

Virtual Facilitation 101 - May 20th

Resources

Tools & Resource Mentioned in the workshop

- The [Centre for Community Engaged Learning](#) (including tools for Community Engaged Learning)
- The [RTI Resource Wiki](#) has all session recordings and slides.
- [Digital Facilitation 101](#)- includes tips on building space, breakout rooms, polling, screen sharing, non-verbal feedback, and spectrograms
- **Virtual Land Acknowledgement:** Native Land (<https://native-land.ca/>)
- **Pictionary Game:** Random word generator (<https://randomwordgenerator.com/>)
- **Word cloud generator** (<https://www.wordclouds.com/>)
- **Facilitating Inclusive Meetings Webinar** - <https://www.cicelyblainconsulting.com/product-page/a-guide-to-inclusive-virtual-meetings>
- Follow us on social media!
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 - <https://twitter.com/ubcccel>

Workshop Slides/Recording:

Slides:

<https://docs.google.com/presentation/d/1ZBWXrykvCsPeMC-ncOgQpD7ZJ3IWXjeRMhyNDKVNang/edit?usp=sharing>

Recording(s):

[Virtual Facilitation 101: Fostering Connection and Building Space Online - May 20, 2020 - recording_1](#)

[Virtual Facilitation 101: Fostering Connection and Building Space Online - May 20, 2020 - recording_2](#)

[Virtual Facilitation 101: Fostering Connection and Building Space Online - May 20, 2020 - recording_3](#)

Upcoming Programs:

Virtual Volunteering - [Virtual Volunteering](#)

Virtual Facilitation 101 - May 28th [More info and registration here.](#)

- Same content (slight changes), Blackboard Collaborate

Virtual Facilitation 101- June 10th [Register Here](#)

- Same content, but on Zoom.
- Priority given to staff from local Non-Profits and community organisations should it fill.

Virtual Facilitation 201- Advanced Digital Facilitation- details TBD

Notes (based on session questions):

Pronouns - From UBC's Equity and Inclusion Office "In English, personal pronouns are words that are used to refer to people without using their name, such as he, she, or they. Pronouns are an important part of who we are.

People do not always use the pronoun that you may expect based on their name or appearance. Using someone's correct pronouns validates their identity, helps make them feel like they belong, and signals that you can be a supportive contact on campus. When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, and/or alienated."

More info: <https://equity.ubc.ca/resources/gender-diversity/pronouns/>

Annotation - For this workshop we shared our slides as a **file** rather than sharing the screen to allow participants to annotate. The annotations added by participants don't save automatically. You have to either screenshot or use the snipping tool (which you can search in your start bar of your computer) and save an image. Note: Zoom has a screenshot function built in.

Chat - Any messages sent before a participant joins do not show up, so you may need to be repetitive in your sharing as a facilitator.

Breakout Rooms - Collaborate vs. Zoom

Though not unworkable, the following made for a way less user-friendly experience than Zoom:

- the way that Collaborate's low bandwidth often has people being logged out and back in shuffled our breakout groups, which was detrimental since we had designed for returning to the same groups.
- The lack of countdown for returning to the main room made for abrupt transitions. (vs. zoom gives pop-ups with countdowns)
- Sound and video disruptions (bandwidth related) made discussions difficult
- The fact that only 5 people show in the grid function made discussion less organic vs. the much larger grid in Zoom

Word Cloud Image - Challenges



Community Agreement

Community Agreements

using the raise hand to speak
Acknowledgement that silence is ok :)

Mute when you are not speaking
Keep mute on unless speaking
everyone should be on mute unless he/she/they are speaking
only one person should speak at a time

ok to turn off the video if you need to take a break; Re: Zoom exhaustion

Please don't scribble on the slides/screen unless instructed to do so:)

fit breaks in!
someone to moderate the chat

Keep distractions to a minimum
Acknowledging that some people may need more time to think before joining in
try not to be that person who asks if the slides will be s

if you have a personal issue, ask just the moderators in the chat!
incorporate breaks and humour

Stretch break at the beginning!

Step in, Step out
A clear plan and semi-structured activities with pre-set expectations about participation

What agreements or principles can we set for how we'll work together virtually?

Breakout Room Discussions

Breakout room 1- Ask the group to introduce themselves, pronouns, organization, and their challenges or Stresses of online facilitation. If time permits, continue to prompt for other challenges/stresses.

Breakout Room 2 - The facilitator opens up the conversation to the group about how they might go about solving the challenge. This may take the form of ideas, suggestions, questions, or if-then statements.

Challenge: Accessibility

Solutions: *What are some ways that you might go about solving this challenge? (ideas, suggestions, questions, if-then statements)*

When instructions are given verbally to a group, also type the instructions in the chat

- ask for feedback
- give it time
- Keep timezones in mind
- don't assume what someone may or may not need
- Give multiple forms for submitting assignments/ participation
- Colors and font sizes of presentations need to be visually accessible as we are looking at our screens more
- Keeping things simple
- Encourage private chat to communicate accessibility needs/challenges
- check in beforehand to hear if any one has online challenges previously that could be addressed in advanced of online workshop
- caption
- Provide several channels for engagement (as Wendy is now)

Challenge: Encourage engagement in the virtual space

Solutions: *What are some ways that you might go about solving this challenge? (ideas, suggestions, questions, if-then statements)*

- Group discussion & share back
- Survey questions
- offer different methods of engagement
- Having structured activities, at least to start
- Insert Activities
- different ways of participations
- Polls and then asking people to elaborate what they were thinking of in answering
- As a presenter, try to convey sense of relaxed informality
- ask for feedback
- Start with inviting people to share something about how they are feeling today with a concrete question
- Facilitate small talk before/after meeting
- Ask questions
- I like this slide annotation function for brainstorming!
- allow people to choose how they want to engage
- breakout rooms with small groups
- Allocate more time than you might otherwise to interaction
- Have a note-taker/ reporter from breakouts and rotate that role
- allow some time to for participants to think of an answer on their own, before sharing with group

Challenge: Engagement in small groups

Strategies

Google doc link

I paste the link in the chat and share my screen

Ask that groups produce a deliverable

Ask everyone to share

Start with a relevant icebreaker that allows everybody a chance to contribute

Challenge: Connection/ Relationships

Solutions: *What are some ways that you might go about solving this challenge? (ideas, suggestions, questions, if-then statements)*

games

Arrive early to class and ask how people are doing

for small groups, do a personal check-in or activity at the beginning

Invite students to share some expertise they have (e.g., stretch exercises)

Starting online sessions 10-15 min early as time to discuss anything NOT related to the course (optional to join)

Encouraging students to use the chat function

Show and tell, through sharing pictures

using collaboration tools
google jamboard
stormboard

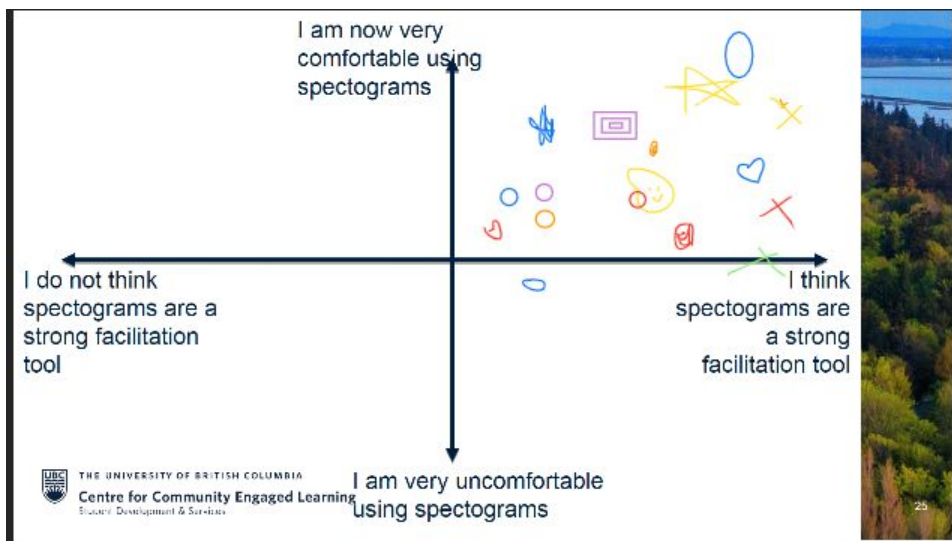
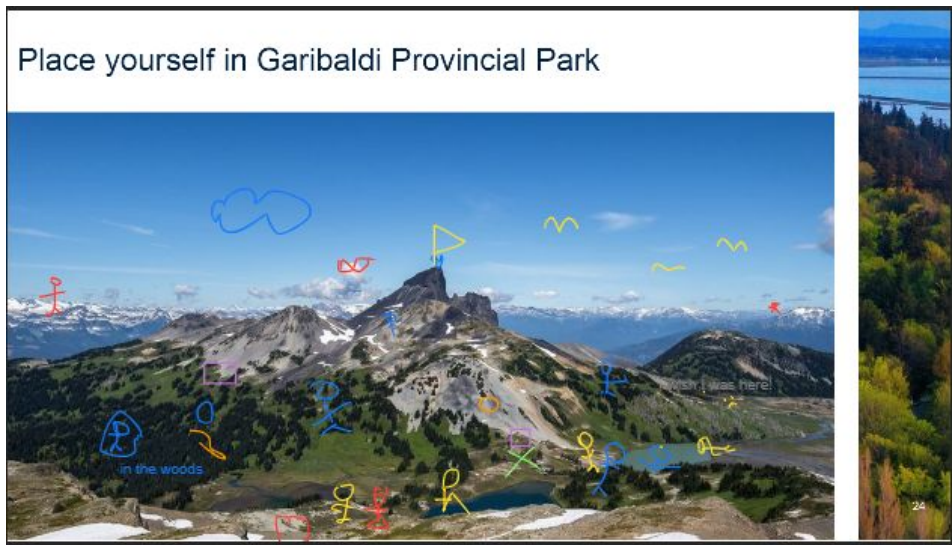
introductions
Introductions

create breakout rooms where students get to work with the same group of people
learning communities via breakout rooms — YES! consistency
group projects

encourage participants to use video, if they are comfortable

Acknowledging the challenge that all students and YOU are facing - vulnerability

Spectrogram Examples



Facilitator Roles

Technological Support (for participants and facilitators)

- Supporting participants with microphone and access
- Recording presentation
- Saving all whiteboards
- Chat moderation

Facilitator

- Facilitator in main room and break-out room

- Moderates chat when not speaking

Co-Facilitator

- Facilitator in main room and break-out room
- Moderates chat when not speaking

Additional Facilitators

- Support for each break-out room (optional)