

FUTURE

QUEST



# Digital Delivery Toolkit

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# Digital Delivery Toolkit

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## 1. Introduction

This Toolkit is aimed at Widening Participation outreach practitioners, teachers and anyone else who has had to adapt from delivering activities and events face-to-face, to online.

The content has been curated and created by Future Quest staff. For more information about who we are and what we do, please visit our website:

[FutureQuest.org.uk](https://FutureQuest.org.uk).

We hope you will find this Toolkit helpful as you plan your digital activities and events. If you have any comments about this Toolkit please contact us at [Future.Quest@uwe.ac.uk](mailto:Future.Quest@uwe.ac.uk).





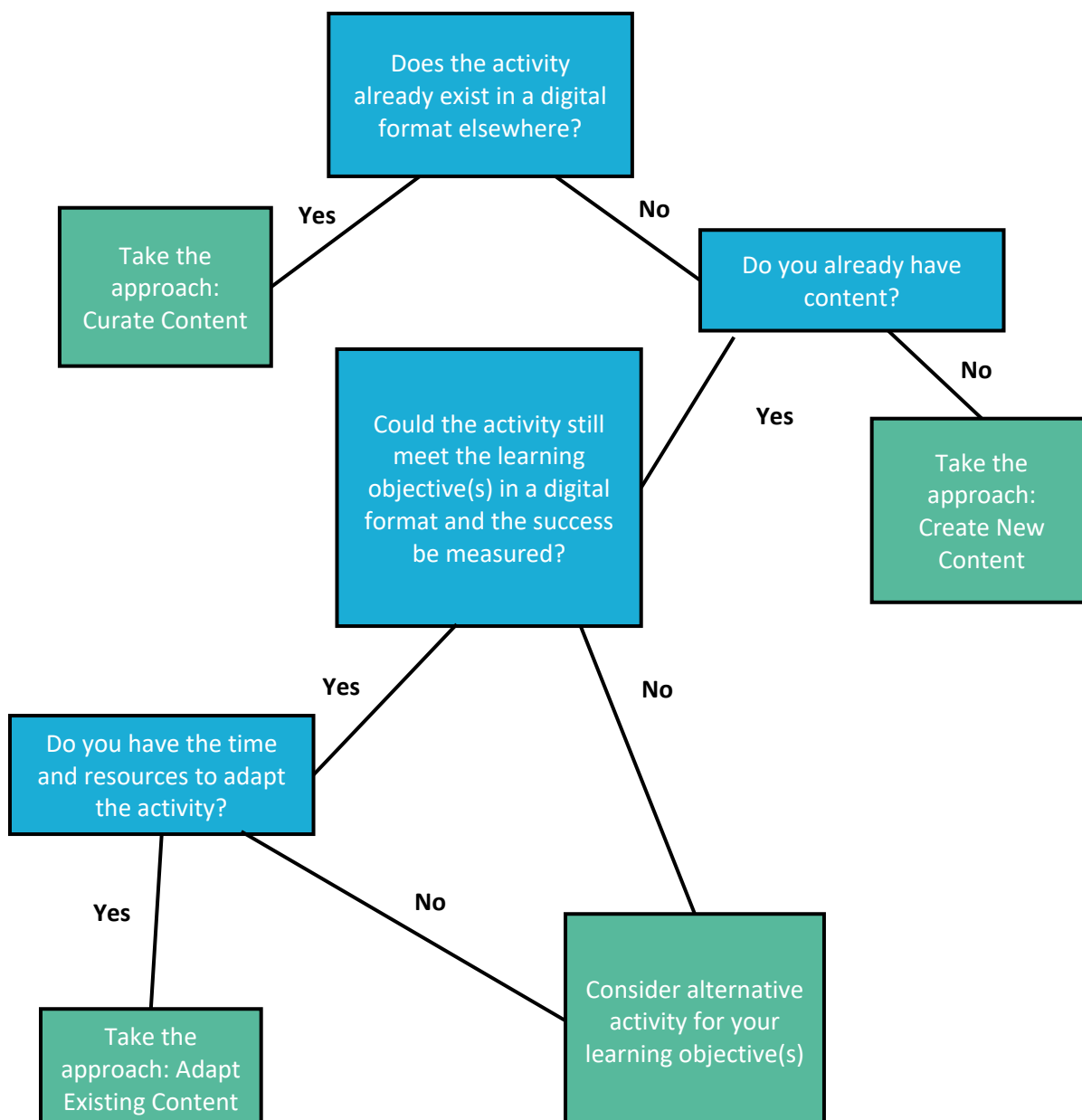
## 2. Digital Approaches and Considerations

### STEP 1: Decide on your approach

There are three different approaches you can take to develop digital delivery:

1. Curate content
2. Adapt existing face-to-face content
3. Create new content

Think about the activity you want to deliver in a digital format...





## 1. Curate Content

- Research what you want to deliver to see whether the activity or similar already exists in a digital format. Curating content rather than creating content can save time and money.
- If your activity already exists, you can utilize the content by either signposting learners to it or by creating a small 'bolt-on' activity that utilizes it or links to it in some way. By seeing how your activity can be part of a wider progressive and sustainable programme, the impact for learners can be increased.

## 2. Adapt existing content

- You could save time and money by adapting content that you have previously delivered in a physical environment into an online environment. However, not all face-to-face activities or physical resource-based activities can be easily translated or be as effective in a digital format.
- It is important for the aims and objectives of an activity to determine the delivery format or platform rather than starting with the format and trying to make an activity fit.

### Identify the learning objective(s) of the activity

- It is unlikely that the learning objective(s) will change unless you are reviewing the past delivery of the activity, however it is how you measure the success of your activity against the learning objective(s) that may need changing due to the change in the mode of delivery.

### Establish what needs to change to best meet the learning objective(s)

- Replicating the activity exactly in a digital format may be difficult to do or may not be as effective. Long sessions in particular, like a workshop or talk, may be more engaging and manageable if they are broken down into smaller bite-sized chunks.

### Who might be included and excluded from the adapted activity?

- Think about who the learners are, what their needs and expectations are and how they might learn.

## 3. Create new content

- If you are not able to adapt existing content, or it wouldn't be as effective to do so, and you are not able to meet the learning objective(s) by curating existing content, then new content could be created.

### Identify the learning objective(s) of the activity

- Before designing a new activity, first of all ensure there are one or more clear learning objectives that you are trying to meet. Think about the needs of your learners and what outcomes you want them to have from the activity.

## STEP 2: Consider how to develop your digital activity

### Who will lead the activity?

- Digital learning creates alternatives to traditional teaching methods. Instead of the learner being led by the teacher in a traditional 'lecture' style lesson, digital learning enables a move towards a flipped classroom approach and asynchronous learning, where learners engage with activities at their own pace in their own





time. The teacher can then facilitate follow-up sessions based on what has been learnt, such as discussions, Q&A's, debates, group work, demonstrations etc.

- For your activity, consider whether it is important for learners to be present to engage in the activity at a specific time, particularly if they are working from home. It may be more beneficial to record sessions so learners can access them at a time that suits them and work at their own pace. Asynchronous learning provides more flexibility, accessibility and is less demanding for teachers and learners.

### Digital Exclusion

- Consider any challenges your participants may face with accessing digital content. For anyone who is unable to access the internet or has difficulties, you may need to consider either adapting your activity or creating your activity in an offline format, such as printed materials, or creating audio content rather than video content.

### Delivery Formats

The table below outlines the different delivery formats your activity could take:

<p><b>Synchronous and offline</b> Semi-flexible - Less demanding</p> <p>Taking breaks, reading paper resources, writing, discussing face-to-face.</p>	<p><b>Synchronous and online</b> Least flexible - Most demanding</p> <p>Live events, webinars, streaming, text chats, discussions in breakout rooms, screen sharing, presenting, Q&amp;A's.</p>
<p><b>Asynchronous and offline</b> Most-flexible - Least demanding</p> <p>Reading paper resources, workbooks, writing, creating with physical materials, downloads of synchronous sessions.</p>	<p><b>Asynchronous and online</b> Semi-flexible - Less demanding</p> <p>Researching, browsing, quizzes, discussion forums, messaging, social media, reading, watching, listening, recordings of synchronous sessions.</p>

As synchronous and online activities can be more demanding, a general guide is to aim for:

- 30 minutes of **online synchronous** learning at one time and definitely no more than 1 hour
- 1 hour of **synchronous** activity for every 10-20 hours of **asynchronous**
- 1 hour of **online** activity for every 5-10 hours of **offline**

### Adopt a flexible approach to delivery

It's important to try and be flexible in terms of delivery format in the current climate. By ensuring activities can be easily adapted and readily available regardless of the situation, will help to ensure that learners are not disadvantaged or disengage with learning. Consider creating activities in alternative formats to anticipate change.

### Learning Types

It is useful to identify the ways of learning you will be using in your activities as this will help you to determine what functions and features you need to have in your delivery platform.





Learning type	Description
<b>Read, Watch, Listen</b>	Reading text, looking at diagrams and images, watching videos and animations, listening to audio.
<b>Investigate</b>	Exploring and evaluating information.
<b>Practise</b>	Having a go at doing something. Using feedback and reflection to generate actions and improve further attempts.
<b>Discuss</b>	Asking questions and sharing ideas.
<b>Collaborate</b>	Working together to search for understanding, meaning or solutions.
<b>Produce</b>	Consolidating learning by creating and presenting something.

Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York and London: Routledge.

## STEP 3: Decide on online delivery platform

### Consider your learners' familiarity with online platforms

Think about who your learners are and whether there are particular platforms that they are more likely to engage with.

### Platform characteristics

Below is a list of characteristics that you might like to consider when deciding which online platforms to use to deliver your digital activities:

- **Asynchronous / Synchronous** - What kind of learning does the platform support?
- **Recording** - Do you need to be able to record live sessions?
- **Learner / Teacher led** - Does the platform allow the learner or teacher to lead the activity?
- **Learner to teacher ratio** – are there are limits to the number of people? Do you need to reach a large audience?
- **Interactivity** - How can the learner interact with the platform, e.g. text, chat, polls, quizzes, games, videos?
- **Collaborative / Non-collaborative** - Does the platform allow learners to interact with one another, e.g. through breakout rooms, chat, screen sharing, working on documents together?
- **Online / Off-Line** - Is there an option to download content so learners can access offline?
- **Assessment Tools** - What tools are there available for you to assess performance or collect feedback? How is the data exported or displayed?
- **Analytical Tools** – What data can you collect on platform users? How is the data exported or displayed?
- **Ease of use** - Can content be presented in a clear and legible way and be navigated easily by the learner? Can content easily be created or training provided where necessary?
- **Personalisation** – Are you able to customize or brand the platform, e.g. insert logos, choose colours?





- **Cloud-hosted / Download and install** - Is the platform cloud-based so it can be accessed anytime, anywhere?
- **Device Agnostic** - Can the platform be accessed and readable on most devices and operating systems?

### Activity Planner Template

This template can help you plan and check that you have a good balance of learning types and delivery methods.

1. Start with identifying the learning objectives you want your learners to meet.
2. Think about what you want to teach and break this down into manageable stages or chunks and match each chunk of activity to a learning objective. If you have a session in mind that delivers several activities, you will find it easier to list the individual activities.
3. Identify who your learners are and the learning type of each chunk of activity (how they will learn).
4. Identify the delivery method, e.g. online or offline? Synchronous or asynchronous? And the platform/s to be used.
5. Finally identify how you will evaluate the activity, i.e. how will you measure the learners' progress in meeting the learning objective?

Learning Objective	Activity	Learner (Type and No.)	Duration	Learning Type	Online	Offline	Synchronous	Asynchronous	Platform 1	Platform 2	Platform 3	Evaluation Method

A worked example as well as a larger blank template of this table can be found in [Appendix 1](#), for your own use.

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## 3. Inclusion and Accessibility

### What is accessibility?

- Accessibility is about designing out any unnecessary barriers that make it harder to engage and take part in everyday activities. Accessibility is also a legal requirement under the 2010 Equality Act.
- Being inclusive is about giving equal access and opportunities to everyone wherever possible.
- For Future Quest's online provision this involves reducing and overcoming the barriers that might occur in online resources and live virtual events.

### Online Resources

#### Writing accessible content

Writing with accessibility in mind means your online content can be read and understood by as wide an audience as possible including for example, people with visual impairments, dyslexia or learning difficulties.

Here are some key principles to follow.

#### 1. Use proper headings

Microsoft Word's Heading 1, Heading 2, Heading 3 etc enables screen-reading software to identify the headings for the listener and also to navigate the document by its headings.

#### 2. Write in plain language

Plain language means communication that the listener or reader can understand the first time they hear or read it. The Plain English Campaign advises:

- Use short sentences – a good average length is 15-20 words
- Ensure longer sentences do not have more than three items of information
- Use mainly active verbs not passive ones
- Avoid acronyms and jargon
- Use bullet points to help break down complex information. For the listing feature of screen-reading software to work, you must create the list using the built-in list formatting in Microsoft Word.

#### 3. Presentation and layout

- Web design generally uses sans-serif fonts which are clear without too many flourishes. Examples include Arial, Helvetica and Verdana.
- People with sight problems generally find heavier weight fonts easier to read.
- Text size 12 point or higher will benefit most users. However, be aware that point sizes vary between fonts.
- High contrast makes documents more legible. Colour contrasts such as black text on a yellow background can be beneficial to readers who are dyslexic or have a learning difficulty.







- Emphasise text with large and bold font. Italics and underlining can make text more difficult to read.

#### 4. Images

- Appropriate images often help readers with dyslexia and learning difficulties follow meaning.
- Place images at the end of paragraphs and with space between the text and image. Images placed randomly can interrupt the flow of text and make it harder to follow.
- For screen-readers add alternative text to images through Word's Format Picture options.

#### 5. Hyperlinks

- The Hyperlink needs to convey clear and accurate information about what it links to. For example, 'Contact us' not 'Click here'.

#### 6. Use the Accessibility Checker

- The Check Accessibility function in Word, Excel, Powerpoint and Visio is available under the Review menu. It highlights any accessibility related problems with your document, describes why you should fix them and gives guidance on how to do this.

#### 7. Provide options

- Wherever possible provide the original, editable content rather than converting it to a PDF, so that users can make their own adjustments. Note that PDFs may still be inaccessible to some assistive technology.
- Include details of how to contact you to obtain the content in an alternative format.

Following these key principles will make your content accessible to as wide an audience as possible.

But you also need to be aware of some do's and don'ts for different access needs.

### Designing for different access needs

#### Designing for users with low vision

Do	Don't
Use good colour contrasts and a readable font size – 12 point and above	Use low colour contrasts and small font sizes
Publish all information on web pages	Bury information in downloads
Use a combination of colour, shapes and text	Only use colour to convey meaning
Follow a linear, logical layout	Spread content all over the page





### Designing for users of screen-readers

Do	Don't
Describe images and provide transcripts for video	Only show information in an image or video
Follow a linear logical layout	Spread content all over the page
Write descriptive links and headings e.g. 'Contact us'	Write uninformative links and headings e.g. 'Click here'

### Designing for users who are deaf or hard of hearing

Do	Don't
Write in plain language	Use complicated words or figures of speech
Use subtitles or provide transcripts for videos	Put content in audio or video only
Use a linear, logical layout	Make complex layouts and menus
Break up content with sub-headings, images and videos	Make users read long blocks of content

### Designing for users on the autistic spectrum

Do	Don't
Use simple colours	Use bright contrasting colours
Write in plain language	Use figures of speech and idioms
Use simple sentences and bullets	Create a wall of text
Make buttons descriptive e.g. Attach files	Make buttons unpredictable e.g. 'Click here'
Build simple and consistent layouts	Build complex and cluttered layouts





## Designing for users with dyslexia

Do	Don't
Use images and diagrams to support text	Use large blocks of heavy text
Align text to the left and keep a consistent layout	Underline words, use italics or write in capitals
Consider producing materials in other formats e.g. audio or video	Force users to remember things from previous pages. So give reminders and prompts.
Keep content short, clear and simple	Rely on accurate spelling for correct answers
Let users change the contrast between the background and text	Put too much information in one place

## Designing for users with anxiety

Do	Don't
Give users enough time to complete an action	Rush users or set impractical time limits
Explain what will happen after completing an activity	Leave users confused about next steps or timeframes
Make important information clear	Leave users uncertain about the consequences of their actions
Let users check their answers before they submit them	Leave users questioning what answers they gave

## Live virtual events

Live virtual events need to be carefully designed to mitigate the barriers to people accessing and participating.

Here are some things to consider for different access needs.

### Visual impairment

- Provide information early. Give Screen-reader users time to preload content, particularly something visual like Powerpoint slides. Without time to do this, slides will appear as a blank page.
- Avoid saying things like 'You can see the slides, so I won't read them out'.
- Read out key points on slides.





- Describe anything that you point at as if you were explaining it to someone who isn't in the room with you.
- Describe live scenarios. For example, if you are demonstrating a first aid activity 'I am putting a bandage on the cut'.

## Hearing impairment

Hearing impairments vary from mild to severe or profound. Don't assume a deaf or hearing-impaired person has no hearing. Or that a cochlear implant will 'cure' the hearing impairment, so the student no longer has any challenges.

- Make sure the presenter is clearly visible so students can lip read and that non-verbal clues such as body language and facial expressions can be read. Check for example if there is a bright light behind you that puts you in shadow.
- Check for background noises. Consider closing windows or curtains to dampen background noise.
- If you are using a headset, position the microphone below the mouth so lips are visible for lipreading. This also reduces extra sounds from breathing directly into the microphone.
- Mute all participants except those speaking to keep background noise to a minimum.
- Check your choice of platform. 'Teams' for example has an automatic electronic captioning function, so students can see live captions.
- Include captions on any pre-recorded videos.
- Plan breaks in your activity. Poor sound quality is fatiguing for any listener due to the concentration level required. This can be exacerbated for hearing impaired students.

## Neurodiversity.- Dyslexia and the Autism Spectrum

- Provide information early so students have time to prepare. For example, to look up unfamiliar vocabulary or new concepts. This helps reduce the cognitive load associated with listening to a live speaker, processing information, remembering what the speaker has said and writing any notes.
- Use accessible, plain language during the event and avoid jargon.
- Leave ample time for questions.

## Anxiety

- Use the 'hands up' function in chat functions to allow people to indicate when they'd like to participate or answer a question. This avoids the anxiety of being put on the spot which can make minds go blank and trigger feelings of shame.





- Allow students time to think of questions they'd like to ask so they can order their thoughts and maybe jot down some ideas. This can also increase participation and engagement.
- Consider using software that provides student anonymity. For example, Google slides has a Q&A option which allows students anonymously to ask questions or say they don't understand using their phone/tablet.

### Low band width

Technical issues such as internet connectivity and the age of hardware and software can be barriers to students accessing online activities.

Here are some things to consider to mitigate technical issues:

- Ask students to close all programs on their device except for the browser they are using for the activity and to use a hard-wired connection if available.
- Consider creating low-bandwidth versions of key content and activities. For example, pre-recorded materials with a chat function could replace a live webinar.
- Use video during the session only when necessary
- Reduce file sizes so it's easier for students to download materials
- Compress images in Word and Powerpoint to reduce the file sizes

### Design for all devices

- Consider what kind of device your audience will be using: laptops, tablets or mobile phones. Your content should be easy to use regardless of the device. In particular, mobile phone users shouldn't have to do extra work to read or navigate the content.

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## 4. Safeguarding

### Safeguarding for live online events

- Online live events can be a great way to replicate some of the interactivity that would normally be present in the classroom. To ensure that students and staff (including student ambassadors) can safely make use of the opportunities that technology offers, we have collated all the things which we think you will need to keep in mind.

### Platform safety criteria

Ensure that any online platform you use to facilitate a live online event meets the following criteria:

- Access to the platform is enabled only for the intended participants. (Please note: Some free platforms such as YouTube or Facebook Live do *not* allow you to restrict the audience. For others you might be able to ask your audience to register to watch the stream and issue a log in and password.)
- Personal information (including full names, contact details and email addresses) is only accessible to those with the right permissions and is not publicly viewable. (An event participant could choose to use their full name as their screen avatar, but this will not link to any other personal information.)
- The platform is age-appropriate for your participants. For example, Zoom is for ages 16+, but Zoom for Education may allow younger ages.
- Staff are able to remove participants from the platform if necessary.
- Staff are able to control whether participants are able to have their videos/microphones on.
- Staff can disable the ability for participants to send private messages to each other.
- Participants and ambassadors are not able to contact each other after the event has ended.

### Examples of platforms

- Examples of platforms which meet the above criteria include (but are not limited to) Microsoft Teams and Blackboard Collaborate. A list of other available platforms can be found in Appendix 2.
- Generally, all software that will be used should have suitable security settings and should be authorised for use by your school/college/organisation.

### Staff as moderators of online live events

- All online live events should be facilitated/moderated by an appropriate staff member at all times. Where an event is led by student ambassadors, the same requirements below should be applied, although a staff member should still be present as well, even if their role is less involved.





### How many staff?

- The number of staff you might need will vary, but the minimum should be two. That way, if one staff member loses connection or is busy presenting, the other can continue the event or pick up queries sent via chat. The more participants you are expecting, the more staff members you might need to help moderate chat activity.
- If you are planning on using break-out rooms (available on Microsoft Teams and Blackboard Collaborate), for example to facilitate smaller group discussions between participants, then you will need as a minimum one staff member per group. To mitigate against a possible loss of connection, and if staffing levels permit, you could have two staff members moderating each break-out group.

### Training and background checks

- Moderators should be trained to deal with inappropriate content.
- Moderators should be familiar with the technical aspects of the platform, in particular how to control relevant privacy settings, as outlined in the criteria above.
- **If the online live event is intended as a 1:1 meeting with a student (e.g. career guidance):** It is strongly recommended that staff without a DBS check do not engage 1:1 with students unless with the presence of a DBS-checked member of staff.
- All staff members (including student ambassadors) working with young people in an online context over an extended period (as defined by DBS eligibility) should have a valid DBS check.

### Before the event

- Staff should plan the structure and content of the activity carefully to ensure that discussions remain on topic.
- Staff should disseminate an online code of conduct for young people and parents to sign before online delivery takes place.
- Staff *must* obtain all relevant permissions from participants and parents/carers in advance of the event if it is to be recorded.
- Staff should also ensure that participants understand who they can contact if they hear anything upsetting or inappropriate during the event.
- A practice run of the event with all staff members involved (including student ambassadors) is strongly recommended prior to the live delivery.

### During the event

- During any live sessions, moderators should ensure that the session is taking place in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- Where using chat platforms, moderators will always be present to ensure safety of students and staff using the platform.





- Moderators should make sure that any personal information that has accidentally been shared by a participant is removed. As with face-to-face interaction, no personal data should be shared between students and ambassadors.
- Moderators should choose which questions to make public (to other event attendees) and which should be answered privately or removed.
- If the event includes any interactive elements where participants are encouraged to share written comments publicly, staff should check whether the platform has an automatic profanity filter or whether staff would have to moderate responses themselves.
- Staff should not be in a private chat/video call 1-2-1 with a participant. If this happens by accident (someone else loses signal etc.) they should immediately come out of the breakout room/chat/end the session.
- If the event is to be recorded then relevant permissions (including from parents/carers where necessary) *must* be obtained prior to the event, and a reminder must be issued to all participants before recording commences.

## Safeguarding for non-live online resources and activities

### Staff presenting and recording themselves

- Ensure that you are presenting in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

### Videos

- If you are embedding or linking to external videos (e.g. on YouTube), ensure that you have watched all of it and are satisfied that the content is appropriate for your audience.

### Contact details

- Some topics may raise concerns for young people and they may not have anyone at home to talk to.
- If you are providing resources on a potentially sensitive topic, ensure that you include contact details for young people, for example relevant staff at your school/college/organisation or third party support services such as [Childline](#).

## GDPR and data collection

- As with usual activity delivery, we are still required to ensure that participants understand when and how we will collect and use their personal or sensitive data, how this will be stored, and that they can opt out or request their information to be permanently removed at any time.
- If you are collecting data, please also read the Data Collection and Evaluation chapter of this Toolkit.

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## 5. Copyright and Permissions

### Why do I need to know about copyright?

- Copyright is governed by the Copyright, Designs and Patents Act 1988 (CDPA) and automatically applies to original work, protecting the way the idea is presented rather than the idea itself. The law covers literary, dramatic, musical and artistic works, sound recordings, films, TV and radio broadcasts, cable programmes and typographical arrangements.
- Copyright needs to be kept in mind when working with digital material. It is worth remembering that the law has not changed during the COVID-19 outbreak even though rights holders may have extended access and permissions to protected work.

### It is recommended that you consider the following:

- Could you link to a resource rather than copy it? Generally, you can avoid copyright issues this way, but check the terms and conditions of the website to make sure this is permitted.
- How are you sharing the material? What risks might be involved? For example, sharing a text with a small number of students within a physical classroom would be considered low risk, but publishing the text on a website would be high risk.
- How secure is the platform you are using? Is the content you are sharing restricted to certain users or accessible to everyone?
- Is the platform you are using the final destination? For example, an audience member could take a photo of the content during the delivery of a Powerpoint presentation and post on social media or redistribute something they have seen online. It is good practice to use a copyright statement as this sets expectations of how the material can or can't be used, e.g.:
  - “©2020 [insert organisation]. All rights reserved. This presentation has been added to [insert platform] to support your studies. You may print and/or download a single copy for your personal, educational use. Further redistribution of teaching materials, including making copies available on the internet, is not permitted.”
- Is the amount being used fair? Will the sales of the original work be affected? UK law enables use of copyrighted work for teaching purposes, but it is recommended to use only small amounts, such as an image or a paragraph. If your use of the copyrighted work is likely to negatively impact sales, then it will be considered unfair.
- If you are using audio or video recordings in your delivery, then generally this is permitted, but generally this is not permitted if you are recording or live streaming the session. It is best to provide learners with a link to the audio/video recording instead.
- You must always acknowledge any materials that you have legitimately copied from elsewhere. This includes any embedded video, TV and film clips. Make sure you





include the author's name and source of the material. If the author has provided a copyright notice, then this should also be included.

- If you are using images or videos from private files, do you have permission from the people in the photo/video and the author to use them in the way you intend?
- Use free image websites to source appropriate images or videos. Always double-check an image for how it can be legally used, as this can vary. **Examples of websites offering free copyright-free images include:**
  - [Unsplash.com](https://unsplash.com)
  - [Pixabay.com](https://pixabay.com)
  - [Pexels.com](https://pexels.com)
  - [Freeimages.com](https://freeimages.com)
  - [CreativeCommons.org](https://creativecommons.org)
- Remember that it is the individual's responsibility and copyright still applies, even if the materials are not widely available.

As mentioned in the chapter about Safeguarding above, if you are planning to record a live online event, you must first obtain all relevant permissions from participants. This includes clear information about how you will use the material.

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## 6. Data Collection and Evaluation

### Data Collection

- Similar to face-to-face events, it is useful to gather certain information about participants of online activities, whether these are live events or not.
- If you are working for or with an Office for Students funded UniConnect programme, then you will have been informed of very specific requirements for data collection, for example: name, date of birth, postcode and school/college.
- You may need to follow other, local reporting requirements specific to your school's/college's/organisation's circumstances.

### Here are some examples for gathering participant data online:

- If your event is online, not live, and restricted to certain participants, e.g. a specific class of students, record who has engaged with the material.
- If your activity is online but is not a live event, and is open to everybody, you could ask users to register and provide any required information prior to being able to access the resource. If you do not need to report details of users, then you may be able to just record the number of people viewing your website/resource (please check your reporting requirements first).
- If your event is live and you know in advance who is invited (i.e. it is not open to all), you should keep a list of participants after the event has completed and pass on the details as required.
- If your event is live and is open to all, you need to give participants a secure way to tell you who they are. For example, you can ask them to send a private message to the moderators with their full name and any other required information. For safeguarding and GDPR reasons, you must not ask participants to share their information publicly.

All data must be handled in line with GDPR requirements.

### Evaluation

The aims of your existing internal evaluation will probably not change. Your evaluation methods don't necessarily have to change either, but changing to digital delivery provides a valuable opportunity to improve your evaluation.

To evaluate whether your activity meets its objective, you have several options, including:

1. Assessing the work participants produce in an activity.
2. In-activity evaluation, gathering feedback from participants in real-time.
3. Traditional post-activity evaluation based on survey forms.





## Examples

### Non-live

- If the activity is non-live, such as a web based quiz, you may need to design the activity in such a way that the participants' answers can be collated and compared against the activity's objective.
- If you wish to carry out pre- and/or post-activity surveys, electronic alternatives to paper forms are available. These include Google Forms, Microsoft Forms, MyQuiz and SurveyMonkey. Please ensure that your chosen survey platform is appropriate for your participants and the data you are planning to collect. It should also be GDPR compliant.
- If the activity is some kind of art or written work, you should give consideration to how the student can send this to you.

### Live

Live events provide an additional opportunity to assess participants' work in real-time.

- If participants are making verbal contributions to your session, you could have two presenters, one of whom can assess these as they happen. Alternatively, you could record the session and assess it afterwards (please ensure you have obtained all required permissions first, see chapter Safeguarding above).
- Online platforms such as Zoom, Microsoft Teams, and Google Meet have the ability to post smileys, thumbs up and other emoticons, which you can ask participants to use to let you know their thoughts on whatever subject you are addressing.
- Most of these platforms have a whiteboard function where users can also give their thoughts on the topic of your session.
- Some of the above platforms also have polling functions, or can be combined with tools like Mentimeter, AhaSlides, Quip, Prezi, and Keynote which poll users and provide instant visual feedback.

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## 7. Tips for Engagement and Interactivity

### Live sessions

- Use chat functions, quick questions and instant feedback. To involve and engage students, it also helps to break up the session.
- Use polls during live chats to stimulate interest, e.g. What would you most like to know from our panel today? With 4 or 5 options.
- You could ask participants to complete some sort of log whilst they are participating to keep them engaged.
- It can help to have more than one person to deliver the session. Make sure you have someone to troubleshoot problems and support with technical issues.
- Consider using virtual break-out rooms to split participants into smaller groups.
- Get the students to do really quick research online. Groups then feedback bullet points in the chat box.
- Send out brief information and biography of speakers beforehand to raise interest.
- Copies of presentation slides to be sent around for participants who are dialling in via a phone call.
- Have a bank of icebreakers in case there are tech troubles.
- You could use Bingo cards for key phrases during the sessions to help keep participants engaged.
- Incorporate Slido into presentations for live questions which are ordered via popularity of question.
- Use 'hand up' functions in the chat, this is especially useful if you are asking all participants to mute their microphone to avoid echo.
- Ask participants to make podcast, video, poster in response to a live session.
- Give every activity a time limit and let participants know what that is.
- Send out video/audio content before the session to raise interest and optimise time and level of engagement in the live session.
- Send out online forms so participants can submit questions ahead of the session.

### Resources and non-live activities

- Design your resource or activity with participation and interaction at its centre.
- Create a sequence of inputs and related activities that focus on engagement – so the participants have to do something for example, quizzes, prediction, true/false questions, gap fill, ranking items, problem-solving, scenarios, make/design something.
- Make the activity do-able – break it down into small chunks, that guide the participant step by step to the end result.
- Avoid information/text overload. Use short text input, alongside a video, audio, image, graphics followed up by participant interaction (see above).
- Provide answers to questions with feedback.
- Write clear and concise step by step instructions for tasks – remember, you are not there to assist.
- Always include a completed example with instructions.
- Include fun and surprising facts that grab participants' attention and are memorable.
- Include real life examples and short stories to make it relevant and relatable.
- Ask participants to draw on their own experience, ideas and opinions.
- Give the participants choices in what they do and how they do it.
- Avoid compulsory activities that need to be completed before the user can move on.





- Provide recaps and links backwards and forwards between sections so the activity/content has a logical flow e.g.
  - You've just done abc, so now you're ready to do xyz.

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## Appendix 1: Activity Planner Template

Example: Study Skills Notetaking Lesson

Learning Objective	Activity	Participants (Type and No.)	Duration	Learning Type	Online	Offline	Synchronous	Asynchronous	Platform 1	Platform 2	Platform 3	Evaluation Method
	Introduction video on notetaking techniques	30 Year 11 students	10 mins	Watch	Y			Y	YouTube			
LO5	Try out different notetaking techniques	See above	30 mins	Practise		Y		Y		PDF Workbook		Before activity: Ask students to rate their confidence in using notetaking skills. After activity: Students submit workbooks.
LO2	Reflection on above activity	Same students split into groups of 5	15 mins	Discuss	Y		Y				Microsoft Teams	Ask students to rate their confidence in using notetaking skills

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Blank Template

Learning Objective	Activity	Participants (Type and No.)	Duration	Learning Type	Online	Offline	Synchronous	Asynchronous	Platform 1	Platform 2	Platform 3	Evaluation Method







## Appendix 2: Online Platforms

Please note, we are not expressively endorsing any of the platforms listed here and have not used them ourselves. We therefore strongly recommend that you make your own enquiries into any platform that you may wish to use. We are sharing this table in good faith and to the best of our knowledge at this point, but cannot rule out changes to the information in the future.

Platform	License	Windows	Audio Support	Video Support	Chat Support	Desktop Sharing Support	Whiteboard	Upload PPT	Upload PDF	Upload Doc / DocX	Mobile Device Support	Break-Out rooms	Security Access	Encrypted communication	Host meeting from Mobile	Attend meeting from Mobile	Cloud Based	Recording capabilities	
BigBlueButton	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conference XP	Free	✓	✓	✓	✓	X	✓	X	X	X	X	X	X	X	X	X	X	X	✓
Jami	Free	✓	✓	✓	✓	✓	X	X	X	X	✓	X	✓	✓	✓	✓	X	✓	✓
Jitsi Meet	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
OpenMeetings	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	X	X	X	✓	✓
Adobe Connect	Paid	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
AnyMeeting	Paid	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓
AT&T Connect	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cisco WebEx	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fuze Meeting	Paid	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Genesys Meeting Center	Paid	✓	✓	✓	✓	✓	X	✓	X	X	✓	✓	✓	✓	X	✓	✓	✓	✓
Glance	Paid	✓	X	X	✓	X	X	X	X	X	✓	X	X	X	X	X	X	X	X
Google Meet	Paid	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓





HCL Sametime	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iMeet	Paid	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
InterCall Unified Meeting (IUM)	Paid	✓	✓	✓	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓
Lifesize	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Livestorm	Paid	✓	✓	✓	✓	✓	X	X	✓	X	✓	X	✓	✓	✓	✓	✓	✓
LogMeIn GotoMeeting	Paid	✓	✓	✓	✓	✓	✓	X	X	X	✓	X	✓	✓	✓	✓	✓	✓
Microsoft Live Meeting (discontinued)	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	X	X	✓
Microsoft Teams	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓
Mikogo	Paid	✓	✓	X	✓	✓	✓	X	X	X	✓	X	✓	✓	X	✓	✓	✓
Netviewer	Paid	✓	✓	✓	✓	✓	X	X	X	X	X	X	✓	X	X	X	X	X
omNovia Web Conference	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	✓
PowWow365	Paid	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skype	Paid	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
Skype for Business (formerly Microsoft Lync)	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
TeamViewer	Paid	✓	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓	✓	X	X	X	X
TrueConf	Paid	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓
VenueGen	Paid	✓	✓	✓	✓	✓	X	✓	✓	X	X	X	X	X	X	X	X	X
VideoMost	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WizIQ	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Yuuguu	Paid	✓	X	X	✓	✓	X	X	X	X	X	✓	X	✓	X	✓	X	X
Zoho	Paid	✓	✓	✓	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓
Zoom Video Communications	Paid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓

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