



Institute for Leadership in Education Development (I-LED)
Translating Your In-Person Education Online: Tips for Piecing it
All Together

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I. Introduction

We are at a time in history when we cannot be together, and as advocates, attorneys, justice system professionals, educators and others who work to address violence against women and children, we have always relied on being together to solve, strategize, and share this work. The power of gathering has long fueled and sustained social justice efforts. How we move forward to connect, educate and engage during this period of isolation is foundational for how we create togetherness to solve problems in the long term. At FUTURES, we believe this period does not mark an end to shared spaces as we work, but instead offers an opportunity to get better at expanding the spaces and reach of our work; getting better at virtual connection can only reinforce and reinvigorate learning that happens when we are once again face-to-face. But how do we begin, and how do we incorporate the principles of adult learning that we rely on for in-person education?

How do we continue to reach the audiences we planned to reach this year amidst the pandemic? Should we switch to e-learning?

E-learning is any educational programming that occurs virtually-it can happen on YouTube, Instagram or on an expansive institutional learning management system (“LMS”). The most effective e-learning is blended learning, which involves a combination of live, instructor-led education (synchronous) and asynchronous programming (“out of time” or something that is happening at different times, as opposed to live interactions). Assume you have a course that is already designed for in-person delivery. Should you deliver this course through e-learning?

II. Translating Your Face to Face Course Online

A. Content Considerations and Capabilities

As a first step to moving a course that has been developed for face to face (F2F) delivery to a virtual delivery, examine the type of content, the type of audience, and both your and the learner's capacity to meaningfully use technology. Important considerations include:

- **Content Sensitivity.** The sensitivity of the content and any possible trauma response participants may experience are factors in education that addresses violence against women and children. Will learners need support or advocacy and will you be able to provide it virtually?
- **Learner Access to Technology.** Will your audience have access to the technology required to fully engage? Consider that individuals in certain areas of the country have unequal access to broadband.¹
- **Safety Concerns.** Will any part of your online content jeopardize the safety of learners who are survivors of violence. For instance, could online interaction inadvertently disclose safety planning? Can you safeguard against this possibility? (See <https://www.techsafety.org/technology-safety-quick-tips> for more on computer usage and safety).
- **Language Access and Access for Individuals with Disabilities.** As a designer of education, you must consider access from the beginning of your development plans.² Webinars must include

¹ See The Center for Public Integrity at <https://publicintegrity.org/inequality-poverty-opportunity/where-broadband-access-is-unequal/> for an online map that shows areas of the United States with limited access to broadband.

² See Vera Institute of Justice, Accessing Safety Initiative: Enhancing the Accessibility of Virtual Events at <https://www.endabusepwd.org/solutions/inclusive-movement/enhance-the-accessibility-of-virtual-events/>; see API-GBV Language Access Hub at <https://www.api-gbv.org/language-access-hub/>

interpreters (if requested) and videos must always include closed captioning. Your registration processes must inquire about access needs and you must have the capacity to address them.

- **Tech Skill.** What technology do you have access to/are you comfortable with?
- **Duration of the Program.** How long is the original face-to-face (F2F) content and how much time do you have to deliver it virtually (over what period of time)?



**Pro
Tip!**

Do not expect learners to consume more than 90 minutes of content at a time. For instance, if you had a one-day training, consider offering it in chunks over the course of 4-5 days or over the course of weeks.

Does all or some of your course lend itself to e-learning?

No.

If you have considered the points above and found that your course does not lend itself to e-learning AT ALL, perhaps your program manager can provide an extension on your deliverables so that you can proceed with your original F2F delivery plans. Consider whether some other product or service might satisfy learners' needs, i.e., a written guide, or one-on-one technical assistance (by phone or while using proper social distancing).

Yes!

More likely than not, some of your course can succeed if delivered virtually and with some thoughtful redesign and creativity.

B. Objectives and Learner Competency

What type of learner behavior are you hoping to achieve in your course? Look at each major section of your course, or, if it's not divided into discrete sections, look at each of the major learning activities. What do you want the learner to think, feel or do differently as a result of each piece of the learning content?

The chart below demonstrates a popular representation of Bloom's Taxonomy. The taxonomy is a hierarchy of that demonstrates different levels

of thinking, learning and understanding. Simpler achievements are shown at the base of the ladder and grow in complexity from bottom to top.

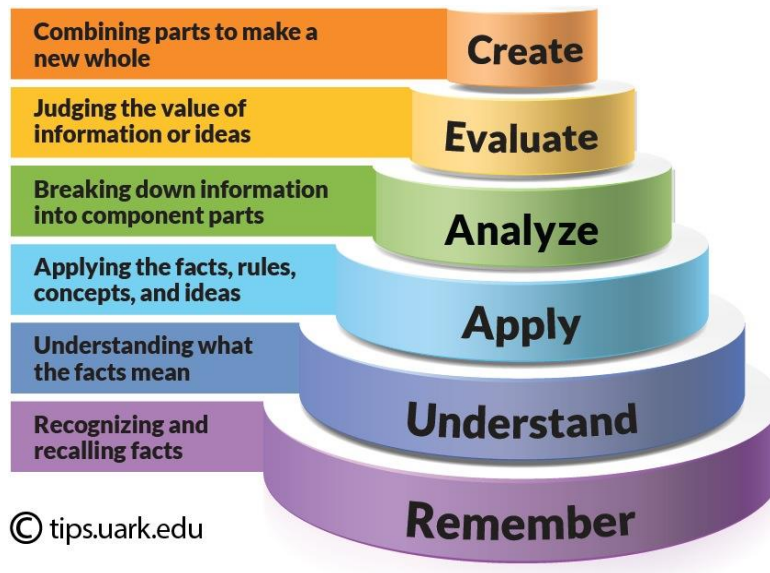


Figure 1: Bloom's Taxonomy

In an educational session, think about where you expect your learner to fall on this spectrum. As a practical matter, the higher up you expect your learner to function or achieve, the more hands-on your training should be. *Adults learn by doing*. If you expect that your learner will be able, for instance, to “create” something based on your session, a 90-minute lecture probably won't get you there. **And lectures for 90 minutes are no fun anyway!**

**Adults
learn by
doing!**

However, if you are simply sharing information and your expectation is that your learner will be able to remember and perhaps repeat that information, a short lecture may work. When we think about how to maximize the odds that your learner will actually learn - that your message will **stick** - we try to achieve learner engagement on three levels: with instructors, with peers, and with the content.

Stickiness is the ability for someone to retain and use something they have been taught.

Looking at your course, try to categorize your major activities. Of course, many activities would naturally fall under a mix of these and it may be difficult to pick just one. It's ok if they fall into more than one category.

C. Engagement-Engagement-Engagement

Whether virtual or in person, a good course engages the learner on three levels: with the instructor, with peers, and with the content. Examine your F2F activities to determine whether the activity relies **predominantly** on the following:

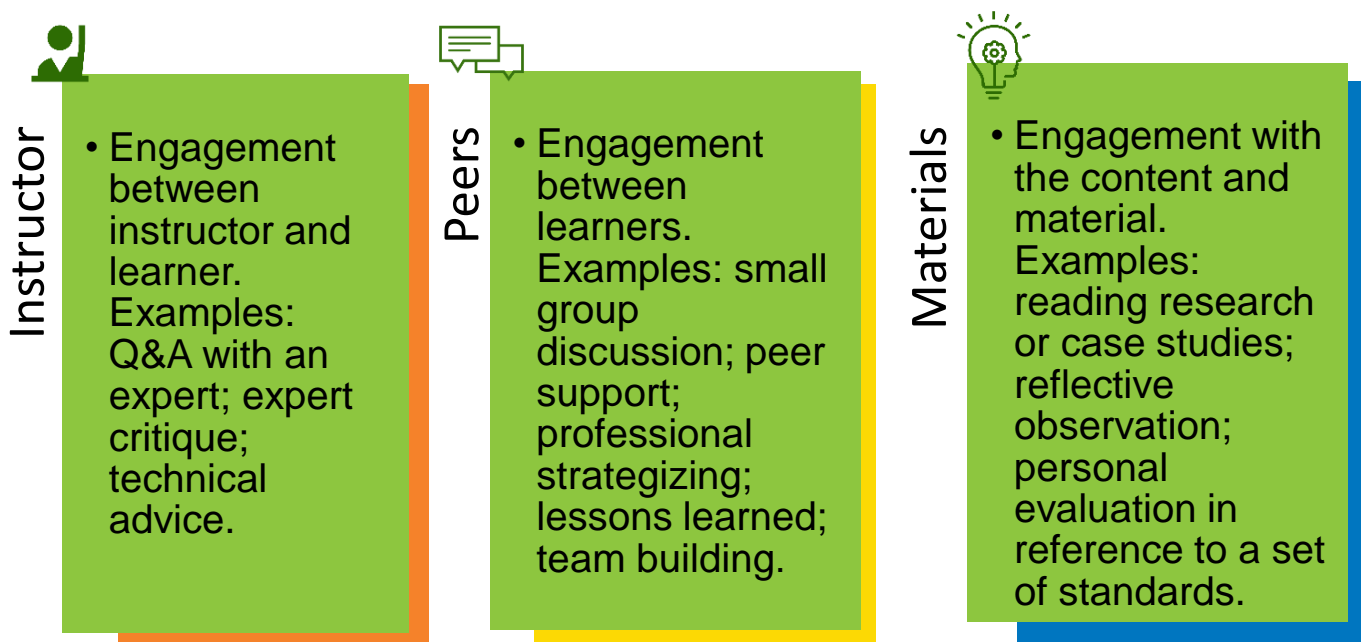


Figure 2: Learner Engagement

Bucket or categorize your activity based on these engagement types.

D. Virtual Menu

When designing your plan to take a course from F2F to virtual, think of a menu of options that meet the three engagement priorities. This collection of activities, together, can create a course for your learners. The course can, but does not have to, live on a formal e-learning platform like a Learning Management System or “LMS” (more on that later).

Models of Engagement:



Engagement Between Instructor and Learner

Possible virtual options: web workshop; “office hours” via zoom, Skype, google hangouts, etc.; email; phone calls; text messaging; group text messaging tools such as ClassPager, Remind101, and ClassParrot, etc.



Engagement Between Learners

Possible virtual options: Large or small group work using webinar platforms (see tips on choosing a webinar classroom below).

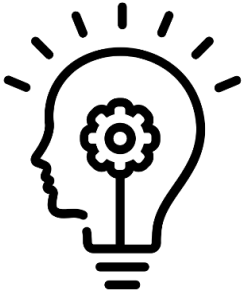
Use interactive tools such as chat functions (can chat with whole group or you can team up specific learners and ask that they chat to each other), hand raising, sharing screen, white boarding, break-outs, etc. If groups are small enough, welcome learners to use their video cameras and to raise hands electronically and wait to be unmuted, or unmute themselves, in order to speak. You can also appoint guest facilitators from the learners and allow the learners to manage a session, practice a skill, etc.

Assign teams of learners to speak separately via email, phone, etc.

Use discussion boards, blogs, shared docs like Google Docs, private Facebook, Slack or Instagram chats for learners to weigh in on assignments and each other’s work.

Use other online forums, through an LMS if an option, or via ClassDojo, Padlet, Google Classroom.

Group text messaging tools such as ClassPager, Remind101, ClassParrot, and GroupMe are popular on college campuses and with young professionals, and allow individuals to share GIFs, memes, “like” messages, etc.



Engagement with the Content and Material

Possible virtual options: Record yourself delivering a lesson that can be shared with your students via URL or an email attachment. Some options for creating recordings include:

Screen and video recording tools like Loom or Screencast-o-Matic.

Record functions in web-conferencing applications like AdobeConnect or Zoom, Smartphone video or computer webcam recording.

Consider starting a podcast if you anticipate a continuous need for recordings. To do so, you will need, at a minimum, a good microphone, some recording and/or editing software like GarageBand (Mac users), Mp3myMp3 Recorder, or Audacity, and a podcast hosting service like Buzzsprout or iTunes. You will want to include download links for your eLearning podcast directly within your eLearning course or eLearning site, if you have one.

Provide articles or reflective assignments that require learners to journal (on a shared site or individually).

E. Putting the Pieces Together

In a F2F course, you would have all three levels of engagement at various points in a program throughout the course of a day or multiple days. How does this work in a virtual training?

Think of it as a puzzle. How can the different activities fit together to create all three levels of engagement for a learner? Weave together a variety of methods and activities and plot a timeline for when any synchronous engagement will take place and when any assignments are due.

For delivering all or part of your program virtually, plan to stretch out the timeline over the course of weeks or even months. Do not expect learners to

consume more than 90 minutes of virtual education in a day. If you must do more than that-include extensive break time, more than an hour.



Consider whether your long term and future educational delivery plans can incorporate the “flipped classroom” concept. This is a highly effective structure that allows the peer engagement to occur in person and other pieces to occur virtually.³

Here is one example of how the learning pieces can connect.

Piece It Together Possibilities

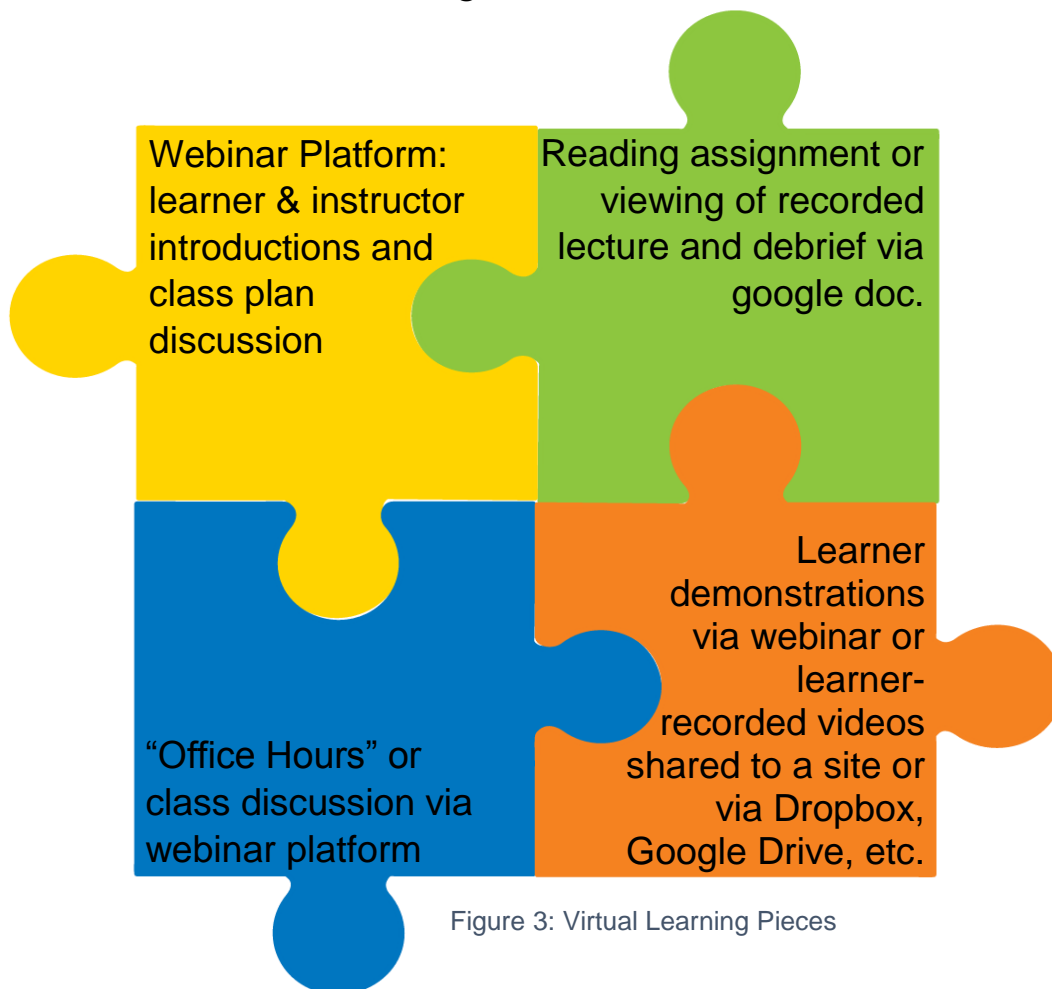


Figure 3: Virtual Learning Pieces

³Clay, C. (2012). Great Webinars: How to Create Interactive Learning That is Captivating, Informative and Fun. San Francisco: Pfeiffer.

F. Design Tips:

In a live training, provide some interactive element every 3-6 minutes. Depending on the platform you are using, there may be the ability to conduct a poll, provide a quiz, use a chat box, share the host or facilitator function with participants, raise hands, click on a button to agree or disagree, and other tools.

Expect activities you would do in person to take LONGER online. They just do! A large group discussion in a F2F meeting when done in a chat box will take at least ten minutes longer, maybe more depending on the participation level.

You do not need an LMS to house all these pieces, but if you have access to one or want to do a lot of virtual training, there are many options at various costs (see below). Otherwise, you can share each piece separately throughout the course, through a shared document site, email, DropBox, etc. You can also consider one of the free/low cost and simple course platforms such as CourseSites, Thinkific, Podia, Ruzuku (includes webinars), LearnWorlds, and others.

**Pro
Tip!**

If an LMS is impractical, try a free or low cost course platforms, i.e., [CourseSites](#).



Think creatively about how face to face activities can occur virtually. What activities do you love that you do in person? Crowd-source ideas for how that could happen virtually. Most of us are not in the business of developing games or other immersive virtual exercises, but a simple PowerPoint with music and the use of hyperlinks can mimic a very basic, low-tech “choose your own adventure” type activity. One idea is to partner with a university/college students to help design learning “games” for school credit. Try creating quizzes, self-paced challenges, or interactive games yourself using an application like Kahoot.

G.Delivery

- **The Webinar Classroom**

In terms of synchronous learning, consider the webinar as really three different “classrooms” and the way you use them should really tie to your learning objectives. The more complex learning transfer you are hoping for, the smaller and more interactive the session should be.

100 +
People

Information
Sharing

Limited
Interaction

Webcasting

Think of it as a lecture hall that is primarily for sharing information and includes limited interaction. Note that a panel, the popular practice of using more than one speaker on a topic, is still a lecture. If you feel that your main objective is to share simple information that does not need to be applied or practiced, and that you need to reach a large audience, webcasting may work. We still recommend utilizing the interactive tools available on these platforms, to the degree you can manage the input and acknowledge learner participation. For instance, if you ask a question in the chat box, and get 450 responses and don't acknowledge or read any of them, learners will wonder why they bothered. If, however, you alert learners at the beginning of the session that the chat is for them to talk to each other, and that you may not respond yourself, then the chat can work well. On the other hand, using the “thumbs up” or polling tools pose little challenge even with a large audience.

30-50
People

Skill
Building

Web Workshop

Think of small learning groups on a webinar platform as web workshops. These are similar in size to the interactive, peer-based education sessions you would do in a F2F environment. As a good rule, when wondering how many people you should allow, think about how many people you would allow if it were in person. Then downsize from there, since generally speaking, online activities take longer than in person activities and the more learners you have the more time it will take. Web workshops are great opportunities to think creatively about the use of break-out rooms, role playing, skill demonstrations from learners, and other active learning.


15-30
People


Discussion
Based


Web Meeting

This is the smallest and most interactive use of the webinar platform and is a good opportunity for joint decision-making, collaborating, and sharing experiences. Consider keeping these meetings quite small, 15-30 is a good number. Use of participant and host cameras increase the intimacy and engagement and allow for meaningful discussion. Break-outs lend to lots of activities that aid in consensus building and analysis of problems.

Possible Web Classroom Activities:

Traditional F2F	 Virtual
Participant Introductions/Mingles	<ol style="list-style-type: none"> 1. Chat: present an opening question. 2. Polling: ask simple Yes/No question. 3. Icons: ask for a show of hands.
Ice Breakers	<ul style="list-style-type: none"> • Use whiteboard
Peer-to-Peer Discussions	<ol style="list-style-type: none"> 1. Chat: assign one question to each small group (four to five peers). 2. Whiteboard: share whiteboard; use group grid or matrix.
Self-Assessments	<ol style="list-style-type: none"> 1. Handout: complete questions in handout. 2. Then polling: share results with group.
Charting Ideas on a Flipchart	<ul style="list-style-type: none"> • Whiteboard: unmute phone lines and chart discussion.
Role-playing or Practicing	<ul style="list-style-type: none"> • Role play: ask for two volunteers; unmute their phone lines.

Traditional F2F	 Virtual
Modeling Behavior	<ul style="list-style-type: none"> • Host and presenter: present an effective interaction using a model or applying concepts. • Then chat: Ask learners to give feedback
Coaching Participants	<ul style="list-style-type: none"> • Polling: present sample statement (or show video); ask whether it is effective. • Then chat: Ask learners for feedback.
Asking for Questions from Learners	<ul style="list-style-type: none"> • Question and answer chat: use separate chat or specific Q&A pod.
Asking Open-ended Questions	<ol style="list-style-type: none"> 1. Chat: pose interesting question and ask for input. 2. Polling: offer multiple choice responses; allow learners to see results. 3. Then chat: ask for additional clarification.
Asking Closed Questions	<ol style="list-style-type: none"> 1. Use thumbs up to indicate agreement; thumbs down to show disagreement. 2. Polling: present closed question with Yes/No response; show results. 3. Then call out: call on participants by name to explain their response.

Traditional F2F	 Virtual
Checking the Pulse of the Class	<ul style="list-style-type: none"> • Icons: ask for thumbs up or down regarding pace or content.
Presenting a Video	<ul style="list-style-type: none"> • Video: send prior to web session or show it in web platform.
Checking for Understanding	<ol style="list-style-type: none"> 1. Icons: use raised hands or thumbs up. 2. Then chat: ask for application examples. 3. Then audio: call on volunteers with raised hand and unmute their phone line to share an example.

• E-learning Course Sites

Asynchronous learning gives the student the benefit of working at her own pace and time. It can include a spectrum of learning activities including videos, quizzes, podcasts, shared documents, webinars, etc. Instructors can use a course development site, as discussed earlier, as a “home base” for the pieces of the course.

For organizations that plan to host multiple courses and have many students whom they need to track and grade, an LMS may make sense. There are a whole spectrum of LMS options from simple to complex to use, inexpensive to exorbitant in cost, and with various considerations for how they integrate or operate within your other workplace technology. If an LMS makes sense for you, it should be the starting point for all training activities and learning opportunities, including:

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- ✓ Course Creation
 - ✓ Content Storage
 - ✓ Enrollment Process
 - ✓ Delivery
 - ✓ Taking Courses
 - ✓ Webinar Delivery
 - ✓ Gamification
 - ✓ Discussion
 - ✓ Social Sharing
 - ✓ Certification
 - ✓ Reporting

Figure 4: Learning Management Systems Options

III. Conclusion:

As we continue to learn “from a distance,” let us continue to conceive how we can gather, engage, and collaborate better and more meaningfully using all the tools available. Physical distance alone does not inhibit learning; it is the psychological distance that impacts us most.⁴ Engage-Engage-Engage.

⁴ “Theory of Transactional Distance”- Michael Moore. Physical distance is not as important as psychological distance when it comes to engaging learners.

IV. About the Authors



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