



# Webinar guideline for the use of the five developed qualification modules

(Cordula Schau)

## Project coordination

**VHS Rendsburger Ring e.V.**  
Rainer Nordmann  
Phone: ++49 (0) 4331 - 208820  
[nordmann@vhs-rendsburg.de](mailto:nordmann@vhs-rendsburg.de)



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Table of content

<b>Introduction .....</b>	<b>2</b>
<b>1. Technical framework for the implementation of the webinar.....</b>	<b>3</b>
<i>Software selection .....</i>	<i>3</i>
<i>Necessary technology.....</i>	<i>3</i>
<i>Possible forms of content.....</i>	<i>3</i>
<i>Interaction possibilities.....</i>	<i>4</i>
<b>2. Structure and course of a successful webinar .....</b>	<b>7</b>
<i>Step 1: Preliminary considerations / Strategy.....</i>	<i>7</i>
<i>Step 2: Organisation .....</i>	<i>7</i>
<i>Step 3: Structure .....</i>	<i>7</i>
<b>Literature: .....</b>	<b>10</b>

## Introduction

Due to persistent migration, there is a demand for qualified consultants and supporters of immigrants (both volunteers as well as professionals). In order to be able to react quickly to growing immigration numbers, there is a demand for flexible and quick qualification of consultants. This qualification can be carried out in seminars, by providing teaching and learning materials (the qualifier indicates a collection of relevant sources and documents) or via a webinar. The advantage of the knowledge transfer via webinar is that this offer is flexible (faster response time in comparison to a seminar offer) and locally independent. In doing so, supporters and consultants of immigrants can obtain basic knowledge and get an overview which topics are covered and where they can find support (institutions, authorities, and websites).

Additionally, you can refer to teaching and learning contents in a webinar, which are necessary for professional supporters and consultants of immigrants in order to carry out their work process professionally and you can point out differences between teaching and learning contents for voluntary supporters and consultants of immigrants.

Because the target group of supporters and consultants of immigrants that need to be qualified is not always big enough for a seminar group – especially in rural areas – one can inform and qualify smaller groups or even individuals via webinar in a cost-effective way.

Even in case of legal changes in the area of support and consultation of immigrants, one can impart knowledge quickly in an information webinar.

However, not all relevant teaching and learning contents, which were identified in the frame of the Erasmus+-Project “QualiProAIR” in an educational scientific investigation in the five partner countries (Germany, Austria, Bulgaria, Slovenia and Finland) and clustered into five modules, are suitable for the knowledge transfer via webinar.

Especially in the field of consultation, one cannot impart respectively examine relevant soft skills in a satisfying way. However, one can impart expert in a satisfying way. The speaker can address particularly difficult questions on teaching and learning contents in the webinar via chat or he can discuss individual questions via conference call/voice-over-IP with the participants.

The use of webinars is thus mainly suitable for the transfer of expert knowledge on the following subtopics (cf.: Arold, H.; Kaufmann, R.; 2018: European wide uniform qualification profile for personnel in the area „Accompaniment of asylum seekers, immigrants and refugees“, Arold et Kaufmann):

- Knowledge on specialist terms
- Knowledge on subject-specific methods, working tools and procedures (their specific application)
- Knowledge on subject-specific topics and facts (expertise)
- Knowledge on standards and legal bases for the individual topics
- Knowledge on problems and problem solving, that might occur with regard to individual work steps

While obtaining expertise one can apply special interactions depending on the applied webinar technology in order to loosen up the learning process. These interactions might be a collective gathering of specialist terms on the whiteboard or in the chat (each participant can enter his/her terms, so that they become visible for everybody), the naming and discussion of problems occurred and their solution.

On the basis of the advantages presented the use of webinars shall be exemplarily explained using the topic „recognition of foreign certificates and qualifications“ which is one of the five qualification modules of the Erasmus+-Project „QualiProAIR – Qualification und professionalization of the accompaniment of asylum seekers, immigrants and refugees“.

## 1. Technical framework for the implementation of the webinar

### Software selection

To carry out a webinar you have to choose a suitable software first.

In a current comparison (2018) on the website <https://www.vergleich.org/webinar-software/> some well-known webinar software providers were compared. The webinar software providers compared are:

- GoToWebinar (comparison winner)
- Skype
- Webex
- edudip (price-performance winner)
- Teamviewer
- ClickMeeting
- joinme

Prices range from 0, 00 € (Freeware) – 5.000,00 €/year depending on the version and number of participants possible (room size) as well as the amount and professionalism of integrated functionalities like expression of sentiments (see page 4: „Interaction possibilities“), chat, whiteboard, group room, webcam transmission, recording of contents, file downloads or link collections.

### Necessary technology

Depending on the software the sound is transmitted via voice-over-IP (a headset is required) and/or via integrated conference call. A separate audio transmission via conference call of an external supplier (Talkyoo e.g.) is generally possible.

In order to participate in a webinar the user needs an internet-ready device (PC, tablet or smartphone) and at least one speaker (for listening only). If it is intended, that the participants are given the opportunity to speak a microphone or headset is required. The use of a webcam is possible, too and it is especially appropriate for the speaker.

### Possible forms of content

In a webinar, you can display the following forms of content: usually PDFs and depending on the supplier PowerPoint- or MP3- (Audio) respectively MP4- (Video) files. Most webinar software suppliers additionally offer desktop sharing. With this technique, the speaker can show the programmes/files running on his PC to the webinar participants.



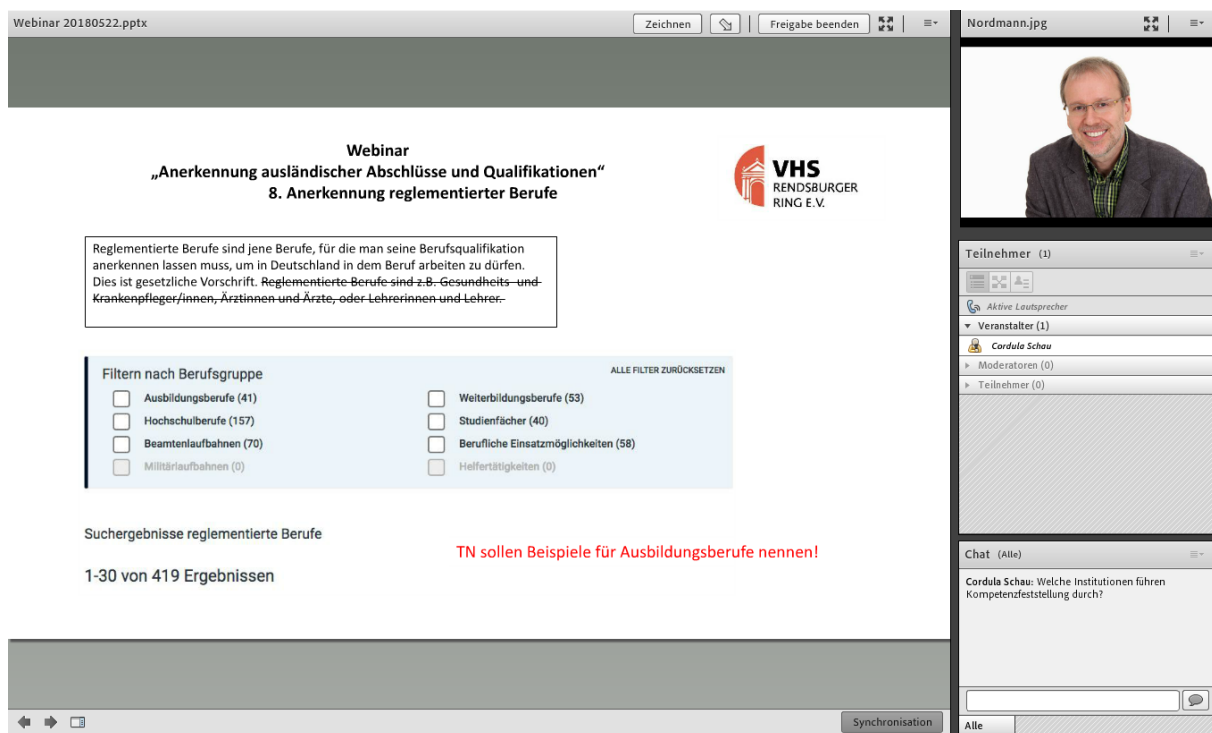
### Interaction possibilities

Depending on the supplier, it is possible to express sentiments: thumbs up, thumbs down, requests to the speaker (faster, slower) as well as a chat, a whiteboard (to write/draw) as well as group rooms for separate working in groups.

For the knowledge transfer of the identified teaching and learning contents of the Erasmus+-Project „QualiProAIR“ well-known Adobe Connect, which is in the mid-price segment with 800 € / year and a room size of 100 participants, seems to be a good choice. In comparison to other webinar software, it stands out due to high stability, good transmission quality and maximum functionality, as the long-term experience of webinar expert Cordula Schau shows. Additionally, there is the possibility to record webinars and make it subsequently available to participants, so that it is even possible to inform participants time-independently.

### Presentation of contents and possible interactions using the example „Recognition of foreign certificates and qualifications“:

**Room view:** On the left side you can see the content window. On the right side, you find in top-down order: The video-/photo window, the participant list and the chat window.



### Interaction possibilities with participants:

a) Single or multiple-choice queries:

You can ask participants to participate by using knowledge quizzes or opinion polls:





Webinar 20180522.pptx [Zeichnen] [Freigabe beenden]

Schätzen Sie wie viele Neuanträge auf Berufsankennung in 2016 gestel... [Stimmabgaben anzeigen] [Bearbeiten] [Umfrage beenden]

Wieviel Prozent davon entfielen auf reglementierte Berufe? [Stimmabgaben anzeigen] [Bearbeiten] [Umfrage beenden]

Schätzen Sie wie viele Neuanträge auf Berufsankennung in 2016 gestellt wurden:	Wieviel Prozent davon entfielen auf reglementierte Berufe?
<input type="checkbox"/> bis 5.000	<input type="radio"/> bis 25 %
<input type="checkbox"/> 5.000 - 10.000	<input type="radio"/> 25 - 50 %
<input type="checkbox"/> 10.000 - 15.000	<input type="radio"/> 50 - 75 %
<input type="checkbox"/> 15.000 - 20.000	<input type="radio"/> mehr als 75 %
<input type="checkbox"/> mehr als 20.000	<input checked="" type="radio"/> Keine Stimmabgabe

Ergebnisse veröffentlichen

b) Whiteboard queries:

On the whiteboard, you can compile contents with the participants or fill in lists of pros and cons. Therefore, the participants will get writing rights for the slide.

Whiteboard 16 [Freigabe beenden]

Nennen Sie Beispiele für reglementierte Berufe:

Ingenieur

Lehrer

Arzt

Anwalt

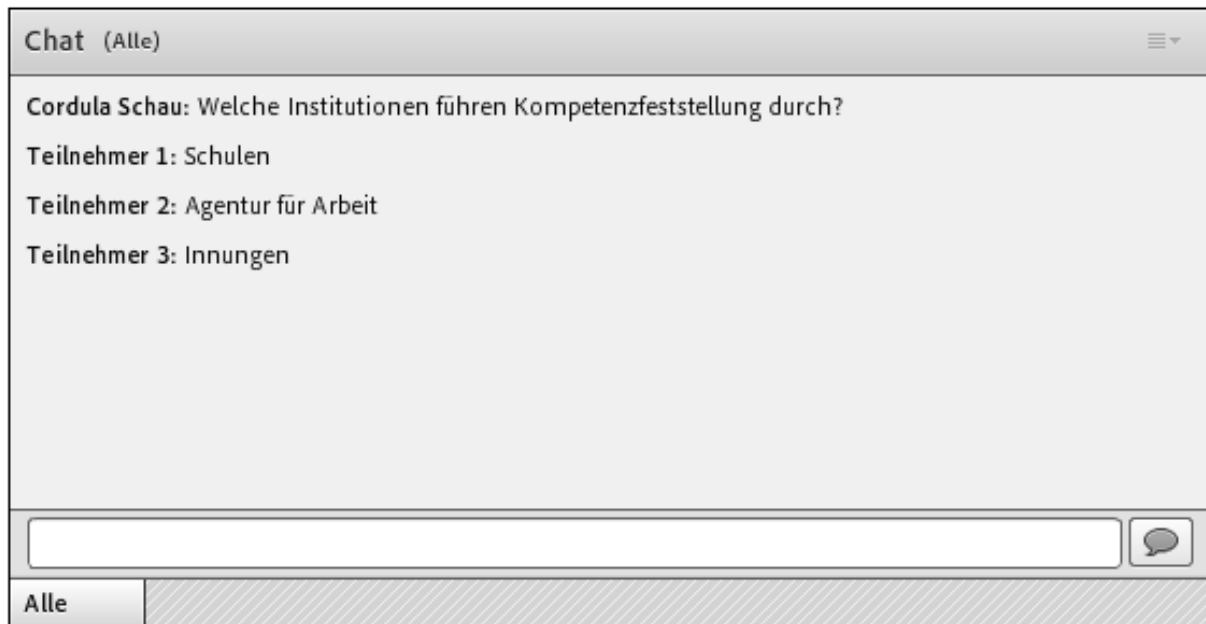
Richter

Beamter

c) Chat queries:

You can carry out simple queries by using the chat. Each participant can write texts of any length and submit them by pressing the ENTER key so that all participant can see it.





Altogether, it can be noted that webinars are suitable for the transfer of knowledge and competencies. They are especially suitable for expert knowledge, which is required for the professional implementation of the identified core working processes in the accompaniment and consultation of immigrants (e.g. the admission of immigrants, labour market integration and integration into the society). These core working processes are described in detail in the newly developed qualification profile.

From the overview of working processes respectively tasks the following serve as an example:

- Transfer of intercultural knowledge
- Transfer of knowledge about national consultation services as well as legal bases
- Transfer of knowledge in the field of immigration rights and right for asylum
- Transfer of knowledge about legal and institutional framework conditions of the labour market, the educational system and the monetary system

In this context, you could show the filling out of particular forms, which cause questions and lead to difficulties on the part of the beneficiaries.

Additionally, a national/international exchange via the webinar room is possible, so that e.g. in case of special problems expert (opinions) can be called in or special „consultation hours“ for mutual exchange can be established.

## 2. Structure and course of a successful webinar

### Step 1: Preliminary considerations / Strategy

For a webinar as well as for an attendance seminar a good strategy is very important. The following questions can be helpful when preparing a webinar:

- What do I want to achieve with the webinar?
- Which benefit do I want to offer to the webinar participants?
- Should the webinar be free or against payment?
- Should you record the webinar?
- What should happen after the webinar?

### Step 2: Organisation

After having answered the key questions for the strategic orientation, the organisation of the webinar comes next. For this purpose, the following points have to be clarified:

- Does it make sense to call in a co-host and presenter?
- Determine a date, duration and time (from experience, the weekdays from Tuesday until Thursday work very well).
- The duration should not exceed 90 minutes, from which you should reserve 15 minutes for general things like welcoming and a question and answer session.
- It is key for the webinar to create an interesting presentation, to rehearse it and finally to give a captivating presentation in front of the participants (the audience).

### Step 3: Structure

#### a) Content structure

The issue here is to find key messages. The following procedure is useful:

- Collect and structure the content (create a mind map if necessary)
- Bring the content in the right (logical) order
- Put visual backgrounds like pictures, tables, checklists to the content
- To stimulate the auditory perception: talk about personal experience
- Incorporation of interactive elements (whiteboard queries, input via chat, polls etc.) to stimulate the haptic perception



## b) Webinar-Structure

### Planning of an exemplary webinar course

#### Introduction:

- First slide (title of the webinar)
- Welcoming of the participants (first contact with the participants to make them feel comfortable and perceived)
- Explanation of important functions, which the chosen tool for the virtual seminar room offers. It is about to make the participants feel comfortable and that they are familiar with the functions.
- Introduce yourself
- Agenda (overview about what the participants can expect)

#### Main part:

- Presentation of the topics according to the content structure
- Interactions (Participants should be integrated periodically - the best would be about every seven till eight minutes)
- Takeaway slide (A slide, which sums up the main points in a short and concise way. It would be best if this slide would visually differ from the others)

#### Conclusion

- Summary (At the end of the presentation, it makes sense to sum up again the key messages of the webinar in order to motivate the participants to implement themselves what has been said)
- Questions and answers (At the latest after the summary, there should be a possibility for a question and answer session)
- Final slide (The final slide is as important as the first slide. It is the end of the presentation. Here, you can provide contact data and additional links with regard to the speaker or the webinar)

Based on the points discussed, one can now examine if the teaching and learning contents, which supporters and consultants for immigrants should obtain, are suitable for knowledge transfer via webinar.

Teaching and learning contents that are less suitable for knowledge transfer via webinar are those, which should impart respectively check competencies like empathy and listening or those, which require knowledge about local information, circumstances and offers and depend on the participant. Examples for less suitable contents are:

- Authorities and institutions
- Living conditions, framework conditions
- Language teaching
- Purchase of customer goods and commodities
- General counselling (addiction counselling etc., because, in this case, special institutions are responsible for that)
- Clubs and associations
- Profiling
- Participation in employment measures, integration courses, language courses



On the other hand, those work areas are suitable, in which the supporter/consultant of immigrants needs general information and has to know the procedures, which he/she needs to impart to the immigrant, so that he can find his way in the immigration country, e.g.

- Healthcare
- Providers and institutions for immigration counselling
- Legal counselling (here immigration right)
- Banks and insurance companies as well as other institutions
- Return to the country of origin or to the country of first registration in Europe
- Status of the client (immigrant)
- Integration into the labour market and the apprenticeship market
- Recognition of foreign qualifications
- School and pre-school attendance
- Monetary system
- Common law

## Literature:

H. Arold; R. Kaufmann

European wide uniform qualification profile for personnel in the area „Accompaniment of asylum seekers, immigrants and refugees“, 2018.