

Tips for facilitating remote workshops

So, you've decided to invite a volunteer legal professional to your virtual classroom but don't know where to start? Here's a small guide to help you.

Things to do a few weeks before the workshop:

- Figure out what platform you will use (please see the table below which outlines the different platform's interactive functions). Share this information with the volunteer.
- Send the link to the volunteer and the students.
- For the Pick Your Side workshop, the preparatory exercises are provided as an annex to this document.

Separation of tasks between you and the volunteer:

You must be present for the entire workshop. Just like in class, your role will be to manage the students and to minimize disruptions. For example, you can remind students to mute themselves. You can also participate if you think that the students are not participating fully in order to make sure the workshop is a success.

The role of the volunteer legal professional is to give the workshop. This means they will be giving legal information, answering questions, and handling speaking turns.

It's very important that you and the volunteer decide who will do what during the workshop.

The functionality of the most popular platforms:

	Raise Hand	Annotations	Positive and negative reactions	Breakout groups	Polls	Chat	Video/mic controlled by host
Teams	X	X**	X**	X**		X	
Zoom	X	X	X	X	X	X	X
GoogleMeet*						X	X

* GoogleMeet on its own lacks some functionality. However, there free extensions like *Gridview* or *Nod Reactions*.

** These features have been announced and should be available for back to school 2020.

Host functionalities

Raise Hand

Students can use this to ask to speak. It can be difficult to keep track of the order in which students raised their hands if several students have used it at once. If the platform you use doesn't have this option, you can also use other reactions or emojis built into the platform to let students "raise their hand".

You can also ask students to raise or lower their hands to show whether or not they agree with something you say.

Annotations:

Annotations can be helpful for online workshops. Students can then interact in a more natural way with the presentation by drawing or adding icons or other objects on the screen.

You can also ask students to make a mark on a certain part of the page in order to show the group's opinion:



This let you quickly see whether the majority agree or disagree with what you asked. This is also a great way to get anonymous feedback.

Annotations also have some drawbacks. It's impossible to prevent students from making many marks and to associate a specific marking to a specific student.

Positive and Negative Reactions:

Students can use this to vote. For example, in the Pick Your Side workshop, students will have to pick a side by agreeing or disagreeing. To keep the activity simple, the students can vote directly by using reactions.

Breakout groups

This option is great for group work. For example, if the students must work together to prepare arguments for a specific topic, they can do it in their own breakout room. Both you and the volunteer can visit these rooms to talk to the students or answer any questions they might have.

Polls:

Polls are a great way to quickly get students' opinions. They are simple, but you will have to prepare them ahead of time.

Chat:

This lets students, teachers, and the volunteer to communicate with one another. It's important that students know the rules about how they are supposed to use chat to prevent unnecessary distractions.

Host controlled microphones and video:

It can be very useful for hosts to be able to open/close participant's microphones and video. This way you can control who is speaking. You can also mute someone if they forget to mute themselves.