RESOURCE GUIDE:

OFFLINE TO ONLINE EDUCATION TRANSFORMATION
ABOUT US

TechSoup Europe is the European division of TechSoup. In the last 33 years, TechSoup has connected over 1.2 million nonprofits and delivered more than US$13.5 billion in technology tools and philanthropic services from over 100 corporate and foundation partners all over the world.

TechSoup Europe together with over 40 partner organizations representing many different areas: capacity building, media literacy, civic engagement, social innovation, or digital inclusion, helps nonprofits including grassroots, small, local organizations build their capacity. We equip changemakers with transformative technology products, knowledge, and services so they may benefit from technology and focus on their mission.

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Introduction
INTRODUCTION

This is a comprehensive guide designed for trainers, educators, and organizations engaged in educational initiatives, focusing on how to convert your trainings from an offline to online format.

The goal of the Resource Guide: Offline to Online Education Transformation is to share best practices, useful tips, and present cases relevant to you – trainers who are going through this major challenge as well as help you redesign your curricula, making it ready for online trainings. Our intention is to share practical information that will help plan and deliver online workshops and/or webinars with confidence, ease, and a sense of purpose.

The content in this Guide is based on TechSoup Europe’s experience gained through implementation of several projects during COVID-19 pandemic, which in early 2020 started to impact operations of many organizations worldwide. TechSoup Europe was no exception - with the need to transfer business related processes and providing a full training component of our activities from offline to online. This transition has been challenging but at the same time highly beneficial as a learning experience for the team, as well as the trainers and partners involved. Our aim here is to share some of our lessons learned, as we believe this resource might be useful for trainers, educators, and organizations engaged in educational initiatives.

There are several steps you should consider taking, in order to transform your offline training methodology into a high-quality and sustainable online learning experience:
This guide will walk you through all steps listed above.

We hope you will enjoy this learning journey!

TechSoup Europe Team
The challenge: Digital learning mindset
You have to rethink some elements of traditional in-person training:

- what values and functions each element of the online training provides to the learners?
- how to use the online modality to build relations?
- how to maintain engagement over time?
- how to plan the experience?
- how to encourage people to apply the newly acquired skills and knowledge?

Traditional learning is a linear experience, but around a certain narrative.

The learner’s journey is different in the online realm. Online education is not linear, but puts an individual in the centre. We can deal with an ad hoc group (during a webinar) or a community (during an online education program). Asynchronous processes are at play.
Define learning outcomes for your online training
DEFINE LEARNING OUTCOMES FOR YOUR ONLINE TRAINING

Start by deciding what are the main outcomes you want to achieve with your online training. What do you want your learners to get out of your training? Define learning outcomes for your training by finishing the sentence “By the end of the training, learners will....”

Why learning outcomes are so important?

• They give focus and clarity to the trainer and to the learners
• They help to select training content and design learning activities
• They provide framework for the training evaluation.

Remember that with your training you should be able to impact 3 learning domains: knowledge, skills and attitudes.

YOUR TRAINING SHOULD IMPACT 3 LEARNING DOMAINS

1. KNOWLEDGE/THEORY (COGNITIVE)
   - How do I do it?

2. SKILLS/PRACTICE (BEHAVIOURAL)
   - I can do it

3. ATTITUDE/CONVICTION (MOTIVATION)
   - Why should I do it like that?
Have clear objectives for each training session and make sure to present it to your training participants – they need to understand upfront what exactly they are supposed to take away from this learning experience.

Example:

Learning outcomes for the training on Building effective NGO communications strategy could be defined as follows:

By the end of the training, learners will:

a. understand what’s the role of the communication strategy of their nonprofit organization

b. use 3 mobile apps to create attractive visuals

c. Feel empowered to improve social media posts showcasing activities run by his/her organization
Moving to online but where exactly?

OVERVIEW OF POTENTIAL FORMATS OF ONLINE TRAINING
There are different ways of delivering online education. In this section we will guide you through several online education formats used by TechSoup Europe team showing when it’s worth to consider them and what is their core value to the learners.

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<th>Big scale formats</th>
<th>Virtual instructor-led training</th>
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<td><strong>Main goal:</strong></td>
<td>To reach the bigger target audience and scale up the content</td>
<td>to simulate traditional classroom to make the online training an effective group experience adaptable to learners</td>
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<td><strong>Possible variants:</strong></td>
<td>A one-off webinar (live)</td>
<td>Online workshop</td>
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<td>Automated webinars</td>
<td>Self-paced courses</td>
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<td><strong>Size of the group</strong></td>
<td>No limit</td>
<td>group of around 12-16 participants</td>
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Below, we briefly characterize each online training format listed in the table.
Webinar
Creating a webinar is not rocket science, but it does require some degree of preparation. Based on what we’ve learned over the years, we are happy to share basic tips and tricks on how to go about producing a webinar. We realize that at this point of the pandemic even the sound of the word ‘webinar’ might make you cringe, as it seems like they’re everywhere and contribute to a growing online fatigue. But if conducted right, they can be a very useful tool for transmitting the message/knowledge you have to your wider audiences, and not just under these special circumstances we’re experiencing due to COVID-19.

When to consider using a webinar format?

• Conveying a message/knowledge/skills to your wider audiences.
• Highlighting a specific topic, ex. one-off webinar on disinformation in the context of the pandemic.
• Giving a sneak peek and inviting learners to a longer and more engaging experience, e.g., a webinar can be used as a promotional event for a longer series of online workshops.
• Delving into a particular topic dedicated to a specific target group, e.g., subject matter webinars.
• Creating evergreen materials, which are indispensable in the online content world.
An engaging webinar is an online presentation (max. 90 minutes) for unlimited group of participants where the speaker(s) and audience are connected over the Internet via a dedicated platform. The presenter almost always has slides to present, and can be seen over video. Screen sharing and live demos increase the audience engagement.

There is usually at least one other person involved in producing a webinar - master of ceremony, host or facilitator, who introduces the speaker and who may also facilitate a Q&A session.

The audience can use the chat, a whiteboard, or poll to communicate with one another or the speaker, but they cannot use their microphone.

Elements of a webinar are: the content, voice, interaction, structure, anecdotes, and visuals.

Time investment for the participant: 1-1,5h

What are the roles during a webinar?

**Presenter** - creates and delivers the content

**Host and producer** facilitates the event, kickstarts introductions, Q&A sessions, keeps an eye on the chat during live session, schedules rehearsals before the event, or may edit content, organize and monitor the registration (if there is one)

**Marketer/comms specialist** - ensures sufficient participants turnout, manages the social media content and interaction

**Administrator** (or a producer) deals with technical issues and automation processes
Check Out TechSoup Europe’s Other Resources

TechSoup Europe short guide to making webinars

Watch our Webinar about Making Webinars
Online workshops
This format is the most similar to the offline workshop. It has great potential to generate high impact learning and to answer the participants’ expectations.

What are the basic elements of the online workshops format?

- The curriculum of online workshops is tailored to the needs of a specific group. Thorough needs assessment is a very important element of the training preparation.

- A closed community of 12-16 participants works together over the span of several weeks.

- The participants attend several live meetings organized by the online trainer, i.e., on weekly basis (3-4 meetings 180’ each).

- Participants complete tasks each week between the sessions:
  - read, watch and listen to the content proposed by the online trainer (pre-work)
  - take part in a discussion in a closed group
  - give feedback to each other (tasks can be submitted within the online group)

- Time investment for the participant: ca. 15h (3 hours x 4 weeks) + prework.
What are the trainer’s roles during an online workshop?

• Hosting an online meeting
• Facilitating group activities
• Providing participants with assignments between sessions
• Creating a safe and welcoming environment for participants to work effectively together
• Helping participants learn more about online tools
• Working individually, or in pairs with a fellow trainer and monitoring the turn-taking whilst facilitating a workshop
• Addressing technical issues, with or without technical support available (as much as possible)
Project-based education program
This format is the most similar to the online workshop described in the previous section. The outcome of the project-based education are projects that the participants design over the course of a series of online trainings.

What are the basic elements of project-based education program format?

• The curriculum of project-based education program is tailored to the needs of the specific group. Thorough needs assessment is a very important element of the training preparation.

• A closed community of 12-16 participants works together over the span of several weeks.

• The participants attend several live meetings organized by the online trainer, i.e., on a weekly basis (3-4 meetings 180’ each).

• Participants complete tasks each week between sessions:
  - read, watch and listen to the content proposed by the online trainer (pre-work)
  - take part in a discussion, in a closed group
  - give feedback to one another (tasks can be submitted in the online group)
  - attend individual consultations with the trainer

• Participants design Local Action Plans. Training focuses on a real-life challenge (project) that learners design and implement over the span of the course. They work individually or in small groups. Every week they complete parts of their projects. Time investment for the participant: ca. 20h (3 hours x 4 weeks) + pre-work + consultation with the trainer.
What is a Local Action?

Local Action in an initiative planned and implemented individually or in teams. It focuses on addressing local communities or specific groups by facilitating comprehensive training provided by TechSoup Europe in the areas of media, security, countering disinformation and creating positive narratives.

Local Actions are two-fold and may focus on action and/or educational nature of the activities.

TechSoup Europe’s main deliverables for Local Actions are aiming at:

- **Influencing** the change in people’s approach and decisions in the reception of social media and other information content available on the Internet.
- **Encouraging** various stakeholders to seek reliable sources of information online.
- **Inspiring** in critically analyzing the information that they encounter online.
This training format is followed by the Local Action Plan implementation. Participants, apart from attending the trainings, are being called upon to take an action addressing a local problem (Local Action). Trainers are offering support in creating the ideas for the actions.

If possible, within the available resources, once the training is completed, participants prepare intention letters for Local Action Plans (LAPs) and apply for a small financial support. Selected LAPs are subsidized with a seed funding for implementation. LAPs can be submitted by individuals or groups of 3-5 participants.

To learn more about the Local Action Plans case studies, check out the Local Actions section on Hive Mind.
Self-paced course
Another possible format you could consider is to design and produce a self-paced course.

However, this is a much more demanding process that requires engagement of subject matter trainer/s, online course designer, IT support, as well as specialized knowledge of the appropriate software to produce your online courses, adding them into the Learning Management System (LMS), and promoting them so that your learners could take part in the course.

Based on our experience at TechSoup Europe, the online course development procedure is as follows:

- **Part 1** What are the initial steps leading to the creation of a course prototype? (follow the roadmap starting at the bottom of the infographic):

- **Part 2**: What happens after the course prototype is created? (Going from the bottom of the infographic all the way up to the course finalization):
ONLINE COURSE DEVELOPMENT PROCEDURE

COURSE TESTING
- Course published on the learning platform for testing

COURSE PROTOTYPE DESIGN
- Prototype designed & submitted for review

TARGET AUDIENCE
- Target audience for the online course defined

MATERIALS SELECTED
- Training materials reviewed & approved for online course design

TEAM CREATED
- Team established
- Initial team meeting scheduled
- Formalities with selected experts completed

COURSE GOALS & OBJECTIVES SET
- Identifying goals & objectives for an online course

COURSE SCENARIO/STORYBOARD DESIGN
- Users with special needs – factored in

FULL COURSE DESIGN
- Complete course is designed and submitted for review & approval

TESTING FEEDBACK
- Course testing feedback collected from the audience

COURSE FINALIZATION/MONITORING/UPDATES
- Testing feedback incorporated into the course
- Final course published on the learning platform
- Regular course assessment & updates

ONLINE COURSE DEVELOPMENT PROCEDURE
But what if you do not have all the above-mentioned resources at your disposal and you would still like to produce an online self-paced course? You can still do!

You will need to:

- Choose your subject matter
- Test your idea
- Fully research your topic
- Prepare an outline for your course
- Create the course content
- Place your course online using available resources/programmes/apps
- Promote your course and get users to sign up for it
- Keep collecting feedback and monitoring your course completion rates
- Create and facilitate a learning community

If you are new to this field, you are welcome to utilize relevant resources available on the Internet, including LinkedIn courses on instructional design, software used to produce online courses, overview of the LMSs, and other relevant materials. Enjoy! 😊
Less is more. Curate and prepare content for your online training.
Once you’ve decided what online training format will best suit your target audience and expected learning outcomes, it’s time to curate your training content. Keep your learning objective in mind and proceed with the online course design accordingly.

Most importantly, as a trainer you need to be aware of what realistically can be achieved by the end of your online training and how much time is needed to cover the material you intend to share with your training participants. While designing your online curriculum based on the available offline training curriculum, it is strongly recommended to cut it by at least 30-40%.

Think of a metaphor of moving houses. When you move to a new place, usually you do not take all your belongings with you, but instead you consider giving some away, leaving it behind for the new residents, or simply getting rid of the things you do not want to keep any longer.

The same approach applies to transformation of the offline curriculum into content for your online training. Less is more – it’s a key guiding principal to keep in mind while working on your online training design.

Speaking of more practical tips when it comes to online curriculum design, consider the following:

- Closely review your content and identify any outdated materials, as well as the ones needing updates/revisions.
- Condense your materials whenever possible for online learning.
- Break down your activities (i.e., group work exercises) into small chunks (5-10 minutes) and set the timer during the training session to keep the process focused.
- Keep it short and to the point. The content should be simplified & made easy to understand.

- Think visually and let others think alike – use Canva for creating attractive and engaging images, share photos or sketches visualizing your words.

- Organize the results of your work. Create a comprehensive list or a catalogue of your available training resources as you may have a few of them, and it becomes hard to remember everything.

- Establish the location where videos, PDFs, and other necessary files are stored and can be shared with your participants. You will keep working on your curriculum, and you don’t want to think too often about the best location for storage of your materials. Research your options and pick the best one tailored to meet your needs. You can consider Google Drive, Box, Dropbox.

- Include testing/knowledge assessment mechanisms into your online training. Are you going to offer your learners a quiz at the end of the training session? Are you planning to give them an assignment to practice what they’ve learned and see how they can apply it? If yes, check the list of useful tools presented later in the text.

You may also want to check out TechSoup Europe’s resources...
How to Create Effective Visuals for your Online Training video
How to make your online meetings and training events more engaging?
HOW TO MAKE YOUR ONLINE MEETINGS AND TRAINING EVENTS MORE ENGAGING?

In this section we will summarize some key tips and tools that you can use to make your next online meeting or workshop engaging and effective. We will briefly look at how to set an agenda and activities, use tools, be mindful of equity and engagement, and learn how to be creative!

Agenda and Activities

**Be mindful of the time.** This doesn’t mean you want to skimp on elements that will make the session powerful, but just be mindful of the time as you prepare. Online meetings can be more draining than in-person ones. We recommend including a 5-15 minute break for every hour of an online workshop.

**Be mindful of engagement styles.** Different people prefer to learn and engage in different ways. We recommend using the PEMS model as a way to ensure every type of learner can find something for themselves in your session.

The PEMS model describes different engagement styles and it stands for Practical, Emotional, Mental, and Spiritual.

- **Practical learners will want to engage with what is more concrete and tangible:** So if your training is on virtual facilitation, that might include reviewing the technicalities of how to use zoom, or an online tool like good docs, or giving specific energizers that people can use.

- **Emotional learners engage through human connection.** For your meeting that might include greeting people when they came in, playing music during the break, use of energizers, as well as check-ins and check-outs.
Mental learners enjoy deconstructing, discussing facts, reflecting, using models: that might include sharing a model like PEMS, brainstorming sessions and conversations in break-out rooms, etc.

And lastly, Spiritual learners like connecting with the bigger picture. This might include reflecting goals of the workshop or of the day, zooming out to see the bigger picture, connecting to their personal purpose or goals, which can also be done during check-ins and check-outs.

Of course, this model is not meant to box people in, as audiences are complex and cannot be placed into such firm categories, but it can be used as a guideline to ensure diversity of engagement styles.

Tips:

- Make sure you have a balance of activities that fit the needs of each category of learners. So, after you’ve finished your agenda, do a run-through, and make sure each engagement style has its own activities.

- Share your training agenda with the participants in advance. Let them know what will be the overall structure of the session, and whether they will need to prepare anything (e.g., coming with paper and markers, or simply some water or drinks to stay hydrated).

- If you want to encourage participants to use their camera during the session, it’s very important that you also let participants know in advance that this is preferred.

- If the workshop lasts over several days, and connection between participants is important, get conversations going before the start of workshop, by inviting participants to introduce themselves either via email, on the shared doc, on a temporary WhatsApp thread, whatever is your preferred platform.
As you prepare your online session, get ready to use online tools that facilitate online learning and group collaboration. There are many available tools to conduct online polls or online brainstorming sessions, and the list goes on. But even something as simple as a single Google document used by participants in the session, can be a great tool to organize the session and capture knowledge.

For example, a shared Google doc can contain flow of the session, as well as key objectives, links you’ll be using throughout the workshop, as well as additional resources. Such document can also be used as a space to post participants’ bios.

It can also be used for collaboration. For example, if you decide to divide participants into breakout rooms, a table in the shared Google doc can be used so that each breakout room can type in the key findings/conclusions from their group. As they fill it out, they’ll also see other groups filling out their findings, and it’s a neat way to get inspired, see each other’s progress, but also document and preserve the general learnings.

Whatever the tool - make sure the links work for your participants and the tools are readily available for you to copy-paste into the chat box during your online session. Check, and then check again as technology likes to get in the way when we least expect it ☺️

Remote workshops rely on apps to make the interactions possible. Try out the tools listed below:

- Airtable: https://airtable.com
- Hopin: https://hopin.to
• Ideaboardz: https://ideaboardz.com/
• Jamboard: https://jamboard.google.com/
• Jitsi: https://jitsi.org
• Kahoot: Kahoot! | Learning games | Make learning awesome!
• Meet: https://meet.google.com
• Mentimeter: https://www.mentimeter.com
• Miro: https://miro.com
• Mural: https://mural.co
• Sli.do: https://www.sli.do
• Survey Monkey: https://www.surveymonkey.com/
• TypeForm: https://try.typeform.com/
• Thinglink: Create unique experiences with interactive images, videos & 360° media — ThingLink
• Google forms: Google Forms: Free Online Surveys for Personal Use
• Canva: Collaborate & Create Amazing Graphic Design for Free (canva.com)

Be Creative

Just because your session is online, it doesn’t mean you can’t be creative. Quite the contrary, strive for being interactive and engaging to keep your audience’s attention – don’t be shy to try out new things, including animations or even simulations or games, in addition to a fairly typical mix of the presentations with slides, work in virtual breakout rooms, or other group assignments. Use the tools at your disposal creatively to increase engagement. Also, don’t feel that you have to limit yourself to a room, especially if participants have smartphones, as many do these days, consider embedding activities that get participants outside and walking around.

In other words, don’t limit yourself! Experiment with the tools at your disposal, and once you try out something great, make sure to share it with the wider community of trainers!
Pick some simple activities that will keep your audience engaged:

- Invite training participants to type in the provided chat box before and during the meeting; make introductions and communicate before the workshop starts.

- Invite participants to use the “change name” function on online platform you use, have participants change their name to add their location, a nickname, or even to check the energy in the room by asking people to type their energy level in front of their name (e.g., 1-dead, 10-never been-more-excited).

- Ask about emotions at the beginning and at the end of the session. Ask “What is the main emotion you are feeling now?”

- Ask an “icebreaker” type of question such as “What’s your favorite dessert?” etc.

- Encourage everyone to use their microphones when you first meet in order to hear everyone’s voices.

- Encourage the use of webcams on online workshops to get instant feedback:
  - a “thumbs-up” from everyone
  - see heads nodding in agreement
  - raise a hand to vote
  - see everyone’s smile 😊

- Leverage more individual work followed by share-outs.

- Ask participants to take a piece of paper, write their answer or comment and show it to the camera.

- When an open-ended question is asked, let each person nominate the next one to share out or introduce
an imaginary ball thrown to one another, to ensure all participants’ involvement and facilitation of a playful atmosphere during the training.

Use icebreaker games for community interaction. Check [Top 8 Energisers for a Virtual Training](#) compiled by the TechSoup Europe team.

Be flexible with your energizers as well, encourage participants to get out of their seat, give them challenges that have them move around their space!

Reward your participants on completed tasks. Rewards could come in the form of appreciation, points, marks, etc. Keep it playful 😊 Gamification is key for adult learners.

Connect with learners on a personal level, as well as professionally.

Also, check out other TechSoup Europe’s resources

[How to Thrive an Online Meeting?](#)
Summary. Key steps to moving your training online.

To sum up, your key steps to moving the training online include:

• Effective time management
• Engagement styles (PEMS model)
• Balance of activities fitting the needs of different learners
• Sharing the training agenda in advance
• Choosing tools wisely
• Keeping it interactive
• Remembering that personal connection matters
How to become a good online trainer?
HOW TO BECOME A GOOD ONLINE TRAINER?

In this section we will share some tips for trainers on how to capitalize on our internal strengths to operate effectively in the virtual environment, and how to keep one’s confidence high while leading an online training.

How to become a good online trainer? Be yourself. The most important aspect of being an online trainer is to use all your internal strengths and talents in exactly the same way as you would for the offline workshop. Remind yourself what you need to feel confident while leading the training? Is it being well prepared? Is it having detailed trainer’s notes? Is it about making sure that all the tools you are going to use work? Or maybe it’s about being relaxed and not distracted by any external engagements? All of the above remain relevant for the online environment. Make sure you take care of everything you need to be yourself while working with the group online.

Below you can find a brief summary on what can help you to avoid various stressful situations during online trainings.

Get yourself ready:

• Make sure that technology is your ally. Make sure you feel comfortable with all the tools you will be using for your training.

• Do a dry-run - practice using your platform with all the materials you have included into the course. It’s much easier to practice with actual audience there so think about asking a couple of co-workers/friends to do a quick dry-run with them.

• Invest in a strong internet connection with the right service provider. This will pay off with setting a clear and undisturbed connection with your participants and ensure your presence at the event.

• Set up clear audio channels with good microphone access.
• Remove visual distractions in your frame – be aware of what your background looks like.

• Set up proper lighting to help participants stay focused on you, not your house plants ;-) 

• Turn off all the notifications on your computer, close the tabs you won’t be using, etc.

Strengthen your online facilitation skills:

• Think which tool best suits your activity. To some extent they are all free to use.

• Explore online facilitation tools listed in the previous section.

• Make yourself comfortable with the ones you’ll be using during the training.

• Practice beforehand to identify potential fails and bottlenecks.

• Onboard everyone with a warm-up exercise that requires participants to use the chosen tool.

Have a “Plan B” at hand:

• Remember that technology fails cooma so always have a “Plan B”.

• Have your phone close by, so you can create a personal wi-fi hotspot quickly, in case the internet fails.

• Set clear rules of interaction for the course, including a procedure to report technical issues to the instructor or use the “mute” function while not speaking.

• Have a co-host with you to give support in troubleshooting.

• Always have fallback communication channels and alternatives for planned activities. You may need it to let the participants know what’s going on while the internet fails.

• Set clear ways/channels in which your learners can report technical issues.
Between the sessions:

- Stay connected
- Assign homework between the sessions - plan activities to be completed before and after workshops, e.g., have participants collect data or examples ahead of time.

Also, check out TechSoup Europe’s other resources

5 Tips on How to Facilitate an Engaging Online Training video

Blogposts:

- [How to Run Engaging Online Meetings?](#)
- [Golden Rules for Running Effective Online Meetings](#)
- [Top 8 Energisers for a Virtual Training](#)
How to make your online training inclusive?
HOW TO MAKE YOUR ONLINE TRAINING INCLUSIVE?

Create equal online space for your participants

Part of being an effective online facilitator is ensuring that there is space available for all to share and participate. Depending on the culture and context, the “airtime” may be dominated by different people, for example, white, male, Western individuals. Having an explicit conversation at the beginning of your online session, about how you want to make sure everyone gets equal space to share, can set the right tone from the beginning, to ensure the conversations are not dominated by certain individuals. In addition, encouraging participants to contribute via the chat box can also facilitate engagement for those who are less likely to jump in and use their microphones.

Be sensitive about the “camera on” rule

Also, while in some ways having events online equalizes access to meetings and events, these are very much dependent on participant’s ability to get a strong Wi-Fi connection. For example, while having online sessions with cameras on definitely increases engagement, it is important
to be flexible. Some participants may not have a strong enough Wi-Fi connection to ensure video participation, some might live with others and not have private space, and some participants may be embarrassed of their home or background. So, while “camera on” is generally best, it’s important to be mindful of sensitivities and inequalities that this could highlight.

**Adjust your online training pace to the participants Wi-Fi connection**

Wi-Fi also affects participants’ speed in entering or leaving breakout rooms. Whether you’re starting a breakout room session, or returning to a plenary after the group discussion or exercise, make sure to wait 2-3 minutes, to account for those whose Wi-Fi connection may take some extra time. Make sure you also tell your participants why it is important for them to wait up to 2 minutes before starting their breakout room discussions, and ensure there’s space for that in your agenda.

**Remember that adults love to play as much as kids do!**

You can make your online training more inclusive in many different ways. First, it’s a good idea to gamify your training. Engaging your participants in discussions will bring benefits and help engage those who might seem a bit hesitant, or shy to actively participate. Speaking of the online courses, if there’s a way to add badges, points, etc., go for it. The adults love to play as much as kids do! Make their learning experience memorable and exciting.
Enhance social learning

Moreover, adding group collaboration activities will also enrich your learners’ experience and will positively contribute to networking during your online events. You may also want to consider creating a closed social media group (e.g., a dedicated closed Facebook group) for your training participants to keep networking and have an essential communication channel, in addition to their online training experience.

Make your training accessible

Please, be sure to support your learners with special needs by making your training content accessible to them. Consider adding subtitles and audio captions to help them have the same learning experience as the rest of their peers in your training cohort.

Include diversity in training ground rules

Last but not least – create and follow a set of ground rules to be announced at the start of the training regarding learner diversity during the training event. This approach will help create a welcoming and safe learning environment that will be appreciated by your training participants, and will result in better learning outcomes for all involved.

Summary & Final Recommendations

We hope that you’ve found this Guide useful and enjoyed reading it. Our intention was to share our experience in designing and implementing online trainings and courses, as well as provide you with a variety of helpful, practical resources, which you can use in your work as a trainer, be it onsite or online.
Technology is changing rapidly these days, and it makes sense to stay abreast of any new relevant developments, and regularly and continuously work on your professional development, in order to make sure your online trainings and courses are relevant, interactive, and enjoyable for your learners. Positive emotions are vital when it comes to a successful learning experience, and it’s up to you as a trainer to create such an environment for your participants. Check out new platforms, innovative software, and approaches to instructional design while keeping in mind those “good old” principles of modern adult learning methodology as it’s as relevant for online trainings and courses as it is for your onsite events.

Being a trainer is an exciting and personally rewarding professional journey, and we trust that this Guide will make the adventure a bit easier to navigate, and will help you design and implement the trainings and courses that your learners will not only enjoy, but also find highly applicable to their professional and personal lives, and will recommend them to their peers. As the saying goes, “We don’t need to be perfect… we just need to get started.”

GOOD LUCK! 😊
APPENDIX

In this section you can find templates you can use to design your online training.

1. Course outline and agenda
2. Needs assessment form
3. Post-training evaluation survey