



SELCERT

Skills Development and Certification
for Trainers of Synchronous
Electronic Learning



UNIT 3.1

Practical Delivery to
Learners

UNIT OVERVIEW

This unit focuses on the practical delivery of the course/programme by the trainers.

The UNIT introduces a preparation process before the actual synchronous online training including designing an online learning environment.

It delivers practical tips for the SEL trainer to manage the process of SEL and direct the digital environment according to the plan.

The unit proposes some tutorials for the technical components of the SEL training.

It describes some accessibility issues for synchronous online learning for learners and trainers.

It also refers to the ability to multitask in an SEL environment.

Duration of the lesson: 120 minutes

Number of slides: 53

UNIT OBJECTIVES

In terms of knowledge:

- *Define* key terms related to synchronous and asynchronous learning, blended/hybrid learning, and online training environments.
- *List* strategies for designing positive online learning experiences.
- *Identify* specific accessibility features within Zoom and Teams.
- *Recall* best practices for using online databases, document repositories, and collaborative tools.
- Explain the differences between synchronous, asynchronous, and blended/hybrid learning and summarize how to select the appropriate format.
- Describe methods for organizing secure and productive online training environments.
- Outline the importance of accessibility in online training for both learners and trainers.
- Interpret the implications of general accessibility considerations for online learning materials (e.g., slide design standards, platform compatibility).

UNIT OBJECTIVES

In terms of skills:

- ✓ Select appropriate digital tools based on given learning objectives and learner needs.
- ✓ Implement a planned flow for a synchronous online training session, integrating technology effectively.
- ✓ Use online shared documents and collaborative tools to enhance learner engagement.
- ✓ Utilize the chosen digital classroom technology effectively (scheduling meetings, sharing screens, managing participant controls, using communication features).
- ✓ Employ accessibility features within chosen platforms and materials.
- ✓ *Differentiate* between effective and ineffective uses of technology in online training.
- ✓ *Organize* online content and activities to maximize learner engagement and participation.
- ✓ *Troubleshoot* technical difficulties during a live session by *diagnosing* the problem and *implementing* a solution.
- ✓ Assess the effectiveness of different online training strategies based on learner feedback and observed outcomes.
- ✓ *Adapt* delivery based on real-time learner feedback by *judging* the need for changes and *modifying* the approach accordingly.

UNIT OBJECTIVES

In terms of competencies:

Synchronous Online Training Design and Delivery:

- Conduct a needs analysis to determine appropriate digital tools and platforms for specific learning objectives.
- Structure a synchronous online training session by integrating appropriate activities within the chosen platform to enhance learning outcomes.
- Assess the effectiveness of the training design and delivery by gathering and interpreting learner feedback.
- Develop engaging and interactive online learning experiences by combining appropriate tools, activities, and facilitation techniques.

Accessibility Competency:

- Implement accessibility guidelines and best practices when designing and delivering online training.
- Evaluate the accessibility of online materials and platforms for diverse learners.
- Develop inclusive learning experiences by designing accessible materials and adapting delivery methods to meet individual learner needs.

UNIT TOPICS



1. Preparation process before the actual synchronous online training

2. Arranging learning environment on digital platform including error-free access

3. Managing the process of SEL and direct digital environment according to the plan

4. Accessibility issues for synchronous online learning for learners and trainer

TOPIC 1

PREPARATION PROCESS BEFORE THE ACTUAL SYNCHRONOUS ONLINE TRAINING

- Digital learning planning
- Designing an online learning environment

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PREPARATION PROCESS BEFORE THE ACTUAL SYNCHRONOUS ONLINE TRAINING



“The most important principle for designing lively eLearning is to see eLearning design not as information design but as designing an experience.”

Cathy Moore

Training designer

DIGITAL LEARNING PLANNING

can overly focus on questions **around what technology** we should buy or use with our learners (the What), before considering **how these tools might be used in a learning setting** (the How).

However, all digital learning planning should start by asking **why are we using digital technology** (the Why) and how will it allow us to design learning experiences that support learners to attain the desired learning outcomes.

Focusing on the Why question initially, allows trainers to consider how best to design learning experiences that will meet the needs of their learners and what role, digital technologies might play in these experiences.

HOW CAN TECHNOLOGY HELP?

Let's ask ourselves these questions:

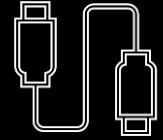
- What tools and technologies can help assess learning and provide feedback?
- What are the specific technologies that students will be required to use for learning? For example, a specific database.
- How can technology help in creating learning resources for the course?
- How can technology aid in making accessible and functional online activities?
- How can technology increase student engagement with the course, the instructor and each other?

DESIGNING AN ONLINE LEARNING ENVIRONMENT

In order to design an online learning environment, define the aspects:

1. **Who are your learners?** Do you deliver training for small group, large group or one-on-one training.
2. **Settle synchronous and asynchronous aspects / elements of your learning programme.**

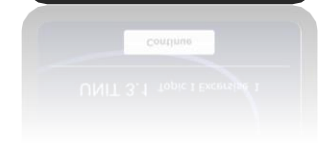
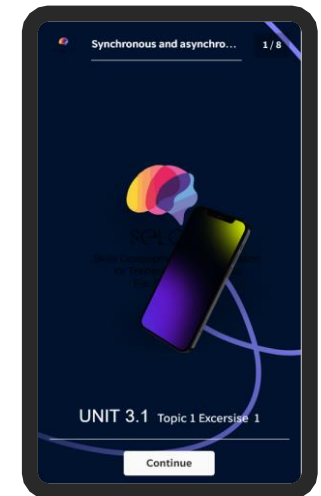
COMPLETE THE MICROLEARNING EXPERIENCE ON YOUR SMARTPHONE OR PC USING EDAPP



Invitation to EdApp <https://link.edapp.com/4eUJjqQ2WDb>



Open the QR code or <https://link.edapp.com/tbZqBufA6Db>



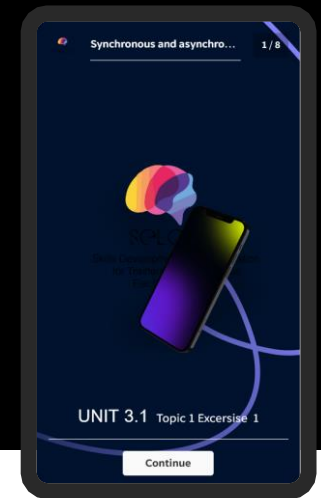
SYNCHRONOUS LEARNING



refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, and live online meetings when the whole class or smaller groups get together.

In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

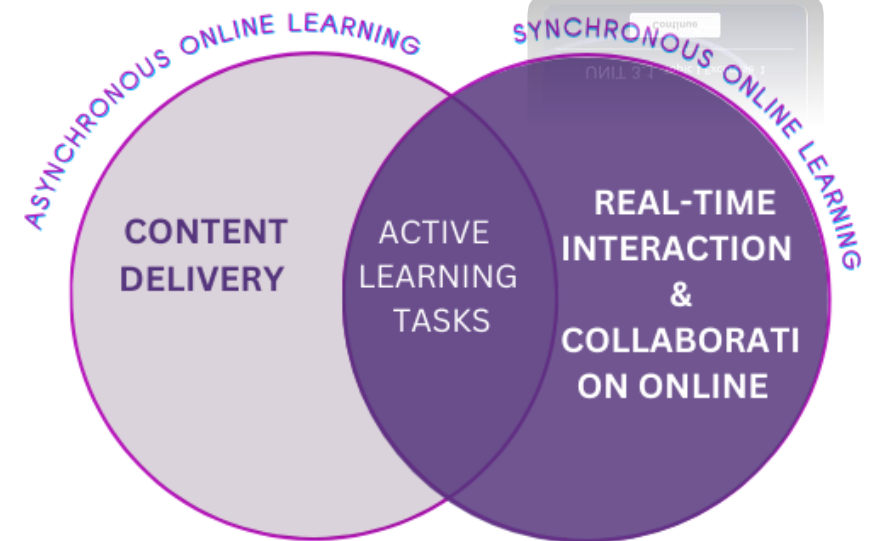
SYNCHRONOUS VS ASYNCHRONOUS



Asynchronous online learning allows students to view instructional materials each day at any time they choose and does not include a live video lecture component.

On the other hand, **synchronous online learning means that students are required to log in and participate in class at a specific time.**

The main difference between asynchronous learning and synchronous learning is this **live instruction component** occurring at a set time.



SYNCHRONOUS, ASYNCHRONOUS BLENDED HYBRID LEARNING



Synchronous Learners enrolled in a synchronous course usually begin and end the course at the same time and attend pre-determined sessions. These courses also administer scheduled online exams. Common features include shared whiteboards in virtual classroom.

Asynchronous In this format, learners begin and complete their courses at different times and at their own pace. Message boards and group discussion boards are common features. These courses are available online, on CDs or DVDs.

Blended/Hybrid Learning This format is essentially a strong mix of three pedagogical strategies: LIVE classroom activities led by a facilitator, online learning materials developed by the course instructor and independent study time augmented by LIVE activities and online lectures.

Source: <https://www.talentlms.com/ebook/effective-courses/what-tools-will-you-need>

ASSESSMENT OF LEARNING OUTCOMES



Test of knowledge - Multiple choice questionnaire

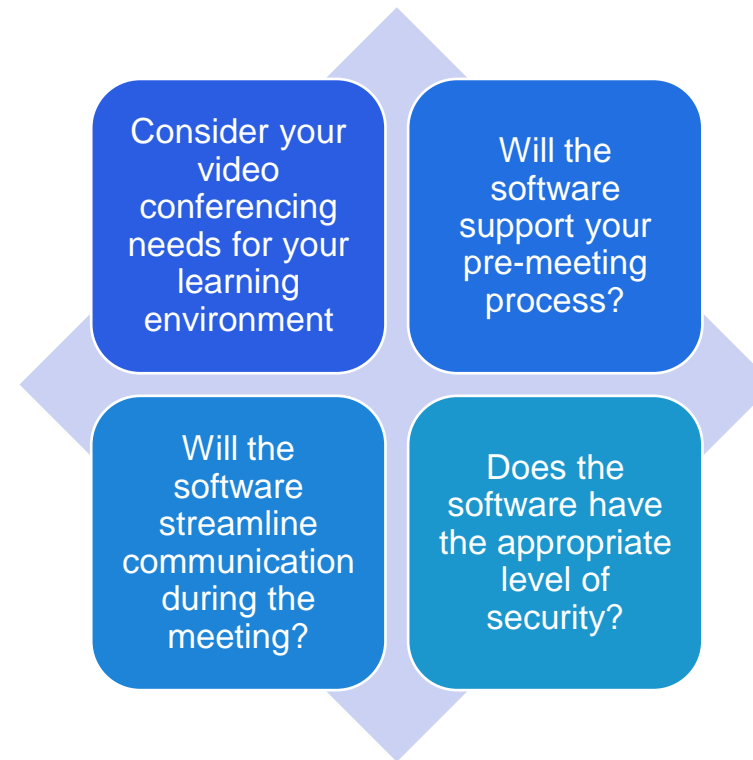
Why we deliver Synchronous online learning?

- a) To allowed learners begin and complete their courses at different times and at their own pace.
- b) To use message boards and group discussion boards
- c) To facilitate real-time interaction and collaboration online

DESIGNING AN ONLINE LEARNING ENVIRONMENT

3. Chose proper Software - what technology you should buy or use with your learners?

There are some important questions you should ask throughout the research process:



DESIGNING AN ONLINE LEARNING ENVIRONMENT

4. Chose Digital classroom technology – tools to support communication and interaction.

- **communication during the meeting** – chat, whiteboard, notes, voting features,
- **action items** – notes that indicate tasks, instruct Learner on what item to complete, how to conduct the work and when this part of a project is due, <https://teach.uiowa.edu/elements-success/add-action-items>
- **recording**

5. Organize secure, productive, and efficient learning environment

Provide lesson plan for online learning, provided guidelines and Toolkit for learners digitally.

TOPIC 2

ARRANGING LEARNING ENVIRONMENT ON DIGITAL PLATFORM INCLUDING ERROR-FREE ACCESS

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ARRANGING LEARNING ENVIRONMENT ON DIGITAL PLATFORM INCLUDING ERROR-FREE ACCESS

- Digital Learning Toolkit
- Databases and Documents secure depository
- Online meeting Setup and Testing

DIGITAL LEARNING TOOLKIT

Organize secure, productive, and efficient learning environment.

Provide lesson plan for online learning, provide guidelines and Toolkit for learners digitally.



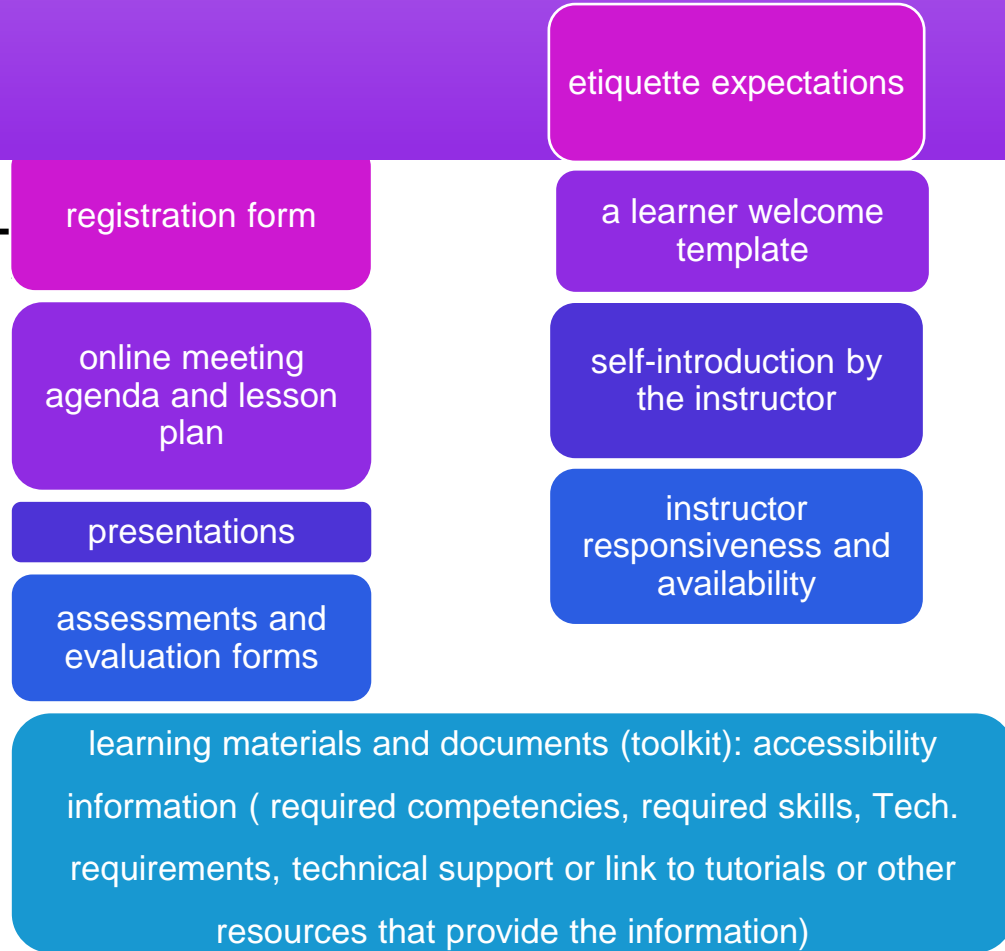
Source: <https://blog.citl.mun.ca/instructionalresources/course-design-checklist/>

Source: <https://www.brynmawr.edu/news/asynchronous-vs-synchronous-learning-quick-overvie>

DIGITAL LEARNING TOOLKIT

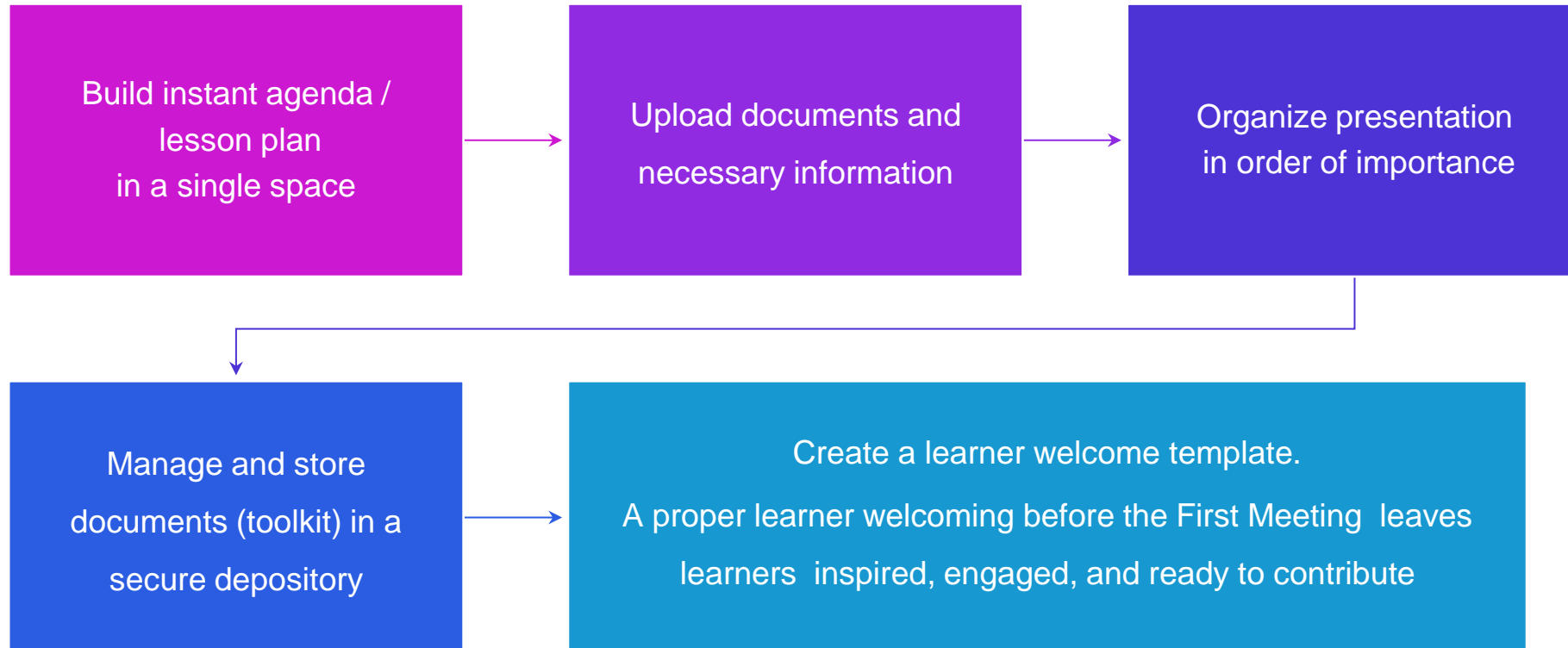
DIGITAL LEARNING TOOLKIT

includes essential information for online learning activities, course components, and instructions on how to access the online learning activities, online learning resources and technologies required in the course.

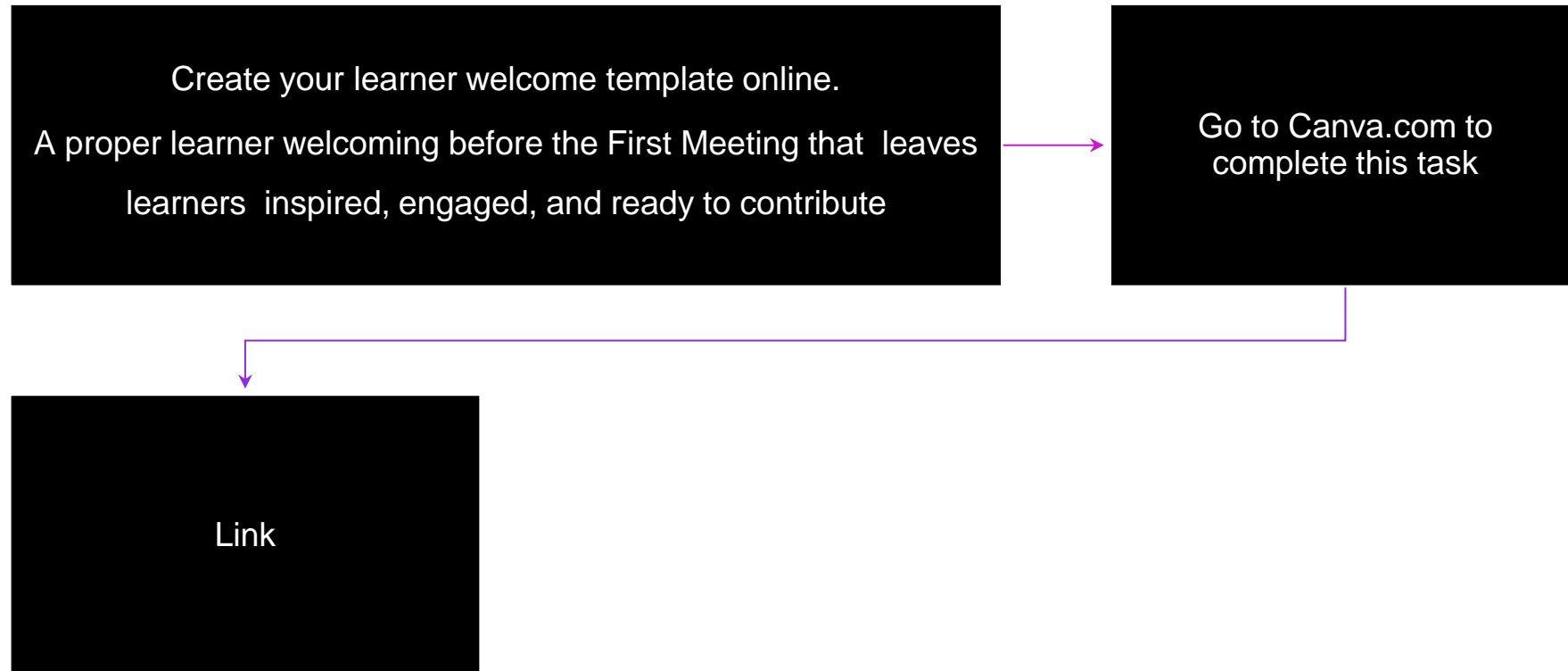


COMPONENTS

CREATE AND DISTRIBUTE DIGITAL LEARNING TOOLKIT



CREATE A LEARNER WELCOME TEMPLATE



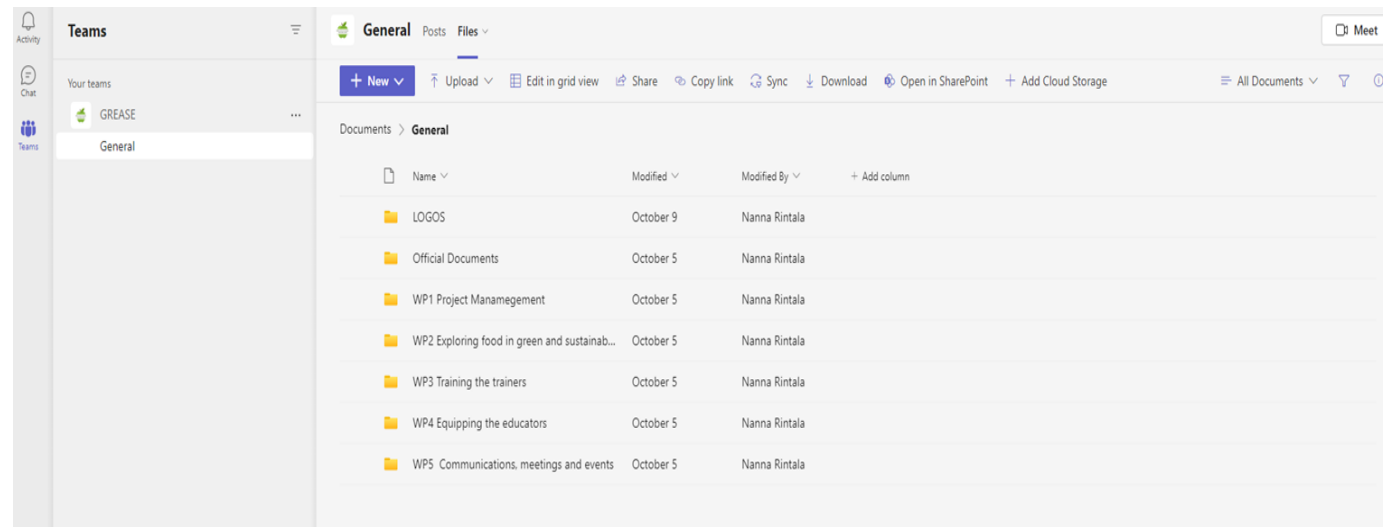
DATABASES AND DOCUMENTS SECURE DEPOSITORY

Course provides student access to library professionals, research guidance, databases, and resources.

Microsoft TEAMS: the software is offering a storage functionality.

The files are shared automatically within participants in a cloud system.

Security is ensured by high-standard features e.g. Trusted Platform Module (TPM)



DATABASES AND DOCUMENTS SECURE DEPOSITORY

EdApp the software offers storage functionality.

You can add word documents, PDF documents, images, video, PowerPoint presentations, and Keynote or Pages documents for users to gain extra information about your course.

edapp.com
BETTER MICROLEARNING

SELCERT_UNIT_2.2_TOOLKIT_Making Online Training Interactive

Describe the content of this document

THIS DOCUMENT IS **A DRAFT** ▾

Add Your Document

📁 PR4-TOOLKIT_MakingOnlineTrainingInteractive_vrz...

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You can add word documents, PDF documents, images, video, PowerPoint presentations, and Keynote or Pages documents for users to gain extra information about your course.

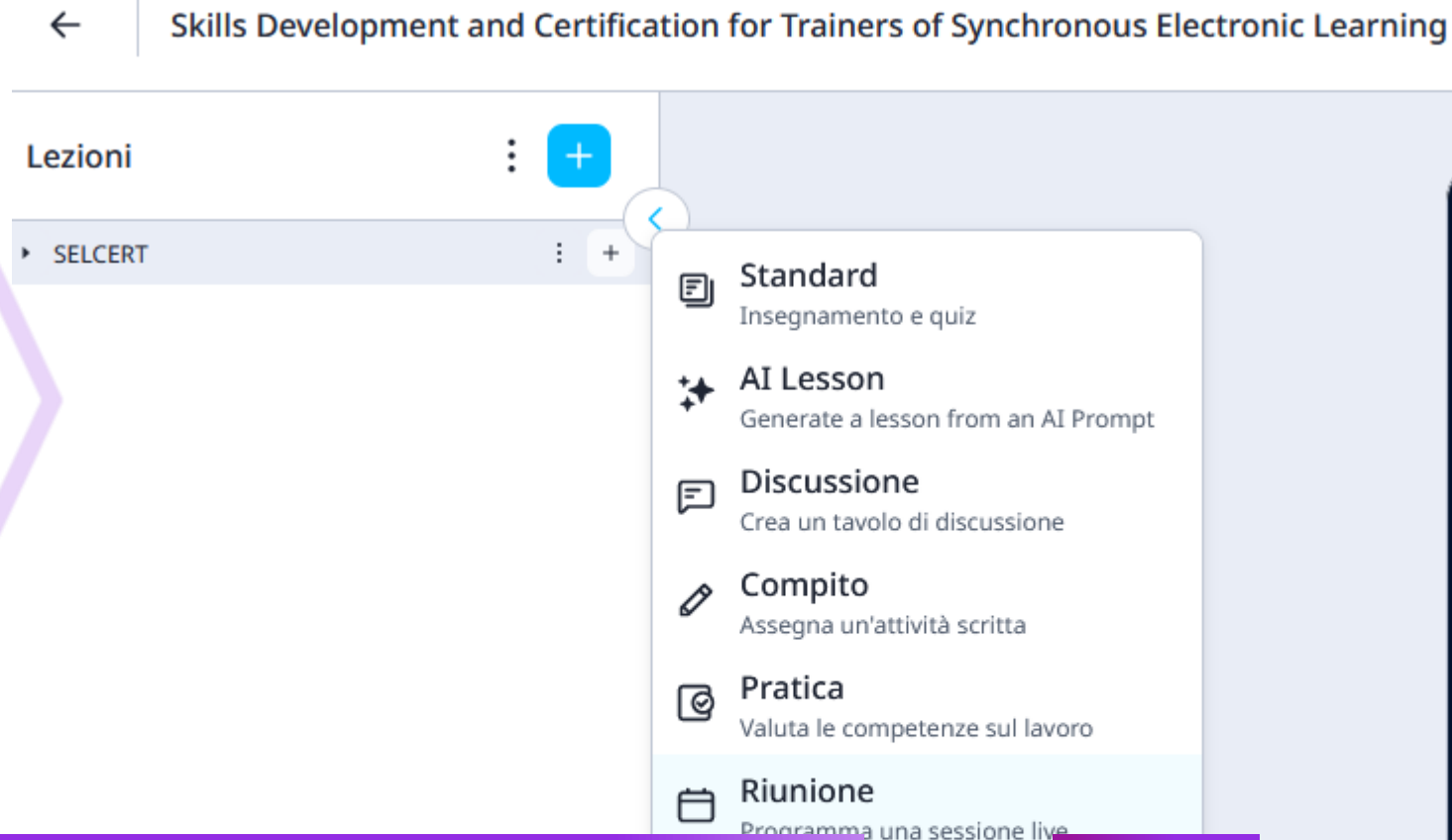
Document Prerequisites

Documents can be locked until specific lessons are complete. Select any lessons from this course that are prerequisites for viewing this document.

DATABASES AND DOCUMENTS SECURE DEPOSITORY

You can add course content, Quiz, discussion, homework, live meeting, evaluate a competences.

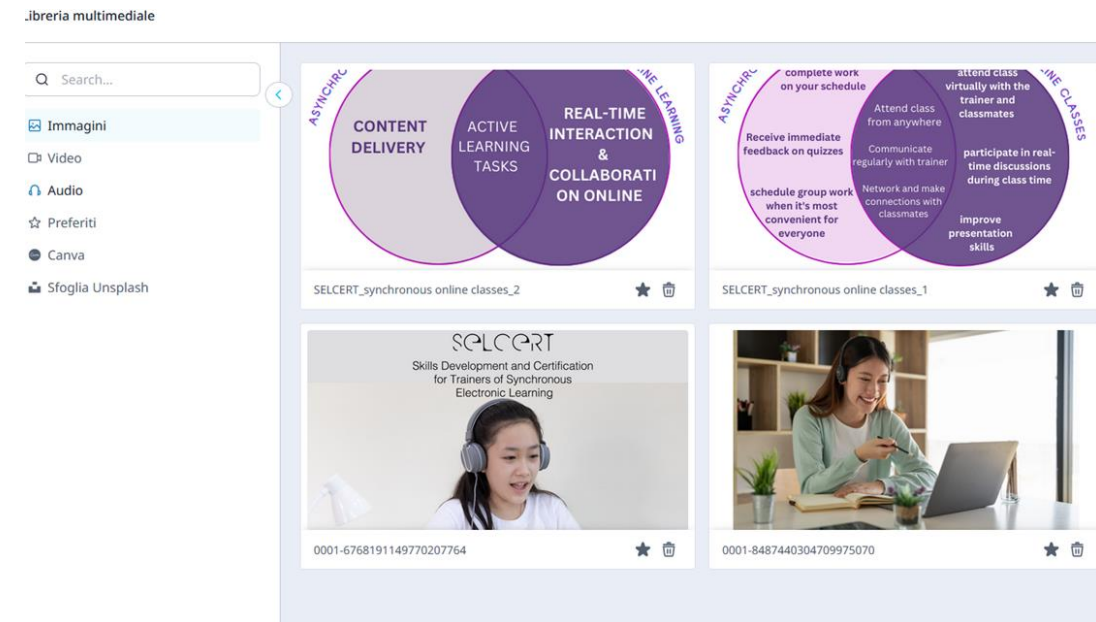
edapp.com
BETTER MICROLEARNING



DATABASES AND DOCUMENTS SECURE DEPOSITORY

You can add word documents, PDF documents, images, video, PowerPoint presentations, and Keynote or Pages documents for users to gain extra information about your course)

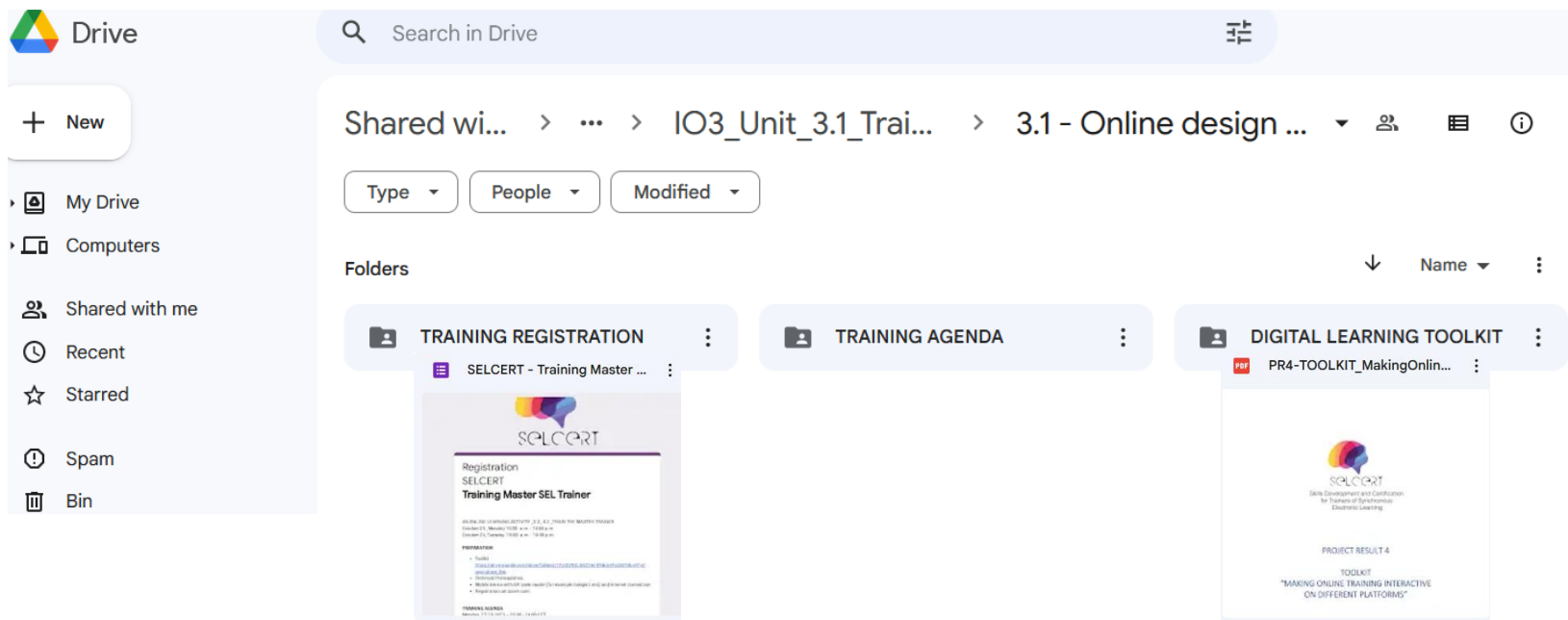
edapp.com
BETTER MICROLEARNING



DATABASES AND DOCUMENTS SECURE DEPOSITORY

Course provides student access to library professionals, research guidance, databases, and resources.

[Google Drive Training documents depository](#)



MEETING SETUP AND TESTING - SCHEDULING ONLINE MEETING

CHECKLIST FOR ZOOM PLATFORM

- ✓ Scheduled Tech Check and timeline for receiving materials and possible questions.
- Inform all necessary parties:
 - ✓ Send meeting link to co-hosts and participants.
 - ✓ Share meeting link.
- ✓ Registration: The host may choose to have participants register through Google Form or add an App like Attendance Taker
 - Automatic Attendee Reports.
- ✓ Contact Information: Request contact information/cell phone numbers for participants and host in case of technology issues.

PRE-MEETING SETUP AND TESTING

Internet Connection:

Ensure speakers have the best Internet connection possible – wired connections are preferred.

Up-to-date software:

Log into Zoom in advance. Update Zoom app on the computer or device they will use in the meeting

Check Your Zoom

Settings: Log into Zoom and check that your settings are enabled for all Zoom features you plan to use such as polls, whiteboards, Apps, live transcript, etc.


Add Apps you are using during your learning activity, participants registration and after.

Verify that all necessary presentation materials are present, accessible and ready, including PowerPoint, docs, websites, and videos.


15-30 minutes prior to the event start - **have all co-hosts sign into the meeting**

MEETING SETUP AND TESTING - DURING THE TECH CHECK


Presenter Audio/Video: Ensure audio quality of speakers – a headset or earbuds with a microphone are preferred for the best experience for participants and to assist with close captioning. Test the video feed for a presenter. If other presenters have connectivity issues ask them to stop their video.



Presenter Lighting/Background: Make adjustments to lighting and/or background as needed.



Contact Information: Request contact information/cell phone numbers for speakers and host in case of technology issues.



Videos: If you will be sharing any videos and practice, during the Tech Check make sure you know how to Share Computer Sound so participants can hear the video.

MEETING SETUP AND TESTING - DURING THE TECH CHECK

Timeline: Give participants a specific time for joining the meeting. For example, the host and presenters may join 30 minutes prior to meeting but the meeting may not open until 15 minutes prior to start time.

Internet Connection: Ensure speakers have the best Internet connection possible – wired connections are preferred.

Presentation Materials: Share copies of presentation materials which will be presented in case of technology issues.

Agenda: Confirm the agenda recording, etc.

Source: zoom.com

CHOOSE THE BEST ANSWER

When planning synchronous online training, what should be the primary focus when choosing digital technologies?

- a) User experience and ease of use for the trainer
- b) **Learning outcomes** and how technology can support them
- c) The latest and most advanced features available
- d) Cost-effectiveness of the technology

Go to
Mentimeter.com to
complete this task

Link

TOPIC 3

MANAGING THE PROCESS OF SEL AND DIRECT DIGITAL ENVIRONMENT ACCORDING TO THE PLAN

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MANAGING THE PROCESS OF SEL AND DIRECT DIGITAL ENVIRONMENT ACCORDING TO THE PLAN

Presenter Tips

- Before a Session
- Starting a Session
- During a Session
- Closing a Session

PRESENTER TIPS BEFORE A SESSION

- ❖ Get comfortable seeing yourself on screen. This is an opportunity to practice growth mindset.
- ❖ Think about ways to use breakout groups/rooms and how to monitor and support small-group discussions while in a virtual environment. For example, you can provide participants with sentence stems, such as:
 - ❖ A connection that I made was...
 - ❖ My new learning for today was...
- ❖ If you are meeting with a large number of people, consider having a co-presenter or two.
- ❖ Be aware of session settings. Can participants use public and private chat features?
- ❖ Can participants share their screen? Can random people join your session easily

PRESENTER TIPS BEFORE A SESSION

- ❖ Think about wearing solid colors and having a backdrop that is not going to distract participants.
- ❖ Have water and tissues near you.
- ❖ Set norms to avoid distractions, such as checking email, chatting off topic, etc. Decide on how these norms will be communicated and practiced.
- ❖ Create guidelines around participation in conversation—both in video conversation and in chat conversation — and be prepared to share them prior to and during your session.
- ❖ Will you be recording the session? If you are, make sure that people know this and that you have the appropriate permissions.

PRESENTER TIPS

STARTING A SESSION

- Consider having directions on a document of some type visible when people enter the virtual environment.
- Participants will enter at different times, and it could be awkward if they don't know what to do.
- Ask everyone to have their camera on at the start of the session (if this is an expectation) so that time isn't wasted getting everyone ready.
- Speak slowly and clearly so that others can follow along.
- Ask participants to close all of their browsers/tabs except for the live virtual meeting.
- If someone has a weak internet signal, have them call in for the audio from their phone.

PRESENTER TIPS

STARTING A SESSION

- Have participants remain muted unless they are speaking.
- Have participants practice finding and using the mute button.
- Show participants how to use features that you want them to use during the session and let them practice (especially during the first session).
- Provide a digital space — one that participants are able to easily access at all times — where they can post any questions they may have.
- Clearly communicate where this designated space is located and how to use it.

PRESENTER TIPS DURING A SESSION

- ❑ Speak slowly and clearly, so students can easily follow along.
- ❑ Let participants know what you are doing if you have to make adjustments, troubleshoot, switch screens, etc. Otherwise, dead airtime can disengage participants and/or cause confusion.
- ❑ Have participants interact in some way every 3 to 5 minutes. Beyond just speaking, participants can use the chat, share a reaction, answer a survey, go into a breakout room to engage in a small-group discussion, etc. Whatever method you use, make sure to clearly communicate expectations.

PRESENTER TIPS DURING A SESSION

- ❑ Give wait time, even if it feels awkward (you can always play some soft music in the background).
- ❑ If cameras are being used, be aware of nonverbal feedback and body language.
- ❑ Consistently check to make sure that all participants are engaged in the live virtual learning session in some way.

PRESENTER TIPS

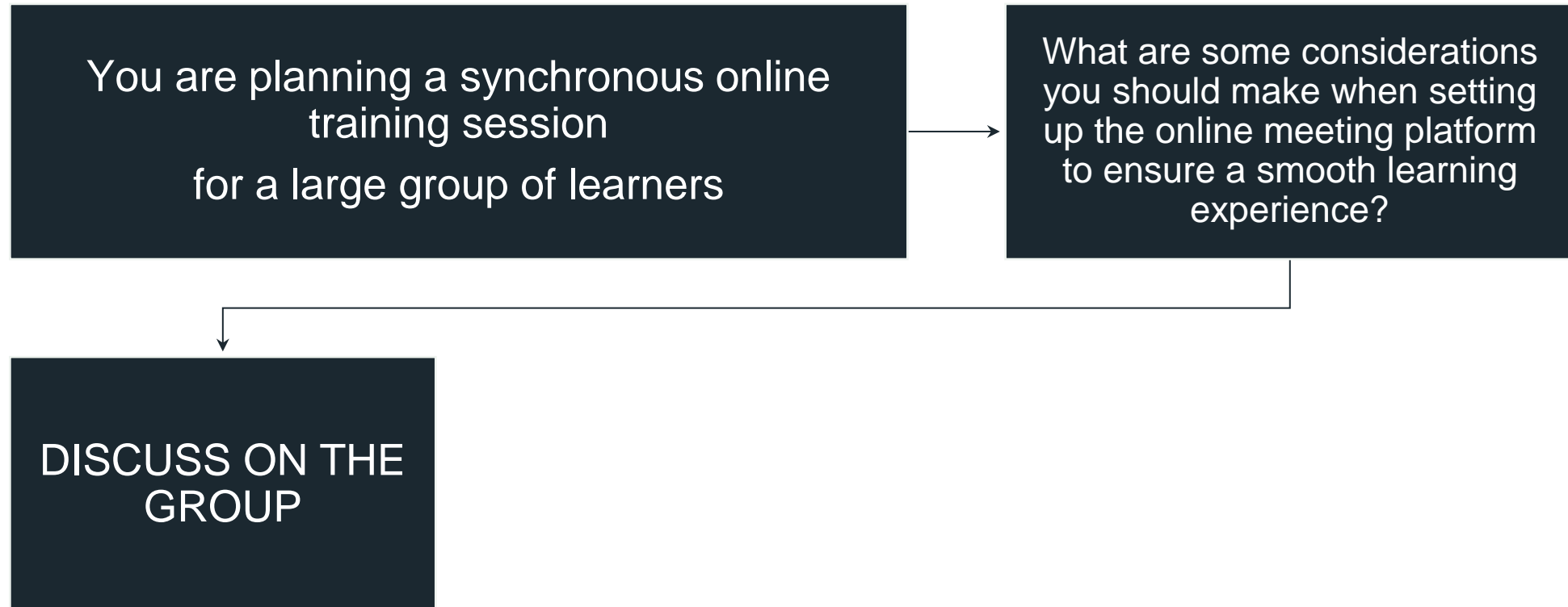
CLOSING A SESSION

- ✓ Make sure to allow time to wrap up the session and provide clear next steps.
- ✓ End the recording (if there is one), title it, and save it in a place where you can easily access later.

Source: Deliver Your Live Remote Lesson

<https://avidopenaccess.org/resource/deliver-your-live-virtual-teaching-session-2/>

BRAINSTORMING SESSION AND DISCUSSION



TOPIC 4

ACCESSIBILITY ISSUES FOR SYNCHRONOUS ONLINE LEARNING FOR LEARNERS AND TRAINER



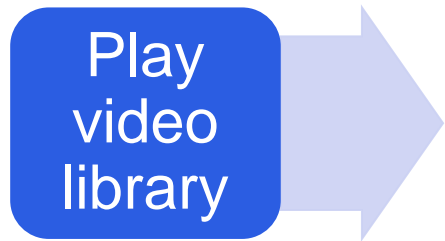
TOPIC 4

ACCESSIBILITY ISSUES FOR SYNCHRONOUS ONLINE LEARNING FOR LEARNERS AND TRAINER

- Accessibility issues on ZOOM platform
- Accessibility issues on TEAMS platform

ACCESSIBILITY ISSUES ON ZOOM PLATFORM

Play
video
library



ACCESSIBILITY ISSUES ON ZOOM PLATFORM



GROUP EXERCISE

LET'S TEST SOME ZOOM OPTIONS

INVITE PARTICIPANTS

MANAGE PARTICIPANTS

START & END MEETING

RECORDING

SCHEDULE A MEETING

JOIN A MEETING

MUTE/UNMUTE

DISABLE VIDEO/ENABLE VIDEO

SHARE SCREEN

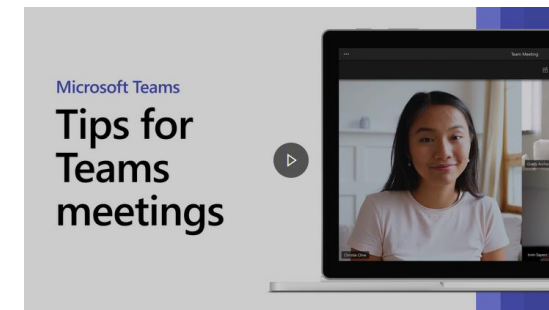
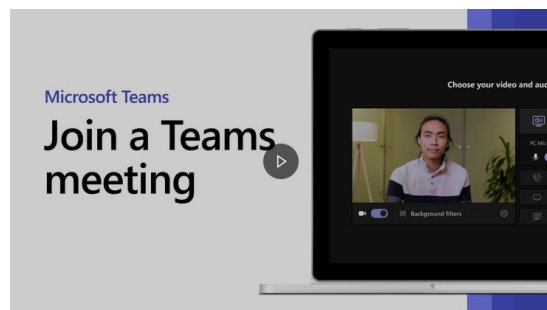
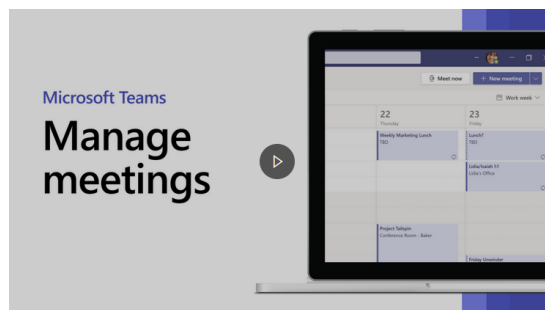
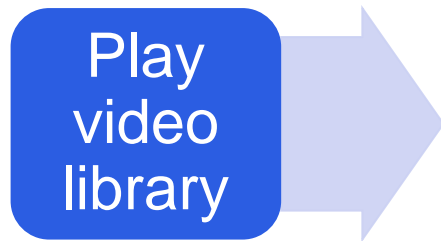
CHAT

REACTIONS

RAISE HANDS

ACCESSIBILITY ISSUES ON TEAMS PLATFORM

Play
video
library

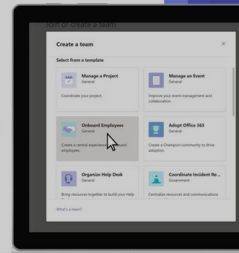


ACCESSIBILITY ISSUES ON TEAMS PLATFORM

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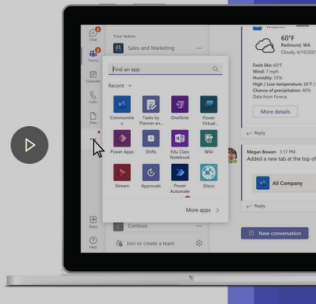
Microsoft Teams
**Create a
team with
team templates**



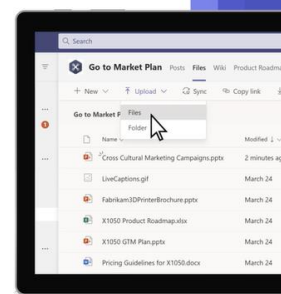
Microsoft Teams
**Overview of
teams and
channels**



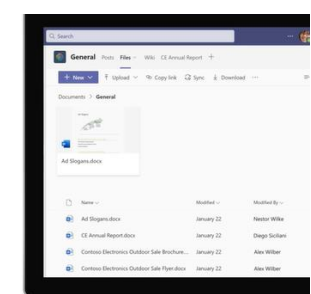
Microsoft Teams
**Find and
use apps**



Microsoft Teams
**Upload
and share
files**



Microsoft Teams
**Tips for
Teams files**



ACCESSIBILITY OF ONLINE LEARNING MATERIALS

- Display is < 120 words at once
- The content is break into smaller chunks
- Size fonts for readability are considered
- Font Formatting - Two Fonts are in use
- White Space is present
- Colours are limited
- Colours in training material has their meaning
- The visual design is consistent
- Each UNIT TOPIC corresponds to a color associated
- The footprint of display has UNIT TOPIC color associated
- The footprint of display contains UNIT no.,Topic , page number
- The TOPICS table of contents contains hyperlink for each Topic
- The hyperlinks are working
- There is an information about UNIT duration (h, min), and number of pages of this training material
- The UNIT content, examples, exercise and assessment information are present

YOU ARE USING TRAINING MATERIALS
FOR SKILLS DEVELOPMENT AND CERTIFICATION FOR TRAINERS OF SYNCHRONOUS ELECTRONIC LEARNING .

SELCERT PROJECT BROUGHT TOGETHER A GROUP OF PARTNERS WITH DIVERSE EXPERTISE TO DEVELOP A QUALIFICATION FRAMEWORK,
A PROGRAMME AND CERTIFICATION SCHEMES FOR THE TRAINER OF SYNCHRONOUS ELECTRONIC TRAINING.

OUR PARTNERS HAVE EXTENSIVE EXPERTISE IN EDUCATION, VET EDUCATION AND LIFE-LONG LEARNING, BUT ALSO EXPERTISE IN TECHNOLOGICAL AND CERTIFICATION MATTERS.

selcert.projectsgallery.eu



OUR CONSORTIUM OF PARTNERS
CONSISTS OF COLLEAGUES FROM SEVEN DIFFERENT ORGANIZATIONS,
REPRESENTING FIVE DIFFERENT COUNTRIES OF THE EUROPEAN UNION.

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