

How to Design Your Next Teleclass

Session 2

April 1, 2010

5-6 pm Pacific Time

Conference Line: 218-339-4600, code 462946

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Questions

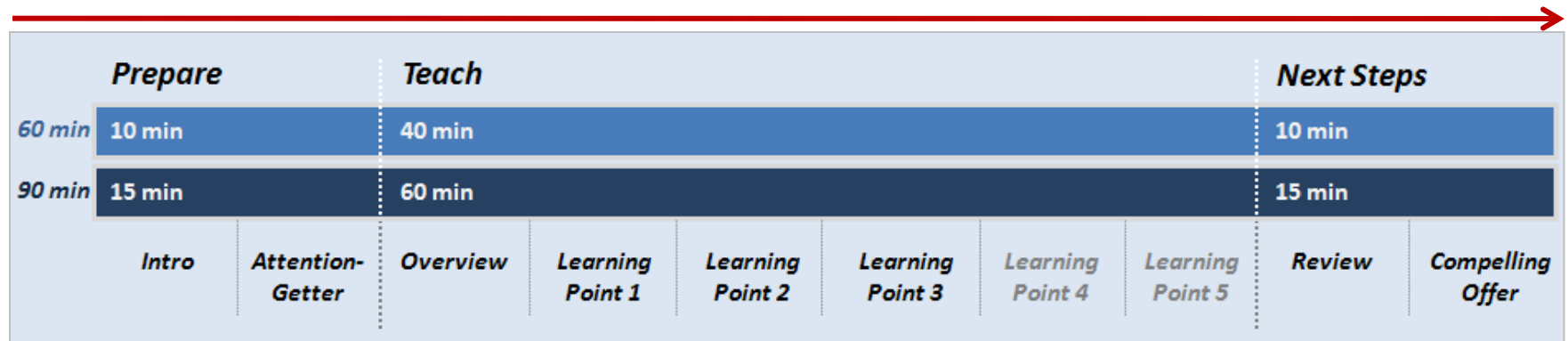
What do you recall from Session 1?

How did you use the information from Session 1 this week?

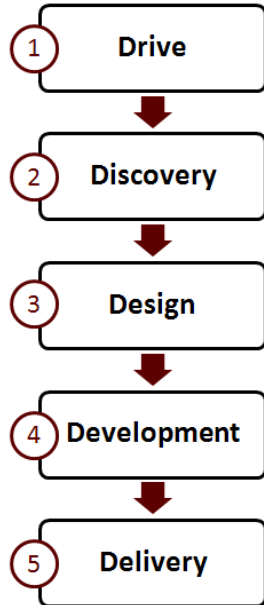
What questions do you have about Session 1?



The *Delivery* Sequence



The *Design* Sequence



	<i>Prepare</i>		<i>Teach</i>					<i>Next Steps</i>		
60 min	10 min		40 min					10 min		
90 min	15 min		60 min					15 min		
	<i>Intro</i>	<i>Attention-Getter</i>	<i>Overview</i>	<i>Learning Point 1</i>	<i>Learning Point 2</i>	<i>Learning Point 3</i>	<i>Learning Point 4</i>	<i>Learning Point 5</i>	<i>Review</i>	<i>Compelling Offer</i>



Teach: Learning Points

	<i>Prepare</i>		<i>Teach</i>					<i>Next Steps</i>		
<i>60 min</i>	10 min		40 min					10 min		
<i>90 min</i>	15 min		60 min					15 min		
	<i>Intro</i>	<i>Attention-Getter</i>	<i>Overview</i>	<i>Learning Point 1</i>	<i>Learning Point 2</i>	<i>Learning Point 3</i>	<i>Learning Point 4</i>	<i>Learning Point 5</i>	<i>Review</i>	<i>Compelling Offer</i>

For Each Learning Point...	Learning Cycle	Guidelines / Suggestions
1. Relevance		
2. Sub-Points/Steps		
3. Activity/Discussion		
4. Implementation		



Teach: Learning Points

Example

A. Learning Point (or Step): The role of design. 15 min

B. Relevance (why should participants care?): By understanding the important role of design, teleclass leaders are more likely to invest the time and energy into designing their teleclasses, rather than just winging it.

C. Sub-Points:

1. Choices article by Kim Clausen and Jonathan Tessier: "Design and Delivery; You can't have one without the other!" March 2010 issue, p. 37 (read highlighted sections).
2. For every teleclass hour you deliver, plan on spending 5-10 hours designing the course and developing the materials (plus time to market the teleclass and manage the participants).

D. Participant Activity/Discussion: What's a metaphor that will help you capture the important relationship between design and delivery? (For example, when working out your arm muscles, you need to work out your bicep, which is responsible for contracting your arm, and your tricep, which is responsible for extending your arm. BOTH are needed in order for your arm to function properly.)

E. Implementation: How do you see yourself using this information as you design your next teleclass?



Teach: Overview

	<i>Prepare</i>		<i>Teach</i>					<i>Next Steps</i>		
<i>60 min</i>	10 min		40 min					10 min		
<i>90 min</i>	15 min		60 min					15 min		
	<i>Intro</i>	<i>Attention-Getter</i>	<i>Overview</i>	<i>Learning Point 1</i>	<i>Learning Point 2</i>	<i>Learning Point 3</i>	<i>Learning Point 4</i>	<i>Learning Point 5</i>	<i>Review</i>	<i>Compelling Offer</i>



Teach: Overview

Example

Overview:

1. The 5-D Design Model
2. The Natural Learning Cycle
3. My Teleclass Blueprint Template
4. Some of the technology you can use to promote, lead, and support your teleclass.



Next Steps

	<i>Prepare</i>		<i>Teach</i>					<i>Next Steps</i>		
<i>60 min</i>	10 min		40 min					10 min		
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Next Steps

Example

Step 1: Review. Review the Learning Points by either summarizing them or by asking participants to summarize them. Then, ask a question that will help participants identify perceived obstacles for implementing the Learning Points. This question (and the participants' answers) will help them relate to your compelling offer.

Method or questions for reviewing the Learning Points:

- What was the single, most significant concept or idea that you learned today?

Question(s) to uncover perceived obstacles or challenges in applying the Learning Points:

- What do you see as an obstacle for you to implement what you have learned?

Step 2: Compelling Offer. [Optional, depending on the purpose of the teleclass.] *Beyond this teleclass, what offer will you make that will give your participants more value, more growth, more learning, or more support? If possible, make a compelling offer based on helping your participants overcome their perceived obstacles or challenges.*

Describe the details of your offer:

My Compelling Offer:



Prepare

	<i>Prepare</i>	<i>Teach</i>						<i>Next Steps</i>		
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Prepare: Introduction

Example

Introduction: 5 min

Logistics, Part 1

- Recording call (I have your implicit permission to use this recording)
- Background noise; muting the line; self-mute and unmute = *6

Introduce yourself:

- Paul Plamondon
- Instructional Design since early 90s; consultant since 2001
- Masters degree in education, with an emphasis on instructional design and adult learning
- Life Coach
- Worked with coaches, consultants, and small/large companies...
- Motto: Conscious design = powerful learning

Purpose Statement:

- Teleclass design can be easy and fun when you use a simple, structured, and logical approach. And it makes the delivery easier too.
- Build your confidence related to design and leading teleclasses.

Logistics, Part 2

- The recording will be available to attendees
- Part 1 of 2 teleclasses
- Participative
- Need handout
- Orient participants to the handout



Prepare: Attention-Getter

Example

Attention-Getter: 5 min


Two Questions

1. Why do you want to lead a teleclass?
2. What is difficult about leading teleclasses?



Teleclass Technology Tools

Sample

Teleclass Technology Tools	Design Teleclass	Develop Materials	Deliver Teleclass	Promote Teleclass	Enroll / Follow-Up	Payment Processing	Ease of Use 1-5 Thumbs	Cost
Google Docs or Google Apps	Single solution to create online forms, surveys, presentations, documents, and spreadsheets; easy file-sharing and real-time collaboration; track attendees; design your program and develop materials; create an online event page; link to PayPal.							Free for most uses



Next Steps

1. Review _____
2. Begin _____
3. Complete _____
4. Fill out _____
5. Request _____
6. ? _____

