Project No.
2020-1-UK01-KA226-VET-094700

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SESSION PLAN

Programme/Qualification Title: Background The teaching content Purpose Application of knowledge Assessment		Module/Unit Title/Ref No: What are the ingredients of a good online Webinar Lesson, the teaching content, purpose, application of knowledge and assessment?	
Tutor: ViOne Consultancy	**No of weeks/sessions** 2 sessions	**Hours per week/per session:** 2 hours per session	**Total GLH:** 6 hours

Module/Unit Aims:

The aim of this training is to help develop your skills to be able to perform a successful online webinar lesson.

Module/Unit Learning Outcomes:

• L.O.1 Understand what the ingredients are of a good online Webinar lesson
• L.O.2 Understand what teaching content is appropriate for an online webinar lesson
• L.O.3 Defining the purpose of an online webinar lesson
• L.O.4 Application of knowledge and assessment

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Session 1

Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
20 mins	Welcome/ Intro	The participants welcomed, coffee and tea are made available, they take a seat where they have been provided with a notebook. They become seated and a presentation is projected. The tutor is introducing themselves and gives the opportunity to the participants to introduce themselves. The tutor can ask the participants to share: - Information about their personal background (nationality, career) - The competencies they would like to obtain from the upcoming workshops. The participants are informed about the project IDream, and of the content of the the course. The participants are presented the agenda of each session.	Projector Screen	A,K	Speaking and Listening	

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5 mins	Brainstorming session	The participants are asked to do a short brainstorming session on their own, during which they answer the question: -What are the ingredients of a good webinar lesson?	Flipchart paper Markers **OR** Whiteboard Drywipe markers	A, R	Speaking and Listening Reflective Practice	Asking Questions
15 mins	Group debate	The participants are then grouped in groups of X people, and given 15 minutes the time to discuss their individual answers. Each group presents a list of the key ingredients they think a good webinar lessons are. The tutor marks on a note the key ingredients for future referencing during the presentation.	Flipchart paper Markers **OR** Whiteboard Drywipe markers Projector Screen	V,A,K	Speaking and Listening Team work Reflective Practice	Observation of participation Asking Questions
5 mins		**Break**				
30 mins	Presentation	The tutor presents to the participants: -**What is a webinar?** -**Webinar vs web conference** -**Broadcasting vs Multicasting** -**Hardware and Software** requirements (ClickWebinar / Zoom); (Computer, Internet connection, Peripherals -camera, microphone, headset, Back-up -quiet environment with good acoustics, lightning) -**Functionalities** (real time whiteboard, file sharing, screen sharing, surveys quizzes, webinar recording, pooling options, toggle moderator/trainer during session)	Projector Screen	V,A,R,K	Speaking and Listening Reading and Writing	Asking Questions / Seeking feedback

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		-**Key features of a webinar** (right's giving to participants – chat function; recording, pooling options) -**Organization of the live Webinar** - moderator, trainer, technical support				
20 mins	Testing/ Q&A/ At home Exercise	The participants are given time to draft a short plan of their next webinar lesson, listing the key points of attention for the preparation and execution of a successful webinar. The participants **download the Zoom** application. The participants can **test the different functionalities** on their own device in their own Zoom session. **At Home Activity** The participants are **asked to record a 15-minute session**, presenting their upcoming class in short at home and are provided with a link in which they can see how a good recording of a webinar looks in terms of speed of talking, lightning, microphone volume, camera angle. The participants then compare their video to the model and write down points of improvement. The participants are provided with a checklist (eg. Eye contact / Suitable lightning) that they can score themselves on. They share their video with the tutor. **Guided-learning-hours** – Tutor discusses 1-on-1 with each participant their recorded assignment and reflects with the participant on where they see points for improvement with the support of the checklist and professional experience. The participant can also ask technical questions during this session.	Internet Laptop screen	V, A, K	Reflective Practice	Observation of participation Asking Questions / Seeking feedback Testing Knowledge
		Session 2				

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5 mins	Welcome/ Introduction	Participants are asked about their feedback on the assignment. What were their challenges? Introduction to session 2 agenda	Pens Paper	A,K	Speaking and Listening Reading and Writing	Asking Questions / Seeking feedback
20 mins	Teaching content	Type of teaching suitable for webinar lessons very much depends on your audience. There are a wide-range of teaching methodologies from: - **Teacher-Centered** - **Student-Centered** - **Montessori** - **Inquiry-Based Learning** - **Flipped Classroom** https://happynumbers.com/blog/list-of-teaching-methodologies-primary-school/ **Or based on the EEE framework: Excite, Engage and Empower, which is based on the "1:1 educational computing". In this methodology specifically, each pupil in the class has their own computer, which they use to participate in the learning activities.** https://www.sofiaeducationexperts.com/post/learning-and-teaching-methodology-1-1-educational-computing	Internet Laptop screen Projector Flipchart Markers	A,K	Speaking and Listening Reading and Writing	Asking questions / Seeking understanding
25 mins	Defining purpose	**What do we want to achieve with this webinar?** – How to create webinars that teach: - **Plan, plan, plan** - **Define the roles**	Flipchart paper Markers	A,K	Speaking and Listening	

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		- **Announcement and Enrolment Communication** - **Create unique content** - **Quality is key** - **Remember, it's about the students not (always) the instructor** - **Underline the benefits of participation** - **Engage and interact (use interactive techniques, like quizzes and games – Kahoot)** - **Keep it simple and clear** - **Have a plan B** https://www.livewebinar.com/blog/education/how-to-create-webinars-that-teach https://elearningindustry.com/online-virtual-teaching-webinar-technologies	**OR** Whiteboard Drywipe markers Projector Screen			Asking questions / Seeking understanding
10 mins	Application of knowledge	Participants are given time to reflect on what they have heard so far and to reflect on: - What is the type of teaching they are planning to apply in their online webinar lessons? - What do they want to achieve with their webinar lessons? - How are they planning to achieve it? (Draft Plan) - What interactive elements do they think are going to engage and excite the students?	Paper and pen or Computer	A,K	Speaking and Listening Reflective Practice	Observation of participation Participants will know their online teaching style
5 mins	**Break**					
10 mins	Assignment Instructions	The participants are provided with the final assignment: A full online webinar preparation and presentation for 5 minutes per group. The participants are asked to: -Define the roles for each person,	Projector Screen	A	Listening	Observation of participation

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		-Send invitations to other groups, -Present for X minutes, their experience in their preparation and execution phase -Save, download and distribute the recording. The participants have 15 minutes to prepare.				Asking questions
15 mins	Preparation of execution	The allocated teams are preparing their presentation, equipment, etc. per the guidance of the Assignment instructions.	Internet Computer Projector Screen	A	Speaking and Listening Observation	Observation of participation Asking Questions / Seeking feedback Testing Knowledge
30 mins	Group presentation and demonstration	Each group does a presentation, during which the other groups make notes for feedback on the items of the checklist they are already familiar with. After each presentation, the presenters are given feedback by the observers. We close this final session with a questionnaire for the participants and ask them for their feedback on the two sessions they had. Also, each participant is able to book a 1 hour (**Guided-learning-hours)** with the tutor, to further discuss any remaining questions they have on the topic.	Projector Screen VARK - Questionnaire	A R,K	Observation Reflective Practice Speaking and Listening	Observation of participation Asking Questions / Seeking feedback Testing Knowledge