Best Practices for Delivering Courses via Webinar

Purpose
The intent of this document is to assist NMLS approved course providers to successfully offer traditional classroom courses via webinar (CEQ format). The items identified below are not all inclusive and you are encouraged to identify activities and/or other strategies that may be used to support delivering PE or CE courses consistent with the requirements as detailed in the Functional Specification for All NMLS Approved Courses.

Details
Courses are to be delivered in accordance with the **NMLS Functional Specifications in (Section 3).**

The following answer common questions SRR has received regarding the delivery of courses via webinar:

Question: *What platform can I use?*
Answer: Webinar platforms that have been employed in a manner that meet the functional specifications include:

- WebEx
- Microsoft Teams
- Zoom
- GoToMeeting

Question: *Does the Students Rules of Conduct (ROC) Version 2.4 need to be delivered?*
Answer: Yes. The Student's ROC must either be administered through the course delivery platform for attestation by the student. Alternatively, the ROC can be emailed to the student at time registration with a requirement that it be send back prior to the start of the course.

Question: *Do I need to verify students at sign-in/check-in of the CEQ/Webinar course?*
Answer: There are three options listed in **Section 3.4 of the Functional Specification:**

- Checking Government Issued ID
- Employment of Facilitators to check in students into the course and verify identity
- Knowledge-Based Authentication process

Question: *Do I need to have a proctor/facilitator for the CEQ/Webinar course?*
Answer: If there are 16 or more students in the course there must be a proctor/facilitator employed to assist with the following:

- Help with check in of students
- Monitor that all Student's ROC's have been signed, collected and/or attested.
- Verification of student's identity
- Students return from breaks and lunch

Question: *Do I need to employ interaction within the CEQ/Webinar course?*
Answer: Yes. There must be at least two types of interactions employed during the delivery of the course.

- Quizzes
- Requirement to Participate in Poll Questions
- Requirement for Instructor to Facilitate Dialogue and Ask Questions

Best Practices and Ideas:
The following are suggestions of Best Practices to keep in mind when building and delivering a successful CE/Webinar course. Generally, you can hold a person's attention for only about 25 minutes before the mind begins to wander so structure the delivery of our course accordingly.

Plan Tent Poles - Tent poles are interesting images, videos, or engaging stories. Use them to break up detailed, complex information to keep from overloading students. The following has a few tips for delivering webinars and discusses tent poles.

- https://copyblogger.com/webinars-engage-convert/

Do Not Just Read Off the Slides - Instead, have a script for yourself and keep the slides simple and clear – This is always a golden rule for any presentation. Your audience can the read the slides on their own. Use the bullet points or other information on the slide as reference points for the deeper story you are seeking to tell. See the below links for more info:

- https://www.readytalk.com/products-services/webinars/best-practices/in-webinar
- https://www.edutopia.org/video/keeping-students-engaged-digital-learning

Active Learning Opportunities – Teach how you would like to learn. Nobody wants to be lectured to so use the tools available to create an engaging experience that will keep your students involved in the course and will also enable you to assess they are achieving the learning objectives. Examples include polls, Q&As, small group discussions, questions, and games. See the following links for suggestions and ideas:

- https://elearningindustry.com/online-virtual-teaching-webinar-technologies

- https://www.d2l.com/blog/7-tips-for-increasing-student-engagement-in-online-courses/

Clear Audio and Visuals – Face it, you are already competing with any number of external factors when delivering a course via webinar. Poor audio, unappealing slides, or lack of engagement amplify the distractions. When delivering a course via webinar think of it as "show time!" See the following on ways you can be your best when on camera.

- https://www.teachaway.com/blog/increase-engagement-in-online-classroom

Share Experiences and Resources
Many course providers are already well experienced in the deliver of courses via webinar. If you have suggestions and/or a resource you would like share that you think may of be of benefit to the rest of the course provider community we would like to hear them. You can send an email to Michelle VanderNaalt (mvandernaalt@csbs.org) or nmls.ed1.org and we'll include it on this list.