



Self reflection questionnaire:

Facilitation

TICON - Teaching creativity online



Designing and implementing your online session

Introduction:

The following section acts as a checklist during your creative session's preparation, implementation, and follow-up stages. The general guidelines to effectively engage your students are also given as tips and tricks within the document.

Designing the session:

Checklist:

Did I address the following elements in my session design?

Purpose of the session (why?)

Participants for the session (who?)

Process of the session (How?)

Partners in the session (Who has what roles?)

Platform (In which setting the session is to be conducted?)

Did I plan for the number of breakout rooms and their timing?

Did I plan for breaks within the session?

Did I plan for different micro-involvement techniques in the session?



Tips:

- **5 Star design element approach:** While designing your online creative session, it will be helpful if a 5 star design approach is considered. The approach consists of 5 steps.
 - Purpose – defines the learning outcomes and why the session is being designed.
 - Participants – defines the sample for whom the session is being designed
 - Process – defines the flow of the session and how the session is designed
 - Partners – defines who are all are coordinating or assisting when you implement your session
 - Platform – defines where the session is being held

This approach can help in creating a well planned and well designed user-centric session with a tightly defined structure.

- **Optimum number of breakout rooms:** To make online learning enjoyable and engaging optimum number of breakout rooms with activities is critical. Some studies state that 70% of the time in an online session should be spent in breakout room activities.
- **Length of the session:** An online session should not exceed more than 4 hours and should include frequent breaks to keep the engagement and motivation parameters of students high.
- **Micro-involvements:** Micro-involvements are activities incorporated within an online session that may not be directly associated with the learning outcomes. They can be any activities, like an ice-breaker, small games, breathing exercises etc. Micro-involvements are critical in maintaining high learner engagement and focus, and an online session should contain frequent and varied micro-involvement exercises.

Scheduling and managing the session:

Checklist:

Did I plan the time of start and the duration of the session?

Did I communicate the schedule of the session with the students?

Did I communicate the prerequisites for the session with the students?

Did I plan the activities to be conducted after the session (such as after session discussions, distribution of materials, etc.)?

Did I assign coordinators/co-facilitators to manage the virtual room?

Did I plan strategies for time management for students during breakout sessions, breaks and waiting rooms?

Did I include a method to collect student feedback at the end of the session?

 Tips:

- **Engaging students in waiting rooms:** It has been observed that playing interesting videos or music before starting your session while in the waiting room decreases dropout rates and increases student engagement.
- **Transparency in information:** communicating the prerequisites, learning outcomes and schedule helps in managing the expectations of a student and thus increases the effectiveness of an online session.

- **Using Co-facilitators:** allocating coordinators or co-facilitators can help the trainer to focus on the session and maintain the engagement. Also, allocating co-facilitators from the participant group can increase the involvement and create a responsibility sharing mentality within the group.
- **Collecting Feedback:** Collecting feedback at the end of a session is essential for self-reflection and improving future session designs

Self Reflection on session:

This section is for recording self-reflection on your session design and is intended to capture what elements of your session worked, what did not work as planned and how they may be improved in future. This section can help you provide an understanding of your progress over time.

What elements of my design phase worked during the session?

What elements of my design phase did not work as planned during the session and why?

What improvements in design phase can be incorporated in the next session?

What elements of my scheduling and managing phase worked?

What elements of my scheduling and managing phase did not work as planned?

What improvements in the scheduling and managing phase can be incorporated in the next session?

General notes