

DEVELOPING AND EXECUTING ONLINE SESSIONS CHECKLIST

RNTC strives for engaging and interactive learning programmes. On a technical level, the process may require adjusting the session format, refining the goal or outcome, and/or recommending additional trainers. Use this tool as a way to create an engaging online session. Online learning requires more focus and more support from trainers. There are many ways to become distracted or to feel disconnected therefore it is good to consider a few things when developing an online session:

Let's think about what course content is most important for learners to cover.

What are two learning goals that you want students to know and understand by the end of this course?

1.

2.

Let's look beyond content and think about skills our course hopes to develop in learners.

What are two SKILLS that you want learners to have or demonstrate by the end of this course?

1.

2.

Let's talk learner assessment. There are many different ways to assess learner learning.

What are two strategies that you can use to assess the learning of your remote learners?

1.

2.

Next, let's think about some processes or technologies that feel comfortable to us.

What are two TOOLS (digital or non-digital) that you might use to support your teaching during the session?

1.

2.

Let's include our colleagues and learners as partners in this challenge.

What are two RESOURCES (information, people) you can call on to help you adjust elements of this course?

1.

2.

Interaction and active participation improves a learner's ability to succeed in all courses, but especially online courses. Let's think about how we can build interaction into our courses.

What are two methods of INTERACTION (instructor-learner and learner-learner) you will use in your courses?

1.

2.

The challenges of going online, and managing households, work schedules and other distractions can cause fatigue and tremendous stress. Cognitive bandwidths and abilities to focus are going to be challenged more than usual. Let's think about how we can mitigate the stress of navigating our training sessions.

What are two ways you can "PRACTICE PARADOX" - setting clear expectations but being flexible with participants?

1.

2.

We know many of our participants have limited access to computers and the internet. Let's think about how we can plan to create a suitable experience for them.

How can we best accommodate participants who have LIMITED ACCESS to a computer/the internet or limited tech skills?

1.

2.