EUROPEAN MEDICINES AGENCY
SCIENCE MEDICINES HEALTH

Dissemination guidelines for training materials

CTIS Training Programme

Version 1.1 – August 2021

Table of Contents

01

Introduction

Scope and objectives

This guide is intended to support instructors in using the training materials prepared for the CTIS Training Programme. We suggest trainers to follow a **blended learning approach** combining **asynchronous** with **synchronous** activities for an optimal learning experience of end-users while making efficient use of their time.

- **Asynchronous learning** refers to a training method that uses online learning resources to facilitate the sharing of information outside the constraints of time and place. This training method takes a learner-centred approach, as it allows learners to complete courses and materials at their own pace and in a flexible manner. It is particularly suited to ensure learners can discover and assimilate content by themselves, but it may leave them feeling isolated if used alone.

- **Synchronous learning** refers to any type of learning that takes place in real-time, where a group of people is engaged in learning in real-time, either online (via webinars or virtual classrooms) or in a physical classroom. This method is particularly suited to answer questions from the learners, receive or provide them immediate feedback, or carry out activities involving a high degree of interaction.

Combining the two training methods, by sharing some materials with participants ahead of a real-time training session, will ensure that participants can assimilate some contents individually and reflect on questions they may have. The training session can then be used to check participants' knowledge absorption, address their questions, and collect input on the training materials and methodology. We invite trainers to run a two-hour session with no more than 20 participants for a successful interactive training event, especially if they are considering an online session.

02
Webinars

Conducting a webinar, incorporating audio and visual elements, as well as audience interaction, will provide trainers with a flexible delivery methodology to convey knowledge to the participants or learners. This section lists some useful tips to help trainers to organise a webinar successfully.

Preparation of a webinar

- **Identify the participants**. Limits participation to a maximum of 20 people to maintain them focused at all times and ensure optimal interaction between the host and the participants.

- **Identify the webinar's needs**. Consider accessibility needs; event capacity needs; audio, video, and recording needs; audience interactivity requirements (e.g. chat, polling tools, whiteboards, etc.); event management features; and cost considerations.

- **Choose the platform that suits the best for the webinar.** Be familiar with the webinar platform and be able to provide technical assistance to the participants. Choose a platform tailored to the needs and run a test in advance, at least with someone from your organisation, as sometimes webinar tools require additional software to be installed.

- **Send invitations** to the training participants at least two weeks in advance to allow for timely planning.

- **Send the self-training materials** to the training participants one week before the webinar. This will allow to plan the training well in advance and allow the participants to arrive at the webinar with fresh knowledge. Also, it will create an active exchange of communications with the participants. *We suggest that in this communication, trainers can encourage participants to come to the webinar with any questions they encounter while reviewing the material(s).*

- **Prepare the training materials carefully** before each session, read the FAQs, and think of additional questions that may arise. Please note the importance of knowing the learning objectives well.

- **Prepare an online quiz** to be launched during the webinar with some questions for the participants to assess the knowledge acquired on previously completed material/s, and also to be used as an ice-breaker.

- **Set reasonable timing for the sessions.** Bear in mind that due to the format of a webinar, participants can lose focus over time. We recommend limiting the webinar to a maximum of 2 hours, with at least a break of 10 minutes, to keep the participants focused at all times. Also, take into account possible time differences if participants come from different countries and time-zones.

- **Tools needed for the webinar:** A list of tools needed for webinar participation is provided below, along with some recommendations on the use of those during the session:

    - **Strong broadband internet connection** to ensure a smooth running of the webinar.

    - **One laptop per participant** to connect to the webinar.

    - **Mobile phones** (if required) to connect to the webinar and/or engaging in interactive activities during the training session (e.g. participating in an online quiz).

- **After the webinar, send a follow-up email**. This will allow trainers to address to the participants shortly after the webinar with the main outputs and (if possible) a recording of the webinar. Also, it will allow to answer questions that have not been addressed during the webinar. *We suggest trainers to prepare this email before the webinar takes place. This way the attendees will receive a 'reward' after they have finished the webinar.* An example of a follow-up email can be found below:

    To: [Attendee email]

    From: [Instructor email]

    Subject: Thank you for attending Module X: XX webinar

    Dear [Attendee Name],

    Thank you for taking the time to attend Module X: XX webinar on [Date].

    To see a recording of the webinar, click here.

    I hope you can join me for the next webinar on Module X: XX.

    Questions? Contact us, and I will be happy to help.

    Best,

- **For any questions about the training materials**, please contact EMA's training team at CT.Training@ema.europa.eu.

03

Classroom sessions

In this section, a set of recommendations for the classroom sessions is provided.

Preparation of a classroom training session

- **Identify the participants**. Limits participation to a maximum of 30 people to maintain them focused at all times and ensure optimal interaction between the host and the participants.

- **Prepare training logistics,** such as booking room based on expected audience and ensuring any additional resources are ready (projector, monitor, PC, etc.).

- **Send invitations** to the training participants at least one month in advance to allow for timely planning.

- **Send the self-training materials** to the training participants one week before the webinar. This will allow trainers to plan the training well in advance and allow the participants to arrive at the webinar with fresh knowledge. Also, it will create an active exchange of communications with the participants. *We suggest that in this communication, trainers can encourage participants to come to the webinar with any questions they encounter while reviewing the material(s).*

- **Prepare the training materials carefully** before each session, read the FAQs, and think of additional questions that may arise. Please note the importance of knowing the learning objectives well.

- **Prepare an online quiz** to be launched during the session with some questions for the participants to assess the knowledge acquired on previously completed material/s, and also to be used as an ice-breaker.

- **After the webinar, send a follow-up email**. This will allow trainers to address to the participants shortly after the session with the main outputs. Also, it will allow answering questions that have not been addressed during the webinar. An example of a follow-up email can be found below:

To: [Attendee email]

From: [Instructor email]

Subject: Thank you for attending Module X: XX session

Dear [Attendee Name],

Thank you for taking the time to attend Module X: XX webinar on [Date].

To see a recording of the webinar, click here.

I hope you can join me for the next webinar on Module X: XX.

Questions? Contact us, and I will be happy to help.

Best,

04

Additional advice for trainers

Trainers should listen and comprehend their audience, considering their opinions, ideas and needs:

Active listening

- **Ask questions:**
  - Ask questions **to the whole audience** (generate open questions for them to participate).
  - When asking a question give participants **time to think** and answer.
  - When possible, **rephrase participants questions** and ask them to others to reinforce interaction between participants.
- **Answer questions:**
  - **Repeat questions** to ensure it has been understood by all the audience.
  - **Rephrase the question** if participants do not answer it right.
  - **Note questions** to provide answered at the end of the session or in a follow-up mail.

Keep the audience focus and motivated

- **Empathise with the audience** asking and listening to their comments.
- Call participants by their **names**.
- **Identify moments of fatigue** and change to an exercise (for example) in case participants need to change focus.

- Limit the session to a **maximum of 2 hours**, with at least a break of 10 minutes.
- Reinforce their **progress and highlight their main achievements**.

While speaking

- **Speech pace:**
    - While presenting try to speak at an **ordinary conversational pace**.
    - Speaking quickly could show passion and emotion but after two minutes it may become overwhelming. When speaking slowly, trainers can capture participants' attention but also make them lose interest.

- **Volume:**
    - Make sure all the **audience can hear properly** (mainly in classroom sessions) and try to find the right balance and not speak too loud as it may overwhelm them.

- **Expression:**
    - Try to use **simple words** and explain all the difficult terms or acronyms used.

European Medicines Agency

Domenico Scarlattilaan 6
1083 HS Amsterdam
The Netherlands

Telephone +31 (0)88 781 6000

Send a question

www.ema.europa.eu/contact

Clinical Trials Information System (CTIS)

Dissemination guidelines