

Virtual Learning Design Standards

October 2020



Most Important Person



The Learner



EMPATHY

ENVIRONMENT

4 E's of Virtual Learning Experience

ENERGY

ENGAGEMENT



86% of virtual classroom participants rated the experience “just as engaging” or “more engaging than” traditional classroom training.

<https://trainingmag.com/virtual-vs-classroom-training>

Reason VILTs Fail

???

#1 Reason VILTs Fail

Lift & Shift

What worked there will not necessarily work here

Changed
the venue

Cut the time
allotted

No modification
to existing
content

Throw away
hands-on
activities

What happened

What needs to happen

Upskill
facilitators,
designers and
participants

Evolve content
(decks, guides,
materials and
breakout rooms)

Create
hands-on
activities

Leverage new
opportunities
for connections

Establish ROI
methodology
for learning
outcomes

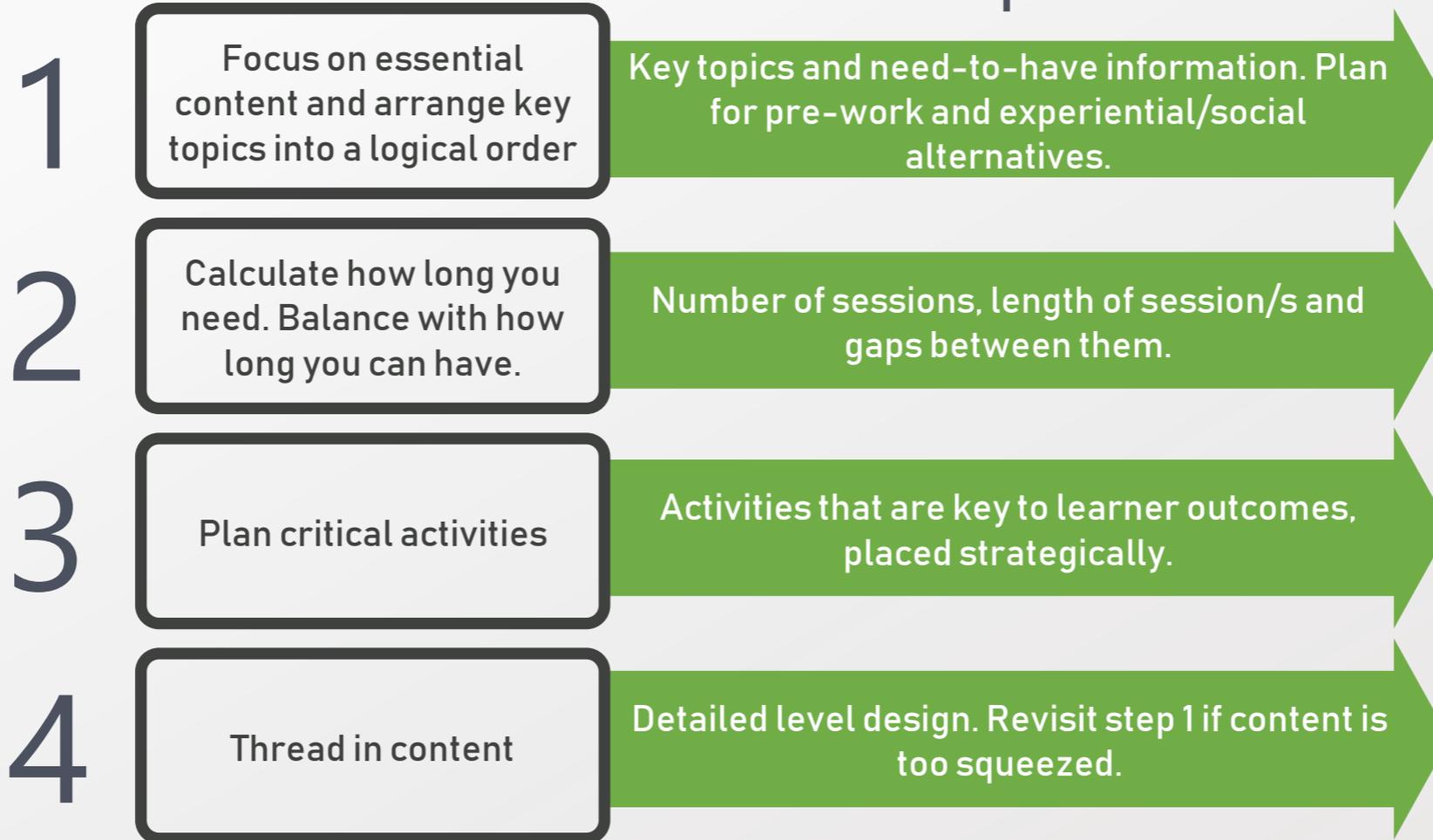
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4-STEP PLAN

1. FOCUS ON ESSENTIAL CONTENT AND STRUCTURE KEY TOPICS INTO ORDER
2. PLAN SESSION DURATION AND SCHEDULE
3. PLAN CRITICAL ACTIVITIES
4. THREAD IN CONTENT

4-STEP PLANNING

Output



01 FOCUS ON ESSENTIAL CONTENT

FOCUS ON ESSENTIAL CONTENT

Questions to ask yourself and the Subject Matter Experts when deciding what to include

1. Why are we considering including this? Look for learner-focussed reasons.
2. Do they need all of it?
3. Is there too much information for this session? What are the least useful parts of it?
4. What can be done before they come to the session? Consider reading short articles, creating information sheets or micro-learning, watching a video, listening to a podcast (consider your audience and how much time they have/how much control they have over their time).
5. What can be covered in another way entirely, eg by experiential or social learning?
6. In selecting what to include in the live session, pick the parts that will benefit the most from discussion, anecdote-sharing and a feeling of community, or practicing skills with other people.

Top Tip for converting existing ILT

Use the facilitators who have delivered the material plenty of times to identify the most useful parts of the session. Lose the sections that don't work so well.

Focus effort on the parts that land best with learners.

02 DURATION AND SCHEDULE

Plan session duration and schedule

- How long does your content need?
- How long can you realistically have? It's often a delicate balancing act or a compromise
- Split into sessions if the content is longer than 90 mins
- Single session with breaks or multiple sessions?
- How long between them? Hours? Days? Weeks?
- Consider possible drop-out rate and think about what will encourage them to come back. New content in the next session? Help with their real-life challenges? Consider communications and what will motivate the learners to attend
- How can you use the breaks or time between sessions for participants to do activities they can't do in-session?

Virtual Learning Design

Best Practices

Frequent interaction
from participants-
every 3-5 mins

90 minute maximum
per VILT session

Average 50 minutes
content / 10 minutes
break*



Maximum 2 breakout
room engagements
per VILT session

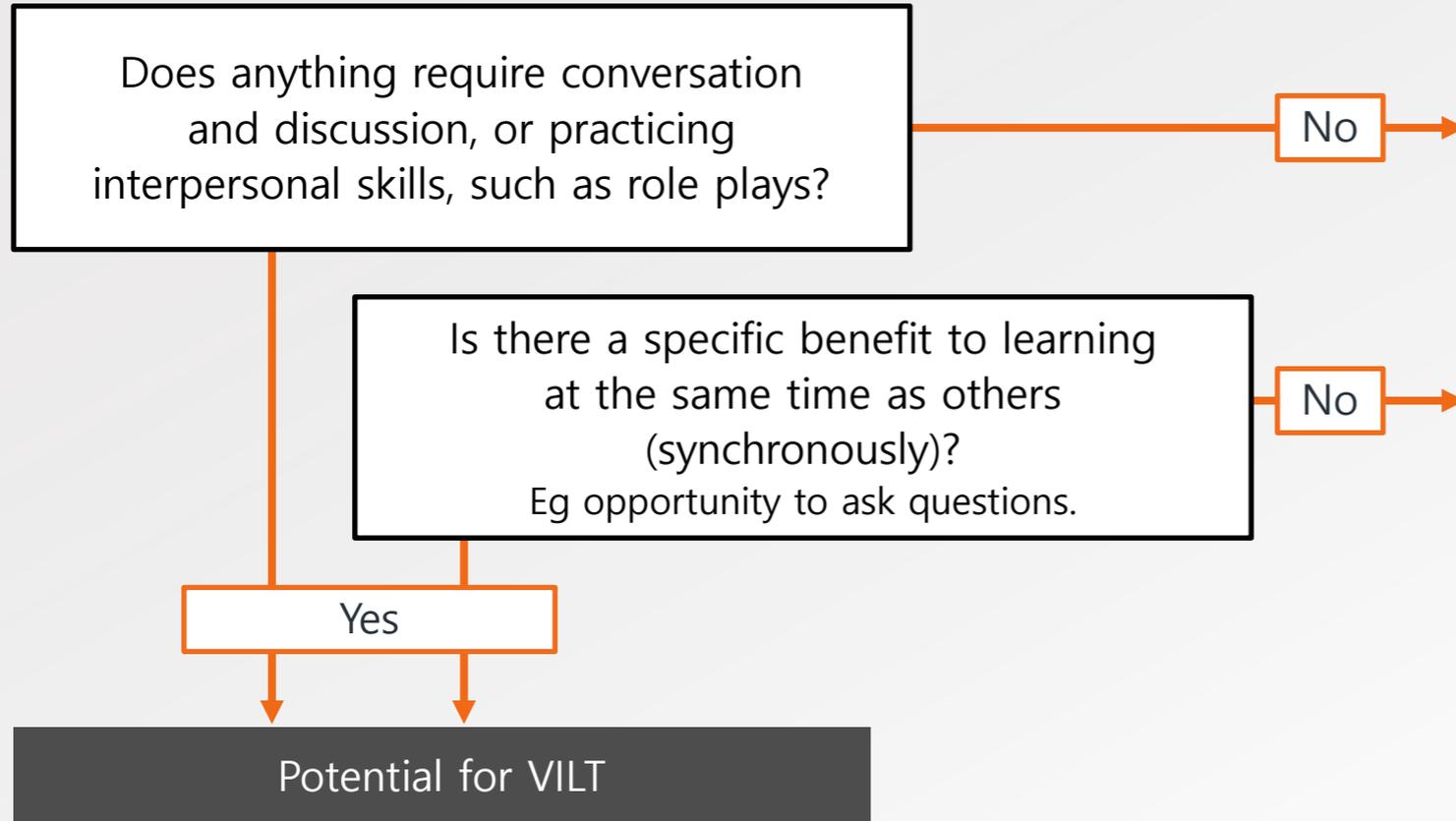
Consider audience
(size, location,
accessibility)

Don't assume VILT is
the best method

03 PLAN CRITICAL ACTIVITIES

DESIGN CONSIDERATIONS

What other content-type could it be?

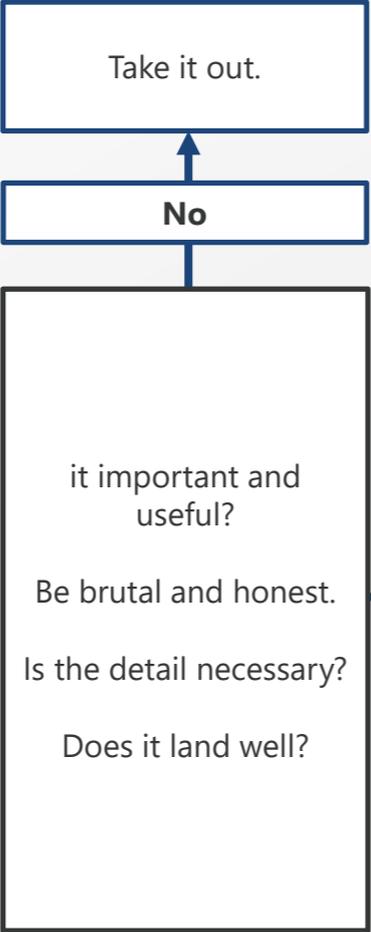


Consider content-type other than VILT

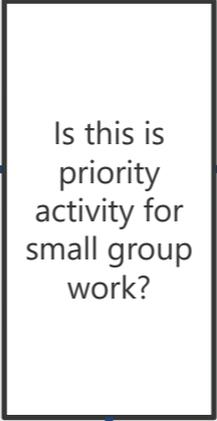
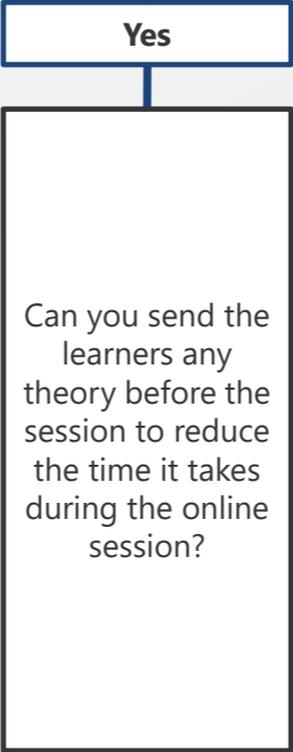
- eLearning / WBT
- Podcast
- Infograph
- Quick reference guide/job aid
- Video/animation
- On-the-job learning where practical

Plan the VILT activities

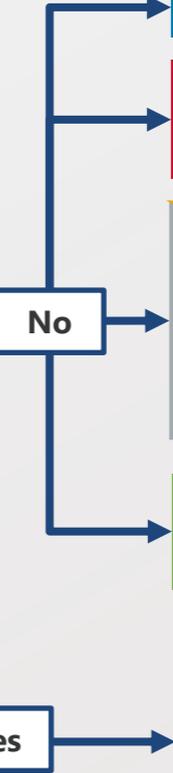
- ILT elements**
- Tell
 - Demonstration
 - Plenary Discussion
 - Individual Work
 - Role Play
 - Small Group Discussion



Pre-course
eLearning / eBook / quick reference guide / video / animation
How do you present it to make it easy for them and make them want to do it?
Opening with a video increases engagement



- Virtual Learning elements**
- Check understanding
 - Short video/animation
 - Share screen and demo
 - Annotate slide / Text chat / Mic comments
 - Individual work during breaks or between sessions
 - Volunteers in main group
 - Breakout Room

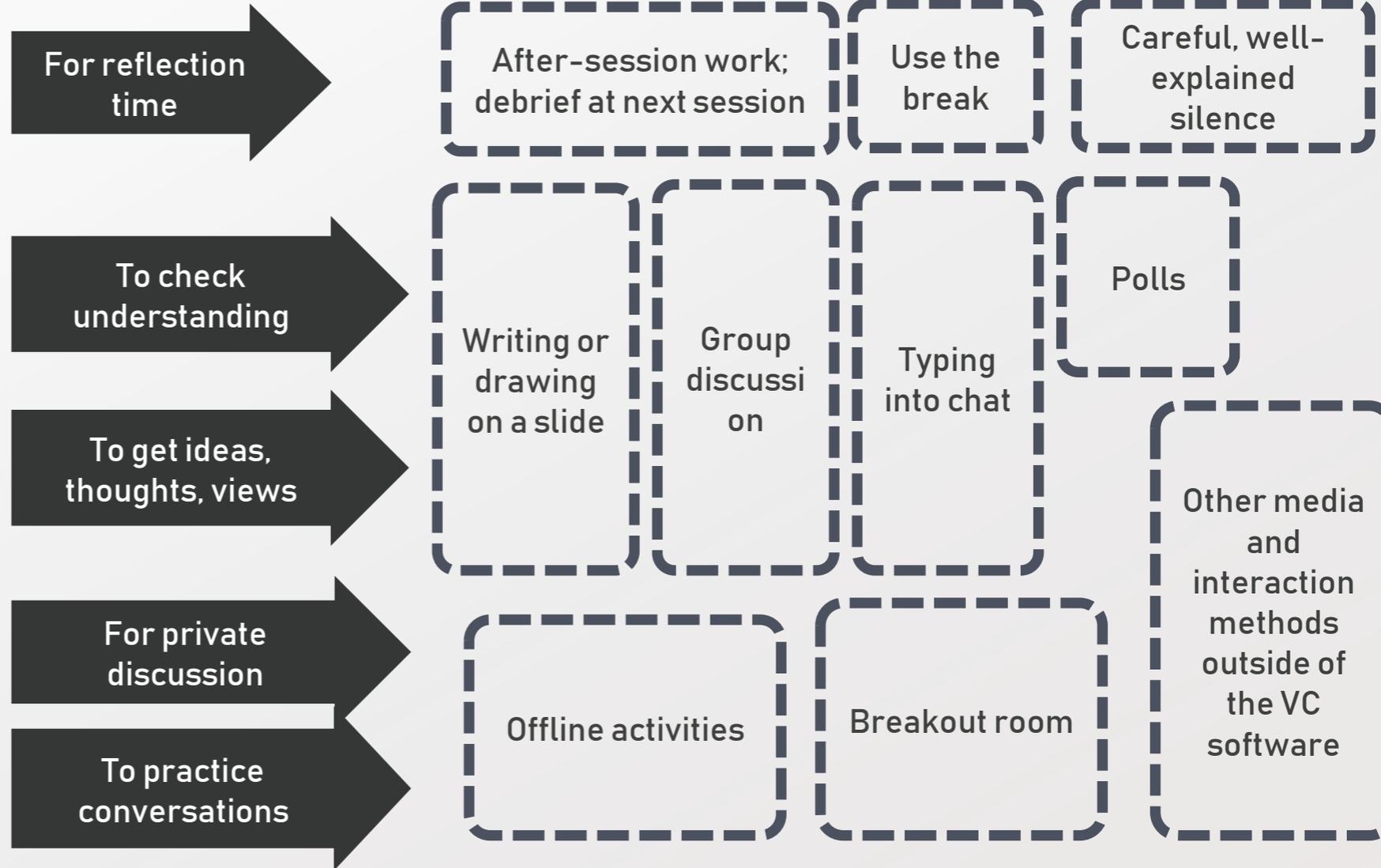


WHAT ACTIVITIES SHOULD I USE?

What are the best activities you can think of that will get the right outcomes for the learner and get the best from VILT/Live Online Learning?

- How long will they take?
- Where in the session do they need to sit to be most effective, and how long do they need?
- How much breathing room do they need, to make sure they aren't rushed?

Plan those in first.



For large groups (15-20) consider time when planning activities, eg avoid open discussion on mics.

Ice breakers and Energisers



Ice breakers and energisers



Find an object and
tell us about it



Answer 2-3
questions in small
breakout groups



Try to find 3 things you
have in common in small
breakout groups



Quick self-introduction in
chat



Stamp your location on a
world/country map
(larger audiences)



Play a game

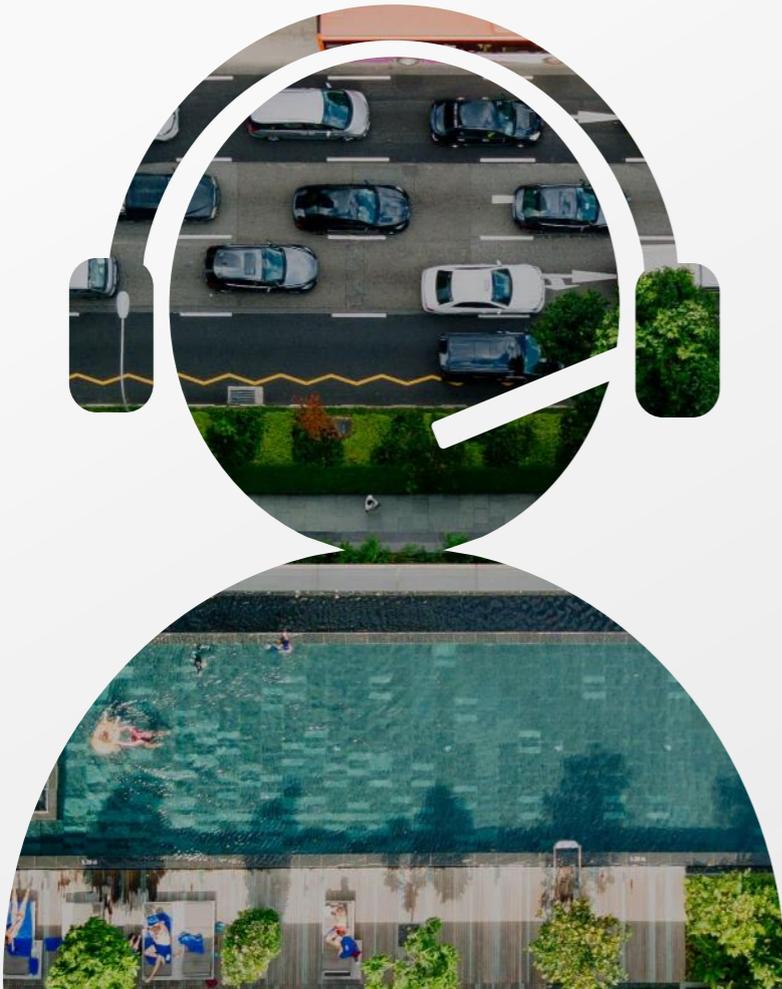
Storyboard Example

		 Chat  Tell  Annotation  Questions/ Discussion  Break-out  Working Break  Video		
5:00	Welcome (10mins)	2.5min	<ul style="list-style-type: none"> Delegates introduce themselves via Chat (name, location, role) 	
		7.5min	<ul style="list-style-type: none"> Facilitator introduces programme and shares journey, objectives, outcomes 	
10:00	How do I identify change opportunities in my area of	2.5min	<ul style="list-style-type: none"> Delegates share examples of personal change (weight loss etc) by annotating a slide 	
15:00		10min	<ul style="list-style-type: none"> Facilitator debriefs by asking direct questions around "what did you need to say "yes" to change" - facilitator brings round to elements of AMT and PS Key takeaway: You all said "YES" to change and AMT and PS led to it 	
20:00			<ul style="list-style-type: none"> Facilitator brings out key concept of saying "yes" to change We do that through achieving AMP and PS (introduce these concepts on a slide) Pivot into we can do this by understanding what's in our control... making internal changes to thrive amidst external change we can't control 	
25:00		10min	<ul style="list-style-type: none"> Facilitator explains concepts of VUCA, and how we can categorise external change as VUCA forces impacting our business areas/domains Delegates share some of the VUCA forces affecting them via Chat. Facilitator reads them out and highlights commonalities etc. (virtual snowball activity?) 	
30:00			<ul style="list-style-type: none"> Change 123 video introducing concepts of Sigmoid, Operating model and how you can come up with internal change to respond to the external (VUCA) change 	
35:00	5min			
40:00				
45:00				
50:00				

02 THREAD IN CONTENT

WHAT'S GOING ON FOR THE LEARNER?

Consider this throughout the whole design process.



MOTIVATION

Why *should* they listen?

Are you giving them something new and relevant?

CONTENT

What can they see?

What can they hear?

Do they complement each other?

INTERACTIVITY

When did they last feed into the session?

Do they know when they will next feed into the session?

ENGAGEMENT

Are they interested?

Do they understand?

What will they do if they don't understand?

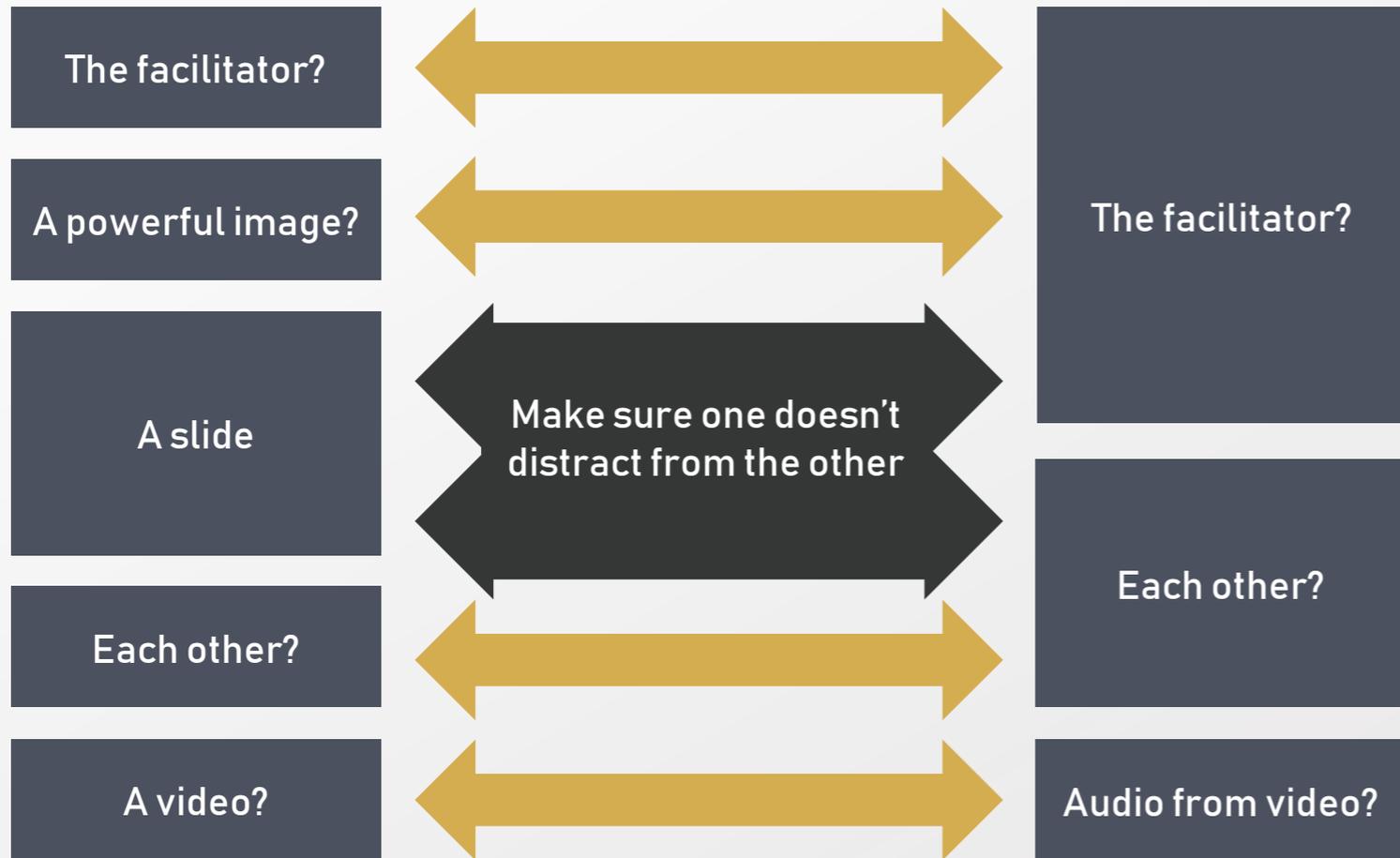
Are they engaged emotionally?

What are they feeling?

THREAD IN CONTENT

What can they see?

What can they hear?



If you stop sharing your screen, participants can see each other on webcam in grid format. This is a positive thing to do, particularly in discussions.



WHAT TO PUT IN THE SESSION

1. Quick, frequent interactions

Build prompts for quick interactions into the facilitator guide every 3-5 minutes if possible, but don't crowdbar them in if you can't think of a useful thing to ask them at that point.



“Have you come across this in your work?”
(Yes/No)

“What do you think? Will that work?”
“Is that the right answer?” (Yes/No)

“Do you agree?” (Yes/No, invite hands up for comment)

WHAT TO PUT IN THE SESSION

2. Text Chat

- Useful for taking opinions, questions and thoughts.
- Allow a few moments for the first entries, then read them out with comments whilst others are typing
- Don't go through more material whilst attendees are commenting in text chat
- Chat can also be used informally during the session for attendees to add thoughts, share related links and information, and report any problems

Chat (Everyone)

WHAT TO PUT IN THE SESSION

3. Screen share

Presenters or participants can share their screen to demonstrate actions.

- Participants can annotate a shared screen, eg attendees vote where to click next in software, using their star stamp;
- Facilitator selects 'Pause and Annotate' to enable this.



Share presentation/visual aids.

It doesn't have to be PowerPoint.

Share a video

Share an application for software or process-based training

Share the intranet to show how to navigate to procedures or guidance

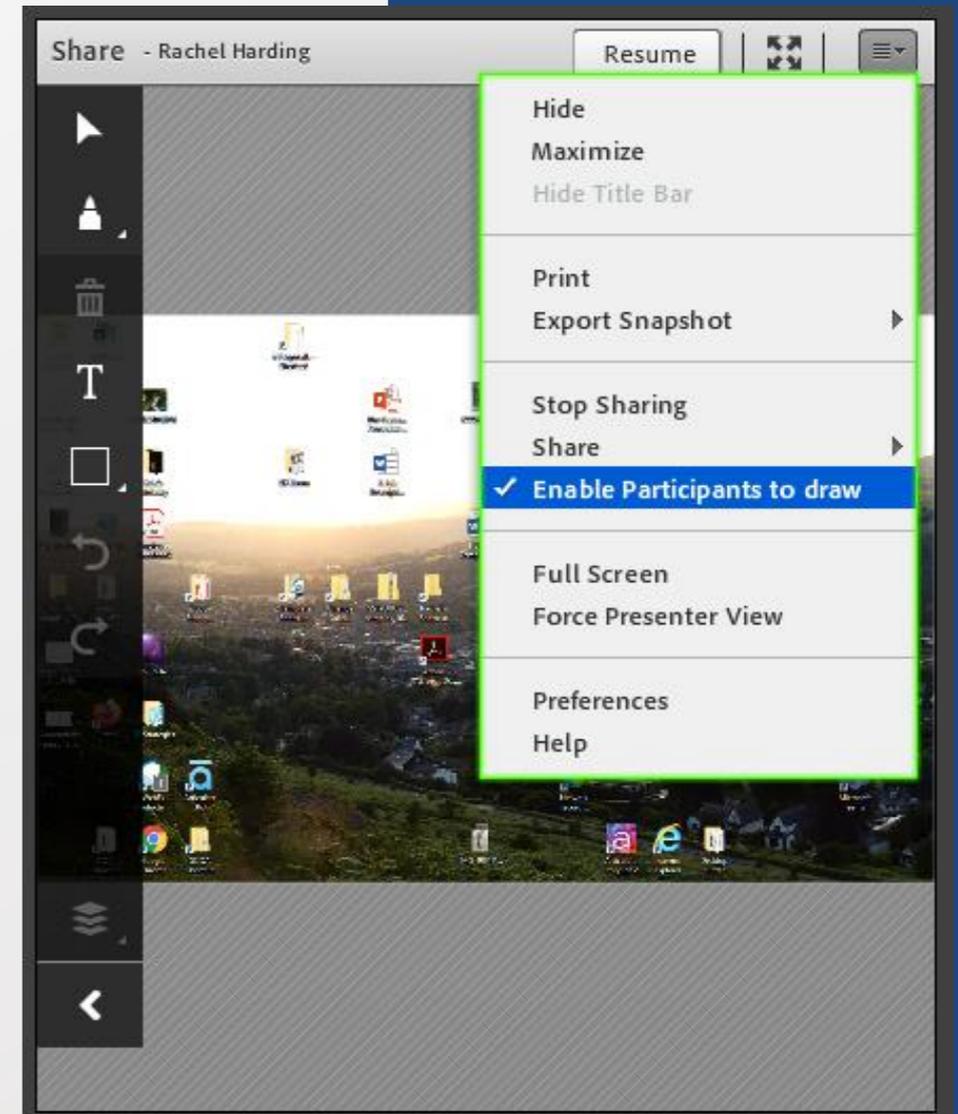
WHAT TO PUT IN THE SESSION

4. Annotation

Use to gather opinions and ideas; test knowledge; lift the energy and mood

For example:

- Voting for the right answer using stamps
- Confidence check – mark yourself on a line
- Icebreakers (e.g. tell us where you are on a map)
- Writing ideas in swim lanes or allocated spaces
- Using the highlighter tool to fill in puzzles



Examples of slides for annotation

When I said 'Yes' to change

1 7
2 8
3 9
4 10
5 11
6 12

Annotate Text Draw Stamp Arrow

This slide features a header with the text "When I said 'Yes' to change". Below the header is a grid of 12 empty rectangular boxes, arranged in two columns of six. To the right of the grid is a vertical toolbar with icons for "Annotate", "Text", "Draw", "Stamp", and "Arrow".

- Puzzles – use highlighter

BREAKOUT
COLLABORATION
CROSS
DRAWING
HANDS
LEARN
LISTEN
MARKUP
MICROPHONE
POLL
QUESTION
REMEMBER
SHARE
TEXT
TICK
WHITEBOARD

N X U Q P I W Q W X E
A V E F T T H S H A R
D J S O S U S A S K N
R U D D Q O H G N O E
A G Y K R K B H H D T
W K X C K A B P P R S
I G E I V E O P E O I
N O I T A R O B A L L
G I D Z C B M E E C I
I Y S I V E A A V T R
K G M K M X R U S X I
Q S H E K N K E Z E D
S I R T A G U I W T J
R I K B Y Q P N D H E

This slide contains a word search puzzle. On the left side, there is a list of 16 words. On the right side, there is a 10x12 grid of letters. The words are hidden within the grid.

- Marked out spaces for participants to use
- A reminder of the tools to use
- Task in the header

Which of these was most at play in your change?

Use the stamp tool to put a tick in the appropriate bucket.

Autonomy Mastery Purpose Safety

This slide has a header with the question "Which of these was most at play in your change?". Below the header is a sub-instruction: "Use the stamp tool to put a tick in the appropriate bucket." There is a small toolbar with a stamp icon. Below the instruction are four empty trapezoidal shapes, each representing a "bucket". Underneath each bucket is a label: "Autonomy", "Mastery", "Purpose", and "Safety".

- Circling answers to questions

Which planet is nearest to earth?

Mars The moon
Pluto

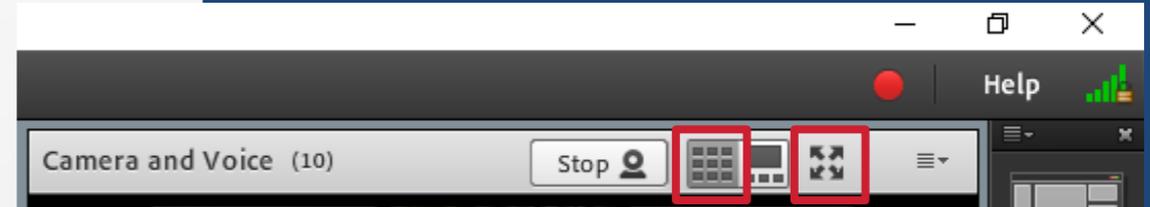
This slide features a question in the header: "Which planet is nearest to earth?". Below the question are three light blue circles. The top-left circle is labeled "Mars", the top-right circle is labeled "The moon", and the bottom-center circle is labeled "Pluto".

5. Face to Face time

If everyone is using a webcam, stop sharing visuals so that participants can see each other in Grid layout.

This is a positive thing to do, particularly in discussions.

It increases engagement and makes attendees feel part of the experience.



Use Grid View throughout the session.

For face to face time, make it full screen for everyone.

Remember to focus on the camera and not the videos.

6. Breakout Rooms

- Allow plenty of time for a breakout session and its debrief. Ideally there should be only one per session (maximum two), and it is a critical activity that should be planned in before anything else.
- Prepare a layout for each breakout room with a new chat, a Notes pod, and a slide showing the task.
- Make sure the facilitator guide is tightly scripted for a Breakout Room. It should cover details for the facilitator and moderator on:
 - What you would like attendees to talk about or do
 - Which slide to display in the Breakout group
 - How long they will have in the breakout
 - Whether the facilitator will visit the rooms to check progress and answer questions
 - What attendees should bring back into the main room and how, eg use a Notes pod

Debriefing Breakout Rooms

Use a Debrief layout

Bring Breakout notes back into the main room using the Breakouts menu in Pods.



Timing is vital

- Plan it down to the minute
- Remember the best practices:
 - Max. 90mins
 - Frequent interactions (3-5mins)
 - Max. two breakouts per session
 - Allow about 10 mins of break time per 45-50 minutes of content

05

CONVERTING EXISTING MATERIAL

Test and enhance

Once your design is formalised, test all the elements before committing to a final plan.

This can take some time but will ensure that your Virtual Learning addresses the outcomes well, and can be delivered as intended.



Check the content can be delivered in the time allowed



Check that the design of the sessions works



Gain feedback from a sample of your defined audience



Ensure facilitator practices the materials to be proficient in the flow



Ensure moderator and facilitator can work seamlessly to ensure smooth delivery



Enhance based on your feedback, then test again

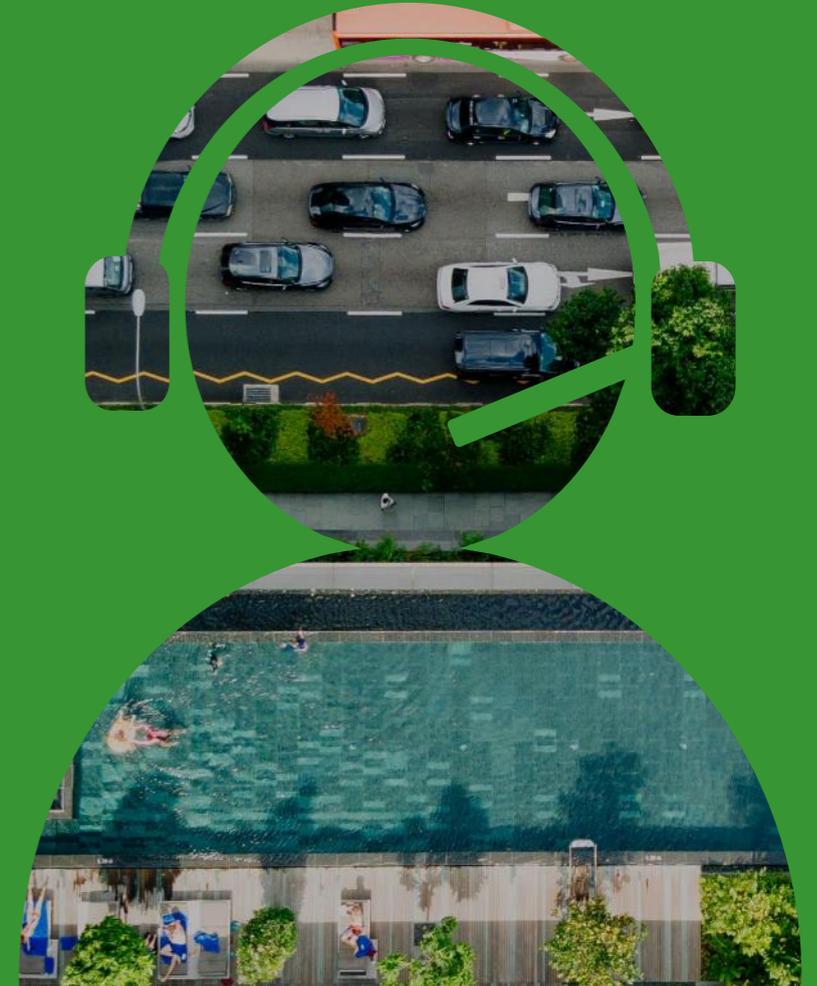
Group Size

- For large groups (20+) consider the extra time some activities could take, e.g. avoid open discussion on mics.
- Try to keep interaction through stamping activities, quick interactions
- Breakout groups of 4-5
- Adobe Connect has a maximum of 20 Breakout Groups



What makes a great Virtual Learning Experience?

- Energy is high at the start of the session and the mood is light
- Frequent interaction from participants – every 3-5 mins
- Minimal complex content per session
- Have a moderator
- Slides are used when needed but not all the time
- Use participant video throughout for connection
- Media-rich, including short videos/animation
- Use a variety of activities keep participants engaged and allow everyone chance to input
- Ensure group activities are well-planned, clearly explained and are not rushed
- Stick to your time / schedule
- Maximum of two Breakout Rooms in a session
 - There don't have to be any at all
- Consider your learners – design & deliver for them

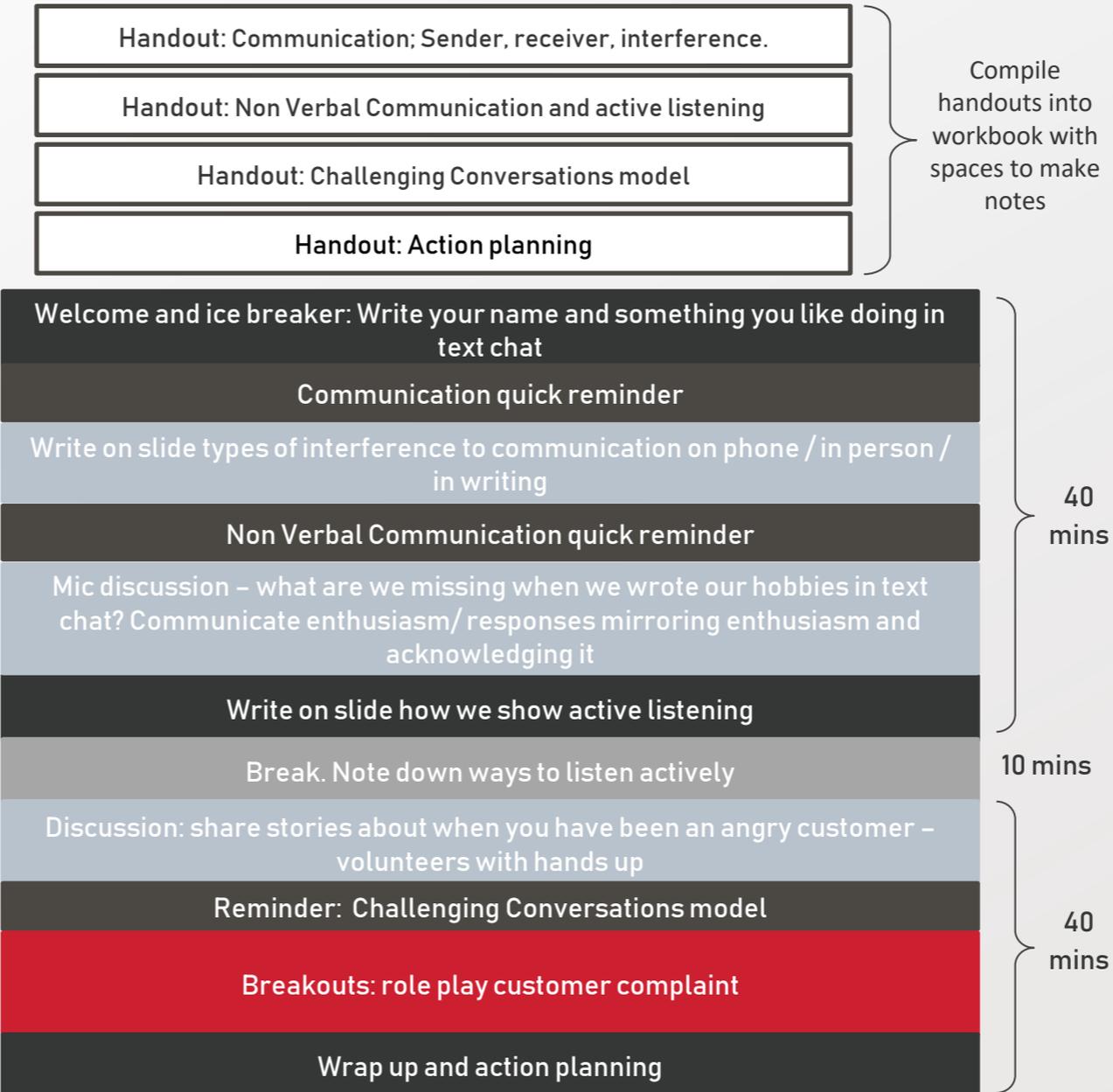
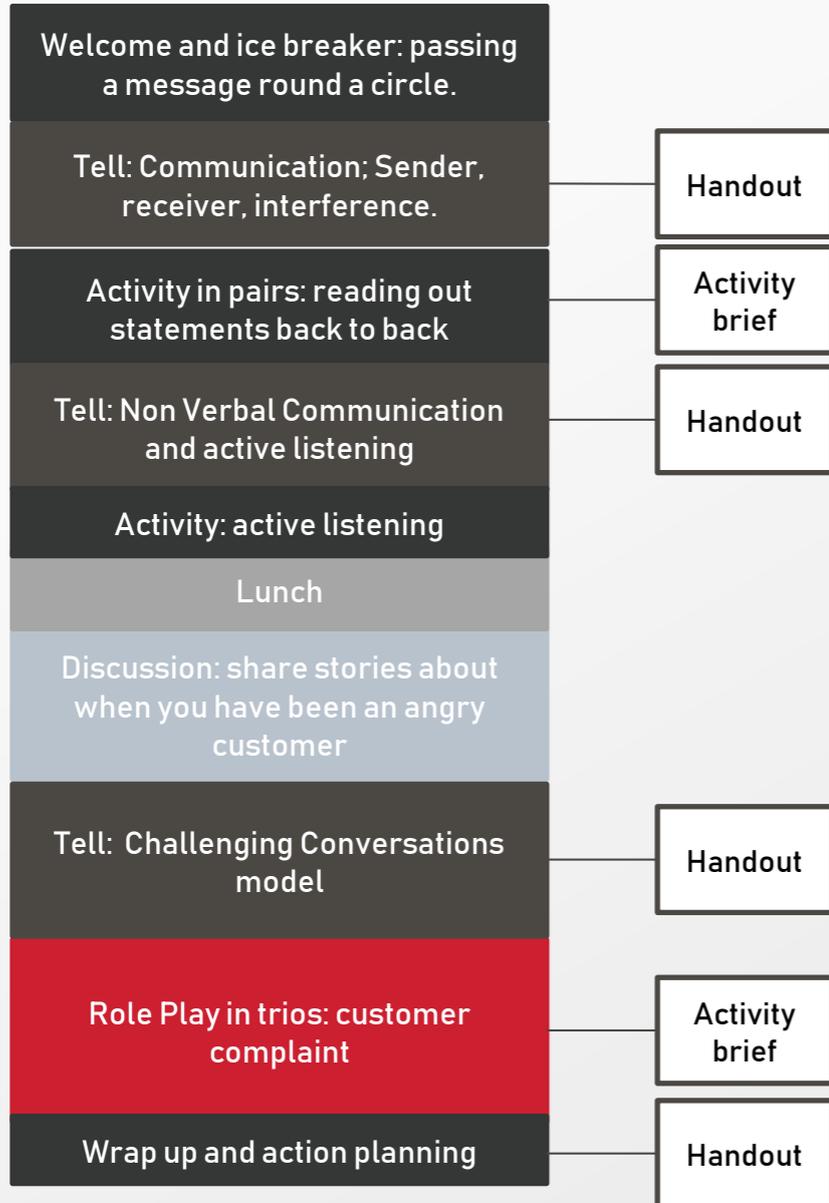


Rapid conversion from ILT to Virtual Learning

- For urgent conversion projects, strip out excess content, convert key activities without much content change and test Minimum Viable Product
- Iterate with feedback and improve the session in an Agile method.

What would a rapid conversion look like?

Current ILT



Important

- Set a shelf life for any rapid conversions so that they can be revisited.
- Evaluate sessions, iterate and improve.

Same structure as ILT. Activities converted to Slide annotation, discussion etc.

Handouts (or learner guide) used to quickly create pre-course in order to condense timeline.

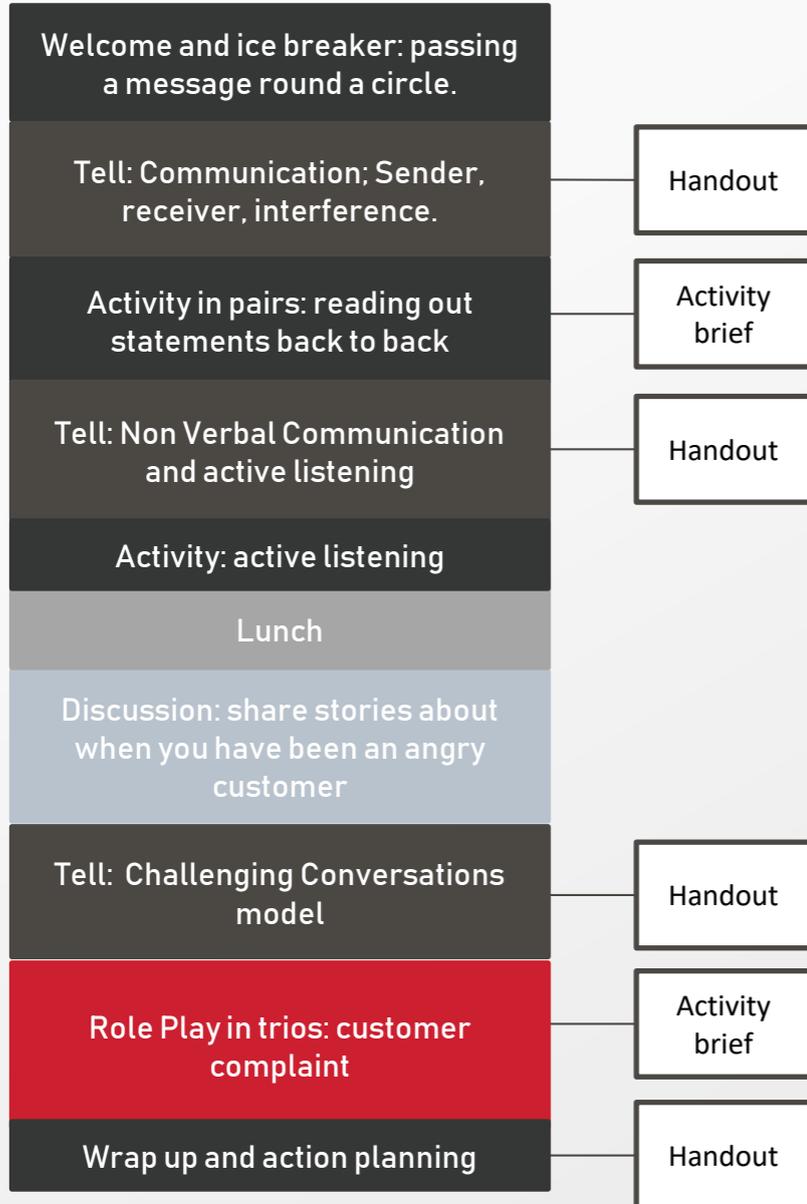
Redesign to Virtual Learning

Redesign involves:

- Considering how best to engage the learner and put the information into context so that they can quickly see the relevance to their job. No captive audience > give them a reason to stay, and help them make sense of it
- Think about using a story and building the messages around it
- Is the order right in the new structure?
- Media-rich – what can be made into a video for variety, brevity and to ensure a consistent message?

What would a Redesign look like?

Current ILT



Session restructured and built around a story – a customer with a complaint and the Agent taking their call. Work the information around the story and look at how changes affect the outcome.

This is done to increase the learner engagement level and help make the theories to make sense in context so that they can understand it more easily in the condensed timeframe.

The videos add variety to the session.

40 mins

10 mins

40 mins

Virtual Learning redesigned



Thank You!



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We're at our best when helping our clients achieve their best.
Making a meaningful impact on the world together.

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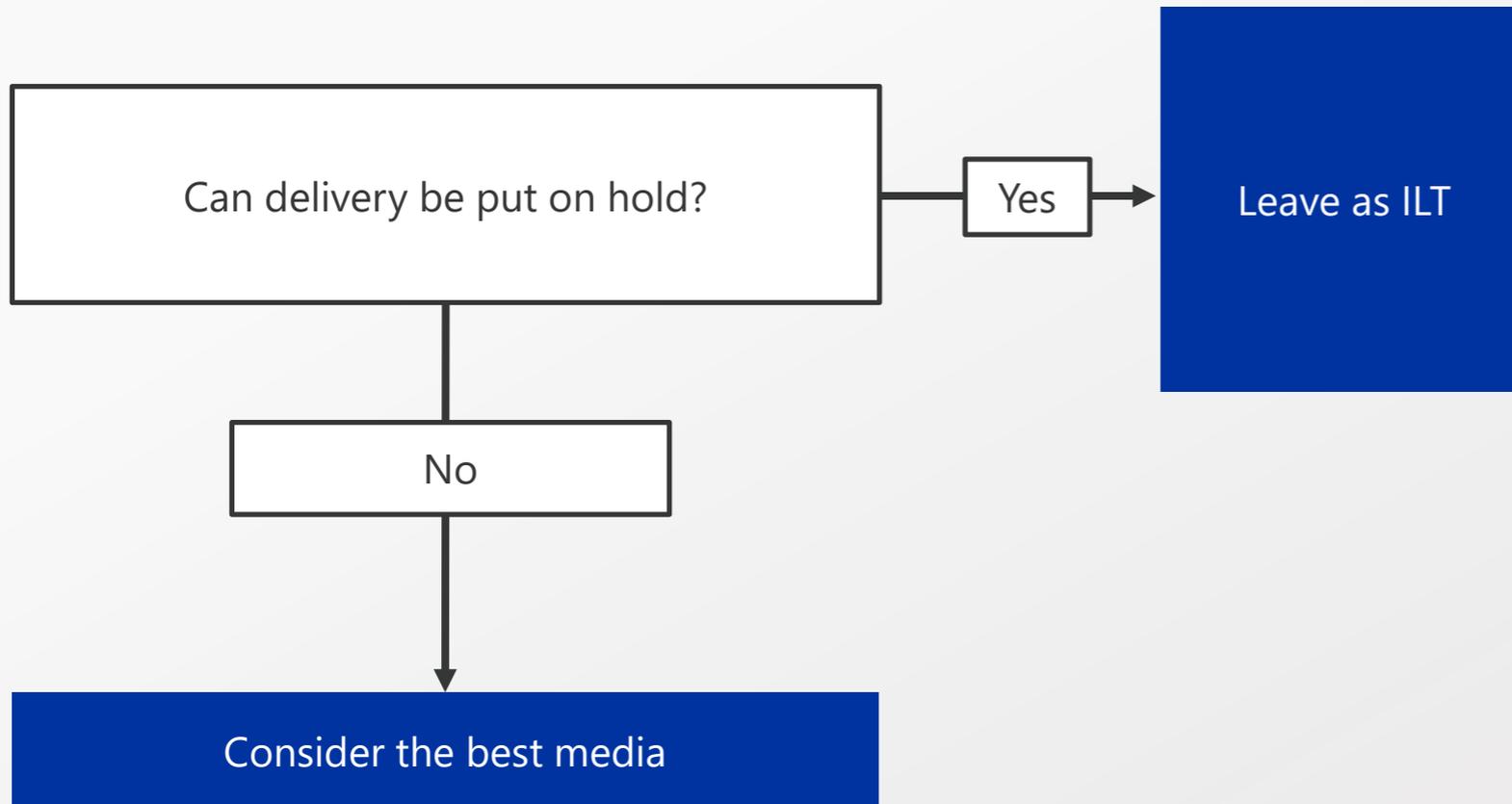


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Why should you keep something as ILT?



- Body language is critically important
- Discussion needs space to develop and participants need to feel comfortable speaking (eg sensitive subjects)

What other media could be effective?

- eLearning
- eBook
- Quick reference guide/job aid
- Video/animation
- On-the-job learning where practical

