

# THE CHAT BOX WRAP UP ON

The Virtual Professional

## How to Fire up the Energy of an Online Meeting • 28 May 2020



Hosted By:

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- Katie Lander, CAPA: The Global Education Network and The Global Leadership League

### Recap Summary:

- Creative energy online comes from the space in between two spaces, the physical, where you are and the created, your virtual platform. These areas are both together but apart, this third space is a new space, that we are all creating now together with our students and colleagues.
- Working virtually is impacting on and a new experience for everyone. It both affects those and the space around us as well as our mental perception of when we are on or off in regard to work.
- When in a meeting, or teaching, think **ACI**:
  - **A = Affect - pre-cognitive (non-verbal), embodied communication**
  - **C = Connection - between people, space and affect**
  - **I = Interpretation - how do we produce and “read” verbal and non-verbal signs/stimuli**
- Think about naming and embracing the liberating positive elements of working remotely as well as the constraints – how have these evolved over the past 8-10 weeks.
- **Actions for energizing your group:**
  - Look to the green light – it’s hard but try try try to look directly into the camera, it makes a real difference to the group you are working or presenting to.
  - Listen for cues in vocal feedback to how the group are feeling
  - Remind people to bring their whole selves and be part of the frame. Acknowledge what makes you feel more relaxed being part of a group online.
  - You are empowered to make decisions and create a new space.

## Follow Up Actions:

- Review the audio recording at <http://globalleadershipleague.org/programs/thechatbox>.
- Practice with a small group of colleagues/friends/students:
  - Take it in turns: one participant looks into the camera in silence, waves, smiles and expresses his/her current mood non-verbally. Others are watching, noting mentally and affectively their own inner reaction to the non-verbal signals, trying to respond with your face and body, but do not say anything.
    - Both sides discuss: How does it feel? What was happening between you and the person looking at you? How does it influence/hinders connection?
  - One person is talking about something: all other participants look beyond the screen - all around their OWN space: write down what is most influential in this moment in your space and note what is affecting you most: what is the atmosphere in your room, shape, color, smell, sound, people next door?
    - Discuss how these signals affect you/distract you, help you to follow what is being said? What does the sharing of the influence of the space around you do for the interaction with the group?
  - DISCUSS the flow of energy in both exercises. Where does the energy come from? What are the most affective points of connection and exchange? How can they be negotiated/performed in a professional meeting or teaching space?
- Our host, Marta Hawkins, generously offered to speak to League members individually; email her at [martahawkins@in-light-of.com](mailto:martahawkins@in-light-of.com).

## Resources:

- April 2020: Journal of Research on Technology in Education, Special Issue: Engaging Learners in Emergency Transition to Online Learning during COVID-19
- May 2020: Journal of Leadership Studies: Fernandez and Shaw: Academic Leadership in a Time of Crisis: The Coronavirus and COVID-19
- Leading and managing during the COVID-19 crisis: Imperial (courses, webinars, consultancy) <https://www.imperial.ac.uk/staff-development/learning-and-development-centre/courses/leadership/covid/>
- PEARSON: for teacher and learners - <https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html>
- <https://www.schools.nyc.gov/learn-at-home/technical-tools-and-support>
- <https://en.unesco.org/covid19/educationresponse/support>
- <https://hundred.org/en/innovations/gonoodle-home> - remember to move!