Virtual Classroom

ONLINE CONFERENCE ℠

Wednesday, April 1

Instructional Design— What Can I Flip?

Melissa Chambers, MSC Consulting

Presented by
THE eLEARNING GUILD

Technology Provider
POWERED BY
Adobe Connect

Virtual Classroom Online Conference: Designing for the Virtual Classroom

Techniques to Adapt to a Virtual Classroom

"Adapting traditional classroom to a Virtual Classroom is not a one-for-one."

- **Design** to make sure you get **regular feedback**
- What you rely on will **work differently**
- Everything **requires instructions** and set up
- **Scripting** is more important than ever (what, how, and when you say things)
- **Visual** and **verbal** cues are more important
- **Time** online is **different** than time face-to-face

Selecting the Right Tool for Engagement

"It's not about the tool, it's about the instructional design, except when…..it's about the tool."

Design Activities and Sequence

1. Identify type of instructional activity
2. Sequence (introduce, practice, apply)
3. Select appropriate tool(s)

	Objective	Activity	Tool
Sequence	Introductions	Icebreaker	Chat
	Introduce Topic (Knowledge)	Lecture	PPT
	Apply (Skill)	Demonstrate	Application Sharing
	Confirm (Knowledge)	Quiz	Poll

TOOL SELECTION ACTIVITY GRID

Virtual classroom tool	Description of tool	Good for	Example activity	Considerations
Chat (Public or Private)	Allow participants to type messages to other participants, the facilitator, or the entire class.	Check in "Safe" Posting questions Responding to questions Posting questions Paired up activities	Assign learning partners to have a private chat where participants share the most important.	Little to no setup Monitor frequently Determine participant privileges (i.e. allow private chat)
Whiteboard	Offers space for brainstorming and group writing or drawing.	Group work Brainstorming Teach backs Ice breakers	Draw a grid on the whiteboard and assign a square to each participant. Have participants draw a picture to review a key learning.	Annotation tools Can do on the fly or prepare slide ahead of time
Annotation	Allow participants to mark up the PowerPoint slide or whiteboard with a virtual drawing pen or symbols such as a checkmark or X.	Group work Brainstorming Ice breakers	Display a PowerPoint slide with a multiple choice question. Ask participants to answer the question by making a mark next to their choice(s).	Vary greatly from one software application to the next.
Polls	Asks participants to answer one or more questions. You can choose whether or not to share the results.	Quizzing Quick Knowledge checks Games	Quiz participants on any pre-work assignments.	Can set up on the fly, but often times can develop, save and load up into the tool.
Application Sharing / Giving Share Rights	Displays to all participants a software application that's open on the facilitator's (or the sharer's) computer.	Demonstrations Scavenger Hunts Applying	Have a participant share his or her application and demonstrate how to perform a task in an	Make sure you know what you are sharing (Desktop, Application, etc.)

TOOL SELECTION ACTIVITY GRID, Cont'd.

Web Browser Sharing	Facilitator can launch a website that participants can then navigate individually.	Scavenger Hunts	Send participants on a "scavenger hunt" to find reference materials related to content on a website.	In this option the participant controls where they go, not the facilitator.
Audio/Video Clips	Shows participants short multimedia clips	Demonstrations Mentoring/Coaching	Ask participants to watch a short video clip or listen to an audio clip and identify examples and non-examples of a skill demonstration.	Have multiple ways for participants to access. Will you embed, upload or just provide a link where it's hosted? Plan option B in case the video does not play.
Status Indicators	Allows participants to provide quick response through the use of icons (green check, red x, etc)	Quick check ins Polling Respond to Yes/No	Conduct a quick round robin by bringing up images on the screen. If you like X, give a green check, if you like Y give a red x, or if you like Z give a smiley face.	Good for closed-ended questions Little to no set up regardless of the tool
Notes	Allows participants to save typed notes for access after the event.	Reflection	Ask participants to write down their thoughts.	
Breakout Rooms	Allows for multiple, simultaneous, small group interactions, separate from the main group.	Group Work Lab Work	Create practice exercises for groups of three: one person to practice, one person to partner, one to observe and report.	These take much more set up. Need to account for the extra time.

Tool Considerations
- How much set up is needed?
- How much instruction is needed?
- How experienced are the learners in the platform?
- How experienced is the facilitator?
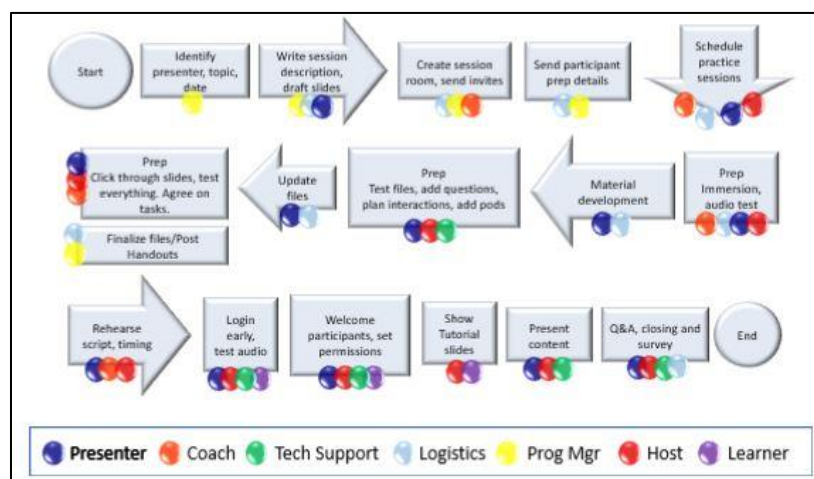- Will the presenter have a producer to help?

LOGISTICS BEHIND THE SCENES
"Can't we just……."

Develop a Virtual Event Roadmap

Logistics that affect delivery:
- Participants hardware, software and network setup, including audio and firewalls
- Being wired, not wireless and shutting down any unneeded applications
- Uploading files versus application sharing
- Knowing how audio or video is going to play and how to troubleshoot
- Providing learn-to-learn opportunities before an event
- Including housekeeping slides to set engagement expectations
- Preparation of presenter/facilitator
- Knowledge level of the platform

DESIGN TEMPLATES

Use a Hi-Level Planner to begin the design process

MODULE OBJECTIVE	TOPICS (What content or topics need to be covered)	ACTIVITY (What type of activity: Demo; Lecture; Discussion, etc.)	DELIVERY METHOD (How will activity/content be presented?)	TIME (How much time should this take?)
Opening and Introductions	- Welcome to the session - Overview of the course - Tour of the room features - Participant Introductions	- Presenting - Demonstration - Group exercise	- PPT slides - Annotation -	5 Minutes
	.	.	.	

Use "A" Storyboard to Support Design, Development, and Logistics

Learning objective	Pre-requisite	Method	Media	Set up details	Script	Activity	Presenter Questions	Intended Responses	Response Method	PLAN B	typical participant questions
What will participants learn?	What needs to be understood before this starts?	Is this a lecture, a demo, a group activity?	What clip art, photos, videos, drawings will be used?	WHAT MUST BE SETUP or UPLOADED IN ADVANCE FOR THIS TO WORK?	What will the presenter say or to provide instructions?	What will the participant do?	What questions will the presenter ask?	What answers are the participants likely to give based on the wording of the question?	How will participants respond? Chat, Poll, Green check, verbal?	If this fails for any reason, what will you do to complete the task and move on?	What are the questions participants are most likely to ask at this point?
Understand the basic elements of an Excel formula	Rows, columns, cells	Demo + volunteer	Excel with precreated file	upload Excel formulas activity worksheet.xls x	"I'm sure that everyone here has added a list of numbers before. Here in Excel, we have to approach how we calculate a little differently"	pay attention	"If you were creating this on paper, how would you begin?"	Add numbers together, total the rows first. Add this plus this, plus this, etc.	Type in Chat or verbal	Upload static version of Excel file into session room	I can't see the screen. Are you still there? What if numbers to be calculated are not next to each other?

Develop a Facilitator Guide

Minutes	#	Slide/Topic/Key Points	Facilitator	Producer
5	24	**How would you present this activity?** **Key Points** - How you design an activity will be dependent on many factors -	**SAY:** Based on the scenario just presented, lets take a look at some possible design options. **DO:** Have participants answer Polls on which option they would choose dependent on the presented information. **Polls:** 1. This option would be the "cleanest" design (B) 2. This option would be the "quickest" (D) 3. The activity needs to be run quickly, and it is required everyone answers © 4. The organization is very formal (B or C) 5. The organization is more informal (A or D) **Talking Points:** - How you design an activity will be dependent on many factors - The activity is the same (same objective, same intent, same messages), but different factors can change the look and feel of "how" it may be delivered. From visual to verbal.	Bring up poll as prompted by the instructor. Open and Close polls Monitor Poll results and present answers as prompted by instructor Communicate with the instructor on timing Monitor chat as needed

CONTACT INFO

Melissa Chambers, M.S.Ed.
Instructional Design Specialist
Online Event Host, Producer, Coach
Melissa.chambersdesign@gmail.com

Https://www.linkedin.com/in/mchambersdesign/

Check out my interview on the Learning Circle podcast