



Co-funded by
the European Union

innova

HANDBOOK FOR EDUCATORS

Innovative use of ICT tools and
coaching & teaching techniques in
blended adult learning environment



The partners in the INNOVA project



N&P Business Consulting GmbH is the outcome of our holistic approach and deep understanding of the 4 pillars for business development: Business Set-Up, Recruitment, HR Management and Strategic International Development.



FRAMEWORK, an Italian association promoting lifelong learning and professional development opportunities to all citizens in need for wider and stronger employability skills, digital competences and in general better skills to achieve their professional and life plans.



JÓL-LÉT Alapítvány Free counselling service has been operating since then and provides help for job-seekers. The Foundation has participated in national and international research programs on female employment, gender equality, and atypical employment.

Document prepared and edited by **Valeria ELIA, Amber MUMTAZ,**
March 2023

Index

INTRODUCTION	4
Why this manual?	5
Target audience	5
By using the information in this document, educators will	6
ABOUT VIRTUAL COACHING	7
Initial considerations	7
What's the same, and what's different?	8
Some elements to remember during remote and hybrid working conditions	8
ICT TOOLS FOR VIRTUAL COACHING	10
Zoom as online meeting and webinar tool	11
Google Classroom as a teamwork and communication tool	13
Canva as a design tool	14
Google Jamboard, online board	15
MIRO digital whiteboard	16
Kahoot as an interactive presentation tool	18
Using Breakout rooms in online lessons	19
Other useful platforms	19
Differences, strengths and weakness of virtual teaching activities	21
→ Weaknesses	21
→ Strengths	22
→ What circumstances boosted online training?	23
→ What obstacles does online training face?	23
FACILITATING GROUPS VIRTUAL LEARNING	24
How to provide a nurturing online learning environment	24
Some ideas to deliver online workshops	24
Tips to facilitate your remote workshops	25
Presenting material	27
Ways to foster collaborative learning in a classroom	28

INTRODUCTION

There was an exponential increase in the use of ICT Tools during the COVID19 pandemic, which saw educators such as coaches, trainers, consultants and teachers looking for ways to continue learning in a way that was still meaningful to learners of all ages. These tools facilitated the continuation of education during a time when people were not able to learn in the traditional classroom setting or face to face.

We now see ICT tools being used for remote work, for communication, collaborations and for online learning and consulting sessions with our target audiences: adult learners as employers and employers at SMEs, adult learners in private coaching sessions, adult learners in upskilling courses seeking professional development.



E-learning and online courses/sessions can be extremely useful to build a strong foundation of knowledge for adult learners, and online support given by a teacher can be useful to engage busy learners. Those practices were extremely frequent during the lockdown caused by the COVID19 crisis. On the other hand, the online environment is not necessarily appropriate to let teachers and students connect, preventing the building of the emotional connection they would develop during

face-to-face classes. Communication specialists and coaches found the ‘human contact-less’ element stressful and inadequate to develop social/transversal skills.

In the educational process, the educator has the most significant role. This role is about creating the appropriate conditions for the learners to freely express their expectations and goals. At the same time, it is very important that the educator takes action to set boundaries and rules concerning the individuals’ functions during the educational process. This will facilitate the exchange of knowledge, opinions and information for all participants in the learning process. However, remote learning led to a change in those rules and neither educators nor learners have had the time to adjust. Consequently, online courses have been largely used, but their impact has been difficult to assess. While on video, the educator cannot closely observe the participants and despite engaging them in a proactive conservation and stimulating activities, the process has been difficult. Moreover, if the educator is not digitally skilled and is not able to offer interactive tools or learning possibilities the lessons will have little impact on development.

Why this manual?

The aim of this manual is to explore the use of ICT tools and methods that can be used to boost the learning environment while letting the participants gain the necessary skills and competencies that will prepare them for the challenges of the labour market.

Target audience

The target audience of this document are SME educators in a broad way, which include coaches, mentors, trainers and other professionals involved in supporting SMEs in developing new skills and competences, for both their managers and the staff employed in those organisations.

In a wider sense, the target group includes also other professionals working with SMEs, as:

- consultants -both freelance or employed in companies offering services to SMEs
- teachers/trainers providing services in work-based learning programs with SMEs,
- Teachers/lecturers in executive university programs, which has students as SME professionals and individual entrepreneurs
- Institutions who are counselling entrepreneurs and innovators in building up their businesses, included chamber of commerce, and other SMEs associations
- other organisations are the partners, especially those involved in EU projects and serving similar target groups

By using the information in this document, educators will

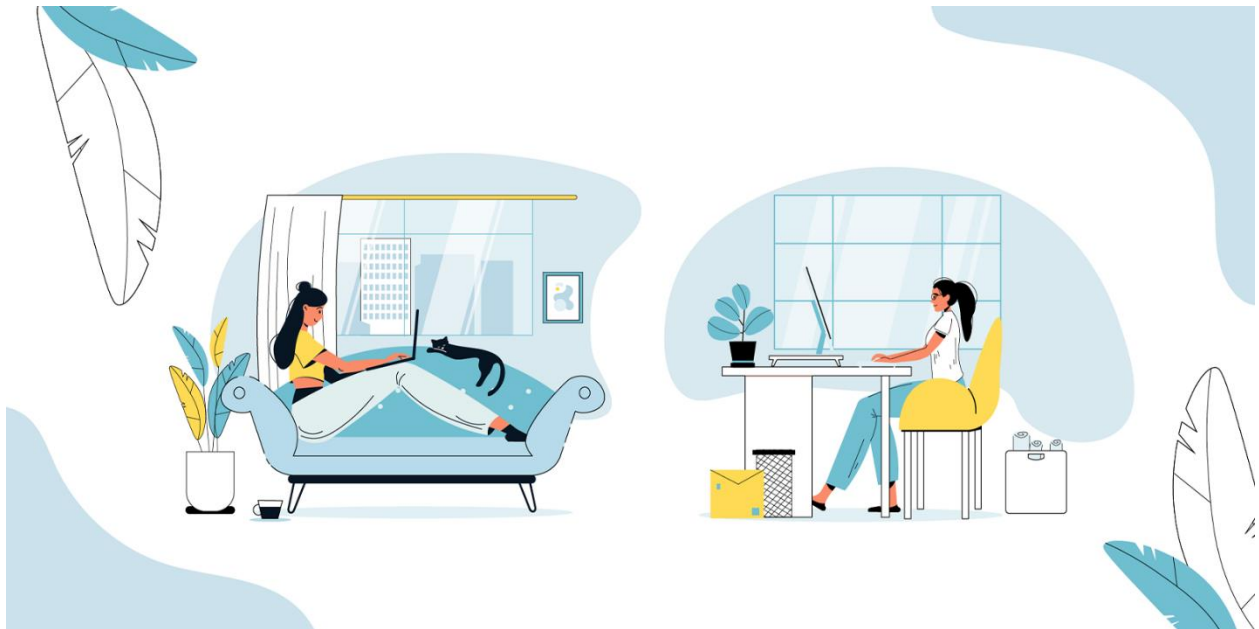
Enlarge their knowledge in regards to tools and techniques that can be used with SMEs coaching and trainings online

- ✓ Enhanced capabilities by making use of ICT tools in the educator and participants' daily work
- ✓ Improve their ability to deliver engaging coaching sessions
- ✓ Gain better understanding of the difficulties encountered by the participants in following online sessions
- ✓ Offer better services to their clients and students
- ✓ Improve the range of services offered to their clients and students
- ✓ Prevent interruption of services, by offering hybrid sessions
- ✓ Learn how to structure better sessions

ABOUT VIRTUAL COACHING

Initial considerations

The role of educators is rapidly evolving, becoming in many ways more difficult than when learning took place only in person. Pedagogical adaptations have proven to be pivotal as the traditional lecturing in-person models do not translate automatically to a remote learning environment. Among questions asked in the research about use of ICT tools in education and work, those addressing recent lockdowns provide an overview on the use of ICT tools, in adult learning and communication in personal and professional life.



Apart from those who have always worked with ICT tools for remote work and remote education, pandemic conditions have increased online activities and the need for ICT tools in education and businesses. Covid19 influenced new practices in the education sector with more usage of technology because “they give an advantage with communication and spreading the materials, also give opportunity for work on the same subject online from different points” as one answer reported in the research said.

The sanitary security situation was a push factor in transforming working conditions: “When Covid came I had to reorganise my working environment, that's why I started to work more at home and to organise my work, making it more accessible in clouds, for my colleagues to be able

to get to them easily. After the Covid19 I started to work more in my NGO keeping the same principles, home office and working online”.

In general, ICT tools are a useful instrument to get participants active and dynamic during the interactions; beside this there is the ambivalent need of contact - “(meetings) were preferred to maintain some personal contact, still personal as clients struggled by being online”.

What’s the same, and what’s different?

- ✓ Before starting a session, **check your own mindset** toward virtual coaching. Your perception will impact the way you conduct yourself when in a virtual environment. Your attitude could facilitate or hinder the process; thus, it would be better for you to have a check list to elements to consider before starting.
- ✓ Consider the **location** of the sessions. You have to be relaxed and conformable to make the other person feel comfortable.
- ✓ **Be prepared.** Check your equipment and pick the online tools in advance.
- ✓ **Prepare your client.** Especially at the beginning, explain the procedures and process. Ensure they are familiar with the virtual environment and have them check their equipment too.
- ✓ **Be present.** Make sure you can maintain concentration and stay engaged in the session. Help your client to be present, by allowing them to get in the session from their other tasks and stay focused on this dialogue.
- ✓ **Build TRUST** by paying attention, encouraging, and refraining from making any potentially judgemental comments or asking questions that sound judgmental.
- ✓ Establish your own **GOALS** to maintain motivation and grow along the way. You can also add this to the agreement, so to clarify their goals and overall scope of the sessions.
- ✓ Use the **GROW** model for personal development or any other problem-solving process you are familiar with
- ✓ Write a **commitment** letter. Stating some DO’s and DON’Ts, rules for your time together. If necessary, also learning / improvement objectives and topics to be covered or avoided.

Some elements to remember during remote and hybrid working conditions

1. **Foster a caring culture** – have the company understand of the importance of coach also during remote or hybrid working situations. It is important for the company to realise that the personal

and professional development as key contributors to the success of team members, and of the company



2. **Prioritize commitment** – Suggest to have regular meetings and some casual check-ins. By making regular contact, the company will ensure employees commitment and accountability to their work and support their wellbeing.
3. **Expect equipment failure** and low technical ability to solve issues on their own. Offer some support on how to use tools and devices, check with them their ability to function properly.
4. **Be flexible** – not everybody is comfortable inform of a camera, suggest them to torn it off if they will feel more at ease. With the video turned off, you may find that without being face-to-face, a client may feel safer and prepared to be far more intimate and revealing with details about their issues.
5. **Make sure they are (and stay) engaged** – ask for feedbacks, use different techniques to prevent losing their interest (especially if in a group) and use online tools to make the process more engaging (see below some suggestions).

“They may forget what you said, but they will never forget how you made them feel.” — Carl W. Buechner

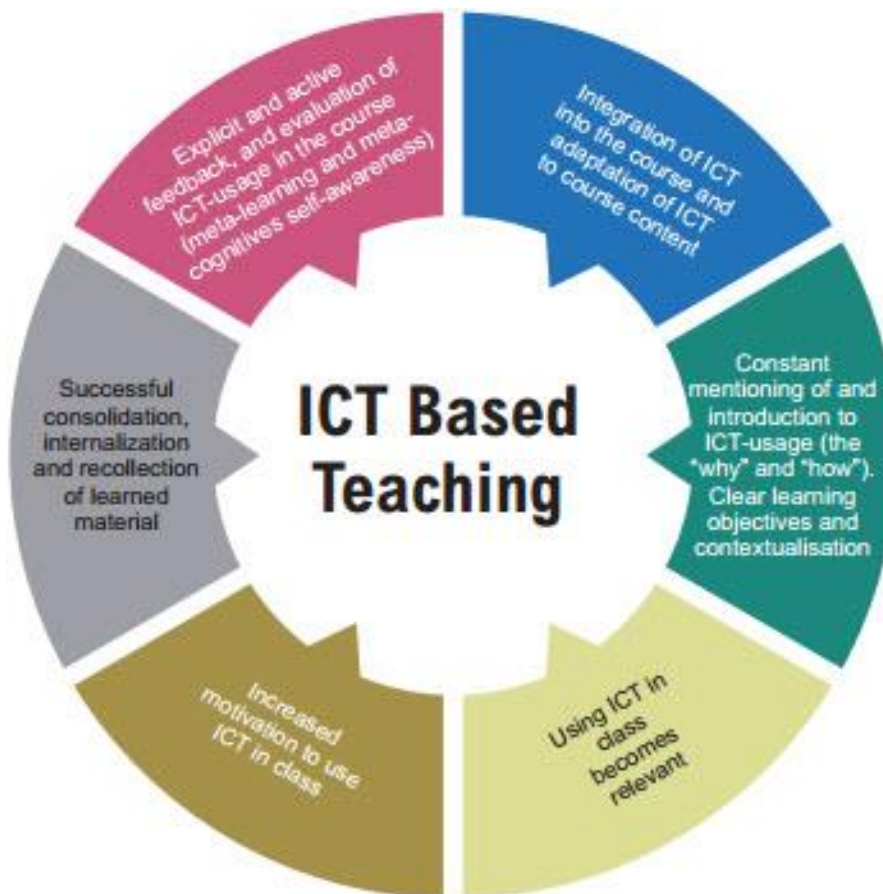
ICT TOOLS FOR VIRTUAL COACHING

The ICT Tools we will present can be used in face to face, online teaching & in non-formal education techniques that can easily be adapted to formal teaching.

The Tools we selected for this manual are:

- ✓ Canva as a design tool.
- ✓ Zoom as an online meeting and webinar tool designed to support education.
- ✓ Google Classroom as a teamwork and communication tool.
- ✓ Google Jamboard as an online board
- ✓ Miro Digital Whiteboard
- ✓ Kahoot! as an interactive presentation tool
- ✓ Online Webinar Break-out Rooms

Of course, there are many others, both free and with a fee. We are offering here some of the most common and available. We will also suggest certain websites and e-books along with tips on how to use them to reach the objectives of this project.



You can use those tools in a variety of ways:

- When asking people to provide feedback or ideas, or answer a question that could have many different answers. Interacting with the device will keep them engaged.
- You can prepare worksheets on these whiteboard tools ahead of time and participants can work on them to add ideas, answer questions and set priorities.
- Most of the tools offer also templates that will make your work easier and support you to provide contents more easily

We are presenting here some of the most popular tools and some less known, but useful tools that will help you make your sessions more engaging and interesting. Those tools can be, of course, used with 1 individual or with a group. We are also presenting some suggestions for which tool to select and when. Most of them are free of charge, others will offer a limited trail period.

Zoom as online meeting and webinar tool



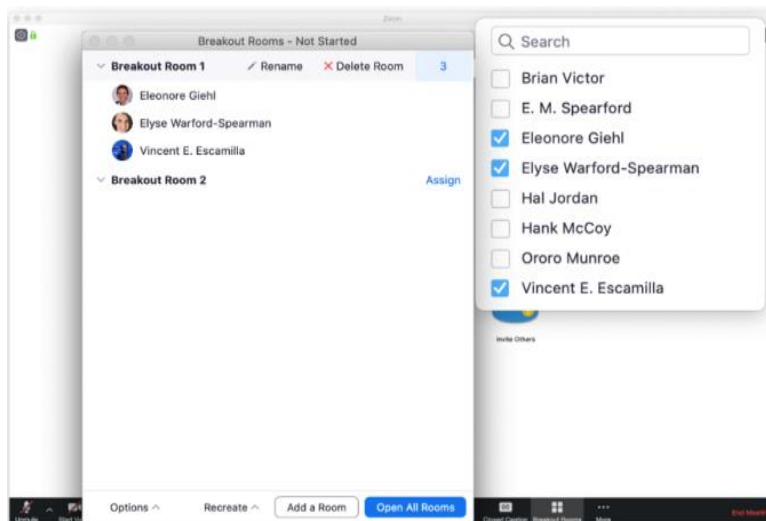
Many of us have used Zoom at least once, especially during the pandemic.

Zoom is a video conferencing platform that allows users to hold virtual meetings, webinars, and video chat sessions. In an educational setting, it can be used for online classes, remote learning, and virtual office hours.

Students and teachers can join the Zoom meeting through a link or by entering a meeting ID, and once in the meeting they can use the platform's features such as video and audio communication, screen sharing, recording, and chat. The break-out rooms feature is popular as it allows you to divide your participants into rooms where they can work in pairs or in small groups. This supports online activities like teamwork, leadership, discussions, role plays, etc. Zoom can be used on a variety of devices, including computers, tablets, and smartphones, making it accessible for most users.

Zoom is often preferred by adult learners because it offers:

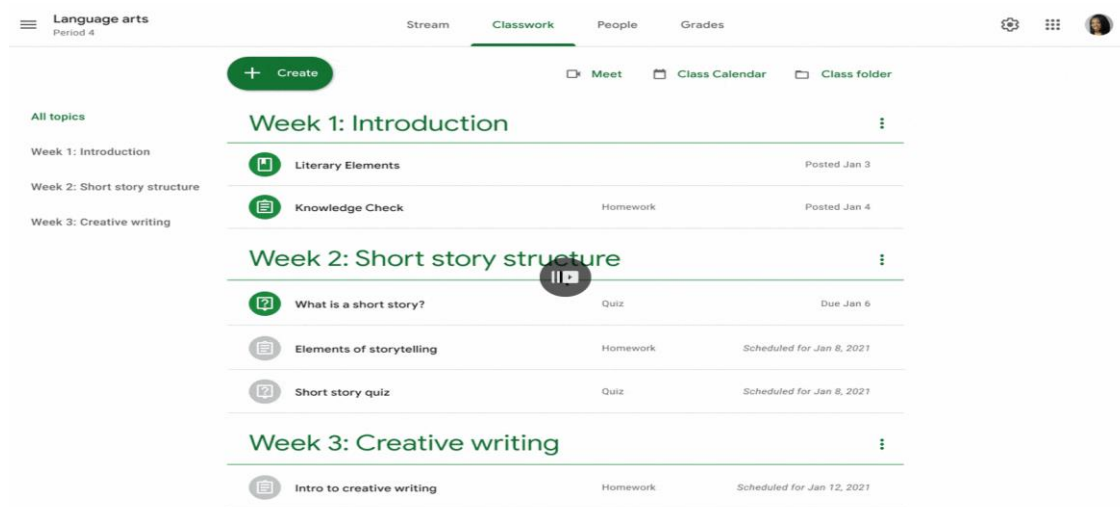
1. **Easy to use interface:** Zoom has a user-friendly interface that makes it easy for people of all ages to join and participate in online classes.
2. **Reliable video and audio quality:** Zoom provides stable video and audio quality, which is important for adult learners who need to understand and retain information.
3. **Flexibility:** Zoom allows users to access online classes from anywhere, using any device with an internet connection.
4. **Advanced features:** Zoom offers a range of advanced features, such as screen sharing, recording, and virtual backgrounds, which are beneficial for adult learners who need to participate in interactive and engaging online classes.
5. **Wide availability:** Zoom is widely available, and many organisations and institutions already have it set up, making it easier for adult learners to access and use.



Google Classroom as a teamwork and communication tool

Google has developed specifically for students and teachers, and they want it to be your go-to assignment manager for Google Drive and beyond. Assignment creation and distribution is accomplished through Google Drive while Gmail is used to provide classroom communication. Students can be invited to classrooms through the institution's database through a private code that can then be added in the student interface or automatically imported from a School Information Management System.

For instance, with add-ons like Kami, teachers can mark up student work and hand it back without

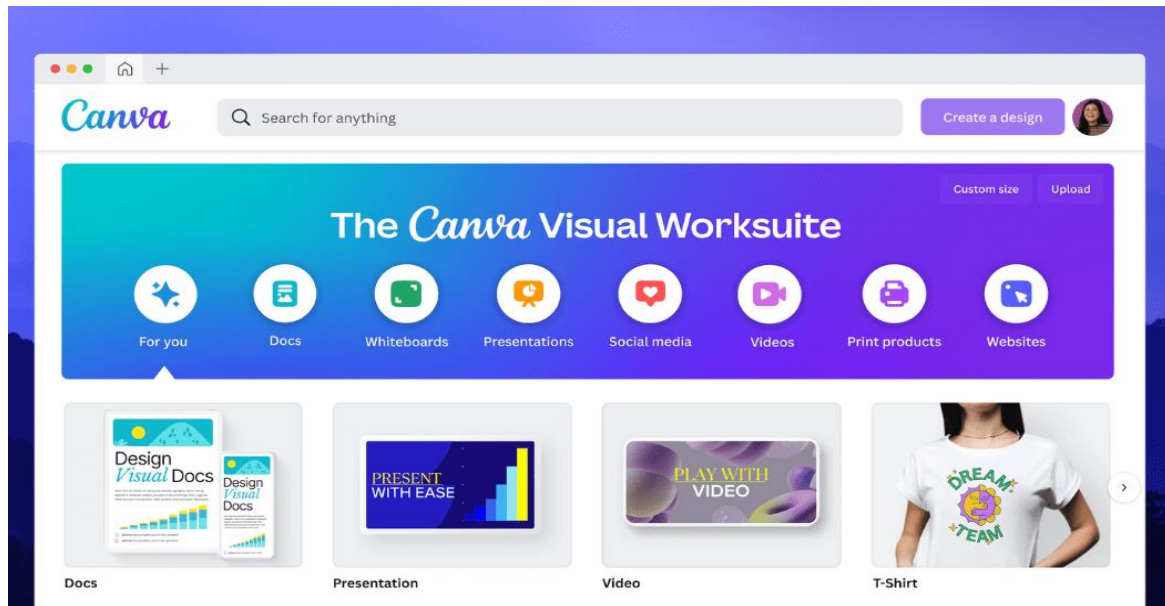


leaving the application. In terms of differentiation, teachers can assign work to select students instead of the entire group. With the level of organisation possible with Google Classroom, teachers may find that they can facilitate universal design for learning content and activities for their students.

Because Google Classroom takes on all of the back-end organisation (folders are created in the teacher's Google Drive for each lesson, with folders for each assignment), it's easy to go back and reference previous assignments or specific student work. And since Google Classroom now integrates with Google Meet, classes can access video meetings with easy-to-find links. Educators can also enjoy the recent education-centric upgrades to Google Meet, such as Q&A, polls, and hand-raising that keep participants engaged and actively participating..

Canva as a design tool

Communication has become more visual than ever before. Canva for Education encourages adult learners to build on their creativity skills in a simple, fun and exciting way. Canva is a graphic design platform that allows you to create social media graphics, presentations, posters and other visual content.

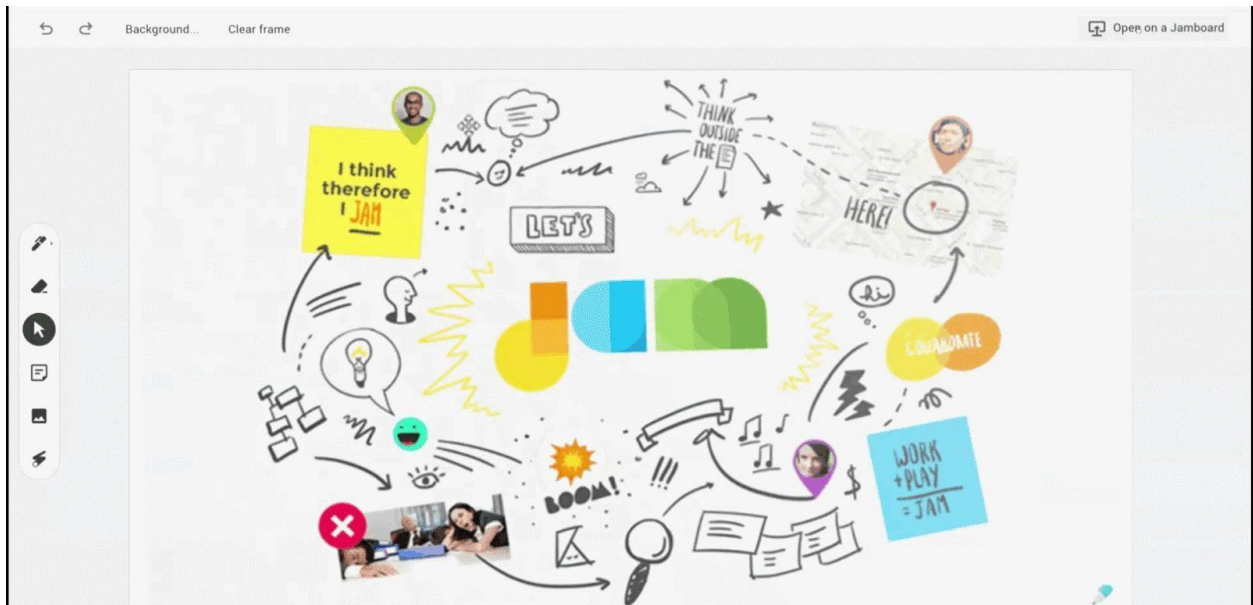


It is available on web as well as on mobile, and integrates millions of images, fonts, templates and illustrations. What makes it comfortable for most users is that you do not need to download any software as Canva is a browser-based tool and you can reach your designs online, anytime, anywhere.

Canva's helps to create visual content with easy drag-and-drop features on any device from anywhere in the world. You can let your students create posters related to the subjects of a lesson, for an event or for a project as individuals or in a group. It will help them to improve their creativity, imagination, and other skills like teamwork. while allowing them to be more adept in the use of technology, thereby giving them the tools needed to be more employable in the labour market.

Google Jamboard, online board

Google Jamboard allows you to work together in real-time and you can create, edit, and share jams from your phone, tablet, or computer. You can use the jamboard as a free screen and do what you need on it.



Educators with Jamboard can

- ✓ Demonstrate on the Jamboard whiteboards and share Jams with students for collaborative whole-class discussions.
- ✓ Use it in classrooms for collaboration with the app even without the hardware.
- ✓ Students can work in groups, collaborating in real time with drawings, images, and text. They can use it as a presentation tool, too.
- ✓ The flexibility of the app and the integration with Google Drive make it a tool that groups can use throughout a project stages from brainstorming and planning to presentation.

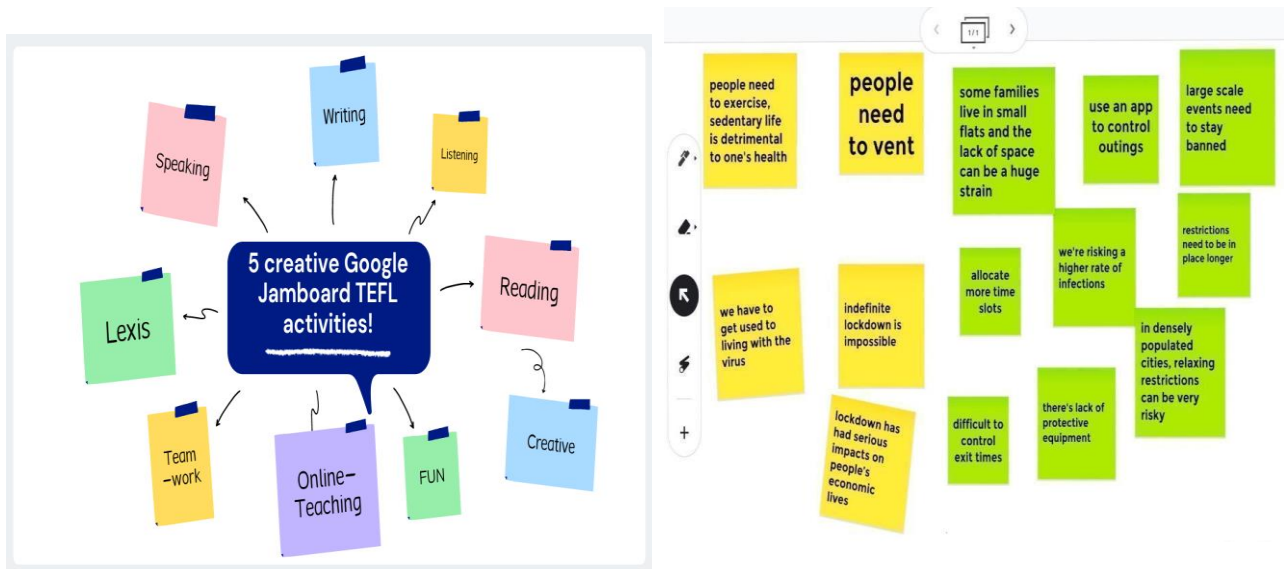
Once you've assigned a project, have students begin to collaborate using Jamboard. Students can work together using Google Meet so that they can talk through ideas as they map them. You can check in on a group's progress by looking at their Jamboard, and since the version history is available on the web, you can look back at their progress over time.

Google Jamboard uses in the classroom:

- Model skills like maths, art, note-taking, and other competencies whose mastery can be encouraged through modelling for students.

- Collaborate on projects in project-based learning—either between the teacher and students or between students.
- Brainstorm ideas collaboratively—for writing, projects, etc.
- Concept-map problems and solutions while using inquiry-based learning.
- Use in a flipped classroom setting to allow peer groups to collaborate in real-time in class or at home.
- Use during remote teaching and learning as an online ‘chalkboard’ to lead activities, check for understanding, and even for fun!

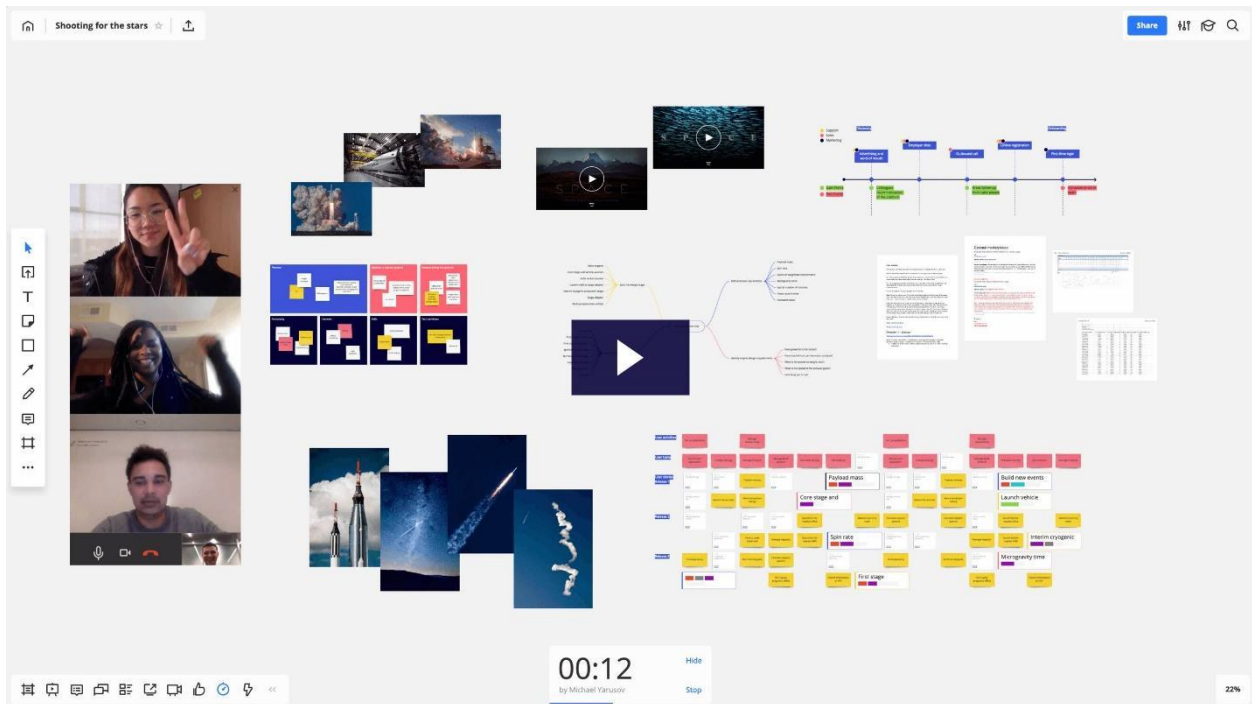
Jamboard makes learning visible and accessible to all collaborators on the ‘jam session.’ You can also present your jams in real-time through Meet, allowing for screen sharing or making real-world connections. Jamboard also integrates with Google Classroom and obviously Google Drive, too.



MIRO digital whiteboard

Miro is an online visual collaboration platform that enables distributed teams. Miro is one of the original digital whiteboarding tools in the tech industry, and has over 15 million users.

Essentially, Miro is an infinite, freeform whiteboard that enables you to create content anywhere you want on the board. It features live cursor tracking, mimicking the effect of working side by side even if everyone is apart. Miro is available to use on any device and its intuitive interface makes it very easy to learn and manipulate.



A Breakdown of Miro as an effective education tool for online and offline teaching:

- Usability:** Is the tool easy to use on a day-to-day basis?
 - ✓ Bulk-add sticky notes
 - ✓ Clear guides and grids
 - ✓ Range of typefaces and text formatting options (bullets)
- Collaboration:** Is it easy to share ideas and work with others?
 - ✓ Screenshare and 'bring everyone to me' mode
 - ✓ Video chat feature (works best with two participants) A ton of plugin features, including a countdown timer and participant voting
- Versatility:** Is the tool useful in a wide range of design contexts/problems?
 - ✓ A variety of components (shapes, sticky notes, emojis) that are great for co-design workshops or user journey mapping

Once Miro interactive learning spaces are established:

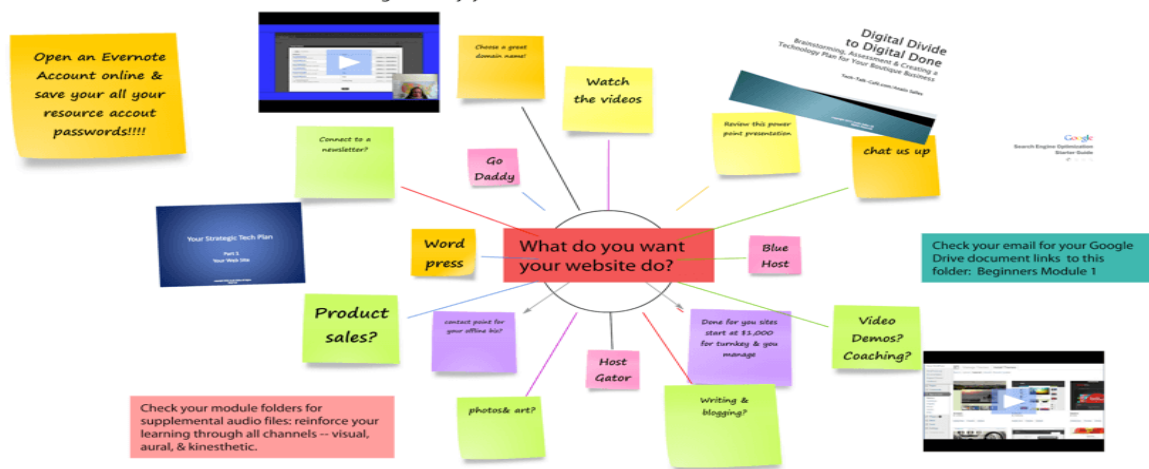
- Learners are free to explore relevant and custom how-to videos, relevant articles, eBooks, concept relationships all in one place.
- Learners access their boards when it's convenient in their time zones.

- They can review any one segment of information as many times as they need to move forward to next steps.
- Group sessions are more productive, focused and action oriented.

Module 1

copyright 2013 Anais Salles All Rights Reserved

This module will help develop your ideas about your **domain name, website, and hosting** options. See tech connections in different ways. Link to your documents, audio and video learning resources. To watch video click on the box image and enjoy!

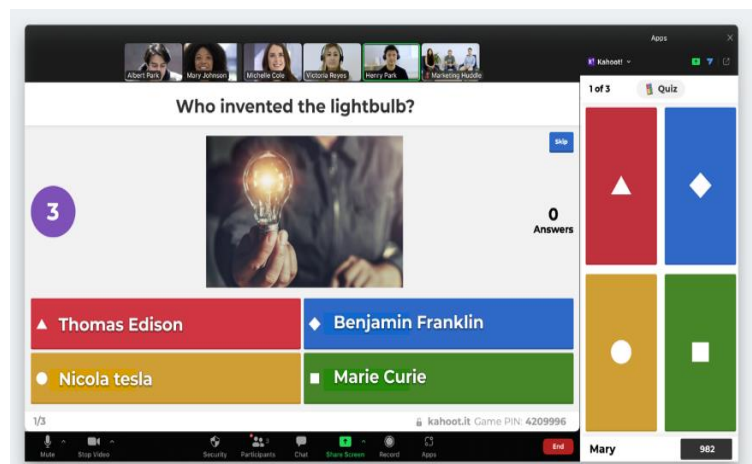


Kahoot as an interactive presentation tool

Gamification of instructional activities is a useful approach that educators can use to promote more effective learning environments by increasing problem-solving, critical thinking and competence in the classroom.

Kahoot! is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms!

Games are the perfect tools which attract people at any age, so why not use it in your classrooms for teaching? Students can learn new information, test their knowledge and compete!



The benefits of fostering engagement, enjoyment and immersion within adult learning are especially important for maintaining a level of achievement within education to ensure that students are better equipped to deal with challenges and can turn a potential failure into an opportunity to improve their scholarship.

Using Breakout rooms in online lessons

Online meetings or Webinars with breakout rooms are inspired by the smaller meetings that make room for spontaneous brainstorming, collaboration, and networking. Breakout sessions in a webinar are separate rooms in a virtual environment that facilitates smoother and more intimate interactions between team members or small groups.

Breakout rooms are more effective because humans are more comfortable to participate in smaller groups. Thus, they can be used to supplement a larger virtual meeting and make it more meaningful. Both Zoom and Google Meet have the capability to provide breakout rooms, but the specific features and capabilities vary between the two platforms.

Here's a comparison:

Zoom: Offers flexible room setup options, the ability to re-assign participants to different rooms, and the ability to set time limits for rooms. Also provides audio, video, and screen sharing capabilities within breakout rooms.

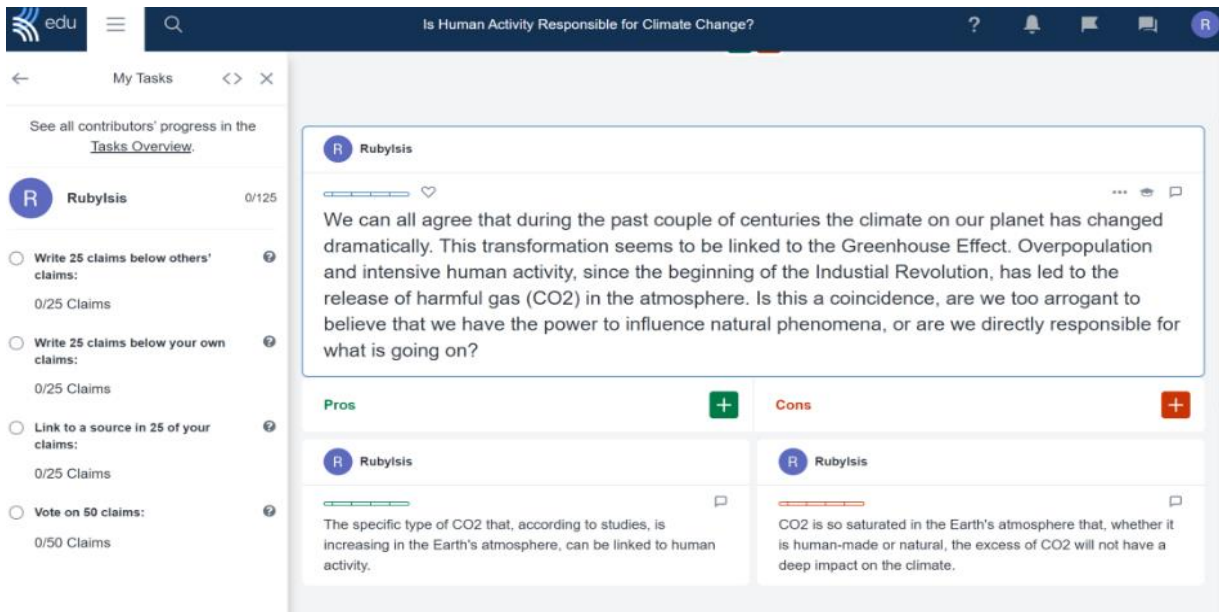
Google Meet: Has a simple setup process and easy participant management, but currently lacks the ability to set time limits or reassign participants. Offers audio and video capabilities within breakout rooms.

It's worth noting that both platforms are constantly updating their features, so this comparison is subject to change over time. Ultimately, the best platform for you will depend on your specific needs and requirements.

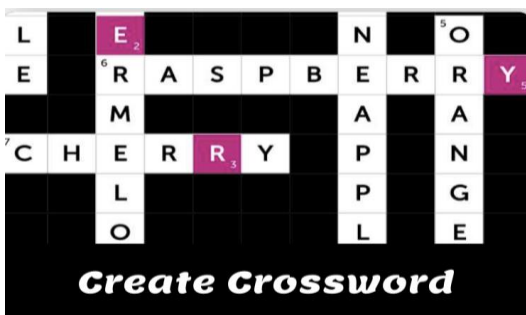
Other useful platforms

→ www.kialo-edu.com

Kialo is a public discussion platform which encourages critical thinking through on-line planned debates. Teachers can choose topics of discussion, varying in complexity, while students are provided with the necessary space to ask questions, discuss, and assess the proposed ideas. Kialo-edu's mission is to 'make the world a more thoughtful place', offering easy to use navigation tools, thus helping students master critical thinking and reasoning skills.



→ www.puzzel.org



Through the diversity of word games, it offers (word search puzzle, criss-cross puzzle, double puzzles, fallen phrase, maze, build letter, build cryptogram, and so on), it guarantees that whenever one has 10 minutes to spare, one can hand out the printed puzzle game to the students and remind them of key concepts they have studied or refresh definitions and information through creative and fun activities. All the teacher has

to do is to input the key words and their definitions, and choose the type of game they want to play during the lesson.

Every puzzle can be styled in any way you like. Colours and fonts can be changed, the layout can be reorganised and elements can be hidden if need be.

→ www.quizlet.com



Quizlet is a great generator of virtual flashcards and study sets. The material can be organised and accessed either as a teaching (flashcards) or as an assessment tool (tests for students by choosing the level of difficulty, depending on the stage of the learning process).

Quizlet is a fantastic tool for all courses, but is especially useful if you have a module that is heavy with terms and definitions and/or a course with no formal

textbook. Textbooks often include an online site where students can access practice quizzes and flashcards among other tools to help self-assess their knowledge and to study for upcoming tests/exams. Quizlet provides these same practice-type tools and can be customised by the course instructor. As an added feature, Quizlet can also be used “live” in a classroom setting for active engagement with course material and for reviewing concepts.

Benefits of Using Quizlet

- You can create multiple, custom question sets
- Question sets will help students prepare for tests and exams
- Students can have fun with studying by using the game formats that Quizlet has to offer
- Great for online and hybrid courses to make the material more engaging
- For face-to-face classes, the live version allows students to collaborate and compete
- Students can download the Quizlet app to study on the go

→ www.zunal.com

It is a platform for creating WebQuests, quizzes, pre-tests, tests, tables, rubrics, photo galleries, games, or Google maps galleries. Teachers can organise their material and plan their activities in sections (introduction, tasks, process, evaluation, conclusion), as well as add fun activities such as games (hangman game) or a quiz. Also, a variety of already made materials can be accessed and consulted.

→ www.powtoon.com

Powtoon is an online platform for creating short video presentations. It gives anyone the ability to create professional videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.

Students can create quality animated video presentations to showcase their understanding of a specific topic. Educators can also create their own Powtoons as an alternative approach to teaching topics.

Differences, strengths and weakness of virtual teaching activities

→ Weaknesses

- ✓ Online training that is not personalised, adapted, dynamic, inclusive, useful, creative and proactive (which implies action or active intervention).

- ✓ The lack of consensus and global perspective in the approach, strategies, methodologies and techniques when using ICT in education.
- ✓ Prevent fast response to needs
- ✓ Requires time for the personalization and approach to the recipients in face-to-face and distance teaching through online forms, interviews and other data collection techniques with the aim of constant self-assessment.
- ✓ The lack of extension and training in the use of online training platforms.
- ✓ Traditional and reticent ability in the use of ICT (constant translation of the printed medium to the digital medium).
- ✓ Need for extra time to learn and use new technological tools.
- ✓ The gap between training and teaching reality.
- ✓ Not integrating platforms and techniques to increase technical and pedagogical possibilities.
- ✓ Not properly using the active, creative and multidimensional features of the digital medium.

→ Strengths

- ✓ A selection of high-quality courses and resources are already available to the educational community.
- ✓ Whiteboard editing software can be useful for virtual training, and are free of charge
- ✓ Participation and proactivity when creating, collaborating and sharing (the 3 Cs: confidence, competence and connections).
- ✓ Flexibility, customization, dynamism (participation and proactivity), integration and adaptation of the digital medium to the environments and recipients.
- ✓ The ability to create highly personalised online training.
- ✓ Availability of tools to deepen the analysis and knowledge of the class as the main factor and starting point for a good flexible and adaptive instructional design.
- ✓ The multitude of tools and spaces in red to develop dynamic techniques, expanding the starting narrative voice.
- ✓ Create connection bridges in social networks with training courses in technical terms.
- ✓ The possibility of creating "educational pills" of different lengths within the courses, creating diverse rhythms and dynamics to increase motivation, interest and the emotional aspect.
- ✓ Active participation of the recipients in the reinterpretation or reinvention of the original story.
- ✓ Stimulation of creativity, critical thinking and problem solving based on a diverse interpretation of history and the selection of possible solutions.

- ✓ Potential of network collaboration from the joint construction of a story based on individual and group interests.
- ✓ Connection with previous knowledge, with emotions and with the interests of the recipients.
- ✓ Potential when converting data into information.
- ✓ Stimulate course offerings predictively.
- ✓ Automation of processes to achieve more effective and efficient management.

➔ **What circumstances boosted online training?**

- ✓ The COVID-19 pandemic and the need to telework and virtual classrooms have advanced the integration and flexibility offered by technology in the workplace and in education.
- ✓ Smart working has caused the necessary flexibility in the management of the tasks, roles and functions of the communities. We are facing a great opportunity to integrate technology for our benefit.
- ✓ Necessity of tools to foster the development of distance education.
- ✓ A boom in the use of videoconferencing, video tutorials and live streaming as techniques and technologies to create more attractive and direct content.
- ✓ New training methods, such as: Gamification, Competency-based learning, Blended learning, Service-based learning.
- ✓ The boom in the automation of services with artificial intelligence, relieves teachers and instructional designers of arduous administrative tasks, opening spaces for greater creativity.

➔ **What obstacles does online training face?**

- ✓ Mainly, the lack of time, preparation and updated technological devices in educational centres to carry out teaching practices that connect online educational processes with face-to-face ones.
- ✓ The digital divide increases in times of exponential technological progress in terms of resources and teacher training.
- ✓ E-learning itself when it is poorly programmed, without interest, without thinking about the student

FACILITATING GROUPS VIRTUAL LEARNING

How to provide a nurturing online learning environment

- ✓ Ensure good audio and video **quality** to reduce the cognitive burden on participants. Invest in good lighting; a daylight lamp is a good idea for a cloudy day or after dark.
- ✓ Consider what your background tells participants on a **subconscious** level. Books or a neutral background are usually preferred, a bright coloured accent wall or studio behind you tells everyone you're **creative**, but a messy office space may not invoke the best impression!
- ✓ **Dress** as you would if you were running the meeting or workshop in person, perhaps minus the work shoes if you're working from home. It makes a difference in how you project yourself and that comes across to participants.
- ✓ Make sure you have **eye contact** with the group by positioning the image of yourself at the top of the screen next to your camera and speaking to yourself - seeing you give yourself eye contact is a good reminder of what it looks like when you do this, compared to looking out over the top of the screen, for example. This also enables you to keep body language in shot and be sure you are in frame and well-lit.
- ✓ On screen, you might need slightly exaggerated body language and intonation to communicate **passion** and bring the audience with you.
- ✓ Create a **safe space** for people by not requiring everyone to turn on their cameras. Some people have very good reasons, from low bandwidth at their location to traumatic experiences which prevent them from wanting to turn their cameras on. They can be gently encouraged to turn them on in breakout room sessions, if they feel comfortable doing so.
- ✓ Select the **right tools** – for conferencing, for collaboration and ideation – see ICT tools section for suggestions.

Some ideas to deliver online workshops

START WITH THE WHY. When you start your preparation and drafting your agenda, think backward from the why. What do you want to accomplish by the end of this session? Think of what is the best-case scenario, if everyone leaves energised and ready to combat challenges. What is the positive impact we can achieve together? The more concrete and specific you are when imagining this happy scenario and a successful workshop, the better you can prepare.

HAVE A CO-FACILITATOR for lessons that have over 30 participants (or above 15, depending on your confidence level). A co-facilitator can help you by taking care of the timing, they can manage technology, answer questions and comments in the chat, invite people into breakout rooms or end breakout rooms. Together you can concentrate better. These people can lead discussions in breakout rooms and mentor the teams, too.

PLAN WITH BREAKS. These workshops online can take anywhere from 60 minutes to half a day. If you want to hold a one-day workshop remotely, we highly recommend you to split it into 2 half-days with regular breaks in-between after every 1–1,5 hours. Joining a virtual session needs more energy and engagement from the participants. It is always harder to concentrate on a virtual call, so people need time more often for refreshing than they do personally.

DETAILED AGENDA. With remote people joining, you will be less likely to improvise. If you don't have a strongly held structure and detailed agenda, it might just be very disengaging for the participants. Since you will lose the eye-contact with people, you will need to have a more strict timeline knowing when exactly you would like to move forward and which exercise will come at which time. Let's assume that the workshop is about creative problem-solving on a specific challenge. On the agenda participants see, there might be just 5 bullet points: 1. Intro, 2. Problem framing 3. Ideation, 4. Evaluation, 5. Prioritised solutions and conclusions. On the other hand, facilitators need to have a more detailed agenda with activities planned almost minute by minute with exact timing.

PRACTICE, but don't rehearse. Don't write out full sentences of what you are going to say. If you still want to do it, watch out. Our written sentences are often longer and more complicated than our spoken ones. It makes it harder for people to listen and keep being engaged. Make it as natural and conversational as you can. Ease it out. Definitely don't read your sentences up. If you really want to make sure you practise well, try recording what you are going to say and see how easy it is to follow.

Tips to facilitate your remote workshops

MUTE EVERYONE. This might be really self-explanatory, but I have seen a lot of meetings that started with a loud echo noise and everyone was trying to guess whose laptop is that. Or noise from the background. You just don't want the distraction. You can encourage everyone though to keep their camera on.

USE YOUR 'DO NOT DISTURB' MODE. no calls, no email and slack notifications will float in when you share your screen if you click on the computers' do not disturb mode from the main menu.

ACTIVITIES TO DO IN SMALL GROUPS: Ideation (Brainstorming), Discussing questions, How Might We — problem framing, Elaborate on an idea, Topic-based Q&A, Share previous experience, Roadmap planning, Creating Customer Journey Maps, Working with canvases

ACTIVITIES TO DO IN PAIRS: Share personal experience, discuss sketches made alone, 5 Second Tests with prototypes, Critique / Black hat session on a prototype's usability, 5 Whys: root-cause analysis of a problem

ACTIVITIES TO DO INDIVIDUALLY (& DISCUSS IN A GROUP): Sketching, Personal planning, Storyboarding, Planning Future Headlines for Value Hypothesis, Wireframing rapid prototypes

SNACKS, COFFEE & DRINKS ON THE SIDE help participants fuel up during the workshop. Encourage them to bring snacks and drinks to their table.

USE ICEBREAKERS. Warming people up with social activities and random questions to answer or topics to discuss will create a safe space. Engage participants in voting in a poll for sentences they agree or disagree with and discuss the results. This way people get to know others in the workshop and have them comfortably try their mics. Some facilitators like to use off-topic random facts everyone can share about each other. E.g.: favourite sports they have ever tried, or their most favourite morning routine. Maybe you can create a list of icebreaker activities you can review and select from every time you have a new workshop coming up.

MUSIC. It exponentially increases engagement. People can listen to it when they are sketching individually. Instead of working in silence, listening to the same music has a feeling that we are in the same room and increases engagement.

MIX UP YOUR MODES OF INTERACTION Have fun with sticky notes using one of the whiteboard tools we mentioned earlier. Once ideas start coming in, help move the sticky notes around the board so you can cluster similar ideas together. If you get a lot of sticky notes, you might need to reduce their size once they're clustered. Use the pen to circle clusters and add a text box to provide a summary label. If you run out of time you can just verbally summarise the discussion, but the visual impact of all those sticky notes will be worth it.

USE BREAKOUT ROOMS. If you have more than 4–8 people to join, it's best to divide people into simultaneous small groups. These people can discuss the task or topic together, just as if they were sitting around a table. The perfect group size is 3–5 people online to make sure everyone gets the chance to speak. You can create these so-called breakout rooms in Zoom and do the small-group activities there. When the activity is over, you will have 60 seconds to wrap and return to the main room. You can actually spend a lot of time in the breakout rooms.

SHARE THE URL IN THE CHAT if you use a tool. Clicking on a URL from the chat is always the easiest for most participants.

PUT THE TASK ON YOUR SCREEN & SHARE. When you announce a task, share it on your screen while the activity lasts. Include how many minutes participants have to complete the activity.

USE A TIMER. Show how much time is left for participants in the exercises. This way they can navigate better to progress well towards their solution and manage their time smarter.

INCLUDE STORIES & EXAMPLES. For learning, personal stories have the deepest impact. Always share examples of what is expected at the end of the activity from the participants. Remember the positive target outcome :)

ENGAGE EVERYONE. Ask a question or write for everyone or to specific people in the private chat asking if they need any help. Feel free to call random people to show their activity's outcomes. Plan with regular voting sessions. These interesting polls people really get engaged with easily and open them up. You can easily ask volunteers or random people to share some thoughts on why they voted for a specific option. Also in the tools you choose, you can always check how many people were actually active and completed the task. Make a spoiler. Say you are curious about the experience of people on this topic and you will ask random people in a few minutes. Let them think of their stories or answers. And in the meanwhile thinking, you are sharing your story. You can also introduce this task before a break, asking people to share their experiences when they return from the break. Leave them some time to feel comfortable speaking up.

HELP EACH OTHER OUT. You can actively encourage people to help each other out in the chat if someone has a problem or a question, feel free to ask and even to reply.

DEFINE NEXT STEPS. At the end of the workshop conclusions and next steps are crucial. Let participants decide which solutions are the best to execute. Which ones should teams actually try out, prototype or move forward with?

ACCOUNTABILITY PARTNER. In case of a series of workshops, it is a good idea to ask participants to choose an accountability partner who will regularly ask them what they have done to move forward with the activities and achieve the planned milestones.

Presenting material

If you have material to present, break it into smaller chunks than you would an in-person presentation, and add activities such as polling or discussion points in between. With some groups you might have another icebreaker activity mid-way through, just to break up the monotony of a presentation.

- a) Encourage **discussion** by getting every single person to write something in the chat, as a reflection or learning point, action or question.
- b) Remember to **pause** and give people time to think and type. Encourage the group to read the points their colleagues have written, asking if they might do one of the actions suggested in the chat, or if they agree or not with an opinion. If you have time, invite people to discuss via open mic, but if nobody wants to, value the chat and encourage more engagement and interaction there. The result can be rich, and when saved and sent after the workshop, can be a valuable resource of links, ideas and more information.
- c) Take longer **breaks** than you would at an in-person event to give people time to make their own **tea/coffee or exercise**, and give people the opportunity to interact during the break if they want to use it as a networking opportunity. Ask them to keep their camera on and unmute themselves if they want to chat to others over the break. If they want a private break, they can turn their camera off, mute their mic and turn their volume down.
- d) **Retain balance between speaker view and slides**, especially on slides where you speak for more than 20-30 seconds, to retain visual interest and eye contact with the group. It is reasonably easy to toggle between screen share and speaker view on most tools.
- e) **Summarise the conclusion or next steps**. Restate goals, and show the journey that the group went through to really build something with which they can achieve the target outcome. Show this summary or outcome visually either on bullet points on a slide or on the whiteboard. Send it to participants at the end of the session with a kind thank you note.

Ways to foster collaborative learning in a classroom

1. **Establish group goals** - effective collaborative learning involves establishment of group goals, as well as individual accountability. This keeps the group on task and establishes an unambiguous purpose. Before beginning an assignment, it is best to define goals and objectives to save time.
2. **Keep groups midsized**. Small groups of 3 or less lack enough diversity and may not allow divergent thinking to occur. Groups that are too large create “freeloading” where not all members participate. A moderate size group of 4-5 is ideal.
3. **Establish flexible group norms**. Research suggests that collaborative learning is influenced by the quality of interactions. Interactivity and negotiation are important in group learning. In the 1960’s studies by Jacobs and Campbell suggested that norms are pervasive, even deviant norms were handed down and not questioned. If you notice a deviant norm, you can do two things: rotate group members or assist in using outside information to develop a new norm. You may want to establish rules for group interactions for younger students. Older students might create their own

norms. But remember, given their durable nature, it is best to have flexible norms. Norms should change with situations so that groups do not become rigid and intolerant or develop sub-groups.

4. **Build trust and promote open communication.** Successful interpersonal communication must exist in teams. Building trust is essential. Deal with emotional issues that arise immediately and any interpersonal problems before moving on. Assignments should encourage team members to explain concepts thoroughly to each other. Studies found that students who provide and receive intricate explanations gain most from collaborative learning. Open communication is key.

5. **For larger tasks, create group roles.** Decomposing a difficult task into parts to save time. You can then assign different roles. A great example in my own classroom was in the science lab. Fifth grade students assumed different roles of group leader, recorder, reporter, and fact checker. The students might have turns to choose their own role and alternate roles by sections of the assignment or classes.

6. **Create a pre-test and post-test.** A good way to ensure the group learns together would be to engage in a pre and post-test. In fact, many researchers use this method to see if groups are learning. An assessment gives the team a goal to work towards and ensures learning is a priority. It also allows instructors to gauge the effectiveness of the group. Changes can be made if differences are seen in the assessments over time. Plus, you can use Bloom's taxonomy to further hone in on specific skills. Individuals should also complete surveys evaluating how well the group functioned. "Debriefing" is an important component of the learning process and allows individuals to reflect on the process of group learning.

7. **Consider the learning process itself as part of assessment.** Experts have argued that the social and psychological effect on self-esteem and personal development are just as important as the learning itself. In terms of assessment, it may be beneficial to grade students on the quality of discussion, engagement, and adherence to group norms. Praise younger groups for following collaborative learning standards. This type of learning is a process and needs explicit instruction in the beginning stages. Assessing the process itself provides motivation for students to learn how to behave in groups. It shows students that you value meaningful group interactions and adhering to norms.

8. **Consider using different strategies.** The jigsaw strategy is said to improve social interactions in learning and support diversity. The workplace is often like a jigsaw. It involves separating an assignment into subtasks, where individuals research their assigned area. Students with the same topic from different groups might meet together to discuss ideas between groups. This type of collaboration allows students to become "experts" in their assigned topic. Students then return to their primary group to educate others. Here are some easy steps to follow the Jigsaw approach.

There are other strategies discussed here by the University of Iowa, such as using clusters, buzz groups, round robin, leaning cells, or fishbowl discussions.

9. **Allow formation of groups to reduce performance anxiety.** When tackling difficult concepts, group learning may provide a source of support. Groups often use humour and create a more relaxed learning atmosphere that allows for positive learning experiences. Allow groups to use some stress-reducing strategies as long as they stay on task.

10. **Establish group interactions.** The quality of discussions is a predictor of the achievement of the group. Instructors should provide a model of how a successful group functions. Shared leadership is best. Students should work together on the task and maintenance functions of a group. Roles are important in group development. Task functions include:

- ✓ Initiating Discussions
- ✓ Clarifying points
- ✓ Summarising
- ✓ Challenging assumptions/devil's advocate
- ✓ Providing or researching information
- ✓ Reaching a consensus.
- ✓ Maintaining the harmony and emotional well-being of a group.

This includes:

- ✓ sensing group feelings
- ✓ harmonising
- ✓ compromising and encouraging
- ✓ time-keeping
- ✓ relieving tension
- ✓ bringing people into discussion

11. **Use real world problems.** Experts suggest that project-based learning using open-ended questions can be very engaging. Rather than spending a lot of time designing an artificial scenario, use inspiration from everyday problems. Real world problems can be used to facilitate project-based learning and often have the right scope for collaborative learning.

12. **Focus on enhancing problem-solving and critical thinking skills.** Design assignments that allow room for varied interpretations. Different types of problems might focus on categorising, planning, taking multiple perspectives, or forming solutions. Try to use a step-by step procedure for problem solving.

Things to look out for:

1. **Keep in mind the diversity of groups.** Studies have found that mixed aptitude groups tend to learn more from each other and increase achievement of low performers. Rotate groups so students have a chance to learn from others.
2. **Use scaffolding or diminished responsibility as students begin to understand concepts.** At the beginning of a project, you may want to give more direction than the end. Serve as a facilitator, such as by gauging group interactions or at first, providing a list of questions to consider. Allow groups to grow in responsibility as times goes on. In your classroom, this may mean allowing teams to develop their own topics or products as time goes on. After all, increased responsibility over learning is a goal in collaborative learning.
3. **Include different types of learning scenarios.** Studies suggest that collaborative learning that focuses on rich contexts and challenging questions produces higher order reasoning. Assignments can include laboratory work, study teams, debates, writing projects, problem solving, and collaborative writing.
4. **Keep in mind the critics.** As with any learning strategy, it's important to have a balanced approach. Cynics usually have a valid point. A recent New York time article, cites some criticism of collaboration for not allowing enough time for individual, creative thinking. You may allow some individual time to write notes before the groups begin. This may be a great way to assess an individual grade.
5. **Be wary of "groupthink".** While collaborative learning is a great tool, it is always important to consider a balanced approach. At times, group harmony can override the necessity for more critical perspectives. Some new research suggests that groups favoured the more confident members. Changing up groups can help counter this problem.
6. **Value diversity.** Collaborative learning relies on some buy in. Students need to respect and appreciate each other's viewpoints for it to work. For instance, class discussions can emphasise the need for different perspectives. Create a classroom environment that encourages independent thinking. Teach students the value of multiplicity in thought. You may want to give historical or social examples where people working together were able to reach complex solutions.

innova



**Co-funded by
the European Union**

N&P
BUSINESS
CONSULTING

 **FRAMEWORK**

