



# eLearning Catalog

# eLearning Catalog of Tips and Tricks

## Facilitation Tips/Tricks

***As a trainer many of the skills you use in-class translate very well to teaching online. The following list will give you ideas on how to enhance your skillset when teaching a live-online course.***

1. Ask open-ended questions.
2. Be concise – keep what is on the screen clear.
3. Give learners time to respond during class. Don't be afraid of the silent pause.
4. Validate interaction by learners so they are encouraged to continue contributing.
5. Break-up the session. Summarize and start a new topic or activity.
6. Enable rich communication with participants.
7. Present a well-organized course with appropriate content.
8. Include relevant assignments.
9. Provide helpful hints and announcements leading up to the training.
10. Give the participants a chance to use the technology before the actual class so that the technology is not a stumbling block.
11. Include scheduled breaks for classes over 90 minutes.
12. If possible, include a moderator to field technical questions and issues during the class.
13. Provide a handout or study guide, this can also act as a back-up for the training if you have any technical difficulties. Include contact information, technology information, appropriate class content, and additional resources.
14. Tell an applicable story once in a while to increase the authenticity of the training.
15. Take time after class to respond to any questions or discussion threads that were not addressed. During class, before the end let the participants know you will be reaching out with answers to any pending questions.
16. Invite others in the class to share.
17. Record sessions so that if someone missed they can catch up.
18. Invite other experts to co-facilitate the session.
19. Work time in for contribution by participants so you are not rushed as you go through the content.
20. Provide expectations on how the class will operate, so that the learners are encouraged to participate within the framework of how the class operates.

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## Facilitation Tips/Tricks (Continued..)

21. Test your audio ahead of time, make sure your microphone is clear from the other end.
22. Project or speak as you would in a classroom.
23. If you run a full-day session consider a morning live-online session, an after lunch self-paced session, and a late afternoon live-online session.
24. If appropriate, call on people in the audience.
25. Do introductions or a brief ice-breaker at the beginning of the session.
26. Include Q&A breaks, these will allow the participants to hold their questions until appropriate so that your flow is not interrupted. Q&A also gives participants 'hope' that there is a moment they can get away for minute if they need to take care of something outside of class without excusing themselves.
27. As best you can, try to keep class size under 20.
28. Before class make sure that those supporting the session understand their responsibilities.
29. If you are running a multi-day session or running a session again with another group send out a survey so you can understand how to adjust your session if at all.
30. If you do run a large session include another subject matter expert to field questions in the chat.
31. State from the beginning how you will be operating chat, for instance let them know you will be looking at chat and answering questions as the session goes along. Or that you will use chat as a parking lot of questions that you will address throughout the session usually every 10 minutes, etc..
32. Make sure you have a hotspot or other Internet backup. If your connection goes down, know what you will do. Predict technical difficulties and as a team devise a plan on how you will address each issue. Perhaps the moderator can advance slides if you can only access the phone, etc. If the unexpected does happen, do not panic. Calmly execute the solution and confidently proceed. You will keep the audience's attention and respect if you move through the technical difficulty this way and it won't become the highlight of the training.

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## Facilitation Tips/Tricks (Continued..)

33. Run a couple practice sessions with the technology so that you are familiar with how everything works.
34. Start your class on time. Allow participants to join early, include an activity for those who join early to execute so they can play with the technology without 'breaking anything.'
35. Tell the participants the best way to get your attention, or talk to you both during class, and after class.
36. Have a contingency plan if the technology doesn't work and there isn't a workaround.
37. Ahead of class send out helpful tips for some of the most common technical problems. This will ease frustration thereby starting the training on good footing.
38. Be patient with participants who are uncomfortable with the technology.
39. Begin each session with a very short tour of the interface you are using for the class.
40. Be you - going online can sometimes turn us into robot trainers, maintain your character, humor, and positive attitude so that despite being geographically distant the participant can enjoy the interaction with other humans.

## Performance and Training Interventions

***The retention of knowledge goes down considerably after any training session, most especially when the newly acquired knowledge isn't put into practice soon after the training. Retention can be increased by implementing performance and training support interventions outside of the classroom.***

1. Expert Database: Create a database of answers to common questions.
2. Training Resources: Store additional resources in a central library where attendees can easily access resources after the training. When you add resources send them a notification to encourage them to visit the new materials.
3. Job Aid: Print or create online materials that outline important steps to executing common tasks.
4. Scheduled Collaboration: Schedule time to work through difficult tasks together as a team.
5. Just In Time Training: Add short learning objects post-training that will be available at the time the task is typically executed.

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6. Coaching: Provide senior or experienced people to create strategies for those who are on-boarding.
7. Team Building Activities: Adding team building activities will accelerate the stages of team development so team members work together more productively.
8. Motivation/Encouragement: Hang posters, send motivational emails, or create incentive programs.
9. Games: Games provide a relaxed environment where learning can occur more readily.
10. Organization Networking Opportunities: Work celebrations, coffee times with management, and learning lunches provide a place for lines of communication to be nurtured and grow.
11. Competency Testing: Testing skills will help identify gaps so you can develop the best intervention.
12. Simulations: Simulations provide a risk-free way to navigate a problem with authenticity, but without consequence.

## eLearning Activities

1. Case Study: In a case study you are taking a particular instance and analyzing it to illustrate a principle.
2. Stories: Stories provide the learner an easy way to remember how a character used the learning principles in a practical way.
3. Scenarios: Scenarios are situations where you allow your audience to postulate on the possible outcomes based on the decisions the characters make.
4. Experimenting: Experiments are procedures executed to make a discovery and to test a hypothesis. The learner is allowed to explore, "What if I do this?"
5. Interview: Interview-style broadcasting is a good way to engage your audience because they can see the conversation unfold. In many cases, you might have a subject matter expert (SME) who is nervous about talking in front of a camera or in front of a group - your audience. Try interviewing your subject instead. This takes a lot of pressure off your SME and the content flows.

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6. **Brainstorming:** Brainstorming can be used to aid you in the creative process when you are devising activities, but it can also be used as an activity for your audience in creating knowledge. Set expectations up front that this is a safe place to be creative.
7. **Ask the Expert:** Mentoring is an effective way to learn a job or task quickly. Mentors go beyond the theoretical to the practical. When learners see how an expert approaches a problem, they are given new tools to use in solving problems of their own, but in an expert way. A mentor is not always available or affordable, so allowing learners to compare their response to an expert response can be a good approach, and the next best thing.
8. **Team Biography:** Ice breaker activity you can use in breakout rooms to get small groups to start working together. Ask each learner to post one sentence about themselves then share the composite biography with the group.
9. **Frequently Asked Questions (reversed):** In a small group ask the participants to answer the questions. This is a great takeaway from the course.
10. **Polls and Surveys:** Strategically place polls or survey questions throughout the training.

Use the information to assess learning, identify potential confusion on complex topics, or to receive feedback.
11. **Piece it Together:** In small groups have each participant study one aspect of the training, then teach their piece to the small group.
12. **Online Office Hours:** Give participants the opportunity to interact with the trainer or other peers to ask complex questions.
13. **Friendly Debate:** Expert panelists present their position, then field tough questions from the audience.
14. **Organize the content:** Use the whiteboard where content pieces are out of order. Small groups work to put the pieces together.
15. **Annotate together:** Using a graphic organizer allow participants to label the graphic organizer together.
16. **Concept Mapping:** Using the whiteboard, create a concept map of a topic together, including relationships between topics.
17. **Scavenger Hunt:** Give your participants a list of items to find on the web, within the software you're teaching, etc. Ask them to provide a link or screenshot.