

**Online Delegate Training VI**

October 19, 2020



Exam Copy – www.engagingtheun.com

Sample Instructor’s guide with online exercises

email [engagementlearning@gmail.com](mailto:engagementlearning@gmail.com)

Today we will talked about best practices by sharing our experience with online training so far

**Upcoming Fall Conferences**

SRMUN Atlanta Oct. 23-Oct 25.

Visit srmun.org/atlanta for info.

COCMUN October 24th and 25th

www.canyons.edu/cocmun

Contact Phil Gussin phil.gussin@canyons.edu

NMUN-DC Nov 6-8

Info at NMUN.ORG

MCCMUN Sonoran Desert Conference Nov 20 and 21

https://www.mesacc.edu/departments/social-science/model-un/sonoran-desert-conference

Contact Brian Dille bdille@mesacc.edu

How we began this conversation

* Online is not just a different modality
  + The interaction is mediated - so pace, tone, and engagement differ
  + Can’t just import face to face simulations and exercises into your LMS
* Intentional design is critical
  + Everything has to be set up prior
  + Be explicit with learning objectives so students know why they are doing what they are doing. Intrinsic motivation needed because it’s too easy to ignore online content and deadlines
  + Scaffold learning, can’t throw new delegates into the deep end online
  + Consider increasing assessment of learning. Replace the peer accountability inherent in a team meeting.
* Find a way to build a team spirit
  + How can we build trust and commitment “at a distance”?
  + Online interaction means there is less peer pressure to do what you said you would do, you can fail in private and hope nobody notices. Delegates may be more willing to let the team down by failing. We need to think about how to create belonging and commitment in our students in new ways.

Things we have learned since

Brian Dille – How are things going with your delegate training?

Kimberly Pace - Not well – trying to get them to go to early fall conferences to get experience- they aren’t responding, there is a lag in communications– its driving me crazy.

Carlos Acosta- This is his second semester being in charge of the program, they use Model Arab league to build up to UN. MAU didn’t happen in spring, so they lost their veterans for fall. Hard to get students to participate and be active.

Alison McCartney– Trying peer encouragement instead of peer pressure. She is struggling with social cohesion.

Phil Gussin – Everyone’s program is unique, his is a class and a club in the fall, so they are showing up. They are noticing a sense of community and team missing in the newer delegates. We take a lot of pride in our program. One issue is that students are struggling to get by in their own lives, day by day, they don’t have the emotional bandwidth to take pride in the program. Sharing details of other students helped them connect.

Brian – This reflects how important sharing personal info is. We may want to borrow business team-building activities to construct situations where people feel comfortable sharing personal details, to get to know each other as humans.

Phil – New enrollees have no idea what they are getting into when they sign up for Model UN. They don’t know the life-altering dimensions until they are in the middle of it and see what it is like. As an instructor, I reach out to them to talk, and encourage leaders to reach out to delegates who are struggling, without sharing too much. Its part of teaching them how to be leaders.

Brian – I like how this promotes a service model of leadership

Kim – This year more than ever! They need personal connections, its critical. Students never understand the need or opportunity for those connections until conference, then the team coheres. That didn’t happen in the online conference last week. One thing that did bring connection was a student’s dog was barking at a moose, which he showed to the committee members in Florida. That enabled them to want to stay in contact.

Brian – This again shows the need for a human element

Phil – I have not been shy in letting them know that this experience is challenging for me as well. I don’t want them to think that the advisor is impervious to challenges. It models for them that it’s OK to talk about challenges, you don’t have to pretend to be on top of your game all the time. The students even felt the need to check in on him, which gave them a chance to show leadership.

Brian – I try to start team meeting with humor – I am doing longer-term negotiation scenarios, try to substitute time for proximity when encouraging interaction

Alison – Her class is connected to her HS conference. Most of them are connecting. Curious about experiences dealing with students during online conference.

Kim – Time zone was horrific, but the students ran it really well. There were a lot of first time delegates, so there was a lot of pausing to explain rules. They didn’t pass any resolutions because they were in constant caucuses. Lots of interaction, but they didn’t really get to a product. Chairs were not trained enough, it was very frustrating for students. They used Gatherly, which worked well.

Alison – We need to get a handle on that aspect [caucusing] of the conference. Our students are mostly HS juniors, but veterans help out.

Kim – Chairs need to be benevolent dictators. Be kind, but stay in charge.

Phil – Our conference sets a schedule for when papers are due as a way to structure debate.

Alison – College students want to create relationships as well. Her conference is used as a college introduction. So they are scheduling a lunch session to virtually eat lunch with the college students. Schedule time for chit chatting in the team meetings to enable the human interactions

Kim – In the Florida conference, chat was used predominantly for google docs and working papers, they weren’t personal chats so much. They had 70 students committed to attend, but only 30 showed up. The veterans were the ones talking, only 4-5 per committee actually talking.

Alison – What if you have a group where nobody is talking? How can a chair/or advisor/ get things going.

Kim – In a live conference, some students dominate, but others join in as the day progresses. This didn’t happen at the Florida conference

Phil – The hard thing is to know is the reason they aren’t talking? Its challenging.

Alison -It’s hard to read the room, no body language to see if they are uncomfortable.

Brian – Maybe conference chairs should act like chairs in a practice session, call on delegates who aren’t talking.

Phil – Talk to your team about maybe designating someone to reach out, part of the job of a chair is to ask “is everything OK?”

Michelle Calderon – Perhaps coming with a list of prepared questions and assign delegates to address each question. It may allow students to be quiet, but also know they will have a time to talk.

Kim – My concern is managing a large committee, people will disappear mentally.

Brian- This same problem happens with a live conference.

Kim – The concern is the domino effect, inaction my encourage wider inaction.

Phil – We are using discord and other tools to walk delegates through the technology, which gets people talking.

All of challenges we are talking about are duplicated in the class. Even getting people to respond to emails has been hard. He embedded a requirement to name an animal in the reply to see who actually read the email.

Michelle- Zoom fatigue is real, inboxes are really full. We are investing extra time to train advisors who are attending the conference.

Alison – We have to train ourselves on the platforms first.