



Webinar Series

Transitioning from In-Person to Online:

Practical Tools and Tips to Providing Dating Violence Prevention Programming in an Online World

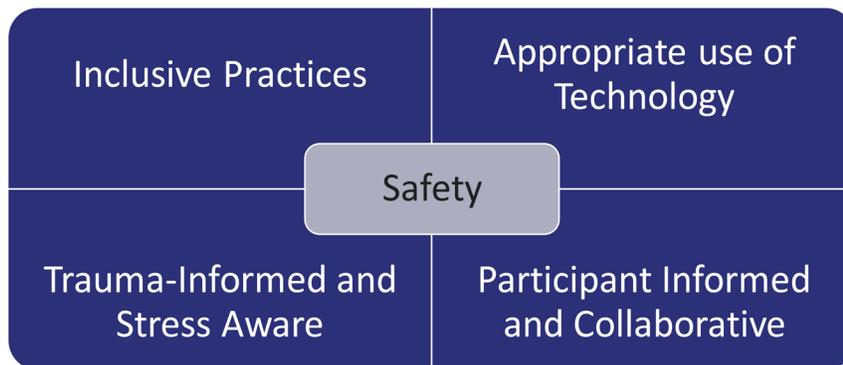
This webinar presented for the Community of Practice by Becky Van Tassel, MEd, BSW, RSW, Manager of the Centre for Sexuality's Training Centre, discusses strategies to adapt activities and curricula typically provided in an in-person setting to an online forum in a safe and engaging way.

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The Impact of Stress on Learning

When learning under stress, humans are found to have impaired memory recall and performance (Schabe and Wolf, 2010). Stress responses will vary from individual to individual, however it's important to note that our current situation is creating unique and challenging stressors. We must develop curricula that is "stress aware" and addresses potential stressors throughout.

Strategies to Create Safer Online Learning Environments



Inclusive Practices - Just as you would in-person, continue to pay attention to issues of disability, gender, ethnicity, culture, and language in an online setting, and use all of the same important practices, including: Asking for pronouns, and including them in your screen name, and using inclusive and affirming language for gender identity.

- Choose an online learning tool, such as Zoom, that can also be accessed as audio through the phone to ensure that rural and remote participants can be involved.
- Use all participants names when you answer questions to further build connections
- Consider the impact of culture and language in all activities and images
- Employ universal teaching techniques and provide multiple ways to engage in the material for all learning styles and abilities.

Appropriate Use of Technology - Bashum (2018) suggests that technology should be chosen and utilized based on ease-of-use, functionality, blended learning options, and familiarity. Begin by asking stakeholders which platforms they're comfortable with, and connect with youth on platforms they're already using,

- It's important to balance check-in time and casual conversation and social interactions that would normally happen in person with the time put aside for content.

Strategies to Create Safer Online Learning Environments

Trauma-Informed and Stress Aware - Trauma- and Violence Informed facilitation aims to ensure that participants do not experience re-traumatization while engaged in the program. Facilitators also must account for and acknowledge the social and structural conditions that may create oppression and trauma in the lives of their participants. See the Community of Practice webinar Working with Vulnerable Youth Online: A Trauma-Informed Approach for more information.

Participant Informed and Collaborative - Given the isolation that can occur within online learning, it is of no surprise that collaboration and participation is frequently listed as best practice with online facilitation (Lewis & Abdul-Hamid, 2006). Think about the ways you can foster collaboration online. Some methods include:

- Game-based learning platforms such as Kahoot
- For applications such as Zoom, using in-app collaboration tools such as the Annotate and Stamp buttons

Tips for Adapting Programs

- **Keep your Core Components**
 - Begin with your program objectives and learning outcomes. Think about what you would need to do online to get to the same place (Sun & Chen, 2017)
 - Identify and review your core program components, and determine what is most important to your program to ensure that you are honouring these even within an online module
- **Examine Ethical Considerations**
 - Work with schools and partners to get appropriate parental permission and recruitment forms
 - Consider the safety of participants and risk mitigation, permission and confidentiality forms, use of safe words, and service use agreements
- **Meet Student Needs**
 - Consult with your stakeholders about timing, location, and duration. Find out what they want to discuss at this time
 - Consider timing and if possible do not compete with school hours or dinner time
 - Meet students where they are; instead of email, set up communications channels such as a private Instagram account
 - Provide opportunities to practice content and skills in their lives. Follow up at the next session to see what worked and what didn't
- **Get Moving**
 - Zoom fatigue is real! Movement-based activities are still possible online, and it's encouraged to get participants up and moving
 - Consider how you would treat participants if they were in-person. Can you take advantage of elements such as break-out rooms?
- **Provide Support**
 - Ensure that you have resources and support that participants can access after the session, such as Crisis Centres or Kids Help Phone
- **Practice**
 - Online programming will take longer than in-person; practice and be prepared for sessions to run longer than expected
 - Practice and be familiar with the platforms and technology you'll be using

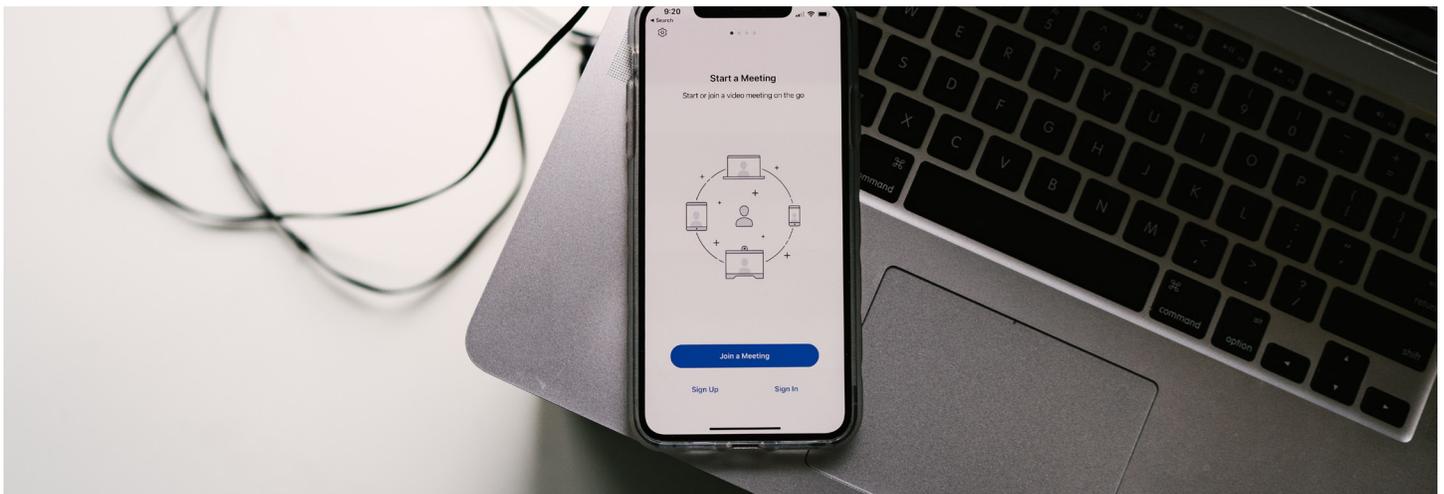
Activity Adaptation Tips

To keep your program transformational in nature, you will need to:

1. Create a safe and inclusive environment
2. Encourage participants to reflect on their experiences, values, and biases
3. Use teaching strategies that promote engagement and participation
4. Pose real-world problems that address societal inequalities
5. Encourage participants to implement action-oriented solutions (Meyer, 2008)

Increase Your Comfort With Online Teaching

- Make mistakes
- Ask for stakeholder feedback
- Evaluate and adjust
- Create storyboards
- Practice



Full References

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