SELCERT

Skills Development and Certification for Trainers of Synchronous Electronic Learning

UNIT 3.3

Elements beyond the digital for SEL training

UNIT OVERVIEW

The Unit considers chosen aspects of communication skills of the trainer in an online environment

It also covers issues related to creativity, collaboration and interaction between the group of learners and within the group contexts.

Duration of the lesson: 100 minutes
Number of slides: 48.

UNIT OBJECTIVES

In terms of knowledge:

Identify communication skills (verbal and nonverbal) that can be suitable for an online teaching environment.

Explain the ways of leading the group and time-management methods in online teaching environment

In terms of skills:

Use nonverbal sphere more effectively in SEL environment

Lead the group and apply online creativity sessions

Apply time-management methods

In terms of competencies:

Express empathy and support for learners

Consider the need of continuous improvement of soft skills.

UNIT TOPICS

1. Verbal and nonverbal communication
2. Active and emphatetic listening
3. Benefits of group work. Leading the group
4. Time management relevance.

TOPIC 1: VERBAL AND NONVERBAL COMMUNICATION

VERBAL VS. NONVERBAL COMMUNICATION

Verbal communication	Nonverbal communication
Language, words (spoken words, written words)	Mainly: Body language, gestures, appearance, facial expression, and phisical environment.

VERBAL COMMUNICATION

1. **Speaking:** should have a clear structure, well-chosen words, uncomplicated sentences. Advantages: it is fast, direct and interactive. Disadvantages: does not leave a permanent record, may be too informal
2. **Listening:** It requires interest in the content of the message, remembering key words and phrases.
3. **Writting:** is more often formal than informal. Advantages: permanence, possibility of careful preparation. Disadvantages: formal and closed nature, limited or indirect feedback
4. **Reading:** Its effectiveness depends on the medium and the content.

NONVERBAL COMMUNICATION

“Communication without words”

NONVERBAL COMMUNICATION

- **It is more believable than verbal communication,** ambiguous (could have many different meanings) and culture-bound, nonverbal messages are more difficult to fake

- Nonverbal communication influences the effect of the first impression, also in online meetings.

TYPES OF NONVERBAL COMMUNICATION

1. **Body language and gestures:** body communicates status, personality, credibility, interest in others, attitudes, etc.

1. **Voice and paralanguage:** the voice itself is another form of nonverbal communication: rate, volume, speed of talking are very important in SEL teaching

1. **Touch and handshakes:** very important aspect of nonverbal communication but limited in SEL environment.

TYPES OF NONVERBAL COMMUNICATION

4. Clothing and impression management: it can convey or express: economic or social status, personality, norms and standards, belief system

5. Distance and territory (proxemics, proximity): the study of the way people use space (limited in SEL)

6. Elements of the physical environment: provides information about the person, status, power, occupation, interests, hobbies, etc. A very important aspect of nonverbal communication in SEL environment.

EXAMPLE

The most relevant aspects of nonverbal communication in SEL environment will be discussed further on the following slides.

EXAMPLE

I. Preparing the workplace for an online meeting:

- The ability to arrange a work space is extremely important and forms the basis of the first impression effect
- Remove unnecessary objects from the „background” or desk that may hinder the training or distract the trainer himself
- One of the biggest mistakes that can be made during an online meeting from a private space is to show an inappropriate background (an unmade bed, a sink full of dirty dishes or laundry hanging on the dryer, all of which can distract participants). **If you are unable to arrange your private space accordingly, use the blur background.**

EXAMPLE

Preparing the workplace - what else should be borne in mind:

- Appropriate location of computer and camera so that at least the face is visible
- Appropriate positioning of the light so that it does not shine directly on the monitor
- Prepare a suitable background (wall, mural, bookshelf, poster, banner, flipchart or blur background)
- Prepare handouts, textbooks, writing utensils, switch off the phone and other distracting devices.

EXAMPLE

II. Managing the nonverbal sphere during training:

- Use of facial expressions and gestures: it is a good idea to position the camera to show hands and the desk. Eye contact with participants (to the camera) is essential

- Voice, its timbre, diction, pace of speaking: the trainer must speak with conviction, the voice should be strong but not too loud. Voice and paralinguistic functions are extremely important in online meetings: a pleasant voice, an appropriate speaking rate and correct diction can attract the attention of the audience

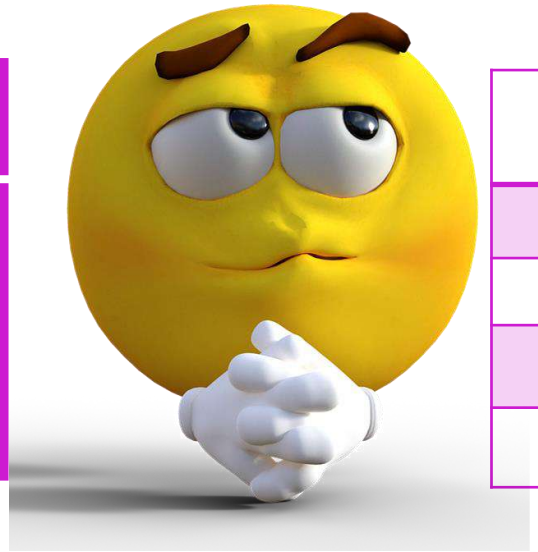
- Dressing and appearance: it is worth taking care of your clothes, make-up, jewellery and haircut.

Background
Appearance
Desk

EXERCISE - CHECK YOUR PERCEPTION OF LEARNERS` NONVERBAL SIGNALS

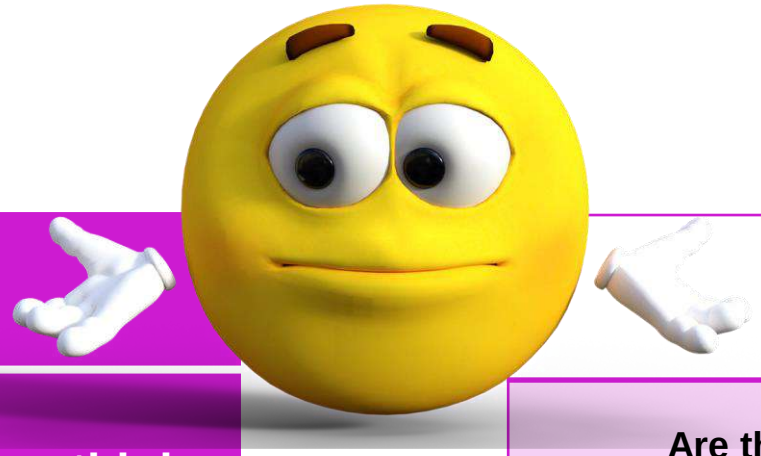
STEP 1

Observe nonverbal signals of the learners



CONSIDER…
Are they frowning?
Do they make eye contact?
Are their arms crossed?
What is their tone of voice?

EXERCISE - CHECK YOUR PERCEPTION OF LEARNERS` NONVERBAL SIGNALS



STEP 2

Form a mental impression of what you think they mean

CONSIDER…

Are they interested, curious, happy, sad?

Is nonverbal message compatibile with the verbal or is contradicting?

EXERCISE - CHECK YOUR PERCEPTION OF LEARNERS` NONVERBAL SIGNALS

STEP 3

Ask questions to check whether your perception is accurate

CONSIDER…

„Are you (not) interested?”,

„Would you like to add something / ask?”

„Your expression and voice suggest you (don`t) agree. Could you give your agruments?”

„The look on your face tells me you really like / don`t like the idea. Do you?”

TOPIC 2: ACTIVE LISTENING

EXERCISE – PRE TEST

Listening skills

Self-Assesment Test of Listening Skills (Mentir

5 questions (Usually, Sometimes, Seldom)

www.mentimeter.com

Code:

Time: 5 minutes

EXERCISE – PRE TEST

Listening skills

Results and discussion

5 minutes.

THE ART OF LISTENING

- Listening is one of the most important skill of the trainer
- Effective listening is hard work. You have to invest the energy to understand others
- Active listening requires to empathize with the speaker so that you can understand the message from the speakers` point of view.

PROCESS OF ACTIVE LISTENING

5. Remembering
4. Responding
3. Understanding
2. Attending
1. Hearing

THE ART OF LISTENING

How to improve your listening skills as a SEL trainer:

1. **Stop** (put your own thoughts aside, be there not only physically but also mentally)
2. **Look** and observe body language of the speaker
3. **Listen** (just listen-do not interrupt, be patient).

EMPATHIC LISTEING

In addition to the previously indicated conditions for active listening, use additional techniques:

- **Reflect feelings:** verbal and nonverbal expression of the speaker's emotions,
- **Appreciate:** expressing approval for the speaker, appreciating the importance and value of what the speaker is saying (verbally).

RECOMMENDED TECHNIQUES

- Make an eye contact
- Show interest (nodding, facial expressions).
- Reflect feelings
- Avoid distracting actions
- Ask questions
- Take in the whole picture
- Don`t interrupt
- Paraphrase using your own words
- Show emotions
- Support and motivate

EXERCISE

Listening skills

Concept Quiz (True or False): 5 questions

and Discussion the Google Forms:

https://docs.google.com/forms/d/e/1FAIpQLScd7phLXZCqP_nC8f9UYheJyEJs6se72eqIr0IlOrFh9971Hw/viewform

5 minutes.

EXERCISE

Listening skills

Results and Discussion

5 minutes.

TOPIC 3: GROUP WORK AND RUNNING THE GROUP

WHAT IS A GROUP?

A group can be defined as a minimum of three people

What determines the effectiveness of group work:

- Mutual interaction
- Shared goals
- Common norms and rules
- Established structure and assigned roles.

ADVANTAGES OF GROUP WORK

- Boosts creativity
- Supports the learning process
- Strengthens and teaches communication
- Gives more objective ideas
- Stimulates and motivates participants to joint work
- Group is a good place to look for solutions to complex problems.

RULES FOR RUNNING THE GROUP DURING AN ONLINE CLASS

1. **The first step is a good introduction:** introduce yourself at the beginning of the meeting
2. **Organise the integration of group members:** self-presentation of participants, introduction to the forum
3. **A warm-up task** could be applied, e.g. using some object or app to integrate or introduce participants
4. Establish **working rules** at the first meeting: rules for class participation, asking questions, class credit, submission of assignments or learning materials
5. **Set breaks**
6. **Moderate the group:** keep the time and follow the lesson plan
7. Set the **rules of discussion**
8. Build an **atmosphere** of trust and support.

CREATIVITY IN A GROUP WORK

Creative thinking techniques (inventive techniques) can be easily applied in groups, even in an online classroom: **the simplest method is brainstorming**

The posed problem should be open-ended and non-obvious.

HOW TO BRAINSTORM ONLINE?

You can apply:

- **Oral submission on the forum (through GoogleMeet, Zoom, MS Teams):** The trainer or grup leader collects (writes down) all ideas and presents them to the group

- **Paper or Word documents:** Participants write down or draw their ideas on the paper or in a Word document and then present them or send the ideas to the trainer. Then he collects all ideas and presents them to the group (quite time-consuming).

HOW TO BRAINSTORM ONLINE?

- **In online chat:** Participants write down their ideas in chat, or 'like' a chosen ideas. Then, a ranking of the best ideas can be created. The problem for the trainer is to collect the ideas, so more time is needed (the results are not anonymous)

- **Typing in a shared document:** The trainer creates a document (e.g. Google Doc, Miro) and share. Participants are invited to write their ideas, which are noticable to the rest of the group.

TOPIC 4: TIME MANAGEMENT

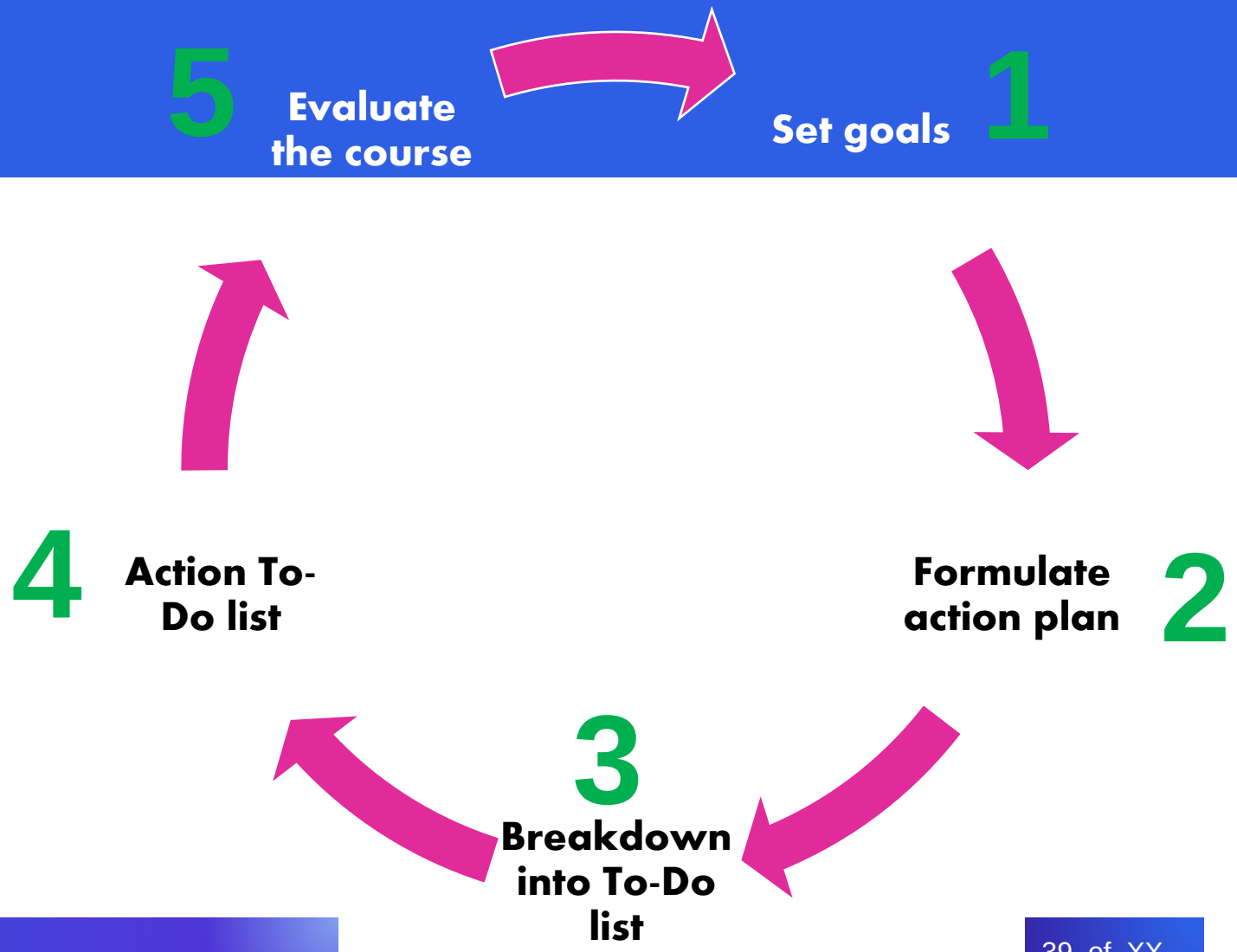
WHAT IS TIME MANAGEMENT?

Time management - is the planning and systematic execution of planned tasks in order to achieve a predefined goal

The basis of time management in SEL is a GOOD PLAN.

TIME MANAGEMENT PROCESS IN SEL

1. Goal / objective setting of the training
2. Preparing the action plan
3. Prioritizing
4. Running the training and monitoring
5. Establishing results / conclusions.



TIME MANAGEMENT ADVICE

URGENT AND IMPORTANT FOR THE TRAINING

DO IT!

Eg. Prepare slides for the training
Prepare attendance list

NOT URGENT AND NOT IMPORTANT FOR THE TRAINING

DELATE IT!

Eg. Scroll social media, sort junk mail

TIME MANAGEMENT IN SEL

1. **Gain information:** effective time management is possible through information gained before the training (preliminary diagnosis). The training program should be adapted to the size of the group and its needs

1. **Determine the duration** (timeframe) and the prepare the scenario, including the exercise materials

1. **Follow the training plan:** take breaks (do not extend meetings!). Be flexible when participants complete tasks too quickly or too slowly.

TRAINING CHECKLIST

Preparing a checklist can help you save a lot of time

Checklist helps to organize everything in advance to avoid unforeseen situations.

TRAINING CHECKLIST

CHECKLIST

Mark what you have already prepared for the training

To be prepared before training

- ☐ 1 .....
- ☐ 2 .....
- ☐ 3 .....
- ☐ 4 .....
- ☐ 5 .....
- ☐ 6 .....
- ☐ 7 .....
- ☐ 8 .....

For the participants

- ☐ 1 .....
- ☐ 2 .....
- ☐ 3 .....
- ☐ 4 .....
- ☐ 5 .....
- ☐ 6 .....
- ☐ 7 .....
- ☐ 8 .....

EXERCISE

Look in the provided checklist what think what doesn`t fit into the SEL training and what is missing?

Work individually – 8 minutes

Share the results and discussion – 7 minutes.

EXERCISE

What doesn`t fit into the SEL training?

Share the results.

TRAINING CHECKLIST

Mark what you have already prepared for the training

To be prepared before training

- Training programme
- Materials, presentations, slides
- Tasks, exercises and games
- Assignments and tests
- Training scenario
- Attendance list
- Competence or evaluation sheet
- Internet quality and connection speed
- Operation of equipment: laptop, camera, microphone
- Set up an online team (e.g. Teams, GoogleMeets)
- Create breakout rooms
- Prepared desk, background, utensils

For the participants

- Training reminder
- Link to the meeting
- Preliminary materials
- Training programme and sylabus
- Examination requirements
- Evaluation questionnaire
- Certificates of attendance

EXERCISE

What is missing?

TRAINING CHECKLIST

Mark what you have already prepared for the training

To be prepared before training

- ☐ Training programme
- ☐ Materials, presentations, slides
- ☐ Preparing the conference room and chairs
- ☐ Tasks, exercises and games
- ☐ Assignments and tests
- ☐ Training scenario
- ☐ Attendance list
- ☐ Competence or evaluation sheet
- ☐ Other:.....
- ☐ Other:.....
- ☐ Internet quality and connection speed
- ☐ Operation of equipment: laptop, camera, microphone
- ☐ Set up an online team (e.g. Teams, GoogleMeets)
- ☐ Create breakout rooms
- ☐ Prepared desk, background, utensils
- ☐ Comfortable shoes

For the participants

- ☐ Training reminder
- ☐ Business cards for particpants
- ☐ Link to the meeting
- ☐ Preliminary materials
- ☐ Pens and notebooks for participants
- ☐ Training programme and sylabus
- ☐ Examination requirements
- ☐ Evaluation questionnaire
- ☐ Certificates of attendance
- ☐ Other:.....
- ☐ Other:.....

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