facilitation session design

Traditionally, the facilitation session is designed based on the Rhombus of team decision-making (Sam Keiner, Catherine Toldy, Sarah Fisk, Dwayne Berger).

In order for the discussion to be facilitative, when everyone can speak and be heard freely, the group must come through three zones: «zone of divergence», «zone of discomfort» and «zone of convergence».

Within each zone, the facilitator has certain tasks. Thus, in the «zone of divergence» it is necessary to give the participants the opportunity to discuss the situation, to help the group to look at it from different angles, to go beyond the usual stereotypical thinking.



Sam Kaner. Facilitator's Guide to Participatory Decision-Making

In the «discomfort zone», participants feel tense because of their differences, clashes over different opinions or views. The facilitator's task is to help the group go through this phase by supporting the participants and encouraging open discussion.

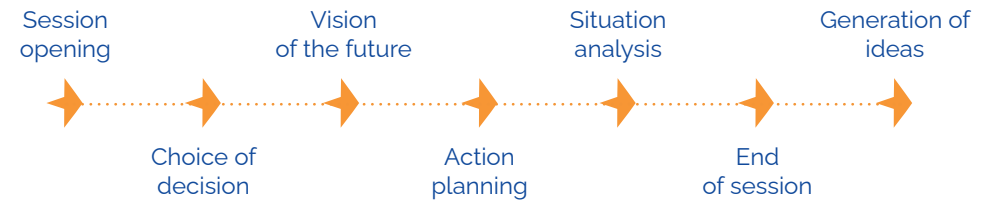
In the «zone of convergence», the group must make a choice and make a decision that suits the participants.

Zone of divergence	Zone of convergence
Creating a list of ideas	Sorting ideas by category
Free open discussion	Getting the main conclusions
Collection of different opinions	Development of the general decision
Invaluable perception	Expressing assessments

This design model should be used during webinars, when your participants have information or have a certain attitude to the situation. The purpose of the lesson is to discuss issues, express different opinions and make decisions.

If you understand that participants do not fully possess the information and need to supplement it during the lesson, then facilitation methods can be an element in the design cycle. For example, at a time when you need to organize a discussion.

Facilitation methods are usually grouped into specific blocks. Based on the sequence of these blocks, you can also plan the design of the facilitation session.



### Facilitation methods

Today, there are more than 500 methods and techniques from various facilitation schools. Of course, within this guide it is not possible to analyze them all. Therefore, several key techniques and methods have been selected that work well for «live» training lessons and can be adapted to online.

To understand how to plan the design of a facilitation session, the methods and techniques used are based on the logic of their possible deployment during the lesson. A traditional seminar was chosen, during which the content of the topic should be discussed. In the future, the proposed methods can be used as a complete block, and individual elements within other classes.

#### Example for lesson:

**Topic:** «Prevention of emotional burn-out».

**Format:** webinar using facilitation methods.

**Meeting format:** online.

**Goal:** to analyze the content of the emotional burn-out syndrome and identify ways to prevent it.

The procedure is described below. The introductory block is not described, but is provided according to the section «Start: the lesson opening».

## «Trailer» technique

**Purpose:** to reveal the range of opinions on a given topic through a focusing question.

**Use case:**

- analysis of conversation subject understanding;
- clarification of the participants' condition and mood;
- involvement of participants in the topic discussion;
- case study;
- group's focusing on the topic;
- exchange of ideas;
- team vision;
- joint assessment;
- summing up;
- feedback collection;
- start and end of session.

**Time:** from 10 to 90 minutes.

The time depends on the tasks set by the teacher. In the case of clarifying the topic of discussion understanding by the participants, this technique serves more as a guide for «entry». Through it, the teacher understands the level of studying the topic in the group. If it is used as a case study due to a problem, it needs careful discussion in this regard, it takes more time.

**Procedure:**

1. *Formulate a question* that is relevant to the topic of the meeting and to which there is no clear answer. Your task is to get a different range of opinions to get an exchange of views. Record the question so that all participants can see it.

To study the case study, the question should be problematic focusing. Three steps to create this question:

- 1) Start your question with the words: «Remember when you last...», «What if...», «If you go back to...»;
- 2) Continue with a description of the situation: «... you enjoyed ...», «you... felt part of the team...», «... change the rules and conditions...»;
- 3) Add an open question that contains the extreme poles – opposites: "0% – 100%", "never – constantly", "depends on us – depends on the circumstances".

**Example of question:**

*Remember the last time you discussed a difficult issue with your colleagues. Assess your condition after that on the scale «the nature of the discussion completely satisfied me» – «we could not hear each other».*

*Remember the last time you experienced emotional stress and how you overcame it. Evaluate your overcoming actions on a scale of «very successful and appropriate» – «absolutely unsuccessful and inappropriate».*

2. *Prepare a visual template* on the board, wall, flipchart. In the case of online lessons, you can use the slide presentation, virtual boards Whiteboard, Jamboard Make a scale for answers. It is desirable to draw the boundaries of the scale with simple drawings.

3. *Polling.* Introduce the question and put the group in the context of the discussion. Ask participants to poll very quickly on the scale with special colored voting marks or mark with a marker / virtual pencil.

4. *Discussion.* Ask participants to comment on their grades as desired. Record the comments next to the rating on the cards.

5. *Conclusions.* Summarize the results of the polling by highlighting the main group and the final scores.

**Example for lesson:**

BWe use the trailer to clarify the level of studying the topic of the lesson by the participants. We formulate two points. The first reveals the knowledge component to a greater extent. The second is related to the personal attitude to the topic and the participants' own experience on the topic.

- Remember what you know about emotional burn-out and indicate on the scale your understanding of the topic content from «know nothing» to «expert».
- Imagine that you are faced with a difficult stressful situation while studying. Assess the level of difficulty of overcoming it for you «very difficult» – «very simple».

The first point will allow the teacher to focus on how much the group is prepared and focused on the topic. This is very important for the application of facilitation technology, because it works only if the group understands the content of the issue or has a certain attitude to it.

That is, if the teacher plans to further organize the discussion, and at this stage realizes that the group does not have information on the topic, it makes no sense to continue the planned. In this case, it is necessary to dwell on the attitude to the issue to form motivation and then it is necessary to add to the group of expertise:

- 1) the teacher is in the role of consultant / expert / coach and reveal the topic content;
- 2) give participants materials for self-study;
- 3) show information video, etc.

Then on the slide the teacher displays the questions and the scale:  
*Remember that you know about emotional burn-out and indicate on the scale your understanding of the topic content from «know nothing» to «expert».*



After that, participants poll with labels or mark with a pencil on the slide (for example, this option is available in zoom). Then there is a discussion and summarizing.

The second question was chosen to make the group aware of the difference in perception of stressors and to discuss why this is happening.

## «World Café» Method

The authors of the method are H. Brown and D. Isaacs.

**Purpose:** gathering information, exchange of ideas of a large number of people.

**Number of participants:** 9-30 (for the option with fixed tables. We recommend no more than 5 tables for 6 people maximum).

**Use case:**

- discussion of a complex topical question;
- development of ideas for a new strategy;
- research of problem situations ground;
- joint search for solution to important issues;
- formation of collective wisdom, knowledge;
- exchange of ideas on various issues;
- solution to complex problems.

**Time:** 50 minutes – 3 hours

**Procedure:**

1. Identify and agree in advance the main topic of discussion and subtopics / discussion issues at the tables (3-5 subtopics). Divide the participants into groups, introduce the topic and subtopics.

2. Announce that each member of the group, except one from each team, will have the opportunity to discuss all subtopics. To make this discussion comfortable and constructive, ask each participant at the table to choose one person who will act as the «host of the table». He should record the ideas of the groups, briefly announce the new group that the previous one has developed and ask to add, inspire participants and encourage them to look for ideas. At this stage, the ideas are not analyzed. Everything that comes to the group is recorded. The group operates according to the rules of brainstorming: do not analyze, do not evaluate, determine any ideas. The task of the «master» at this stage is also to understand the ideas, because he must pass their content to his group after the process. Therefore, it is possible to clarify certain information to understand the idea.

*For the online format, you can use zoom session halls or other options for dividing participants into groups. The instructions of item two are announced in the general video conference. The teacher asks to choose the «host of the table» as soon as the participants enter the hall of their group and record his*

name on the virtual board.

3. Participants are given time to find answers to their table questions. The host of the table records ideas without criticism. The time for discussion depends on the complexity of the topic. Usually from 10 to 20 minutes, at least, because the best thoughts do not come immediately. But more is also ineffective: it is too tiring and reduces the energy of work.

*For the online format, we suggest recording ideas on the Padlet board in «column» mode, where each table will have its own column.*

4. At the leader's word of command, participants change tables (usually clockwise). The «host of the table» stays, greets the new team, introduces the topic and talks about what has been achieved by the previous group. New members add to the list with their ideas. For clarity, you can write new ideas with a marker of a different color, in a different sector of the sheet. The duration of this stage is also usually 10-20 minutes.

In the online format when using session halls zoom, at the end of the time for discussion the teacher transfers the «hosts» to other rooms this time and in subsequent cases, until the «host» returns to his team.

5. The next transition again takes place at the leader's word of command. The number of transitions depends on the number of tables, but not more than five. The discussion time is gradually reduced to 7-15 minutes, then to five.

6. Teams return to their desks (the desks at which they began to work) and summarize the discussion, systematize ideas, draw conclusions and present them clearly on flip chart sheets or special facilitation boards. For example, you can identify 5 key ideas or make a classification.

7. The «host of each table» presents the results of the whole group. Discussion.

### Example for lesson:

*General topic «Emotional burn-out»*

Subtopics of tables: «Emotional burn-out indicators», «Emotional burn-out causes», «Emotional burn-out consequences».

Using this method will stimulate the involvement of all participants in the discussion of all issues of the topic. Selected upon completion of the main characteristics are recorded in the «space» of the group. In terms of training, they can be further compared with scientifically grounded classifications.

The ranking technique described below can also be applied to certain indicators, causes and consequences.

### Brain storm

**Purpose:** to collect as many ideas and facts as possible.

**Use case:** can be used at the initial stage of work to orient the group or to «advance» the group in a problem / task in the process.

**Basic principles of brainstorming:**

- Every contribution is valuable: even strange and extravagant ideas; even complex and confusing ideas; and especially ideas that seem absurd.
- Invaluable perception: we will not evaluate each other's ideas; we will not review our own ideas; we will keep these ideas for future discussion.
- We can change this action before or after it ends, but not in the process.

#### Procedure:

- Formulate the topic of brainstorming
- Each participant records 10 ideas individually
- Work in groups – discussion of ideas – choosing 5-7 joint from the group
- Participants go to the virtual board and record their ideas on stickers (upgrade cards). You can use Jamboard, miro.
- Then, the ideas are grouped and given a name during the joint discussion. This procedure is called «clustering». The stickers on the board are «moved» by the teacher or one of the participants.

#### Example for lesson:

**Question:** Think and write down at least 10 ideas for ways to prevent emotional burn-out. Then everything is according to the procedure.

## Ranking

**Purpose:** visual identification of ideas, solutions or problems with ranking to group members.

**Use case:** Voting with labels is best used when a view of consensus is needed; to make a decision by a group or to obtain express statistics on the research question.

#### Procedure:

- Put the names of the factors you will poll for on the board, in a list or in the form of a matrix.
- Distribute voting stickers to participants. If we poll for the most important issues / factors that were identified in the previous stage of the discussion, there is the following rule: the number of factors is divided by 2.
- Announce the question and ask each participant to make a decision by attaching a label;
- Count the polling results and record the ratings.
- Ask participants to analyze the statistics obtained.

In online format, all this procedure takes place on a virtual board.

#### Example for lesson:

With the help of ranking, participants evaluate group/ or individual emotional burn-out ways. Identify those that are most popular among participants. An alternative to the described brainstorming and ranking:

#### Nominal Group Technique

1. Generation – writing ideas individually in silence
2. Circle – share ideas one by one or skip while all the ideas are written on the board
3. Clarification – questions to clarify ideas (without criticism), clustering
4. Polling – each participant chooses his top 3. Points are counted by simply adding votes and the ideas with the most supporting are chosen.

## S.M.A.R.T goal setting technology

**Purpose:** to formulate goals for further activities.

Goal setting technology according to the S.M.A.R.T. criteria conveys the formulation of the goal on the criteria: specificity, measurability, achievability, significance, focus of the goal on a specific term. The content of these criteria is described in the paragraph «Defining the goals, objectives and expected results».

#### Example for lesson:

#### Procedure:

Explain the content of the goal setting technology according to the S.M.A.R.T criteria to the participants.

Take them back to ways of prevention emotional burn-out.

Ask everyone to write 2 goals – one short-term (maximum for two days), the second – long-term, which relate to the implementation of these paths. If necessary, you can specify the objectives of the task.

Ask participants to share their goals if they wish.

## Mind-maps

We offer this method as an additional one within the lesson.

The author of the mind-map technique is Tony Busen.

**Purpose:** information gathering, generating and structuring ideas

#### Use case:

- deepening the study of a specific topic;
- identifying links;
- at the beginning of the project to get a first idea of what needs to be taken into account during project preparation and implementation.

### Procedure:

- In the center of the board, draw a large circle or other shape with a key topic of discussion.
- At the word of command a team begins to complete the scheme. The teacher records the ideas on the board or the participants do it on the cards and then places them on the board, and it is important to find the main subtopics first, the main lines that come from the main topic. The map evolves from general to specific.
- Clarifying aspects and questions are added to each of the main subtopics. Thus, branches with shoots develop.
- In another version of the method, you can ask each participant / microgroup firstly to create their own discussion card, and then create a general map.

In online format to create mental maps, you can use the services provided for this purpose: [mindmeister.com](http://mindmeister.com), [www.coggle.it](http://www.coggle.it), [www.xmind.net](http://www.xmind.net), [freemind.sourceforge.net](http://freemind.sourceforge.net), etc.

### Example for lesson:

Create a mind-map with the central concept of «emotional burn-out».

«Wall of Experience» technique

**Purpose:** reflection, summarizing

**Use case:**

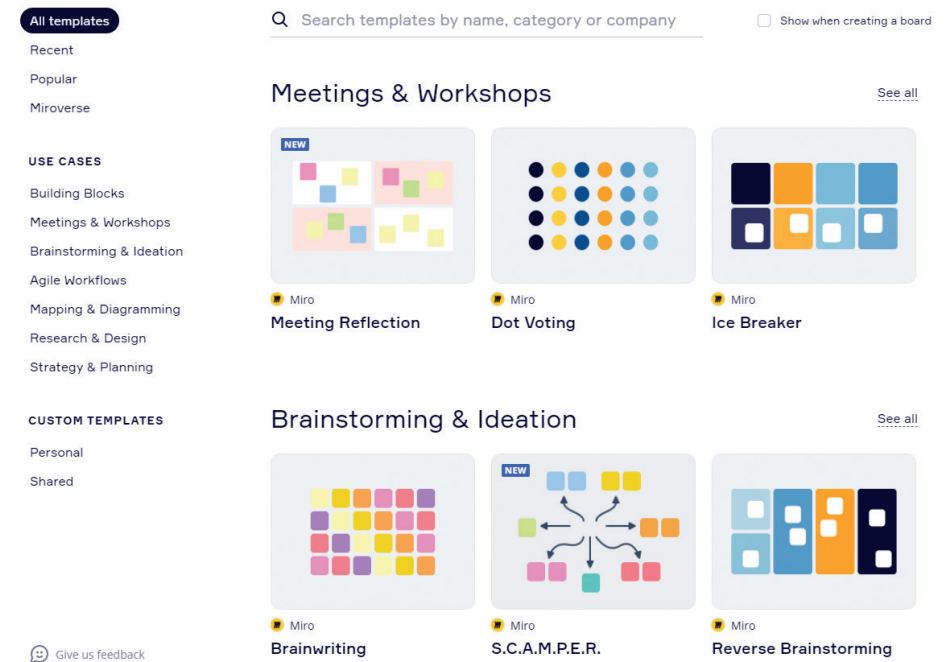
- summing up;
- brain storm;
- formation of team experience, knowledge.

### Procedure:

- Participants speak by continuing the following phrases:
- «I noticed...»
- «I felt»
- «I understand»
- «I suggest...»
- Each participant records the answers on a sticker. One statement – one sticker.
- Each participant «publishes» their answers on the wall of experience, which is pre-decorated with headings – questions.
- Those interested can express themselves on the results of the work.
- If there are more than 9 participants, you can discuss individual answers in small groups firstly, and then write on the answer cards no more than 10 cards from each group. Present the results from the groups on the «wall of experience».

In online format the wall of experience can be organized on virtual boards.

Miro is considered a traditional virtual board for facilitation. It contains many templates for implementing online facilitation.



Templates of facilitation sessions have been developed, based on one key method are also presented at <https://www.canva.com/>. Templates include: meeting of participants, icebreaker, key method, action planning. Among the methods are: the method of «Six Hats», the technique «Stop. Start. Continue», the method «Book of Ideas», the method «Kanban Board» and others. Templates can be downloaded as a presentation and work through a screen demonstration or connect participants to the site in real time.

More about facilitation and facilitation methods here:



[IAF](http://IAF)



[Facilitators library](http://Facilitators library)  
[facilab.pro](http://facilab.pro)



[humantime.com.ua](http://humantime.com.ua)



[Dudorova L. Modern methods of group facilitations](http://Dudorova L. Modern methods of group facilitations)



## ✦ Group dynamics

**Group dynamics** is a set of processes occurring in a small group and characterize it in terms of movement, development and functioning.

**The elements of group dynamics** include:

→ Goals of the group

The group has common goals, which they move towards in the learning process, and which are most often set by the teacher. But at the same time each participant also has his own goals, which affect constructively the overall work if he is motivated, or destructively if it is quite the contrary.

→ Norms of the group

They are developed through the accepted rules of the group; norms of behavior, morals inherent in group members; set norms of behavior and interaction between members of the group.

→ Structure of the group and the problem of leadership

The group dynamics is influenced by the nature of the relationships between members in the group, the presence of «stars» and «rejected», the manifestation of formal and informal leadership.

→ Cohesion of the group

An indicator of strength, unity and stability of interpersonal interactions and relationships in the group, characterized by mutual emotional attractiveness of group members and group satisfaction.

→ Phases or stages of group development

There are several classifications of stages of group development. Let's focus on the following: the stage of acquaintance, the stage of distribution of intra-group roles, the stage of sustained performance of the group, the stage of group close.

Let's analyze the content of the stages of group development and the behavior of the teacher for its successful advancing by the group in more detail.

### Stage of acquaintance

**Content:** the first stage, during which the participants get acquainted, assess emotivity and sociability of others and the situation. Participants answer the question for themselves: Am I comfortable here? How will others behave? How to show yourself from the best side? Who can be trusted here?

**Characteristics:**

- participants do not come into contact with each other and do not communicate
- poses are closed
- cameras are off
- few questions, objections
- participants perform tasks, follow the rules
- the activity of the group is small, the main leader is the teacher

**Tasks of the teacher:** to announce the rules of work, to acquaint the participants, to create a comfortable working environment.

### Stage of distribution of intra-group roles

**Content:** Leaders appear in the group, which makes the interaction of the group more emotional. Leaders activate the group, organize interaction in mini-groups. Leaders can also disorganize the work (divert the conversation aside, express numerous objections).

**Characteristics:**

- the group can be divided into pairs, threesome
- communication is more active, can often deviate from the essence
- tasks can be performed inattentively, the group deviates from the rules
- great activity, many questions, clarifications, objections
- there are several active bright participants

**Tasks of the teacher:** to use the increased energy of the group, to accelerate the dynamics (increase the complexity of tasks, speed of their fulfilment), constantly change the composition of mini-groups during performance of tasks for faster adaptation of participants to each other.

### Stage of sustained performance of the group

**Content:** maximum efficiency when the whole group is focused on achieving the goal. Participants trust each other and are ready to cooperate. The microclimate in the group is equal, calm, comfortable.

**Characteristics:**

- open communication
- high activity
- participants are ready to accept criticism
- the group is able to perform the most complicated tasks
- the group follows the rules, or the rules are adapted to the group's requests
- working mood

**Tasks of the teacher:** to maintain the efficiency of the group, to disclose the most complicated information, to give objective feedback.

### Stage of group close

**Content:** the stage of communication completion, when participants summarize the training, summarize the most valuable information for themselves. Participants are in an emotionally uplifted mood, active, friendly.

**Characteristics:**

- participants are as relaxed as possible
- active communication with each other, in which participants share their conclusions
- good mood, maybe a little sad that the lesson is over

**Tasks of the teacher:** to help each participant to summarize the work and highlight the most important things. Gather feedback, organize the necessary processes, such as exchange contacts, information, etc. Close the conversation on a positive note.

**Checklist for organizing interaction, which helps to attract participants:**

- Create comfortable working conditions
- Make the process as clear as possible for the participants – plan, purpose, rules of interaction, clear structured material
- Create a space of trust and openness, support different opinions, no condemnation of mistakes, personal contact, distraction on informal topics (minor), appropriate jokes
- Change learning formats so that everyone is involved, for example, working in different groups, working in pairs, performances of different people
- Add influence to various senses, include music, videos, engage objects
- Regularly analyze the state of the group and collect feedback
- Use energizers, quizzes
- Take regular breaks

**Techniques and digital tools that allow you to keep the attention of participants online**

- In chat – put a «+», rate from 1 to 10, write a word / phrase
- Online polls – menimeter.com, kahoot.com, quizizz.com, socraive.com
- Through interactive whiteboards – padlet.com, miro.com, jamboard.google.com
- Smilies and reactions in zoom
- Via google forms
- One person speaks from the group
- «Living» reflexive circles
- Online energizers



➤ **How to ask the «right» questions?**

Asking questions is one of the key skills of a teacher. Different questions allow you to achieve different goals. Yes, they help to increase understanding between the teacher and the group or group members, communicate information, analyze the situation, summarize what has been done, ensure the concentration of participants, support their creativity and more.

**Types of questions**

It is worth paying attention and understanding what types of questions exist and what they are used for? Consider the main ones that are most common.

By the nature the questions are divided into **open-ended** and **closed**.

**Open-ended questions**

are questions that require a detailed answer, some explanation

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Establish contact, talk to participants</li> <li>→ Stimulate discussion</li> <li>→ Get maximum information where there is no single correct answer</li> </ul>	<ul style="list-style-type: none"> <li>→ What?</li> <li>→ Where?</li> <li>→ When?</li> <li>→ For what?</li> <li>→ How?</li> <li>→ In connection with what?</li> </ul>	<ul style="list-style-type: none"> <li>→ What do you think about it? Why is that?</li> <li>→ What other opinions can there be about this?</li> <li>→ What thoughts does this evoke in you?</li> <li>→ How do you assess this? Why?</li> </ul>

**It is advisable to ask open-ended questions:**

- At the beginning of a lesson or conversation.
- To move from one topic to another.
- If it is necessary to encourage participants to think.
- When it is necessary to find out the interests and needs of participants.

**Advantages of open-ended questions:**

- Encourage the interlocutor to respond without restricting him in any way.
- Focus a person on reflection, analysis of their actions, contribute to birth of an ideas, that may not have occurred to him before.
- Give the interlocutor the opportunity to voluntarily share information, speak freely about their feelings, comment on events.

**Disadvantages of open-ended questions:**

- May provoke a long response, so it is not always advisable to use for a limited time.
- Able to embarrass the interlocutor, who is not used to answering general questions.
- May elicit a confusing response that is difficult to understand. Need clarification.

**Remember:**

Open-ended questions allow the interlocutor to avoid a direct answer, provide only information that is beneficial to him, or even lead the conversation in another direction. Therefore, during the lesson it is recommended to ask participants, in addition to open-ended, other questions.

## Closed questions

are questions that are expected to be answered unequivocally, such as «Yes» or «No»

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Test understanding and knowledge</li> <li>→ Confirm consent or agreement</li> </ul>	<ul style="list-style-type: none"> <li>→ In the way that only «yes» or «no» can be answered</li> </ul>	<ul style="list-style-type: none"> <li>→ Is it possible...?</li> <li>→ Do you agree that ...?</li> <li>→ Will you...?</li> <li>→ Do you have...?</li> <li>→ Do you like this...?</li> </ul>

### Closed questions should be asked:

- if you want to get only a short unambiguous answer;
- you are dealing with a taciturn person;
- want to check quickly whether you understand your interlocutor correctly,

### Advantages of closed questions

- Allow you to get the information you need very quickly, controlling the conversation.
- It is always easier for participants to answer such questions.

### Disadvantages of closed questions

- No details when receiving a concise answer.
- Other types of questions are required to confirm certain answers.
- Other types of questions can be used during the lesson..



## Alternative questions

allow you to provide an alternative and get a meaningful but limited answer that is already in the question

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Provide a choice of specific alternatives</li> <li>→ Direct the conversation in a certain direction</li> <li>→ Help to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>→ Using various enumerations, connectors «or», «or»</li> </ul>	<ul style="list-style-type: none"> <li>→ Theory or practice?</li> <li>→ ... Which of these two (three) variants is more suitable for you?</li> </ul>

## Leading questions

questions formulated in such a way as to prompt the interlocutor with the expected answer

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Stimulate thinking</li> <li>→ Direct your thoughts in the right direction (often with a participant who has difficulty speaking)</li> <li>→ Change the conversation in a different direction with the talkative participant</li> </ul>	<ul style="list-style-type: none"> <li>→ Usually include the following words: of course, unless, after all, not so.</li> </ul>	<ul style="list-style-type: none"> <li>→ What would happen if...? Do you prefer...?</li> <li>→ Yes, do you think that would be ...?</li> <li>→ And what if we assume ...?</li> </ul>

## Clarifying questions

involve receiving short concise answers from the interlocutor

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Better understanding of the answer of the interlocutor</li> <li>→ Find out the interlocutor's personal idea about an issue</li> <li>→ Check again, what the interlocutor said during the conversation</li> </ul>	<ul style="list-style-type: none"> <li>→ Include the words: «Do I understand correctly that ...», «Is it worth ...?», «That is, ...», «You want to say ...», «You mean ... ».</li> </ul>	<ul style="list-style-type: none"> <li>→ Do I understand correctly that you share the author's opinion?</li> <li>→ That is, in this case it would be better to use another method?</li> <li>→ This is interesting, could you clarify what you mean when you talk about responsibility?</li> </ul>

## Supplemental questions

are aimed at clarifying the facts omitted in the free discussion

Purpose	How to ask?	Example
<ul style="list-style-type: none"> <li>→ Identify new characteristics of the object under study</li> <li>→ Get new information</li> </ul>	<ul style="list-style-type: none"> <li>→ Include the words: «Who?», «What?», «When?», «How?»</li> <li>→ These questions are often referred to as «before» questions because they help to supplement the information</li> </ul>	<ul style="list-style-type: none"> <li>→ How to conclude a contract for the provision of brokerage services? What does the word «sponsor» mean?</li> </ul>

## Basic rules for asking questions

1. Ask questions to summarize each stage of the work. It promotes the integration of participants' experiences, motivates participation and discussion, arouses interest in learning, and provides feedback to the teacher on their absorbing the content.

2. Be sure to wait for the answer to your question. Sometimes participants need some more time to formulate their opinion. So do not be afraid of pauses, although they should not be long, otherwise the group dynamics is reduced.

3. Formulate questions clearly, it will help to avoid confusion, ambiguous answers.

4. Avoid questions that start with the words «Why...?», «Why don't you...?». Such wording is often perceived as an accusation. It is better to ask: «What are the main arguments in favor of such a decision?», «What could be effective in this situation?»

5. Do not ask cross-questions. So that the questions are well received by the audience and there is no feeling that the group members are «examined», it is necessary to use the so-called «shock absorbers»: «Please tell me how ...?», «Could you clarify, in why ...?»

6. Avoid lots of questions at once. Participants are likely to answer only the latter one. Therefore, it is better to divide them and announce them in turn, after the group gives the answer to the first question.

7. Display the key questions. In this way, participants will be able to keep the focus of the questions constantly and remember the information better.



## FINISH: CLASS ACCOMPLISHMENT

### Summing up

The online lesson is concluded with a summary. It is important to summarize at the end of the lesson and allow time for it in advance, so as not to do it in a hurry. The main task of this stage is to answer the following questions:

- ➔ Did the participants' expectations come true?
- ➔ Have the objectives of the lesson been achieved?
- ➔ What to consider and what to look for when planning your next lesson?

#### Remember:

Depending on the number of participants, the results of the lesson can be done in the form of a conversation or in a more structured way (for example, to write answers in a chat). If there are more than 15 participants, it is still better to work with a chat where a few participants can speak. Otherwise, summarizing will be very long in time and reduce the dynamics in the group.

### Examples of completing an online lesson

#### «Expectation tree»

At the beginning of the lesson, participants record their expectations. This can be done in various ways, including placing stickers on the so-called «Expectation tree». At the end of the lesson, it is important to return to these records and reflect on what goals have been achieved, what expectations have been met, and what ones have not.

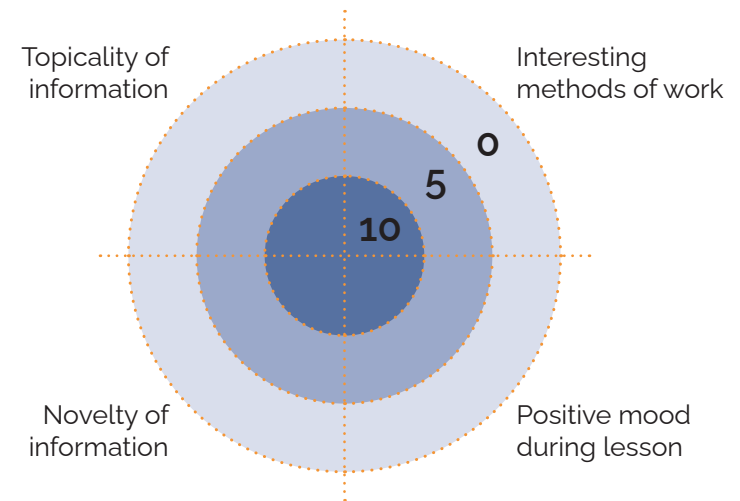
At the end of the lesson, the teacher can display the «Expectation tree» developed by the participants at the beginning of the lesson and draw the same picture next to it, but without stickers. This will be the «Fruit tree». Participants need to drag stickers on this tree with written expectations that have been met, comment on their results.

You can use virtual boards (Miro, Jamboard, Google Drawings) for this task.

#### Reflexive target

You need to display the image of the target and divide it into several parts, depending on the factors that interest you (for example, evaluation of content, evaluation of group activity, evaluation of the teacher activity, etc.). The closer to the goal, the higher the score. Each participant can put a label – one in each

sector. If he did not like it, he chooses «0», if the average – then «5», if he liked everything – it will be closer to the middle.



For this task, you can use virtual boards (Padlet, Jamboard, Google Drawings) or make a separate slide in the presentation.

#### Rating scales

The task is performed on a similar principle as the previous one. You need to prepare questions for the participants in advance, place them on a rating scale from 1 to 10 and display them on the screen. Participants need to think about the question and put the appropriate mark on the scale, where 1 is the lowest score, 10 is the highest score.

How efficiently did you spend your time today?

1 2 3 4 5 6 7 8 9 10

How interesting was it for you today?

1 2 3 4 5 6 7 8 9 10

#### Incomplete sentence

Participants can take turns speaking or chatting to continue the following sentences:

Today I learned...

It was new for me...

It was difficult...

It was interesting...

I liked...

Now I can...

I felt that...

## Reflective conversation

Several questions are put forward for discussion, which the participants take turns answering.

Examples of possible questions:

1. What was important to you today? What information was new to you today? What would you like to know about more?
2. What did you like the most today? What did not you like today? What was interesting?

One of the feedback models (AID, SLC, ORIP, BOFF) can be used to formulate reflexive conversation questions. You can see more about the content of each model and examples of questions in the table below.

Model	Content of the model
AID	<p><b>Actions</b> «What happened? What actions have been taken? What are you planning to do?»</p> <p><b>Impact</b> «What are the results of your actions? Did the planned work turn out? If not, what is wrong? How have your results affected the work of other people and the team as a whole?»</p> <p><b>Desired outcome</b> «How can you change (correct, improve) the situation? What can be done to improve outcomes? Could you enhance what works well? What methods?»</p>
ORIP	<p><b>O</b> - objective: objective level of perception (collection of facts, sensory feelings, information) «What did you learn on the topic of today's lesson?»</p> <p><b>R</b> - reflective: reflective level of perception (personal reactions, associations, emotions) «What difficulties did you face and what did you manage to achieve? What emotions did you experience in class?»</p> <p><b>I</b> - interpretive: interpretive level of perception (meanings and values, usefulness, significance, consequences) «What did you learn from experience of today's lesson?»</p> <p><b>D</b> - decisional: decision-making (decisions, actions, future directions, next steps) «What will you do next?»</p>
SLC	<p><b>Successes</b> – two achievements «Name two achievements for you in today's lesson?» «What did you do well? Mark two points «</p> <p><b>Learn</b> – one lesson «What did you understand from this lesson?» «What can you learn for yourself from this lesson?»</p> <p><b>Change</b> – one change «What needs to change in the future?»</p>

Model	Content of the model
BOFF	<p><b>Behaviour</b> «What happened? « «Detail what you did» (facts, description of events)</p> <p><b>Outcome</b> «What result did you get?» «What have you learned?» «What did you understand?»</p> <p><b>Feelings</b> «What did you feel during the lesson?»</p> <p><b>Future</b> «How can this experience be used in the future?»</p>

### Remember:

Completion should be carried out on an emotional upswing. The general mood with which the group ends the lesson affects the impression of the whole lesson and the readiness of participants to use the acquired knowledge in the future. Keep in mind that as a rule the teacher and participants are already tired at the end of the lesson, so the teacher should use non-verbal techniques to complete the lesson in the most energetic style: accelerated pace of speech, positive attitude, smile.

However, it is important not to leave the impression of a fan for the participants after lesson, that it was relaxation, everyone enjoys each other and parted. It is better when the participants finish the lesson with some reflection, a desire to work on this topic further or a willingness to make certain changes in their activities.

### Checklist «Actions after the event»

1. Analyze the online lesson
2. Send all the materials that the teacher promised to the participants (presentations, useful literature, video recording, etc.)
3. Send certificates, if any
4. Get feedback from participants in the form of a survey (available through Google Forms). It is advisable to conduct the survey during the first week after the event, so that participants have more fresh impressions. It is worth asking how relevant the information was for them, whether the time was spent effectively, how useful the acquired knowledge and skills were, what they liked the most and the least, and so on.

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