

Virtualize my face-to-face training: What should I keep in mind?

Learning objectives and skills: What is this training for?

We need to define the learning objectives and the skills that the students will achieve with this training.

All training responds to a need. This need must be disaggregated to determine:

- The learning objectives that the students must achieve at the end of the training.
- The skills that the students will develop during the training.

The objectives and competencies will guide us in the design of the training.

Training modalities: What kind of virtualization do we want to do?

We must be clear about the training modalities and choose the one that best suits the needs of the course we want to offer.

At this point, we have to decide the training modality for our course:

- eLearning: 100% online.
- bLearning: online and in-person training.
- mLearning: 100% online via mobile.
- Microlearning: 100% online short capsules.
- HyFlex: offered in-person, synchronously online, and asynchronously online.

For the first three modalities, we must determine whether we will work synchronously or asynchronously:

- **Synchrony:**
 - Requires the teacher and students to be online at the same time.
 - It promotes a feeling of proximity.
 - It enables fluid dialogue, the resolution of doubts, collaborative work, the explanation of complex topics...
- **Asynchrony:**
 - Makes it easier for each student to work at its own pace, without timetables.
 - It requires more discipline from students.
 - It requires the contents to be previously produced, in any format.
- **Combination synchrony and asynchrony, taking advantage of the strengths of both modalities.**

Evaluation: What do we evaluate?

The assessment must allow us to check whether the students have achieved the learning objectives of the course and have developed the established skills.

Therefore, we must think:

- What assessment activities do we propose?
- What do we expect them to achieve with each of them?
- What objectives and competencies do we work on in each activity?

All the assessment activities we will be working towards the objectives and competencies.

Resources: What resources will we use?

Based on the didactic strategies, the proposed activities and the formats of the content we use or create, we will decide which resources in our LMS are best for us to be used.

If we think about LMS Moodle, it may be convenient for us to use:

- Content: book, file, folder, glossary, H5P, IMS content package, label, lesson, page, SCORM, url.
- Activities: assignment, chat, database, file, folder, glossary, h5p, IMS content package, lesson, quiz, SCORM, wiki, workshop.
- Evaluation: assignment, forum, gradebook, H5P, quiz, SCORM.
- Synchronous sessions: BigBlueButton.
- Communication with students: chat, choice, feedback, forum, survey.

Target audience: Who is the training aimed at?

It is necessary to be clear about the profile of our audience in order to be able to adapt the training to their needs.

To design the training we need to know:

- Age range (children, young people, adults, elderly)
- Prior knowledge of the subject
- Digital skills

Contents: What will students learn?

Based on the learning objectives and the skills we have defined, we will be able to determine what content needs to be worked on in the course.

We must write the content index to work from:

- The learning objectives.
- The skills.
- The prior knowledge that our audience has.

Didactic strategies and activities: How will students learn?

It is necessary to think about what kind of activities should be done to achieve the objectives and skills; it is appropriate to propose competence activities.

- **If we do synchronous sessions we have to think about how we plan them:**

- What and how will we work on?
- Will we present theoretical content?
- Will we take the opportunity to do collaborative work?
- Shall we allocate time to resolve doubts and share what we have previously worked on?

- **If we plan the course asynchronously we have to think about what we have to prepare:**

- What content have we already produced? Can we use it?
- What contents are open on the network that we can link and use?
- What content must be created? In which format?
- What kind of activities will we prepare? Individuals? Collaborative?
- What structure do we want to give the course? Do we start from the activities or do we start from the contents?

Temporization: What is the duration of the course?

You need to think very carefully about the duration of the course. In online training we have to think about the student's time to study and to do the activities.

Depending on the disponibility of our audience we can count more or less hours a week. If it is a training that takes place apart from their labour hours, we cannot ask for more than 7 hours of dedication per week. These hours include the time to study each content and perform each activity.

