

Online Leading and Learning

How to engage people in the virtual space

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1 I am leading an online TRAINING / MEETING. (Circle) It will be _____ (date).

2 These people will be involved: _____.

They have these characteristics:

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Limited attention span | <input type="checkbox"/> Possible privacy concerns | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Limited technology skill/comfort | <input type="checkbox"/> Physical disability | |
| | <input type="checkbox"/> "Challenging" behavior | |

Say more about them:

3 The **purpose** of this event is _____.

I have some **outcomes** for this event (what will be different by the end):

1. _____
2. _____

4 To engage people in the conversation, I will use these **engagement strategies**:

- | | | |
|---|--|--|
| <input type="checkbox"/> Chat box | <input type="checkbox"/> Change names | <input type="checkbox"/> Mute on/off |
| <input type="checkbox"/> Breakout rooms | <input type="checkbox"/> Polls | <input type="checkbox"/> White board/on slide typing |
| <input type="checkbox"/> Annotation | <input type="checkbox"/> Camera on/off | |

Other:

5 I will deliver this session STANDING / SITTING (circle). I have these steps to make sure my online physical presence mirrors what I would do in-person.:

Other people supporting this event...

Moderator: _____

Producer: _____

Meeting Agenda

Mission		
What progress will be made at this meeting:		
Another way to think about this... what will you:		
<p style="text-align: center; margin: 0;">Discuss</p> <p style="font-size: small; margin: 0;">Topic introduced for the first time, or re-introduced for future deliberation</p>	<p style="text-align: center; margin: 0;">Deliberate</p> <p style="font-size: small; margin: 0;">Topic for which data or information has been provided with enough time to read and think about it</p>	<p style="text-align: center; margin: 0;">Decide</p> <p style="font-size: small; margin: 0;">Topic ready for a decision or vote</p>
Consent Agenda (topics for a singular vote)		
Topic 1 _____		Facilitator _____
Topic 2 _____		Facilitator _____
Topic 3 _____		Facilitator _____
Closure (Review progress, assign tasks, celebrate achievements)		

Meeting checklist:

- Social time for connection
- Small group/pair conversation to engage more voices
- Balance between past/present/future
- Time to celebrate

Rank this activity:

3= High brain power needed

2= Medium brain power

1= Little to no brain power

Make sure "3" activities come first.

Learning Plan

Learning Outcomes: By the end of this lesson, what will people be able to do? (See Bloom’s Taxonomy list if you need help with verbs.)

Opening introduction. How will you interest them in the topic from the start?

Participant engagement. How will you get them talking within the first 10 minutes?

Look at your Learning Outcomes. This section is to plan the lessons that lead to these outcomes.

Lesson 1	Activity	Test for understanding
Lesson 2	Activity	Test for understanding
Lesson 3	Activity	Test for understanding
Lesson 4	Activity	Test for understanding

Closure

Bloom Taxonomy

Action verbs and Activities



Bloom Taxonomy Action Verbs and Activities by [Ida Hokkanen](#) is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).
Adapted from: <ftp://ftp-fc.sc.edu.usda.gov/NEDC/isd/taxonomy.pdf>