



Lightbulb Moment

Virtual Facilitation Extra Modules



"Our introduction and standard programmes offer a great way for teams to get started with live online delivery and build their confidence.

We know that teams will need to develop their knowledge, skills and experience deeper, depending on their role, and this is what these modules are for."

Michael Cook, Business Operations Manager, Lightbulb Moment

Other info

How the modules work at Lightbulb Moment

The modules we provide allow you to truly tailor the learning experience to match the needs of your training staff. The modules can be taken as standalone options whenever you want them, or combined with any of our other training packages to make a tailored programme just for you.

This document will allow you to see what potential training opportunities are available to fill the skill gaps you've identified. You are welcome to have a consultancy call with us any time to match the right modules for your staff.

If you decided to try one of our taster options or the Standard Training Course and are not sure if you require one these additional modules you can always come back and complete the modules at a later time.

As with the introduction and standard programme, a maximum of ten participants per session.

Modules in this document

- Design
- Delivery Excellence
- Producer
- Co-facilitation
- Practice and feedback
- For our introduction and standard training package information, just ask!



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Extra modules

1

Design a virtual classroom session package

This training package ensures that trainers can write live online sessions re-develop their face to face materials for the virtual classroom

2

Delivery Excellence package

Advanced techniques to make sure your facilitation team are delivering professionally and confidently

3

Producer package

Specialist training ensures that even the most experienced facilitator will gain value and confidence from a well-trained producer to help them deliver a smooth session

4

Co-facilitation module

Two facilitators delivering together can be a logistical nightmare. This session goes over the benefits and how to deliver together professionally truly adding great value

5

Practice and feedback module

Our courses and extra packages are all highly practical and actionable, but there's nothing like having more time to experiment and learn, with an expert to hand



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Design package

1) Design for the way people learn

ID and cognitive load the virtual classroom

2) Design activities and slides

Design and document activities and slides

What and why

Session 1 - Design for the way people learn

WHAT

Use the right adult learning theories and application of cognitive load theory to ensure that the design overcomes the lack of face to face interaction

WHY

If you don't understand how adults learn and the brain processes information, how do you know it's too much? This is all about keeping attention for learning

Session 2 - Design activities and slides

WHAT

The user experience of a live online sessions relies on what attendees see, hear and do. Designing and documenting appropriately underpins this experience

WHY

Ensuring that the live online experience is as smooth and easy to understand as possible comes from great planning, preparation and design fundamentals



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Design package - session details

■ Session one – Design for the way people learn

Session actionable outcomes:

- Utilise the appropriate instructional design pedagogy for content delivery in a virtual classroom
- Utilise social learning theory for engaging activities
- Utilise cognitive load theory to maximise delivery of information for retention

Contents:

- Discuss what instructional design is
- Identify how adult learning pedagogies are appropriate for designing live online learning
- Discuss what social learning is and how to apply it to the virtual classroom
- Discuss cognitive load in learning for slide design to avoid overloading attendees

Post-work:

- Source a couple of slides from a current training delivery to examine and update next session

■ Session two – Design activities and slides

Session actionable outcomes:

- Design activities and document them on the facilitator guide
- Create slides which utilise user design experience methods for learning and recall

Contents:

- Utilising knowledge of instructional design, social learning and cognitive load, examine how to structure and design slides for activities in the virtual classroom to engage learners
- Using a Facilitator Guide template specifically for virtual classrooms, identify the detailed content that needs to be designed and documented to support professional, consistent delivery and avoid facilitator cognitive overload

Post-work:

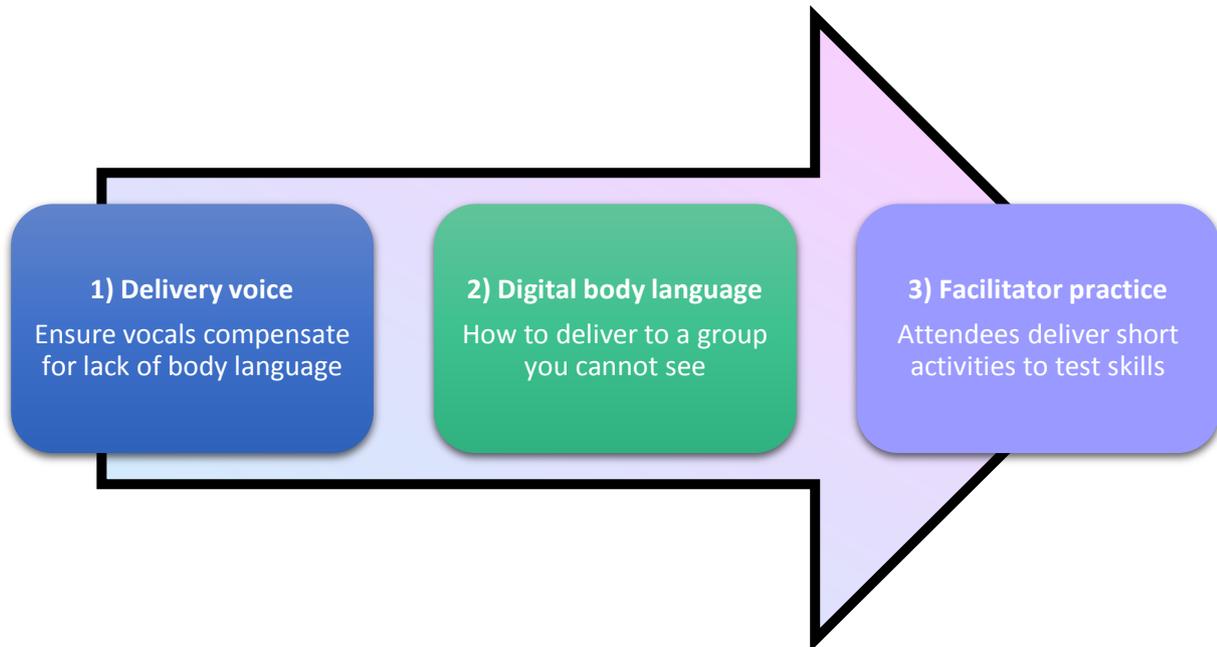
- Update slides and activity documentation based on learning



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Delivery Excellence package



What and why

Session 1 – Delivery voice

WHAT

Build skills and practice speaking in different ways to overcome the lack of physical body language virtually

WHY

Understanding the elements that make up interesting vocal delivery is essential for an engaging session

Session 2 - Digital body language

WHAT

Take the traditional body language that is read from an audience and learn those cues in the virtual classroom

WHY

Being able to rely on voice and interaction cues live online is imperative for excellence in facilitation of learning

Session 3 - Facilitator Practice

WHAT

Each person to deliver a short activity where feedback focuses on voice and engagement of the virtual attendee

WHY

This highly experiential element is invaluable for applying the skills from the previous sessions and receiving feedback



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Delivery Excellence package - session details

■ Session one – Delivery voice

Session actionable outcomes:

- Deliver with an authoritative, approachable, energetic and interesting voice
- Deliver to ensure engagement throughout a session

Contents:

- Discuss the challenges of delivery online when there are a lack of visual cues from the facilitator
- Practice different aspects of the voice (including volume, speed, pitch and clarity)
- Discuss fluent language and appropriate use of silence
- Identify and practice instructions for making responses with the technology seamless

Post-work:

- Start to design a short activity to deliver in session three, focusing on the vocal delivery
- Practice vocal delivery

■ Session two – Digital body language

Session actionable outcomes:

- Process for deconstructing traditional body language needs and how to re-build that for live online
- What digital body language cues can be seen live online with technology options
- Techniques for facilitating a group the facilitator can't see

Contents:

- Discuss why traditional body language isn't always the best indicator of what a person is thinking
- Identify reliable body language techniques for the virtual classroom
- Examine and use a process for deconstructing the traditional body language we perceive in the face to face classroom and re-construct those needs using technologies available virtually
- Bring the digital body language and platform knowledge together for live online delivery techniques

Post-work:

- Continue to design the short activity for delivery next session, focusing on activities for reading digital body language of attendees



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■ Session three – Facilitator focus

Session actionable outcomes:

- Deliver live online activities
- Analyse the effectiveness of the activities
- Deliver with the attendee's needs in mind

Contents:

- Discuss how it was to design this activity based on the learning in previous sessions
- Each person delivers a few minutes of their activity
 - o The aim is to experience what an online facilitator needs to do with regards voice and digital body language
 - o The emphasis is to have more experience focusing on delivery elements rather than just the platform
 - o Discussion after each delivery will be about what that person has learnt as well as what the whole group are experiencing as participants and learning about the delivery of the activities

Post-work:

- Update work based on learning from the session

“

Going from good to great in the virtual classroom is a case of understanding what makes a big impact with attendees! This package focuses on voice and body language engagement details

”

Mike



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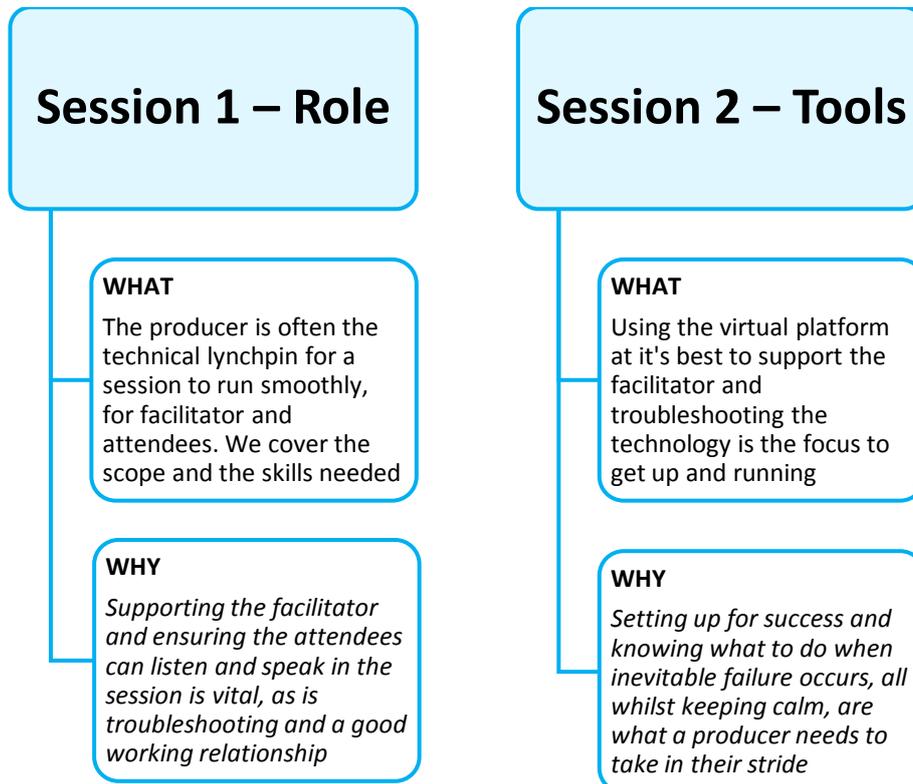
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Producer package

1) Role
The role and practicalities of being a producer

2) Tools
The technology and how to use it for producing

Producer package: what and why





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Producer package - session details

■ Session one – Role

Session actionable outcomes:

- Identify the different parts of the role a producer could take on in a virtual classroom session and apply this as appropriate to your own organisational delivery plan
- Work behind the scenes to support the facilitator
- Use the right relationship building and communication options for working with a facilitator

Contents:

- Discuss the different parts of a live online session and where the producer may get involved
- See behind the scenes in the virtual classroom platform for how to work with a facilitator
- Discuss the challenges of delivery online when there are a lack of visual cues from the facilitator and identify potential solutions
- Identify how to build the working relationship with the facilitator before, during and after a live online delivery

Post-work:

- Practice with the virtual platform ready to discuss ahead of the next session

■ Session two – Tools

Session actionable outcomes:

- Set up a session in the back end of the virtual platform
- Set up the virtual classroom session ready for facilitator and attendees to log in
- Develop the extra tools a producer needs for efficiency in their role
- Identify the virtual platform options for troubleshooting technology issues

Contents:

- Identify what is needed for setting up a new virtual classroom session in the platform
- Identify the options available within the virtual classroom platform, when and how to use these for the session setup
- Identify what else a producer needs in order to support the facilitator when they deliver and run activities, as well as the attendees should technical issues arise
- Go through a troubleshooting process for identifying technology issues whilst running a session

Post-work:

- Practice with each other ahead of supporting a facilitator



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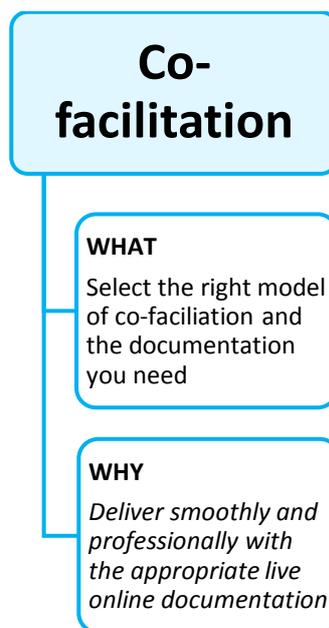
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Co-facilitation module

Co-facilitation

How do you work together live online when you can't see each other and what do you need to prepare?

Co-facilitation module: what and why



Co-facilitation module - session details

■ Co-facilitating

Session actionable outcomes:

- Select the right co-facilitation method for your team/session
- Prepare the design of activities and the documentation for the model selected

Contents:

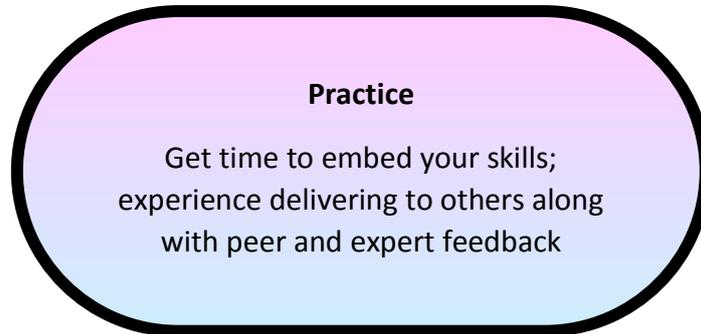
- Discuss the benefits of working with another person in the virtual classroom
- Identify the different models of working with another person, and their relative benefits
- For each model, discuss how this impacts the design of the session, the documentation made, the preparation and practice



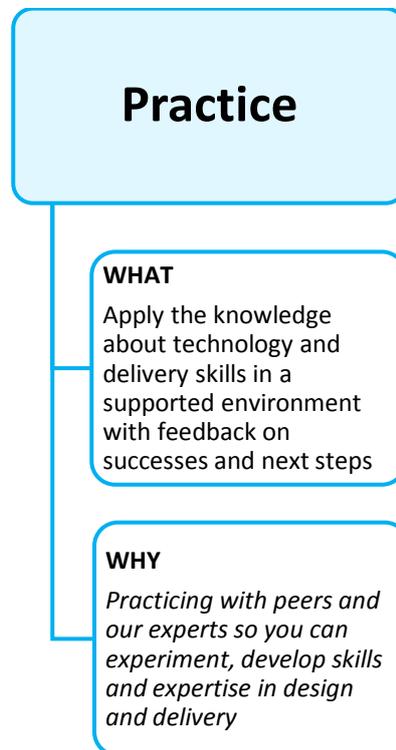
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Practice and feedback module



Practice and feedback modules: what and why





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Practice and feedback module - session details

■ Practice and feedback

Session actionable outcomes:

- Identify personal development areas for live online design and delivery
- Practice delivery and gain peer and expert feedback on success and next development steps
- Discuss areas of improvement for design
- Provide feedback to others to consolidate your own learning

Contents:

- Identify the areas of focus for each individual facilitator
- Deliver a short part of a session or an activity or practice co-delivery or producing
- Get live support from our experts
- Get feedback on the delivery from peers and our experts
- Debrief what was learnt in detail for updating design, delivery and personal development needs