Exercise 4:

# On-Grid /Off-Grid Delivery

TRANSFORMING
F2F WORKSHOPS TO
REMOTE TRAINING

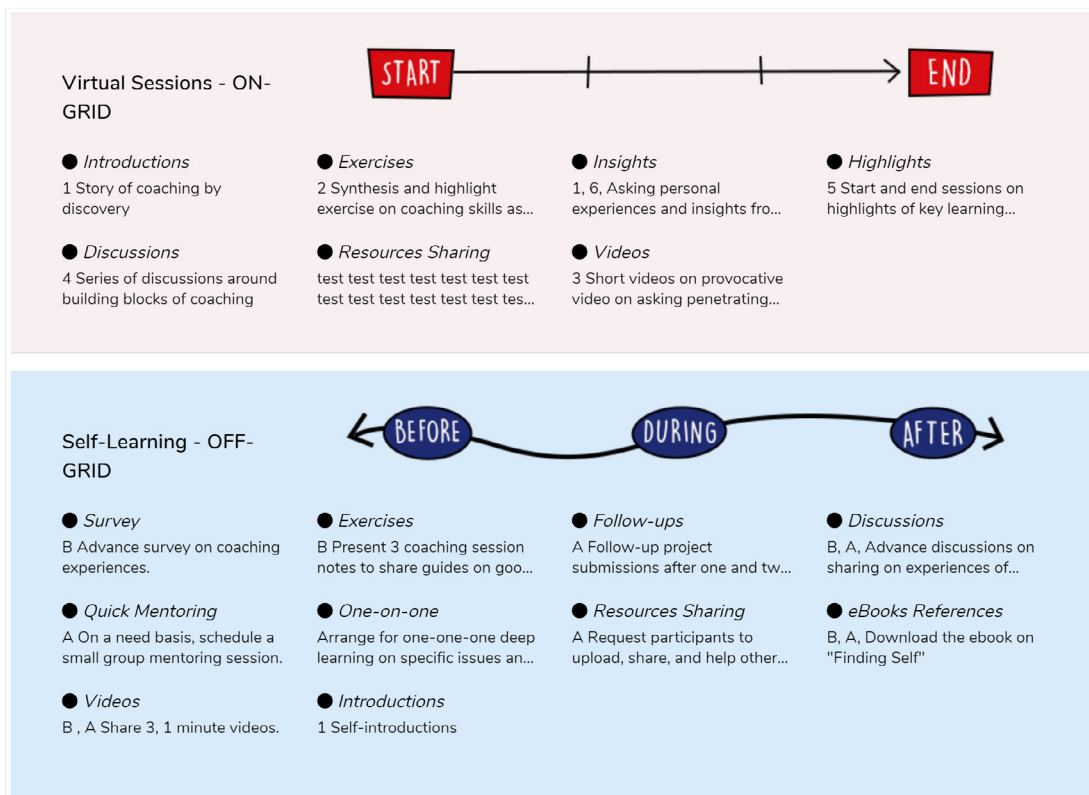0% 🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲 100%

**Vignettes** Learning

# VignettesLearning

# Exercise 4:
# On-Grid / Off-Grid Delivery

## ON-GRID and OFF-GRID Training Delivery Exercise # 4 ✎

**Virtual Sessions - ON-GRID**

START ———|———|———→ END

● *Introductions*
1 Story of coaching by discovery

● *Exercises*
2 Synthesis and highlight exercise on coaching skills as...

● *Insights*
1, 6, Asking personal experiences and insights fro...

● *Highlights*
5 Start and end sessions on highlights of key learning...

● *Discussions*
4 Series of discussions around building blocks of coaching

● *Resources Sharing*
test test test test test test test test test test test test test tes...

● *Videos*
3 Short videos on provocative video on asking penetrating...

**Self-Learning - OFF-GRID**

← BEFORE ⟨⟩ DURING ⟨⟩ AFTER →

● *Survey*
B Advance survey on coaching experiences.

● *Exercises*
B Present 3 coaching session notes to share guides on goo...

● *Follow-ups*
A Follow-up project submissions after one and tw...

● *Discussions*
B, A, Advance discussions on sharing on experiences of...

● *Quick Mentoring*
A On a need basis, schedule a small group mentoring session.

● *One-on-one*
Arrange for one-one-one deep learning on specific issues an...

● *Resources Sharing*
A Request participants to upload, share, and help other...

● *eBooks References*
B, A, Download the ebook on "Finding Self"

● *Videos*
B , A Share 3, 1 minute videos.

● *Introductions*
1 Self-introductions

### Exercise 4 - "On-Grid / Off-Grid Delivery"

**Introduction**

In this exercise, you will learn where and how to position your content. Should they be included in the virtual session lessons or self-learning lessons? This will help you learn the appropriate combination of the types of methods and content to produce an engaging remote training program. Complete the exercise, save a copy of the PDF file as Exercise 4_Complete Name, view the exercises of other participants and share comments.

**Key Ideas in Videos**

1. On-Grid, Off-Grid overview

2. Where to focus your energies and resources

3. How to convert hours from F2F to RT

4. How to convert F2F curriculums and table of contents into RT

5. How to do costing and budgeting

6. Using the Piggybacking method

**Instructions**

This exercise is called the On-Grid and Off-Grid Delivery.

On-Grid means the following:
- There is a schedule to follow.
- Done to a virtual session like five different webinars or one webinar.

Off-Grid means:
- These are activities, exercises, reflections, whatever you want your learners to do before, during, and after the virtual presentation.
- These are all self-learning designs.

In this exercise, we are going to ask you to:
1. Look at the content that you have
2. Reallocate or re-assign them to where they would best fit. Consider whether they should fit into On-Grid Virtual schedules or if they would be best fitted for
3. self-learning before, during or after your virtual session.
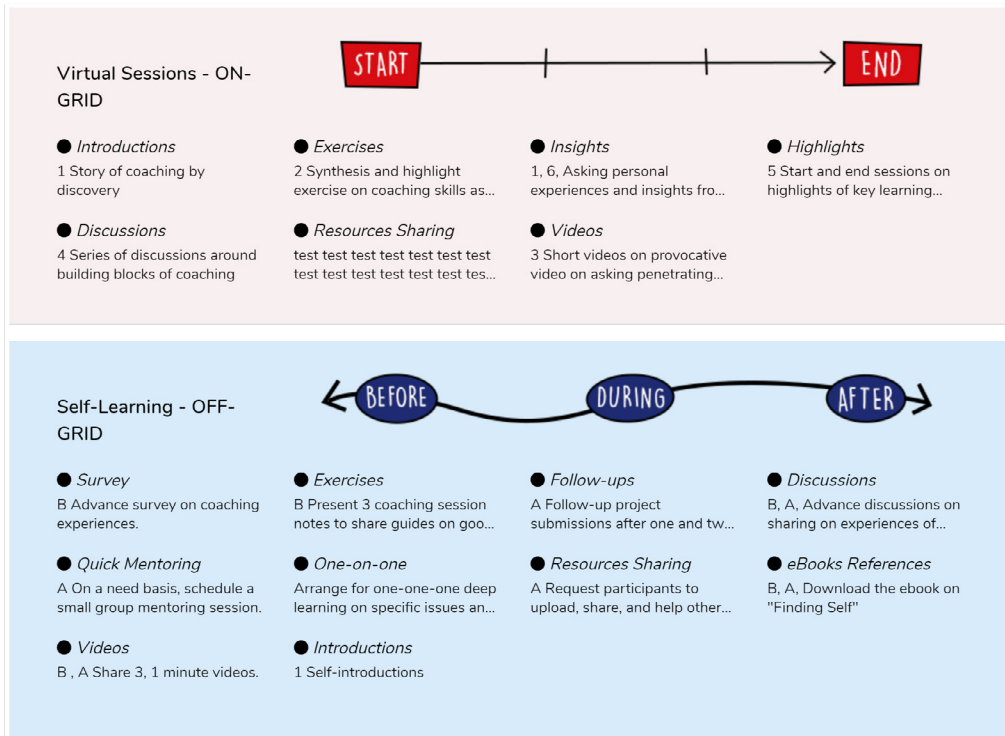
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Have fun, apply the idea, re-allocate your content to either On-Grid or Off-Grid virtual sessions.

## Activity

• Virtual Sessions
• Self-Learning

## Main Image

### ON-GRID and OFF-GRID Training Delivery Exercise # 4 ✏

**Virtual Sessions - ON-GRID**

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**Self-Learning - OFF-GRID**

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1 Self-introductions

## Problem Statement

More often than not, when we try to transform a face-to-face workshop to online, we are faced with a dilemma about whether it should be done through a virtual meeting or conversation like ZOOM or WebEx or should it be done by the learner doing self-learning or self-directed learning? This exercise, in terms of the On-Grid / Off-Grid approach addresses these problems:

a.   What is the appropriate place to do the particular content type or method? Should it be On-Grid or should it be Off-Grid?

b.   How do you divide a content and a topic so that they are best delivered partly or wholly in the On-Grid during the webinar, or virtual meeting or partly within the Off-Grid meeting?

C.   How do you help the learner, the designer and trainer know the movement of learners before the webinar? There's an activity, self-directed in this webinar, and what they do after or in between the webinar or after the webinar. What are they going to do? So there's what you call On-Grid and Off-Grid activity. It develops, provides a map of motion of activities or people from either self-learning or from either Virtual Learning.

## Objectives

The objective of this exercise is to make it easy for you, as a designer, trainer, to define the combination of supporting activities between the virtual training, and self-directed learning. It is important to differentiate them and appropriately select the right kind of tools. The most important objective here is to have it laid out for you in your planning and implementation stages. What are the interrelationships among the different types of content and the various methods, tools and delivery so you have your lesson mapped out in a very organized, well presented way.

## Principles, Insights and Practices

One of the major insights or ideas is what you call piggybacking between the virtual sessions, which may either be in ZOOM or WebEx, or in terms of sales, self- learning.

Not all content or learning can be done exclusively by one. So, if you do everything in ZOOM, you are almost doing what is nearly impossible because you're dumping all of the activities and the learning into one methodology. It is best to consider doing some of the learning through a self-learning mode, that the learners can do at their own time and pace, and then of course, piggybacking.

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When you are introducing the self-learning mode, you may prepare the learner of the Virtual Training to do some early exercises, reading, activities to prepare them for the virtual session.

In the virtual session, what you focus on would mostly be the highlights, the discovery, the thinking processes, and the conversations. For the Off-Grid, you might be talking about understanding the knowledge - knowing how to search for the knowledge and following some specific procedures. So, piggybacking is important because there's not one tool that can help you migrate or transform your program from face-to-face into a remote learning and training design.

**Definitions**

Methods of Learning

- Conversations - information, stories, experiences, etc. ideas exchanges

- Sharing - assisting, seeking help, providing specific artifacts and documents, links, etc.

- Questions - proactive, reflective and applications; not memorization test questions

- Synthesis - distillations, summarizations, conclusions, findings, etc.

- Insights - "aha moments", realizations, connect ideas, learning moments, discoveries, etc.

- Thinking - deliberate review, analysis, investigations, problem solving, etc.

- Events / Stories - creating, sharing, and relating real-life occurrences

- Exercises - typical for processing and understanding content

- Tests - test memorization and understanding

- Lecture  - a one to many imparting of ideas

- Socialization  - discussion rooms, postings of content, images, videos, etc., using telephone, chat, ZOOM (etc.), social media tools, etc.

- Collaboration - deliberate group work effort to accomplish a shared task or goal. Online collaboration tools and platform examples are Sharepoint, MS Teams, Facebook Workplace, Yammer, Slack, Basecamp, etc.

- Interactions - basic exercises like drag and drop, maze games, searching, or journaling to advance use like accessing databases, tools in risk analysis, Pareto Law (20/80 rule), data analytics and accessing Python and writing programming codes, setting up server configuration, troubleshooting a tractor, surgical actions (like "Dissecting a frog" in school projects) and many others. (See 50 Thinking Tools and Interactive Learning Map.)

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- Documents - PDF, Word doc, Google docs, spreadsheets, mapping tool, graphical designs, drawings, etc.

- Video - lecture by video, story-sharing, illustration, videoblogs, etc.

- Audio - same use as in videos, podcasting, etc.

- Images - includes infographics,

- Surveys/polls - conduct surveys, polls, research, opinions, data collection, etc.

- Assessments - tests to measure understanding and memory of content

- Slideshows - like PowerPoint slides, one frame at a time, whether in video, pages, etc.

- Cohorts - A workgroup decided to collaborate and cooperate to accomplish a given task. Members usually share a common interest.

- Breakouts - An activity whether online or face to face where participants from a large group is broken into smaller groups to discuss a subject. After the breakout discussions, groups are usually called to the bigger group to share their discussion results.

- Chatbots - A software-driven application by Artificial Intelligence and Learning Machines. It stores data, like FAQs and responses quickly when users search for answers. Administrators of chatbots and authors "train" the chatbots by tracing the common questions and supplying answers. Chatbots are intelligent in the sense that they collect data in terms of usage, questions asked and others.

- Labs, sandboxes - A testing environment that isolates untested code changes and outright experimentation from the production environment or repository, in the context of software development including Web development and revision control. The general application is for prototype development, beta projects, building servers, and others.

- Thinking tools - A list of the tools to help learners and workers scale their thinking beyond the skills or knowledge into the abilities to fix, solve, and improve work. Examples of thinking tools are pros and cons, risk analysis, Pareto's law, critical thinking, 5 Whys, data analytics, process improvements, mapping and many others.

- Special databases - An organized collection of data, generally stored and accessed electronically from a computer system. Many companies use databases of spare parts, inventory, client data, logistics software, production parts, legal rulings, rules and regulations, and many others.

- Special Utilities - Software tools and APIs that allow users to perform tasks faster. For example, FTP, the cloud, color picker, maps, search, forwarding messages, alerting, texting, and many others.

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