

**PAHF WEBINARS**  
**Delivery Model**  
**Guidelines & Recommendations**

**“On- line Education”**

The special circumstances of the Covid lockdown, 2020 pushed a new path for education & development of our Technical Delegates (TD) / Technical Officials (TO) / Umpires / Coaches / Administrators / Team Managers (TM) and NA’s Local Officials.

Education “online” through Webinars with different formats & objectives are taking place and this distance learning system has challenged us all. It does not replace face-to-face education. The learning process cannot reach its full potential until participants practice what they learn. With the proper approach and the right purpose, it is a strong education direction.

The online teaching-learning methods can provide quality education but we must adapt to the new conditions. It has strengths and weaknesses, and the quality should improve continuously to optimize the training results. exchanging ideas about the presentation of different topics, several points, which should be considered, were revealed:

- ❖ Webinars, as any other education & development activities, are under the umbrella of the FIH Academy and PAHF Model delivery Guidelines for Facilitators.
- ❖ Necessary adjustments to deliver topics of different extension, importance and difficulty implies considering all factors to establish the right objectives and approach of presentation through this “on-line” direction.
- ❖ PAHF Facilitators are trained Educators, with education tools and resources, different personalities and experiences, and different IT management skills.
- ❖ PAHF needs to frame a Delivery Model for this way of distance education to increase the quality and maximize results.
- ❖ Feedbacks (facilitators / participants / observers), suggestions and review of webinars presentations have helped us to consider and take into account different general aspects for consistency of presentations.

**Factors:** format / modality / N° participants / level / role / documents & forms / information / interpretation / analysis / competencies / skills / extension / stand-alone or series / other aspects to highlight or achieve.

**Guidelines or recommendations:**

- Webinars of a same topic might have different formats structure depending on which is the focus (workshop / seminar / open space / others)
- All topics have related FIH /PAHF documents and forms available. Important to mention rules & regulation that support our presentation.
- Direct participants to go to the documentation for them to read and digest the information.
- Narrow down the use of cut & paste of definitions, rules or regulations, when analyzing or explaining “interpretation”.
- Use different resources (Q&A, pictures, videos, situations, etc) to extract what participants know, understand or to deliver info through practical experiences.
- The presentation of a topic may or may not be the same for different audiences. Clarify objectives and goals of the webinar.
- It must have “Basic Content” information about the topic we think relevant to highlight.
- Work through examples, the analysis of points &/or aspects which we think are necessary.
- With the same overall approach the same topic could have a different perspective taking into account the role (e.g. TO’s /Umpires/Team Managers/Coaches), or level and competencies to be achieved.
- This approach refers to a basic common content with different Q&A’s, “ what if situations”, scenarios, etc
- Use different ways: Poll (e.g. [www.menti.com](http://www.menti.com)) / Chat / Oral Participation / or other innovative means to encourage participation & maximize involvement.
- Do partial /final wrap-up of topics through bullet points / schemes / mental maps / or other means.

### Webinars – Delivery Model

- Strong – accessible platform and available technologies
- Must have effective online instructions to facilitate feedback from learners.
- Create an effective and meaningful learning environment: should be dynamic, interesting and interactive
- With clear goals, objectives and closing wrap-up must be also designed to be: case learning, relevant, student-centered & group based

- Educators must put considerable effort to increase participants' engagement, retain their attention, take feedbacks and assess them.
- Use online tools available for an effective and efficient learning environment (interactive & immediate feedback, queries, doubt, etc)
- Seek feedback from participants; analyze and register outcome characteristics for future adjustments.

### **TO Goals:**

We have to consider differences between NA's resource personnel at local level, International initial and elite level that may be TD and in charge.

- ✓ FIH relevant Doc & forms related to the topic presented.
- ✓ Enforce knowledge and respect
- ✓ Personal responsibilities
- ✓ Why and when it applies
- ✓ Interpretation of relevant points
- ✓ Process and procedures steps
- ✓ Skills and competencies expected
- ✓ Teamwork and relationship
- ✓ Consequences and sanctions
- ✓ Role of TO/TD

### **TM Goals:**

To be better prepared to cover their role and responsibilities at competition.

- ✓ TM to know FIH & PAHF documents and forms are required; and where to find them.
- ✓ NA's responsibilities
- ✓ Aspects to work at home pre-competition
- ✓ Different roles and interaction at competition: TD / TO / UM / Umpires / TM /Coaches & Team Officials.
- ✓ Importance of rules and regulations
- ✓ Why and when they apply
- ✓ To whom and how they apply
- ✓ Processes and procedures (general aspects)
- ✓ Role of TM at different instances.

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