

**ADDENDUM TO PROFESSIONAL LEARNING APPLICATION RUBRIC: QUALITY ASSURED VIRTUAL TRAINING**

TRANSITIONING FACE-TO-FACE TO VIRTUAL LIVE FORMAT: **SYNCHRONOUS**

TRANSITIONING TO STATIC FORMAT WITH IDENTIFIED METHODS OF ENGAGEMENT: **ASYNCHRONOUS**

**Direct questions to: [institute-early-childhood@udel.edu](mailto:institute-early-childhood@udel.edu)**

**Training Title:** \_\_\_\_\_

**Sponsoring Organization/ Entrepreneur:** \_\_\_\_\_

**Original hours/ sessions:**

**Virtual training hours/ sessions:**

<p>1. Attendance</p>	<p>Proof of attendance submitted  <b>REQUIRED</b></p> <p><b>SYNCHRONOUS</b></p> <p><input type="checkbox"/> Recorded presentation viewed with attendance taken beginning and end of training, or</p> <p><input type="checkbox"/> Transcript from recording provided</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>	<p>The purpose of this document is to support instructors in moving Quality Assured workshops from in-person to virtual learning.</p> <p>This documentation does NOT support creating a “lecture” presentation style, “key-note” style presentation or webinar, in place of the in-person training. In other words, it must still engage learners in ways that can be demonstrated.</p> <p>The ability to record for purposes of showing attendance and for instructors to evaluate their own effective practice</p>
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	ASYNCHRONOUS <input type="checkbox"/> Pre- recorded session, with attendance records verifying logging into the platform, or downloading & viewing video.		<b>Describe your method of taking attendance.</b>
2. Virtual Technology	<input type="checkbox"/> Canvas  <input type="checkbox"/> Zoom  <input type="checkbox"/> WEBex  <input type="checkbox"/> Skype  <input type="checkbox"/> Adobe  <input type="checkbox"/> Other	<input type="checkbox"/> Meets <input type="checkbox"/> Does not meet	Virtual Learning Platforms: There are many systems that provide technology for virtual and online training. Considerations in choosing one include:  DIEEC does not make any recommendation, only suggests that the trainer consider the options carefully.  Consider a virtual learning platform that has features that allow for: <ul style="list-style-type: none"> <li>a. Recording of trainings</li> <li>b. Muting participants</li> <li>c. Sharing through various engagement options such as whiteboards, chats, polls, break out rooms etc.</li> </ul>

<p>3. Interaction</p>	<p>SYNCHRONOUS <u>AND</u> ASYNCHRONOUS must include each of these interaction methods</p> <p><input type="checkbox"/> Interaction between participants</p> <p><input type="checkbox"/> Interaction with the instructor</p> <p><input type="checkbox"/> Interaction with the content</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>	<p>The ability to prevent anyone EXCEPT the presenter to record any part of the training.</p> <p>For example, interaction with the content could be having participants complete a reflection sheets that align with the content and is completed during the training.</p> <hr/> <p><b>Describe the interaction between participants.</b></p> <p><b>Describe the interaction with the instructor.</b></p> <p><b>Describe interaction with the content.</b></p>
<p>4. Engagement Methods</p> <p>(Select appropriate to content; some methods of engagement must be used)</p>	<p><input type="checkbox"/> Whiteboards</p> <p><input type="checkbox"/> Discussion in chat format</p> <p><input type="checkbox"/> Polls</p> <p><input type="checkbox"/> Break out rooms</p> <p><input type="checkbox"/> Discussion Boards</p> <p><input type="checkbox"/> Videos with follow up questions</p> <p><input type="checkbox"/> List others: _____</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>	<p>Consider a virtual learning platform that has features that allow for:</p> <p>Sharing through various engagement options such as whiteboards, chats, polls, break out rooms etc.</p> <hr/> <p><b>Describe how the engagement activities used in the face to face training will be adapted to use in the virtual format.</b></p>
<p>5. Power Point (if applicable)</p>	<p><input type="checkbox"/> Works in technology view</p> <p><input type="checkbox"/> Objectives listed</p> <p><input type="checkbox"/> Limited use of text</p> <p><input type="checkbox"/> Divided into logical sections and sequence</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does not meet</p>	<p>Use of the existing power point is acceptable.</p> <hr/> <p><b>Describe delivery of the training if no power point is being used.</b></p>

	<input type="checkbox"/> Includes Diversity <input type="checkbox"/> Visually appealing and cohesive (color palette and font) <input type="checkbox"/> Other		
6. Documentation	Documentation that shows connections made between participants and learning objectives: <input type="checkbox"/> Reflection Sheets returned to presenter <input type="checkbox"/> Evaluations returned that include questions with application/next steps <input type="checkbox"/> Recording of training that shows various engagement methods or Transcript of training provided	<input type="checkbox"/> Meets <input type="checkbox"/> Does not meet	<b>Describe the process for each of these items.</b>
7. Additional Resources Used  (List the videos, support documents for participants, websites etc.			

NOTES AND GUIDANCE:

- I. Online Training:
  - a. The purpose of this document is to support instructors in moving Quality Assured workshops from in-person to virtual learning.
  - b. This documentation does NOT support creating a “lecture” presentation style, “key-note” style presentation or webinar, in place of the in-person training. In other words, it must still engage learners in ways that can be demonstrated.
  
- II. Virtual Learning Platforms: There are many systems that provide technology for virtual and online training. Considerations in choosing one include:
  - a. Consider a virtual learning platform that has features that allow for:
    - i. Recording of trainings
    - ii. Muting participants
    - iii. Sharing through various engagement options such as whiteboards, chats, polls, break out rooms etc.
    - iv. Some of these include: Canvas, Zoom, WEBex, Skype, Adobe. (DIEEC does not make any recommendation, only suggests that the trainer consider the options carefully).
  - b. The ability to record for purposes of showing attendance and for instructors to evaluate their own effective practice
  - c. The ability to prevent anyone EXCEPT the presenter to record any part of the training.
  
- III. Effective Practices:
  - a. Consider how to notify your participants and the use of a password in addition to the link to enter the training. This helps to prevent others from “bombing” the training.
  - b. Announce at the beginning that you are going to take attendance at the beginning and at the end.
  - c. Announce at the beginning and again about 10 minutes in that you are recording the training.
  
- IV. Recordings:
  - a. Generally, recordings are saved to the Cloud and a link is provided that can be shared with DIEEC.
  - b. Recordings will be saved there for about 30 days.
  - c. DIEEC will review the recording to demonstrate that the training took place; it will not save the recording
  - d. The trainer can save the recording for their own purposes. If the recording is saved to their device and then shared with DIEEC, the trainer will need to ensure that the file can be sent to DIEEC.