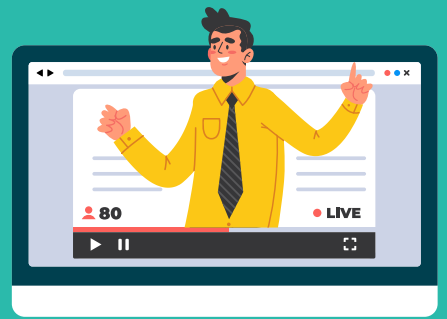


Dimensions of engagement

THE CLASSROOM, YOUR PRESENCE, TECHNOLOGY AND...BREAKING THE CIRCLE



Lead the virtual classroom

1 Involve the participants with a “pay-forward” approach.

If you need 2 participants for an activity, you can ask someone to decide who will be participant number 1. After that, participant number 1 decides who will be participant number 2 and so on.

2 Use scaling questions

Ask: in order to test the energy level, I have a question for you:

Right now, at the beginning/ at this point in our session, on a scale from 1 to 10, what is your energy level? How tired? How curious? Please use the chat to share your score.

Or:

On a level of 1 to 10 how easy to apply does this technique seem to you? How can we raise the score?

How to use annotations:

1. Show a 1 to 10 bar on your slide, write your question and ask people to mark their answer using “annotate” (in “view options” – zoom feature)

2. Draw the bar on a collaborative whiteboarding tool (see suggestions below)

3 Make your instructions crystal-clear.

Good instructions will lead to an effective interactions, especially in small groups. Dedicate a slide to instructions and use the “3T”s – Tell them what you are gonna tell them, tell them, tell them what you told them.

4 Make it personal!

It is a good idea to involve participants by calling them by their first name when inviting them to answer.

Keep in mind to provide them the option of refusing to answer, if they do not want to. A good idea is to announce from the beginning that you will nominate them from time to time:

“In order to have valuable input from all of you during the session, from time to time I am going to invite specific people to answer a question. When you hear your name, you are of course encouraged to answer, but if you prefer not to, you can also say so.”

5 Create safe spaces

Shy people can prefer smaller groups to large audiences, so use the break out room option as much as possible.

Pair work is also a way to make people feel comfortable, because they will only share with one person.

When you bring the participants back to the large group, it is better not to ask the specifics of their sharing session, the content of the stories, but to only ask questions about the process and the learning experience:

“I am not going to ask you to share the stories you have told each other, what happens in a break-out room stays in a break out room. I am going to ask you how was the experience and what you have learned by doing this exercise.”