

Check out these resources to help you host and run any workshop virtually!

[Tips and Tricks for Leading Synchronous Workshops](#)

Our team has compiled some tips for leading synchronous virtual workshops, based on our experiences hosting and engaging in virtual learning opportunities.

[Preparing Your Space for Leading Virtual Workshops](#)

Our team recommends these five easy steps to getting your space ready for leading your virtual workshop.

[Digital Digest Template](#)

Want to create a Digital Digest for your participants to access all their workshop resources? Make a copy of this template and customize it for your workshop needs! Be sure to check out the gif at the end for step-by-step guidance on how to publish the resource and create a shareable link.

[Zoom Guidance for Virtual Producer/Tech Support](#)

Preparing to serve as a "Virtual Producer" or tech support for your workshop? Review or share this overview of key

Tips and Tricks for leading Synchronous Workshops

Based on our experiences with synchronous workshops, we at Code.org have compiled some tips we have for leading your own synchronous virtual workshop. You might find that some of these suggestions won't work for your context, and that's ok - we trust your team to find and use the strategies that align with your own styles and needs. We know that you will create and use many other tips and tricks for your workshops and we want to hear from you! Utilize Slack to share what worked for you with the larger community.

Make space for small group and partner work opportunities

Building community has always been central to the work we do in workshops. Small group or partner opportunities can support other community building actions you take. Effective group work in virtual breakout rooms requires special planning and adjustments. Here's some factors to consider:

- **There are trade-offs involved when grouping participants.** When grouping participants, you may choose different sized groups and different mixes of participants depending on your goals and needs. To ensure more diverse ideas are shared, you might opt for larger breakout groups. We recommend you keep the groups at 4 or less. Keeping group sizes small ensures that everyone can share their ideas and that participants spend less time passively listening in the group. Alternatively, you can use partner work for shorter share outs and to optimize for verbal processing time. Finally, consider when you want to keep the groups constant through a workshop to build comfort and familiarity between participants and when you want to vary who is in the groups so that participants get to work with a variety of participants.
- **Visiting breakout rooms can disrupt conversations.** When a facilitator visits breakout rooms, they might unintentionally disrupt the normal flow of conversation. To mitigate this, consider the following strategies:
 - If using slides or shared notes during group discussions, first monitor what was being written on the slides or notes to see which groups were struggling, and then strategically visit those groups.
 - Plan in advance which rooms each facilitator will visit so each room can get equal levels of visits. One strategy to accomplish this is to assign the odd-numbered rooms to one facilitator, and the even-numbered rooms to the other.

Share-outs are needed, but can be a point of low engagement

Whole-group share-outs at in-person events can be a time to raise and address concerns or misconceptions as well as build a sense of a community. During virtual workshops, it can be difficult for the facilitator to read the room to know where the energy is, and "active share-outs" are much more difficult as participants may be tethered to desktop computers. Thus full group share-outs can lead to low engagement during virtual events. We suggest considering these tips as you're planning your virtual sessions:

- **Avoid skipping share-outs.** It may be tempting to skip share-outs to save time or out of

fear that the energy may dip, but they are one of the few opportunities to correct misconceptions and get everyone on the same page during workshops.

- **Develop a protocol or norm for sharing out.** You may ask people to raise their physical hand, or use a “raise hand” feature in the conferencing tool to share-out. Consider applying other good facilitation practices that you might use for in-person sessions, like inviting anyone who hasn’t spoken yet to contribute to the conversation.
- **Switch up the way you do share-outs.** Here are tips to consider:
 - Have a designated share-out person talk about their group’s discussion. This is a more traditional way of sharing-out but it still works! Just like in in-person sessions, it can be helpful to give participants guidance about how (and how much) they share-out. For example, you can ask “What is the single most important thing your group talked about?” or “Give us the 30-second summary of your group’s conversation” - these parameters help participants understand the pace you are trying to keep.
 - Decide what you want to have shared out ahead of time. If participants are keeping public notes during their breakout discussions, the facilitator can monitor what is being discussed and can prepare to structure the follow-up conversation. For example, you can say “Group 3, can you tell us a bit more about what you meant by your comment “Assessment doesn’t need to be a test?”” or “Group 5, I noticed you had a question in your notes about how to support English Language Learners in this lesson, can you tell us about what your concerns were behind that question?”
 - Gallery walk to share-out. We’ve found that this strategy translates well to virtual settings! The facilitator can have people comment on a slide or text that the groups created, or use the chat feature as a back channel, or have people use “reactions” (like stars, emojis, etc) to denote different reactions. This allows you as a facilitator to identify “hot spots” in the slides or notes and bring up those conversations to the full group.

Emphasize the asynchronous work during the workshop

While leading synchronous events, you can support asynchronous work by pulling from contributions you saw in the asynchronous work prior to the synchronous event. For example, you might open the meeting by casually talking with a participant about their post in the forum, or mentioning specific themes you saw in the pre-work. Demonstrating your knowledge of participant contributions outside of the synchronous event can help you build relationships with participants and also reinforce the value of the asynchronous work.

Plan for breaks

It can be helpful to set some expectations for what breaks are used for in your synchronous workshop. For example, to encourage personal wellness during breaks, ask participants to imagine what they need to do during a break to be able to come back refreshed and energized. Pause. Then send participants to break.

You may also want to include norms such as if participants should shut off their cameras while they are away from the computer, or if facilitators are available for questions during the break. How you handle breaks will be up to you, but setting clear expectations and goals for breaks is helpful.

Be expressive!

This tip comes from our video production co-worker at Code.org. When facilitating in person, you can move your body to engage people in different ways but when we get on camera sometimes it feels like we are stuck in a box and the energy doesn't transfer as well. For that reason, try being more expressive than you think you need to be in these virtual workshops. Nod along while people are talking, use your hands while you are talking, modulate your voice more than you usually do. It might feel artificial, but it will give participants a better experience.

Looking for more tips and tricks?

Read [TOPP Competencies for Live Online Trainers](#) which outlines four areas every facilitator should be aware of while leading online events. In particular, the fourth area is on “participant” engagement which might be a good place to start.

Preparing Your Space for Leading Virtual Workshops

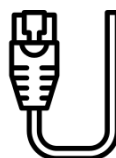
1. Make sure your computer can support the workshop's video conferencing tool.

Practice using that tool ahead of time, specifically focusing on key features such as screen sharing, muting participants and yourself, using the chat and other features.



2. Plan to work in a quiet location with a strong, reliable internet connection

Double check your wifi strength or your wired internet connection. If you're not certain about your connectivity, consider having an ethernet cable on standby.



3. Check your webcam and audio capabilities

Check your webcam and audio well before the start of the workshop and troubleshoot from there.

To cut down on ambient sounds, consider using wired headphones with an attached microphone so you can participate when called on.

The day-of any synchronous calls, plan on arriving on the call ~15 minutes early to check your audio and webcam before the event starts.



4. Prepare as if you were leading an in-person workshop.

If possible, make a plan for child care, pet care, etc., and let the folks in your household know what to expect of you during that time.

Communicate with your co-facilitator about when you plan to take care of yourself. You may need to answer questions during a break for participants so you may want to plan on taking a break while participants are having small group discussions or working on other tasks.

Finally, since screen real estate is at a premium, consider printing out your agenda



5. Get comfortable!

Have your favorite snacks, beverages, seaters, etc. at hand, and think about your physical comfort. Some questions to consider in advance of the workshop:

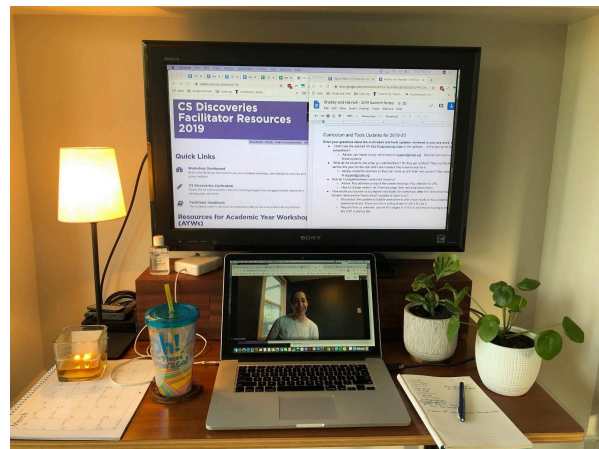
Is your desk chair comfortable?

Will you want to stand?

Will you want to have more than one window open across different monitors?

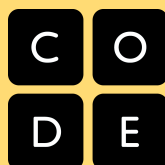


*Don't have a standing desk?
Check out this makeshift model!*



More monitors, more windows!

Digital Digest Template



Event Title

<https://bit.ly>_____

Date, Year

Welcome to the Digital Digest!

This is your one-stop digital resource for content and updates. Please be sure to bookmark this document and refresh it regularly as you will need to access pre-work, session resources, session slides, and more!

For **Tech Troubleshooting**, please go to _____

[Jump to Pre-work](#)

[Jump to the Schedule](#)

[Jump to Breakout Rooms](#)

[Jump to General Resources](#)

Pre-work

[Add your region's pre-work activities and instructions here, if applicable]

Schedule

Here's how we'll spend our time together:

[Replace the sample schedule image, below, with an overview of your workshop schedule]

Returning CS Fundamentals Facilitator Schedule					
Saturday			Sunday		
Time	Session	Room	Time	Session	Room
7:00 - 8:20 am	Breakfast and Registration	Grand Ballroom	7:00 - 8:20 am	Breakfast	Grand Ballroom
8:30 - 9:20 am	Community Session		8:20 - 8:30 am	Head to Sessions	
9:20 - 9:40 am	Transition to Workshop Breakout Rooms		8:30 - 10:30 am	In Sessions	Workshop Breakout Rooms
9:40 - 10:30 am	In Sessions		10:30 - 10:40 am	Break/Snack	
10:30 - 10:40 am	Break/Snack	Workshop Breakout Rooms	10:40 - 11:30 am	In Sessions	
10:40 am - 12:00 pm	In Sessions		11:30 - 11:40 am	Transition to Program Ballroom	
12:00 - 1:00 pm	Lunch	Grand Ballroom	11:40 am - 12:30 pm	In Sessions	Program Ballroom
1:00 - 2:20 pm	In Sessions		12:30 pm	Grab and Go Lunch	
2:20 - 2:40 pm	Break/Snack	Workshop Breakout Rooms			
2:40 - 4:30 pm	In Sessions				
5:30 - 6:30 pm	Happy Hour	Salon West			

Breakout Rooms

Workshop Breakout Room Resources

Room	Co-Leads	Slides
tbd	tbd	tbd
tbd	tbd	tbd
tbd	tbd	tbd
tbd	tbd	tbd









General Resources

Looking for something? Check out _____

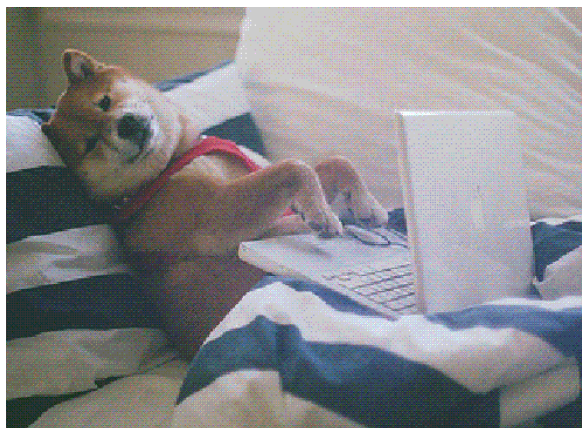
Got a question? Check out the _____ or the accompanying _____ doc

Got an idea, or need an idea? Check out the _____ sheet

Resources

	Curriculum Guide 2022-2023		Curriculum Guide 2022-2023		Curriculum Guide 2022-2023		Curriculum Guide 2022-2023
Computer Science Fundamentals		Computer Science Discoveries		Computer Science Principles		Computer Science A	
							
<u>CS Fundamentals Curriculum Guide</u>		<u>CS Discoveries Curriculum Guide</u>		<u>CS Principles Curriculum Guide</u>		<u>CSA Curriculum Guide</u>	

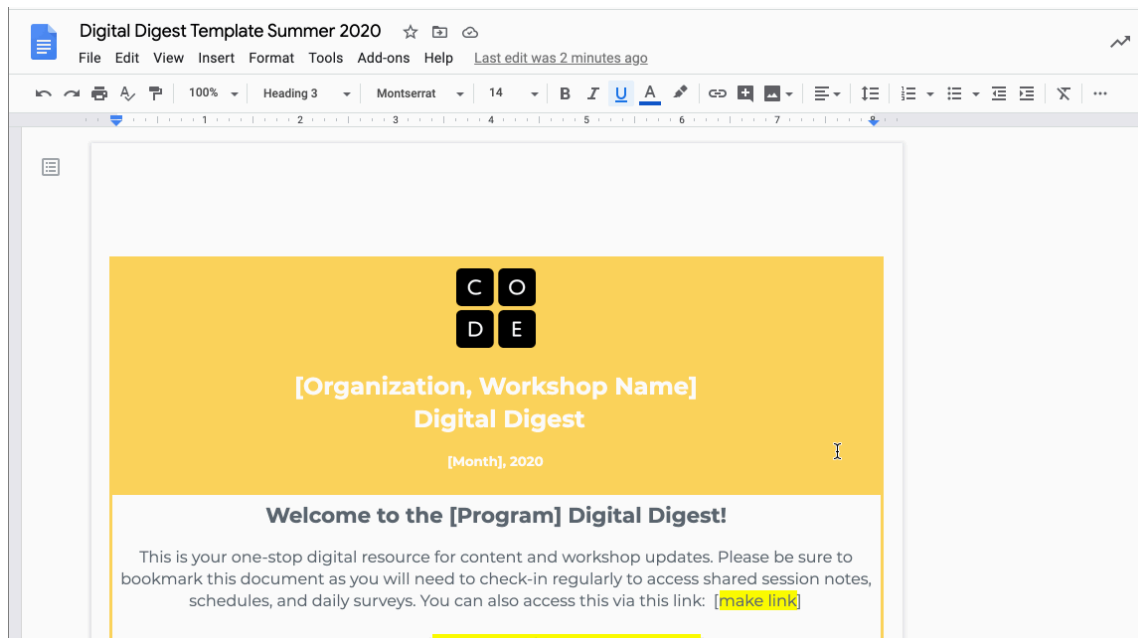
[Tips for Having a Great Virtual Learning Experience](#)



Hint: It doesn't look quite like this ^^

[Back to Top](#)

Resources for Virtual Workshops



Zoom Guidance for Virtual Producer/Tech Support

This guide is...

- a reference of key Zoom features often used in Code.org virtual workshops, rather than a Zoom 101 guide.
- geared for a “Virtual Producer”, whose focus is orchestrating Zoom throughout virtual workshops.
- based on a Meeting setting (not webinar), Version 5.0.2, Licensed user. View/features may vary by account.
- not a strict protocol, please feel free to adapt for your use.

Note: There is no expectation that regions use Zoom for their virtual workshops; it is up to each region to decide. While we are providing this resource for Zoom, we do not anticipate creating associated resources for other platforms.

Roles

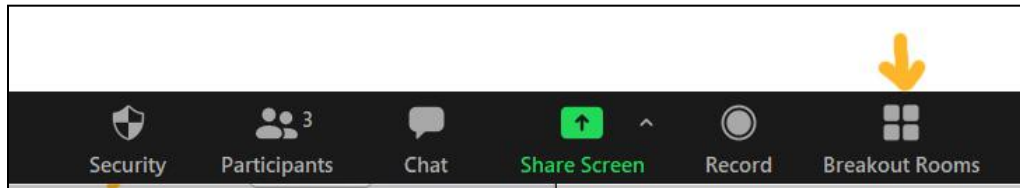
You will need to determine hosts and co-hosts for the workshops. These credentials are necessary to manage breakout rooms, assist all teachers, mute loud noises from the background, and share screens while presenting. Read this [Zoom Support Article](#) to find out the difference between Host and Co-host controls.

- There can be just one host in Zoom. The producer needs to be the Zoom host for full control.
- Co-leads should be co-hosts.

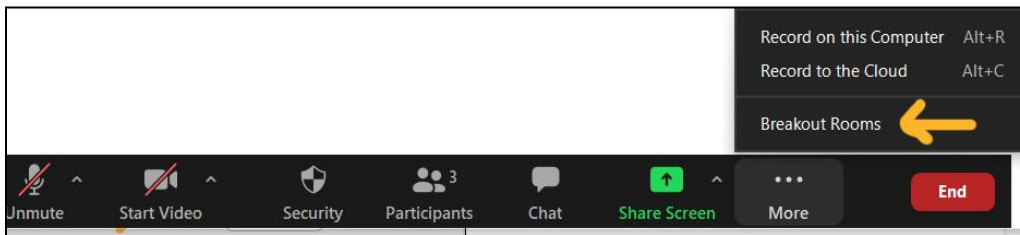
Breakout Rooms

One of the most common tasks you will do as producer is to create breakout rooms for the workshop. Breakout rooms are where most small group and partner discussions will take place. Before the workshop, make sure the producer and the facilitators know what sized breakout rooms will be needed, the size or number of breakout rooms, and if there are any special instructions for who should be placed in breakout rooms together at different points of the workshop. Once the plan is in place, follow the steps below for creating breakout rooms:

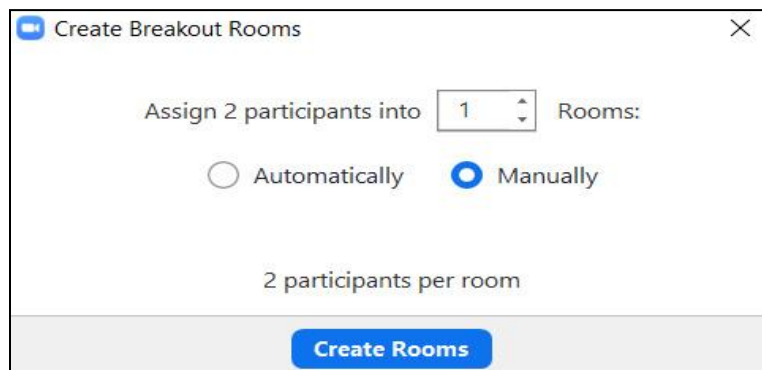
- **Step 1**



< Launch a breakout room by clicking the button on the menu bar. It should be in either location.

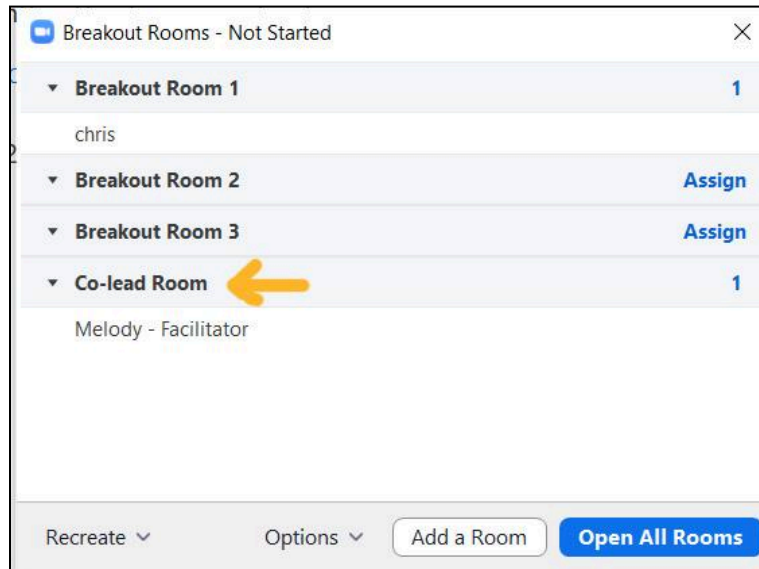


- **Step 2**



< This walkthrough is assuming you're doing a manual assignment. Automatic assignment will randomly assign people to the number of rooms you create.

- **Step 3**

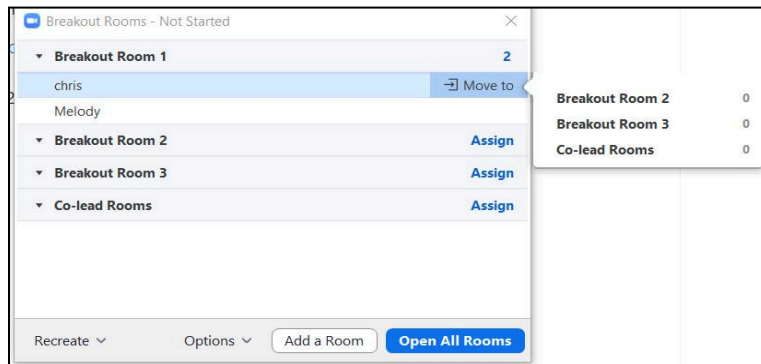


< Start creating rooms, rename them as needed, and assign the attendees.

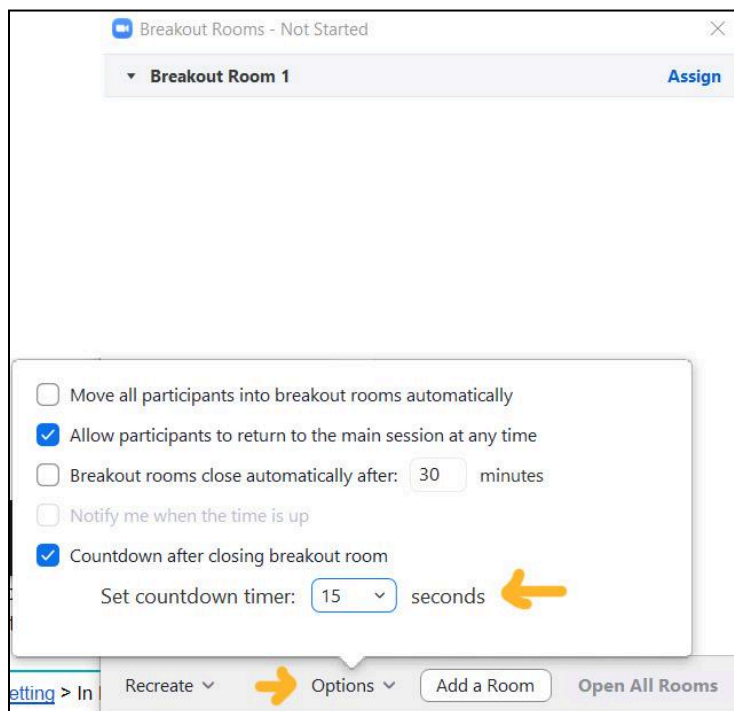
You can rename a breakout room by hovering over each room.

✓ Tip: Create a **“Co-lead Room”** and have the co-leads start there. This gives them time to discuss/prep before they potentially hop around the breakout rooms.

- **Step 4**



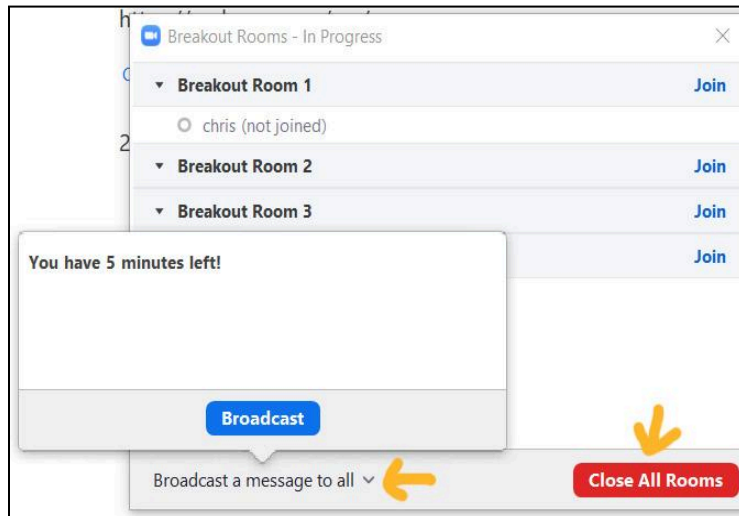
< To move someone to a different breakout room, hover over their name and click “Move to”.



< Click “Options” in Breakout Rooms to set how many seconds attendees have before auto-returning to the main room. Default should be 60 seconds. Your options are 10 ~ 120.

<You can also “Allow participants to return to the main session at any time”. If this option is checked, the participants can move back to the main session from their meeting controls. If this is disabled, they need to wait for the host to end the breakout rooms.

- **Step 5**



Click the blue “Open All Rooms” button to open the breakout rooms.

Rooms are open now!

Please note, once they are open, you **cannot** exit a person from the room unless you close all rooms. You cannot add a new room either. Be sure all the settings are complete before they open.

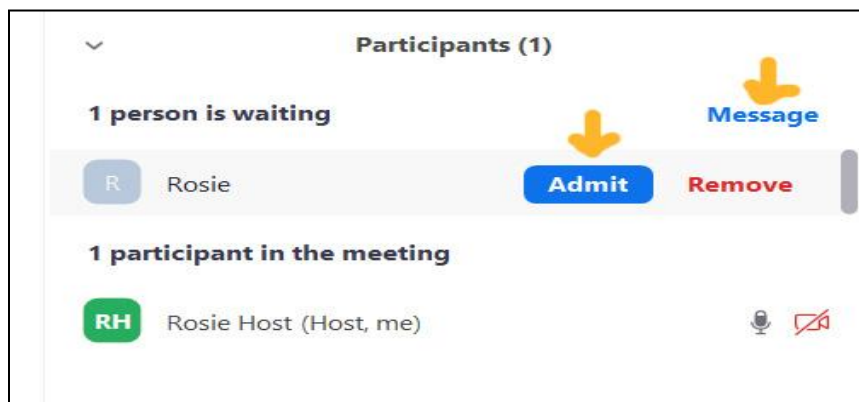
Use “Broadcast a message to all” for group-wide announcements.

“Close all rooms” when time.

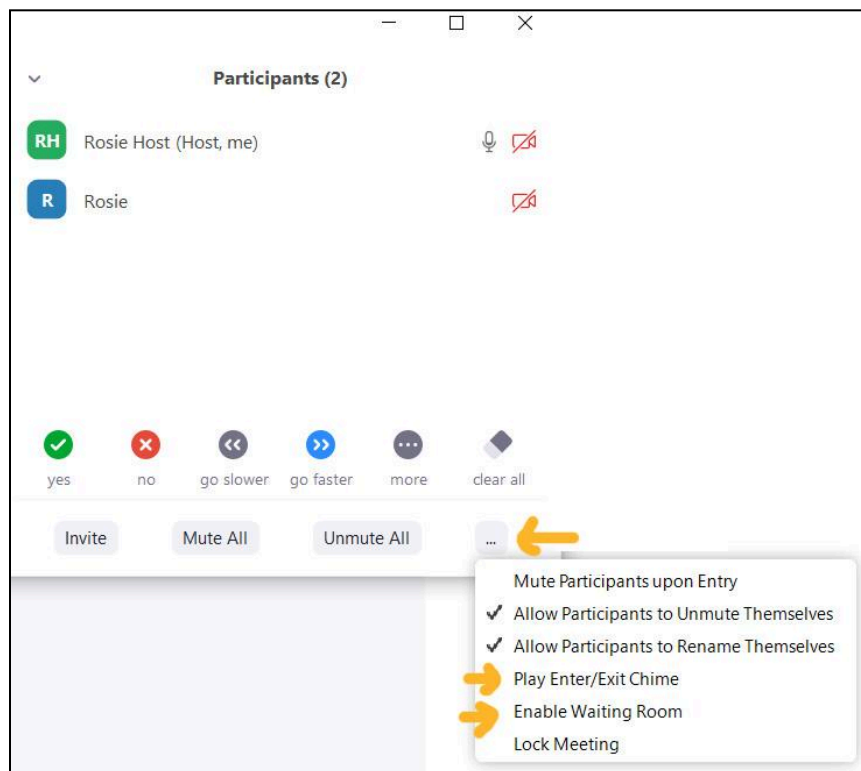
Waiting Room

This feature is useful when you and the co-leads are meeting for a final touch up just before the session, and want to secure your prep time. If a waiting room is enabled, participants are first placed in a waiting room, requiring you (host) to admit them individually. Enabling the waiting room automatically disables the setting for allowing participants to join before the host.

<https://zoom.us/profile/setting> > In Meeting (Advanced) > Waiting room



< Host view when a new participant joins. You can also message attendees in the waiting room (e.g. "You'll be admitted as we begin at 2:00 pm.")



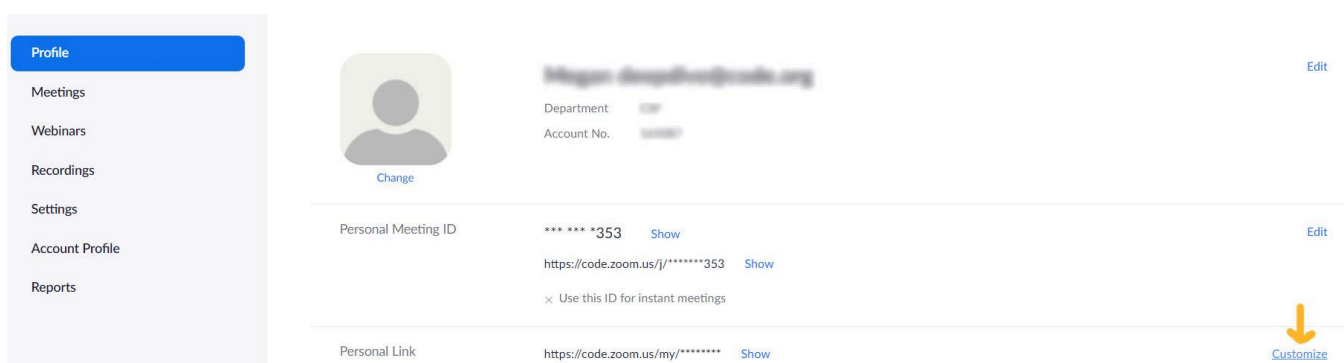
< If you are ready to let in the participants freely, you can disable the waiting room under the "..." button in the Participant pane.

< Enter/exit chime can also be handy. You can set on Zoom settings whether this chime is played just to you, you and the co-leads(co-hosts), or everyone.

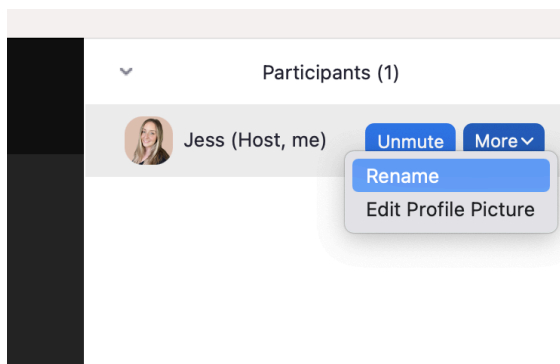
Additional Tips

- **Code.org Tech Support Guidance Template:** Check out our [Tech Support Guidance Template \(For your individual workshop\)](#) - this can be a great template for your tech planning. Page 2 lists out many Zoom features that need to be set up.
- **Customized Meeting Link:** If using a personal meeting ID, you can customize your meeting link to something easy/memorable.

<https://zoom.us/profile> > Personal Link > Customize



- **Recording during Breakout sessions:** Be sure to hit pause during breakout room sessions to prevent the empty main room getting recorded. If you prefer recording the discussions within breakout rooms, you can go into the rooms and continue recording.
- **Polling:** To launch one, you need to pre-set questions and choices in the Zoom setting. You are not able to create an impromptu poll during the meeting on Zoom app(software). For basic information about polling, check out [Zoom Support Article: Polling for Meeting](#).
- **Renaming participants:** If you are using breakout rooms, consider changing the participants names in the beginning of the workshop to reflect their group and/or room number. Example: Change “Jane Doe” to “(CSD 1) Jane Doe”. Please note, if participants are dropped or leave and rejoin the workshop they will need to be renamed each time they return.



< To rename a participant, click “more” beside the participant’s name and then “rename”.

- **Workshop breaks:** Let participants know what time you will be starting and returning from breaks by putting the appropriate times in the zoom chat and in the workshop slides. You can add a “short break” or “long break” slide into your workshop slides to let participants know when breaks are coming throughout the day. When you return from break, reorient participants by letting them know what slide number you are starting on.
- **The real tip:** Practice & Rehearse! The role will be easy as you get used to it. Try using at least 2-3 devices (laptop, smartphone, desktop, tablet PC..) if possible and practice different situations so you can help troubleshoot (try dialing in Zoom, test sound/video in different devices).

Still have questions?

Email facilitators@code.org, or reach out to us at your Code.org Slack channel!

Virtual Workshop Planning Template

Determining the Workshop Timeline

The first step in planning for your virtual workshop is to determine the workshop timeline. This includes deciding on the general timeframe in which the workshop will take place along with when participants will all engage together in a virtual setting and when participants will engage in independent work.

Workshop Timeline		
Workshop Date(s):		
<p>Participants will likely engage in a variety of ways throughout the workshop experience. Below is a list of common engagement methods used in virtual workshops. Some regions have local requirements to consider regarding how many hours a teacher can be expected to engage in synchronous virtual call(s) each day. This should be taken into consideration when planning how many hours can be completed using a synchronous method.</p> <ul style="list-style-type: none"> • Synchronous Virtual Meeting - All participants are together in a virtual call to engage in a facilitated workshop • Asynchronous Work - The work a participant does (independently or with other participants) outside of a facilitator-led session, in preparation for or as a follow-up to a synchronous session. • Office Hours - Unstructured time where participants can access facilitators or other participants to ask questions or collaborate 		
Total expected hours of participant engagement: (includes all methods of engagement)		Is this time expectation a regional requirement? (highlight one): <input type="checkbox"/> Yes <input type="checkbox"/> No
Synchronous Engagement Total Hours: Is this a regional requirement? (highlight one): <input type="checkbox"/> Yes <input type="checkbox"/> No	Asynchronous Engagement Total Hours: Is this a regional requirement? (highlight one): <input type="checkbox"/> Yes <input type="checkbox"/> No	Office Hours Total Hours: Is this a regional requirement? (highlight one): <input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Notes:		

Selecting Workshop Tools

Now that you have determined your workshop timeline, it is time to select the tools you will use to support your virtual workshop. There are three main groups of tools used to support virtual workshops: a tool to host virtual calls, tools to support engagement during the virtual calls, and tools to support asynchronous work. Some regions might prefer to use tools that teachers in their area are already familiar with or tools that the region has purchased for other similar types of work. It is important to note that Code.org is not providing regions with licenses to any specific virtual meeting tools such as Zoom. Regions are encouraged to make choices regarding tools based on what makes the most sense for the region. There are both financial and participant engagement factors to consider when selecting the appropriate tool for your virtual workshop.

Working as a Regional Partner and facilitator team, complete one of the two tool selection templates below.

- [Click here](#) if you have **already selected the tools** you will use for your workshop
- [Click here](#) if you have **not yet selected the tools** you will use for your workshop

Tools: Known		
Tool to Host Synchronous Call: This is the tool you will use to host the synchronous virtual meetings (Ex. Zoom, WebEx, etc).		
Name of Tool:	Select (Highlight) One: <ul style="list-style-type: none"> <input type="checkbox"/> Tool supports breakout rooms <input type="checkbox"/> Tool does not support breakout rooms 	List any additional features that may impact workshop design (ex: ability to share screen, videos, and audio; chat feature; whiteboard features; polling features; etc.):
Tool(s) Used During the Synchronous Call: These are any additional tools you will use to support participant engagement during virtual calls. (Ex. Google docs, shared slides, Flipgrid, etc))		
List the name of the tool along with a short description of how the tool could be used:		
Tool for Asynchronous Work: This is the tool you will use to post, organize, and track engagement with work done outside of synchronous virtual meetings with participants (ex: Google classroom, private Facebook page, etc).		
Name of Tool:	List any features or constraints that may impact the design of asynchronous work (ex: ability to assign and collect work, ability for participants to interact with each other's work , facilitators' ability to review work, any district/state requirements for independent work, etc.):	
Additional Notes:		

*After completing this table, [click here](#) to move to the next section on making decisions to meet local needs.

Tools: Unknown		
Selection tools for your virtual workshop [link] Read this document for ideas on features to look for when selecting tools for your virtual workshop.		
Who will select the tools?: <input type="checkbox"/> Regional Partner <input type="checkbox"/> Facilitators <input type="checkbox"/> Other:	When will the tools be selected?:	When will facilitators have access to the tool(s)?
Synchronous Tools: This is the primary tool you will use to host the virtual meetings. (Ex. Zoom, Google Meet, Microsoft Teams, etc.)		
Which tool features can facilitators count on having?		Which tool features would facilitators like to have?
What additional tools will be needed to supplement engagement during the meeting? (Ex. Google slides, Google docs, Slack, etc)		
Asynchronous Tools: This is the tool(s) you and participants will use for work that happens between the synchronous calls.		
What tool features can facilitators count on having?		What tool features would facilitators like to have?
Additional Notes:		

*After completing this table, [click here](#) to move to the next section on making decisions to meet local needs

Local Needs and Decisions

One important input for designing a virtual workshop is local needs. Oftentimes regions will need to modify the workshop agenda to include local content, adjust to local time constraints, etc. Although you do not need to determine how you will address these local needs at this point in your workshop development, it is important to articulate these needs as a team. Later, when you move on to the workshop development stage, you will use these articulated needs as potential design constraints or additional workshop goals that must be met during the professional learning experience.

Working as a Regional Partner and facilitator team, complete the local needs and decisions table below. Skip any portions of the planning template that do not pertain to your region.

Local Needs and Decisions
<p>Is there additional content that needs to be included in the workshop? If yes, list the content below. (ex: the region is required to include a session on state standards, etc.)</p>
<p>Is your region partnering with another region to facilitate workshops? If yes, list the details below.</p>
<p>List and describe any additional local considerations below.</p>

Roles and Responsibilities

Now that you have articulated a plan for the logistics of your workshop, it is time to assign responsibilities for the development and implementation phases of converting your workshop from an in-person experience into a virtual experience. Working as a Regional Partner and facilitator team, complete the roles and responsibilities table below.

Roles and Responsibilities		
Task	Name of Person(s) to Complete the Task	Anticipated Time Commitment
Develop the virtual agenda: <ul style="list-style-type: none"> Determine how workshop goals will be met with a virtual implementation method Determine activities to do synchronously and asynchronously Modify activities to fit a virtual implementation method Modify resources to fit a virtual implementation method Develop asynchronous assignments / activities 		
Communicate with participants about workshops logistics: <ul style="list-style-type: none"> Communicate days and times participants will be meeting / working Communicate the region's expectations for how participants should engage with and receive feedback on asynchronous work. (e.g. Do participants need to do the asynch work to be able to engage in the synchronous work?) 		
Support tech needs during the virtual calls: <ul style="list-style-type: none"> Support teachers who are having technical difficulties during synchronous meetings Taking notes during the discussions Monitoring the chat panel for questions Putting people in breakout rooms strategically (if applicable) 		
List any additional tasks here:		

Design Constraints

Design constraints are the things that we cannot change or control and therefore must design around. Review the work your team has completed above. Look for regional requirements that cannot be changed. Do any of these requirements impact your workshop design? Also look for ways in which you might be limited by availability of tools, resources, supplies, etc. In addition to what is in your plan you might also consider participant experiences that might limit or impact your design choices such as participants not having access to a printer or only having one device or screen to use throughout the workshop. As you come across things that you cannot change or control, add them to your list of design constraints. At this point, you are not trying to find solutions to these constraints, you are simply articulating your design constraints. Make sure to bring this planning template and list of design constraints with you to the first prep workshop.

Example:

***Input:** Our local teacher's union limits the amount of time teachers can be asked to participate in synchronous virtual professional learning to three hours a day. In addition, due to availability of support staff, the workshop must be completed in one day.*

***Design Constraint:** Only a total of 3 hours of the training can be completed synchronously with the remaining workshop activities being modified to be completed asynchronously.*

Design Constraints:

-

Important Note: Design constraints are not insurmountable barriers to your workshop design and development. Design constraints are opportunities for creative solutions! The prep workshops are a great place to connect with a community working to solve similar problems. Creative solutions often come from collaboration. 😊