Games, Activities, & Energizers for Online Synchronous Training

SESSION FR207CS

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WHAT IS IT LIKE? WHAT IS THE WORD ON THE STREET?

Participants are not learning from lecture and are ready for active participation, opportunities to show their personalities and learn in real-time environments.

When transferring Instructor led, face to face, traditional training to online synchronous training, ask the following questions:

1. What needs to be accomplished? (GOAL)

2. What will that look like? (OBJECTIVES)

3. Can that be done online? (ASSESSMENT)

TYPES OF ACTIVITIES

When focusing on the Goal, Objectives and Assessment – what can’t be done? You’ll know exactly what can be done!

You’ll know how much TIME it will take.

You’ll know which FEATURES to use.

You’ll know what CONTENT to include.

You’ll know how many ATTENDEES should participate.
Activity examples: Use the next few pages to take notes and play along!

**Warm-up**

Objective: Prepare participants to “think outside of the box” and to use the virtual classroom tools.

Features:
Annotation, Chat, Feedback, Audio

Notes:

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**Ice breaker**

Objective: Create a fun and competitive virtual environment while practicing with the drawing and chat tools.

Features/Tools:
- Make a separate slide for each scene.
- Enable rights to view any document.
- Annotation, Chat

Notes:
### Level set

**Objective:**
Ensure the attendees are at the same level of comprehension of the word “diversity.”

**Features:**
Annotation, Feedback, Audio

**Notes:**

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<th>How does this apply to ‘diversity’?</th>
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### Team building

**Objective:**
To learn more about one another through the art of sharing unusual and perhaps uncomfortable information.

**Features:**
Annotation, Chat, Feedback, Audio

**Notes:**

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<th>We observe what we know</th>
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<td>Send / Receive mode</td>
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<td>Reflection</td>
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### Brainstorming

**Social Media in the workplace. Hot topic! Should companies be utilizing these tools or not?**

With your partner, using private Chat:
- Discuss the Pro's and Con's.
- Choose ONE argument.
- Decide who will be the speaker for your pair.

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<th>PRO</th>
<th>CON</th>
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**Objective:**
- Encourage creative thinking and collaboration.

**Features:**
- Annotation, Chat, Feedback, Audio

**Notes:**

### Making connections

**Objective:**
- Assess level of comprehension and memory of insurance product packages.

**Features:**
- Annotation, Chat, Feedback, Audio

**Notes:**

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Kassy LaBorie - ASTD TechKnowledge 2012
Geometric Close

What squared or agreed with what you already knew?

What did you learn today that completed a circle of knowledge?

What did you see from a new angle?

What action will you take as a result of the training?

Objective:
Assess key learnings and take aways at the conclusion of a class.

Features:
Annotation, Chat, Feedback, Audio

Notes:

Instructional Tips

Set expectations
Provide clear instructions
Create and use participant materials
Design opportunities for collaboration
Deliver meaningful assessments
Build ‘ninja’ technical skills
Be truthful
Follow-up

Technical Tips

Click on everything.
Youtube it, Google it, Review it, Replicate it.
Try to defeat it!
Use it. Use it. Use it.
Use a 2nd computer.
Respond quickly.
Narrate the process. (in brief)
Pay attention to details.
Log it.
Fix it.
Revisit it.
**Job Aid**

Use the following process to determine what you can teach effectively online:

1. What needs to be accomplished? (GOAL)

2. What will that look like? (OBJECTIVES)

3. Can that be done online? (ASSESSMENT)

Now, what online virtual platform do you have? (Example: WebEx, Connect, Live Meeting, etc.)

My virtual platform: ________________________________.

Refer to the examples demonstrated in class for ideas and use the feature tips below to help you get in depth knowledge of the features available to you in your online virtual platform.

A special note regarding audio – how is your audio being provided? Is it integrated? Is it VoIP (computer)? Is it a teleconference? Is it both? Learn all the details to control it.

If you have WebEx learn how to use the following:

- ✓ Whiteboards and Annotation Privileges (and more than one whiteboard)
- ✓ Chat
- ✓ Feedback (raise hand, green check, etc.)
- ✓ Polling
- ✓ Share menu options
- ✓ Breakouts (Training Center only)
- ✓ File Transfer
- ✓ Recording
- ✓ Webcams
If you have Adobe Connect learn how to use the following:
✓ Pods
✓ Layouts
✓ Whiteboard Overlay and Enhanced Participant Rights
✓ Chat pods
✓ Share pods
✓ Polling pods
✓ File share
✓ Breakouts
✓ Recording
✓ Video

If you have Live Meeting learn how to use the following:
✓ Whiteboards and Attendee Permissions
✓ Shared Notes (use as a way to “chat” – enable the permission for all to edit)
✓ Content pane – sharing documents, web sites, etc.
✓ Polling
✓ Handouts
✓ Breakouts
✓ Recording
✓ Video

Think of your favorite face to face classroom activity and begin to convert it:

TITLE__________________________________________________________

OBJECTIVE______________________________________________________

FEATURES:
References and further reading enjoyment

Article in The Globe and Mail on the UBC study

Tailoring Virtual Training Delivery for Adult Learners by Kim Perego

Training By Webinar (Mostly) Sucks and It’s Your Fault by Wayne Turmel

Kineo shares Virtual Classroom insights in new free guide

Studying the Virtual Classroom: An Examination of Successful VILT Practices
http://www.trainingindustry.com/training-outsourcing/white-papers/gp-vilt.aspx

Advice from the Virtual Trenches by Jennifer Hofmann
http://www.trainingmag.com/article/advice-virtual-trenches