Teaching Validation Online

Adapted from Campbell University, Adult & Online Education Dept.

Basics

Teaching online offers many possibilities of reaching people when in-person training is difficult.

Elements of online teaching encompass:

- email
- pre-taped videos
- online meetings
- webinars
- shared platforms or shared drives (example Google drive)
- an internet page
  or
- internet classroom program

You can choose to use one, some or all of these elements.

Types of online "teaching"

- Offering support, answering questions, helping participants solve problems
- Coaching, supervision
- Teaching basic Validation concepts and techniques
- Courses for specific groups of participants (example: family caregivers)

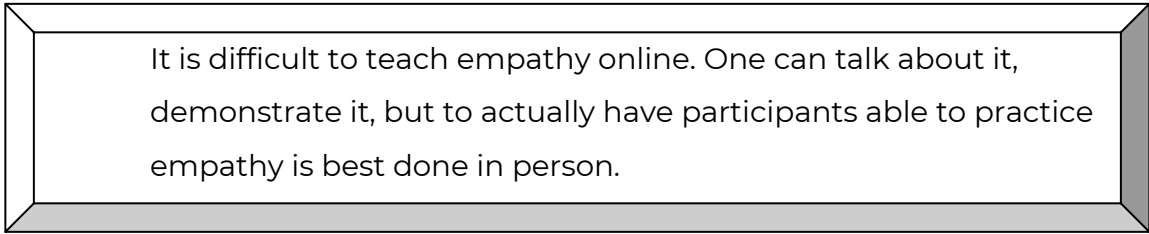### What subject matter can be taught online

It is easy to teach Validation theory and other cognitive information online using pre-recorded videos, webinars or online meetings.

Teaching elements of the basic attitude (below) can be done in many ways and on different levels of competence:

- centering
- observing
- calibrating
- finding an appropriate distance
- using a respectful voice tone
- getting on eye level

For instance, talking about how to do these techniques so that the participant understands is possible by webinar, by pre-recorded video or even linking to the Validation Training Institute´s YouTube channel.
However, these prerequisite techniques must be practiced and participants must be given feedback in order to actually DO them. One can use interactive online meetings to some extent to do exercises – provided that there are not too many people.

> It is difficult to teach empathy online. One can talk about it, demonstrate it, but to actually have participants able to practice empathy is best done in person.

Verbal techniques are, like the elements of the basic attitude, easy to describe and demonstrate online but require some interactive elements in order to integrate. Most people need to practice, get coaching and feedback.
If your participants happen to sit physically in the same room and join your online meeting or webinar, you could schedule a few longer breaks during which these participants get to practice with each other.
If they are not co-located, you could have them connect among each other during the break in a separate Zoom meeting (these can be set up in Zoom as breakout sessions).

Webinars and online meetings

The quickest way to get online is to use either webinars or online meetings.
With a video conference program (like Zoom) you can meet with up to 100 participants. Participants can pose questions and interact with the teacher. You can teach, do role plays, and lead some exercises. Some programs allow you to record the session. These can then be made available to others by posting the recording to a website. . It is also possible to show videos to everyone on a webinar and give feedback.

At VTI we are most familiar with Zoom and have used this program for the past six years. VTI makes our Zoom meetings available to everyone in our Validation family. You can easily set up your own, free Zoom meeting by going to their website. The free meetings are limited to 40 minutes. If you would like to use VTI's professional account, offering meetings longer than 40 minutes, we are making these available to you during this crisis.
Please send requests to Vicki de Klerk so she can set up your meeting.

Webinars can be interactive or lectures. They can integrate Power Point slides, video clips, questions or polls to the participants. Sometimes the speaker is always visible and sometimes only the speaker's voice is heard while participants see Power Point slides. For Validation training, it is important for there to be eye contact and non-verbal communication, so it is recommended for the speaker to be visible most of the time.

**How to show Power Point slides or a video**
The easiest way to do this is for the speaker to 'share' her/his screen so that everyone sees exactly what the speaker has on his/her screen.
Before the session begins, the speaker should open the Power Point presentation and any other documents, videos, etc. that will be shown during the class. All those things can remain open. You can switch back and forth by clicking on the icons at the bottom of your screen.
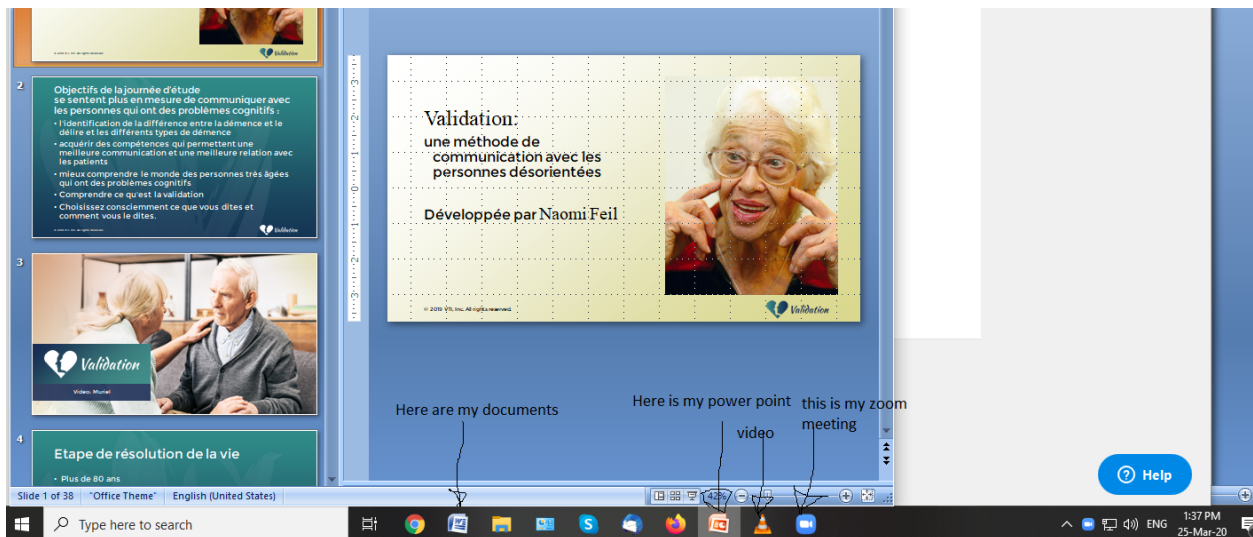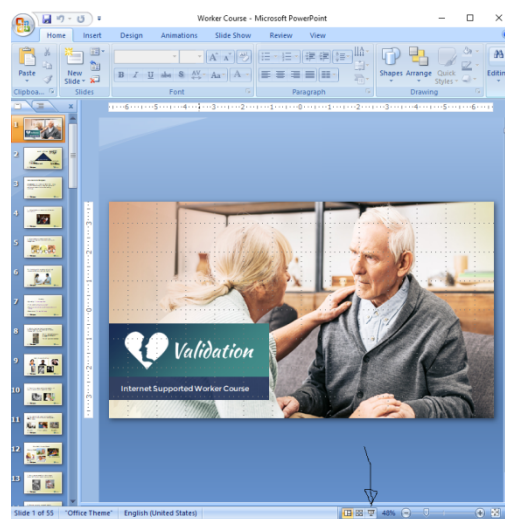

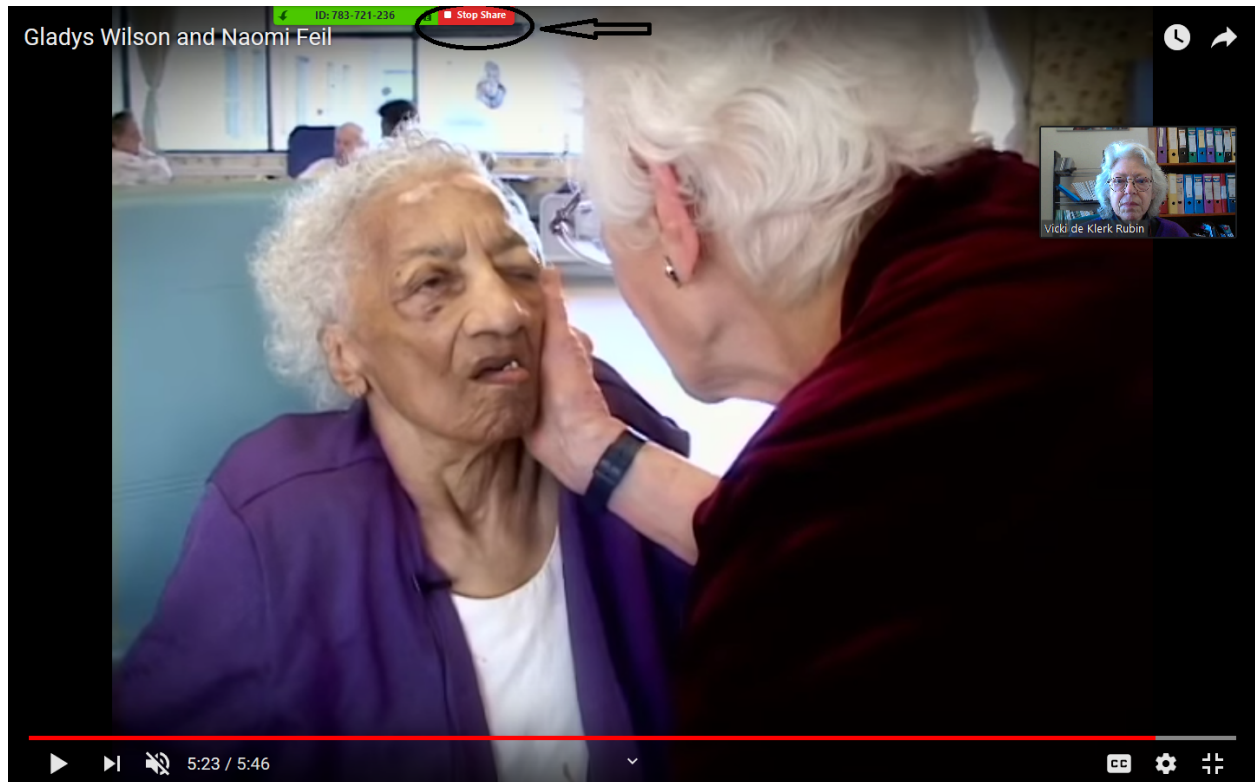Steps for showing a Power Point presentation:

1. At the bottom of your Zoom screen, in the middle you will find the Share button. Press Share and another window will open up. Unless you are an advanced user, just press 'share' on the bottom right of the window

.
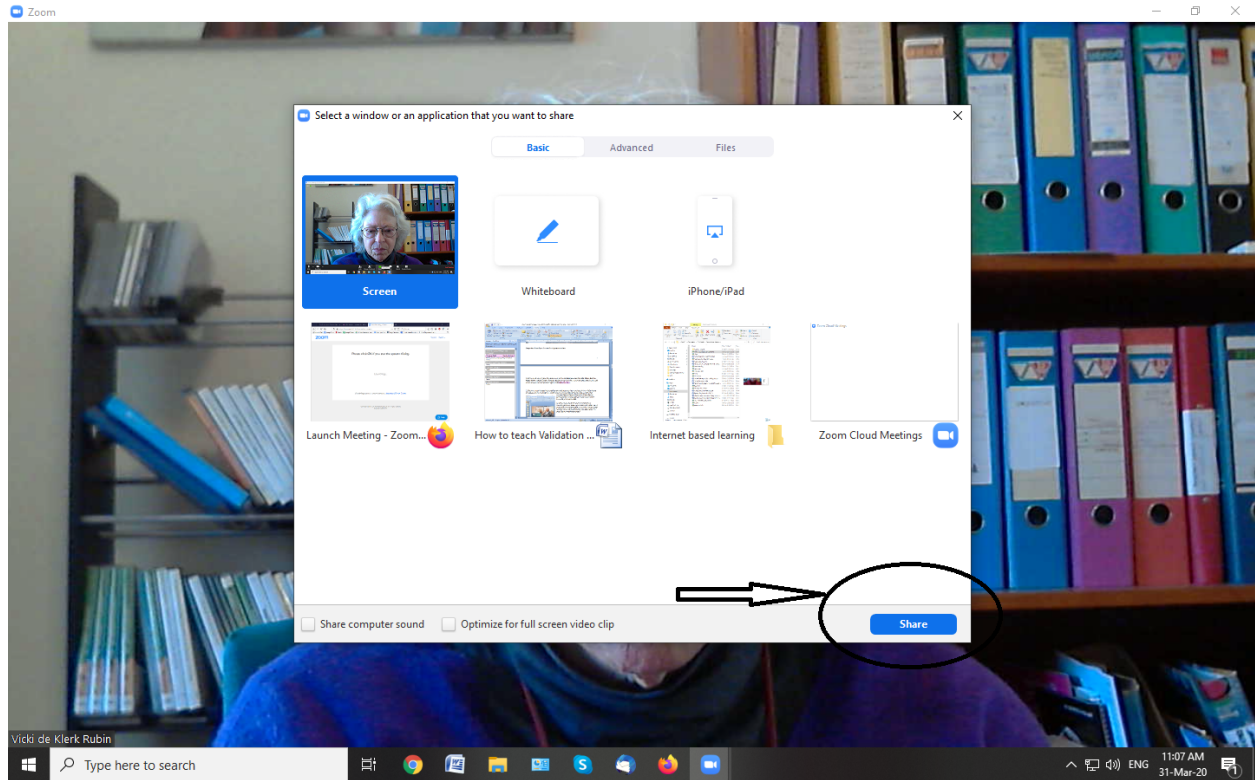
2. Click on your Power Point which should open up. Be sure to put it on slide show mode (see bottom of photo, with the arrow). Participants will now see the full screen Power Point slide with all the Zoom participants on the side or at the top of their screens, in small boxes.
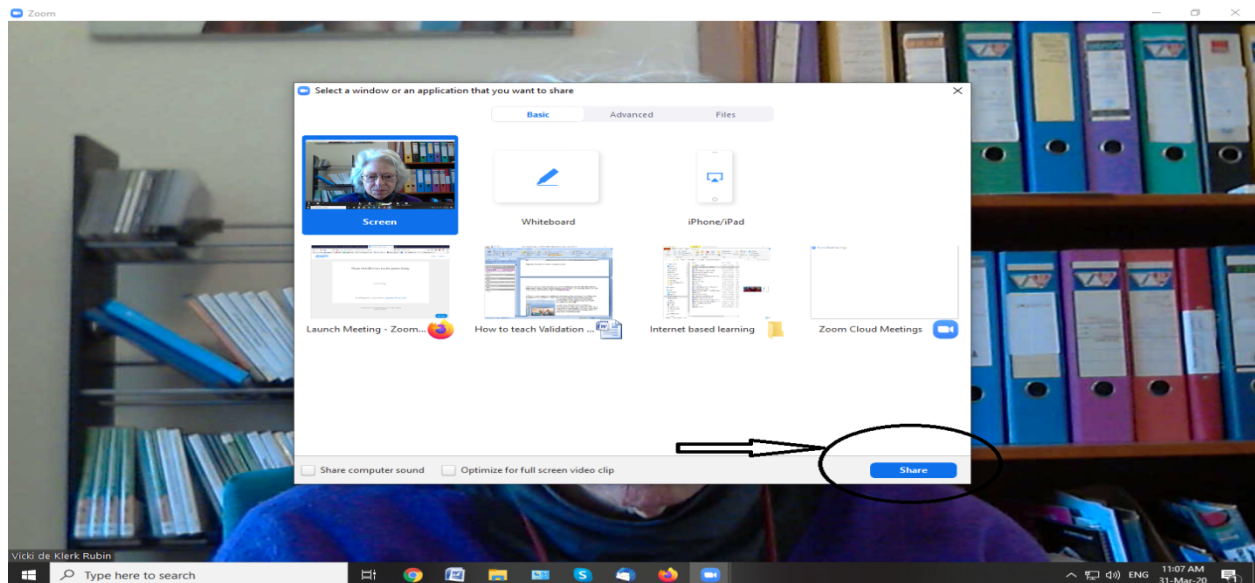
3. When you want to return to the Zoom meeting screen: move your mouse to the top of your screen in the middle to see the 'stop share' button. Press that and everyone will return to your Zoom meeting screen.


Steps for showing a video:

1. At the bottom of your Zoom screen, in the middle you will find the Share button. Press Share and another window will open up. Unless you are an advanced user, just press 'share' on the bottom right of the window.

2. Select your prepared video.

3. Select Full screen. Your participants will see the video on their full screen with small boxes either on the right or at top of all the participants.


In a VLC video, this button gives you a full screen.

This is my prepared video.
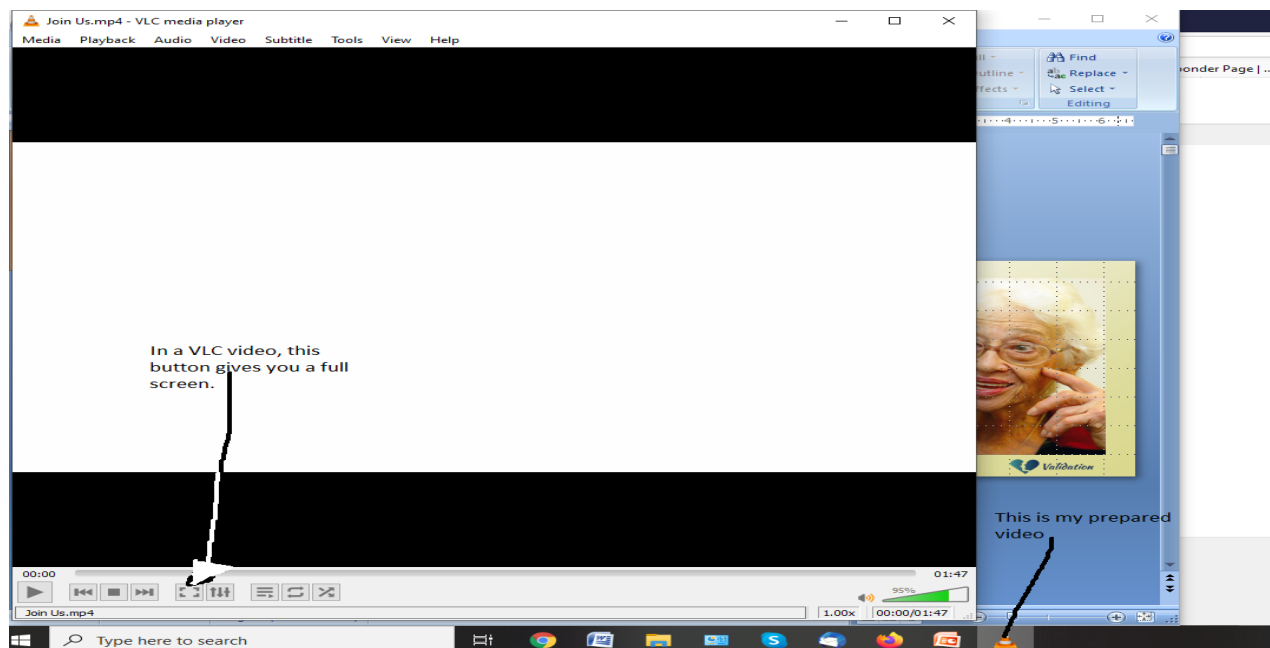
4. When you want to return to the Zoom meeting screen: move your mouse to the top of your screen in the middle to see the "Stop share' button. Press that and everyone will return to their Zoom meeting screen.

Be aware that showing a video requires bandwidth and often causes a delay for the participant: they start seeing the video up to 30 seconds later than you see it playing on your screen. For some participants on a slow connection, a video may not be visible at all or create a technical failure requiring them to reconnect to the session. Therefore, if you do want to show a video, make sure it is short and say before you start playing it, that there might be issues as described above. After playing it, ask if any of the participants were unable to see the video, and if yes, summarize its contents.
Be aware, that even though you may have set both video and audio, participants may not have the same experience. Consider adding subtitles to the videos in case participants cannot hear the video.

How to use the chat function
At the bottom of the Zoom screen, you will find the Chat button. This opens up a column on the right. Everyone can use it to send typed messages to everyone or one specific person. At the bottom of the column is the chat box where you type your message. There is a dropdown menu next to "To:" where you can make this choice.
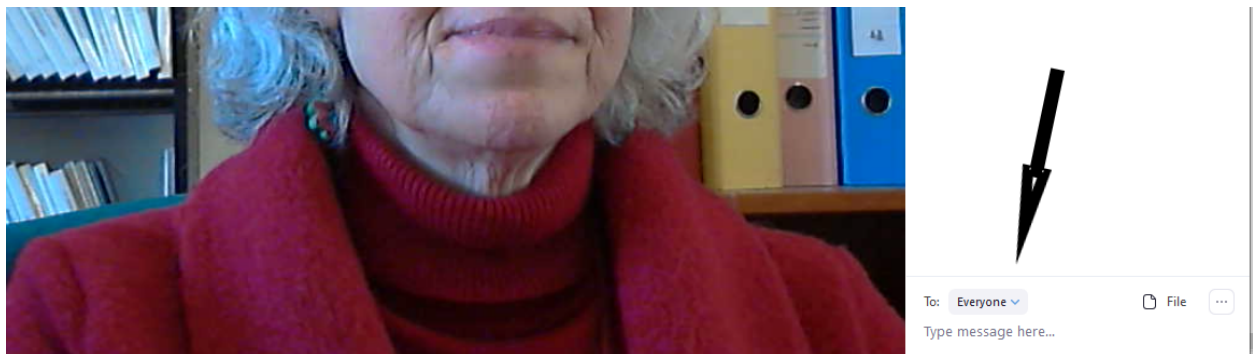
You can type in questions for your participants to answer via chat or verbally. You can send documents by clicking 'file'. By clicking on the three dots (…) you – as host – can choose who sends messages to whom.
In order to get participants more engaged in the class, it is a good idea to have prepared questions or polls so that listeners can more actively participate during a class.

How to use polls during your webinar/online meeting

Zoom offers excellent video training for how to set up a poll and use a poll during meetings.
https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings

How to do breakout sessions during your webinar/online meeting

Zoom offers training videos on how to do breakout sessions:
https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms
Please note that including physical or online breakout sessions, may pose additional work and stress for the facilitator and might even require a second host who merely ensures that all technical elements run smoothly. In that way, the main host can solely focus on content and direct interaction with the participants.

Pre-recorded videos
You can film yourself using your webcam, mobile phone or video camera. If you have some tech skills, you can use free video editing software to add titles, Power Point slides and even short video clips. For tips on making your own videos, please send Vicki an email.

Online Pedagogy

There are significant differences from in-person training to take into account. Online teaching is information-thin when compared to the rich medium of in-person communication – where students can see your body language and hear your vocal tone. As a result, many of them will experience confusion, uncertainty and frustration. To combat that, here are a few basic principles to follow:

Frequent, clear and friendly emails to your students
- Reach out by email early and often.
- Be very explicit about expectations.
- Use a warm tone in your writing. Be positive, be personal – even more than you would be in a regular course.

Online classrooms using a website teaching program like GoogleClassroom, Blackboard, BrightSpace or other online classroom:

- Post **regular announcements** in that area of the course. Use 1-2 minute videos if you can. Post a weekly summary or short video, highlighting key learnings from the last week and preparing them for the next.
- Create a **discussion board** area where students can post questions in real-time (e.g. "Course Q/A'), and check it daily to provide answers to their questions.
  - If you want all students to view each person's or group's work, then have them share it on the discussion board. If not, they can be done as assignments so only you see them.
- Break work up into **small chunks**. More should be done outside of the "class period" because there will be process loss due to the webinar interface – you will likely get less done in a 1.5 hour class meeting online than you would in person. Create more small chunks of homework and group work.
- **Don't try to do everything in online group meetings** – break out chunks of work (preparation for class, quizzes, small group assignments, mini-cases, etc.) to be done during the week, on their own. **Create them as "assignments"** or Discussion assignments. Create a list of all weekly assignments for them to complete – a checklist for them.
- The goal is to **create a community of inquiry online**:
  - Create social presence -so they know and trust one another.
  - Create engagement in the learning process; and
  - Create teaching presence – Your role is to be a guide on the side, not a sage on the stage.
  - https://coi.athabascau.ca/ has great information.

Online meetings or interactive webinars
- **Hold a "getting started" meeting**, just so everyone has the software and cameras. You can give a bonus half-point for: 1) being there; 2) saying something; 3) responding to others; and 4) writing in the chat. This follows the principle of breaking things up into smaller bites and giving very explicit directions.
- **Lay out your expectations** of what they will be asked to do ahead of time.
- Be careful **to NOT talk for more than 5 (at most 10) minutes at a time** and to not let others talk for more than 5 minutes. **Every 4-8 minutes, have a change where students participate** -- type something into Chat, ask a question, answer a question, insert a link, insert a small poll (this can have a general feedback element ("How confident do you now feel about the topic?"), a knowledge testing question with multiple choice answers, or just something funny to get people back into the virtual room), apply something, use a whiteboard/discussion board or chat board where people can write

thoughts, questions, comments etc, <u>work in small groups</u>, etc. Otherwise you will lose their attention.

- It is important to **call on people**, and **track how often (and how effectively) they contribute**. Otherwise, you are likely to have many students hanging back with a few people dominating.
- From the start, **ask questions to the audience**, if no one responds (which is very likely), invite a specific student to share their thoughts on the topic or answer the question. If you do this right from the start, all participants will know that they should take active participation.

Work outside of webinars and online meetings

- **Put students into small groups** so they can handle preparation or application cases, or other assignments (exercises, etc.)
- Let students collaborate on **group wikis** (part of Blackboard classroom) or <u>Google Docs</u> – they can jointly write papers, create glossaries or webliographies, summarize arguments, etc. oc.
- Give **specific assignments for each person** to do or roles for them to play in groups (e.g., information generator; devil's advocate; integrator; leader/role clarifier -- otherwise, social loafing can get extreme.)
- For small group discussions outside of the full classroom meetings, it's helpful to **have multiple deadlines each week (**e.g. "Post your first response by Wednesday, and respond substantively with compare/contrast or analysis to at least 3 of your classmates by Saturday.")
- For small group discussions outside of the classroom:
  - Avoid questions that have yes/no answers.
  - Do not use questions that have one right answer.
  - Use mini-cases, applications, compare/contrast analyses, provide examples, present an argument, present an "elevator speech" on a topic, debate, apply to their experience, etc.
- More useful information on going online in a hurry:
  - <u>https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207</u>
  - <u>https://docs.google.com/document/d/1QR7IEgdisO6JtmELs07uUsSSu2Yox86GJY9wGV6mBjA/edit#</u>