



How to Teach Validation *Online*

Participant Program

Pre-meeting, self-directed learning		+/- 1 hour 30 minutes
Topics/themes/content	Participant Activity	
Video 1: Principles of online learning (4:53) Video 2: Types of online learning (2:30) Video 3: Training approaches (3:48) Video 4: Pedagogic techniques (2:11) Video 5: Onscreen presence (3:51) Video 6: The Teacher Role (3:07)	Watch videos & complete assignments Video times are listed. Assignments are on the class webpage following each video. They should take no more than 10 minutes each.	
SESSION 1: BEGINNING TO WORK ONLINE		2 hours
Participant goals: <ul style="list-style-type: none"> • Feel comfortable opening up a Zoom meeting • Can switch between windows and apps • Understand good online meeting decorum • Have a GoogleDrive account and can upload and download documents from it 		
Zoom meeting basics Video and Audio settings Mute & Chat Switching screens/sharing screens	Practice all skills	
Using GoogleDrive Up and downloading documents Working on the Drive and your computer Sharing documents	Practice all skills	
SESSION 2: Zoom, GoogleDrive features, teaching platforms and their uses		2 hours
You are expected to know the following before starting Session 2: <ul style="list-style-type: none"> • Feel comfortable opening up a Zoom meeting • Can switch between windows and apps • Understand good online meeting decorum • Have a GoogleDrive account and can upload and download documents from it <p>We encourage you to do Session 1 if you are not comfortable with these skills or to teach yourself. There are many YouTube videos available when you search for How to use Google Drive, but here is one that seems easy to follow</p>		

Topics/themes/content	Participant Activity
Participant Goals: <ul style="list-style-type: none"> • Feel comfortable using Zoom chat, polls, breakout rooms, sharing your screen and whiteboard • Able to create a GoogleForm and send it participants • Know the uses of email and outside assignments. 	
Creating Engagement Types of Evaluations	Use shared Google documents Use Polls, Surveys Practice writing poll and quiz questions Practice using a Whiteboard Work in breakout rooms and explore the tools that are available
Google Forms	Practice creating a Google Form Share work with other participants
Chat function uses Use of emails outside of the class	Discussion on the pros and cons of using the chat function as well as emails
Outside assignments	Discuss how to use outside assignments and share ideas with others. Build a list of possible assignments for Validation training
Session 3: Building an Online Curriculum	2 hours
Themes/Contents	Participant Activity
Participant Goals: In groups, can develop a Teaching Guide for one Validation theme that satisfies principles of good pedagogy.	
Ethics: Intellectual Property Rights Privacy and recording Zoom sessions Privacy regarding taped Validation sessions with clients.	Discussion and reflection on material given
Review the difference between delivering a Validation theme online and face-2-face.	Group exercise on what approaches and tools would work best for specific themes
Introduction of the Teaching Guide format	In small groups, take one Validation theme and turn it into an online training using the "Teaching Guide" format. Be creative. Use all the methods, as appropriate.
Feedback and evaluation	Each group presents its work and receives feedback from the others
Intersession homework:	Assignment: Create an outline for a webinar of 1 hour and deliver any five minute section you want,

	using at least one of the tools you learned today.
Session 4: Presentations and Feedback	3 hours
After 2 weeks to prepare presentation	
Topics/themes/content	Participant Activity
Participant goals: To experience teaching online To get feedback for further development	
In breakout groups <ul style="list-style-type: none"> • There will be one leader for each group • One person should be a timekeeper • It is possible to ask each person to be responsible for 1 or 2 sections of the evaluation. • These roles can be rotated. • Call the teacher if you need support or have a question. 	In breakout groups, decide who will do what role and if you want to rotate the tasks of: time keeper, evaluation of each section of the evaluation.
Closing	