

Quality Holistic Learning (QHL) Project  
Introduction to Social and Emotional Learning  
**Workshops Facilitation Guide**



*Image from Pilot Training Activity in Niger*



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# Welcome facilitator!

We hope that this Facilitation Guide for the Introduction to Social and Emotional Learning Workshops will be helpful to you as you work with your colleagues to understand the importance of Social and Emotional Learning. Your facilitation serves as not only a guide for learning, but also as an important element of support for teachers working in displacement, refugee camp, host country, and other challenging contexts as they develop knowledge, strategies, and skills to implement SEL & PSS within their daily classroom practice.

In this guide, you'll find prompts to support exploration of the content and application to the local context. You'll also find tips to support educators as they make space and time for professional learning within their busy and, often, stressful lives. Finally, we offer some advice regarding online, and other technological aspects, of this training.

We hope that as participants interact with you and with each other, a strong community of practice will develop, creating a knowledge-sharing and support network that educators can rely on in the months and years ahead.

Sincerely,

The Center for Professional Learning QHL Project Team



# Acknowledgement

This manual is intended to support the delivery of a set of four introductory workshops on the topic of supporting Quality Holistic Learning in crisis contexts through the implementation of simple psychosocial support interventions and social and emotional learning activities and through sustaining safe and secure learning spaces.

The workshops are the result of the insightful contributions of a committed team of teachers and educators from Niger:

Mrs. Hadizatou Amou Ali (Niamey)

Mrs. Amsatou Biga (Niamey)

Mr. Hima Kadri (Niamey)

Mr. Lamine Laouali (Agadez)

Mr. Boubacar Mossi (Torodi)

Mr. Idé Zakari (Tillabéri)

Thank you, also, to Dr. Oula Abu-Amsha, QHL Project Senior Consultant, for her leadership and guidance of this project work in Niger and Chad.

# Introduction to the Quality Holistic Learning Project

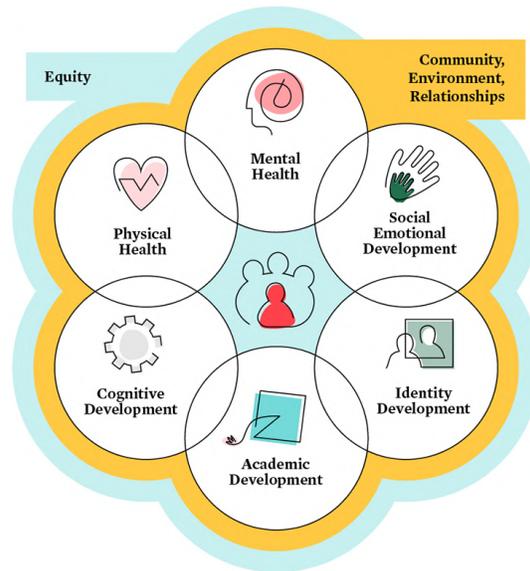
The Quality Holistic Learning Project (QHL), of which this set of face-to-face workshops is one element, aims to prepare educators to deliver high-quality lessons which support holistic learning for children and youths of diverse backgrounds (refugee, migrant, citizen) within host country, displacement, and crisis contexts.

We define quality holistic learning as that which attends to:

- academic, cognitive, and identity development,
- social and emotional learning, and
- mental/psychosocial and physical well-being

and which delivers:

- positive schooling experiences,
- feelings of belonging and safety,
- growth and development, and
- equitable outcomes for all learners.



*Illustration by Grady Fike, with the Chan Zuckerberg Initiative.*

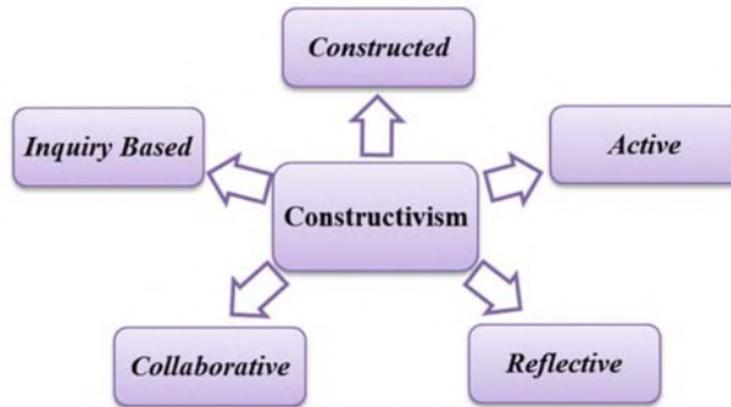
The QHL Project seeks to support the efforts of parents, educators, ministers, community and INGO partners, and other stakeholders in the work of educating all children in their communities, including those who have been displaced, forced to flee their home country, present different abilities than their peers, speak languages other than the dominant or official national language(s), are of every gender, religion, and culture. Quality holistic learning will necessarily look different across contexts and although all QHL resources were created with educators of diverse backgrounds living in Lebanon, Kenya, and Niger, further contextualization may be necessary for use in your school, organization, nation, or region. Resources provided through this project should be adapted to meet local needs and align with regional and national priorities. This facilitation guide will provide some support in these contextualization and adaptation processes. We welcome your feedback and input as we continue to develop this guidance and support. We can also help with contextualization and/or facilitation as needed. Feel free to contact us: [dwoolis@ceinternational1892.org](mailto:dwoolis@ceinternational1892.org) or [jkasper@ceinternational1892.org](mailto:jkasper@ceinternational1892.org).



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# Pedagogical Models Influencing Workshop Design

The QHL Project Fellows in Niger had a constructivist approach as they contributed to the design of the workshops. They wanted to make sure the introduced concepts and practices are relevant to their peers and applicable in their context. They hope the workshops will create opportunities for rich discussions and reflections among the participants that would lead to new discoveries and a good understanding of social emotional learning and psychosocial support in the classroom.

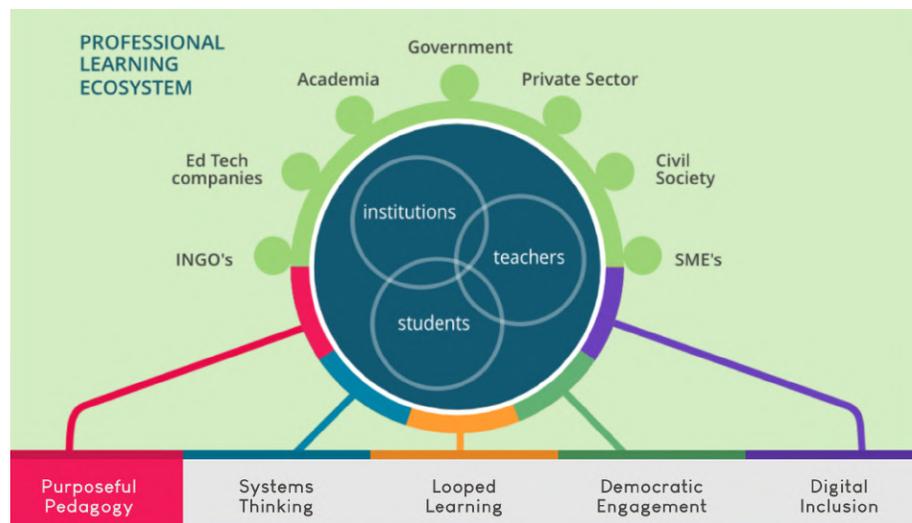


**Fig 1:** Learning in Constructivism

Figure from "Constructivism: A paradigm to revitalise teacher education" by Shipra Srivastava & Dr. Kiran Lata Dangwal, 2017. <https://www.allresearchjournal.com/archives/2017/vol3issue5/PartK/3-5-22-994.pdf>

The workshop design processes reflect the Sustainable Learning Framework created by Dr. Diana Woolis at the Center for Professional Learning, drawing in particular from the domains of purposeful pedagogy, looped learning, and democratic engagement. You can learn more about this framework at:

<https://ceinternational1892.org/cpl/sustainable-learning/>.



# About this Training

The Introduction to Social and Emotional Learning training is organised in 4 full-day face-to-face interactive workshops. The training builds on the participants' own experiences and practices to intuitively introduce them to new concepts and simple practices they can apply in the classroom without the need of any specific material or resources.

## Workshop Sequence:

1. Introduction
2. Psychosocial Support
3. Social and Emotional Learning Competencies
4. Creating a Learning Environment that Promotes Well-being

The first day is intended to get to know the participants and introduce the purpose of the training, which is availing quality holistic learning in contexts of forced displacement. Then the participants go through a series of self and group reflections to discover the main concepts of Psychosocial Support, Social and Emotional Learning and Safe Learning Spaces. Each of the following three days, the workshops dig deeper into each of the concepts offering the chance to practise a variety of activities that the participants can later adapt and replicate in their classes.

The training is designed mainly to accommodate teachers working in very low resourced areas. We offer activities that don't require any specific material nor induce costs to be implemented. We also provide links to other resources with more advanced activities.

# General Guidance

This section of the facilitation guide is not resource specific, rather it provides general facilitation guidance notes. These guidance notes are written from a holistic learning perspective, attending to both the professional learning of educators and their wellbeing.

## Two important starting points for facilitators!

### (1) Familiarize yourself with the local context and the community of learners.

- What are their goals, needs, and assets?
- What do they already know about the topic or related to the topic? What would they most like to learn?
- What limitations exist regarding technologies, time, and otherwise?
- What are some of the structural constraints under which the participants are working at the moment? (i.e., COVID, remote learning; salary-freeze; social unrest or conflict; lack of Wi-Fi access; etc.)
- What are the larger school/program/national/organizational systems in which they are working and what are the goals and priorities of those systems?
- What are the positionalities of the participants to each other and to the larger context in which they are living and working? (i.e., do participants already know each other; are they citizens, refugees, displaced; do they have the right to work within the national system; do they have access to teacher certification pathways; are they differently abled; what are their cultural and linguistic identities; are they digitally fluent; etc.)

### (2) Define your role as facilitator within each unique context. Is your role to:

- Advance national or organizational priorities and goals?
- Empower teacher leadership?
- Support peer-to-peer knowledge and resource sharing?
- Introduce new technologies and tools for learning?
- Help teachers identify patterns in data and make better data-informed decisions?
- Cultivate critical thinking and creativity around instructional design?
- Provoke discussion around issues of in/exclusion and in/equity in education systems and learning programs?
- Evaluate and assess materials?
- Measure and/or report learning outcomes?
- All of the above?
- Something else?

Use this information, from steps 1 and 2, to guide your preparations for facilitation. Revisit your notes related to these questions throughout your facilitation to keep your learners, their context, and your role clear in your mind.

## Training Overview

### Training Global Objectives

The training aims to improve the quality of holistic teaching and learning in displacement and low resource contexts by supporting teachers to:

- understand the importance of Psychosocial Support (PSS) and a safe environment for children's learning in emergency situations to promote well-being
- establish simple practices to create an environment conducive to learning and provide basic psychosocial support
- discover Social and Emotional Learning (SEL), and integrate simple and applicable SEL activities into lesson plans to ensure quality holistic learning and student well-being

### Learning Process

As mentioned earlier, the workshops follow a social constructivist approach. The slides don't simply provide theoretical knowledge, they rather build upon evidenced-based best practices and accompany the participants in a reflexive process which stems from their own experiences and practices to introduce new concepts and practices.

More specifically, most of the workshop activities start with an individual and/or a group reflection and are built around group discussions to help the participants suggest together answers to their questions and co-create definitions of concepts, etc. After such discussions, the facilitator displays the answers proposed in the slides and invites the participants to compare those ideas to their own thoughts and critique both the provided information and their own perceptions. At the end of each workshop, the participants are strongly invited to reflect on their own learning during the day and to share their thoughts with the others and with the facilitator for further development and improvements. In short, critical thinking and reflexive practice are central to these workshops.

Hence your role as a facilitator is not to lecture the participants but to facilitate and accompany the different activities through the workshops, encouraging the participants to contribute knowledge and experience and reflect on their understandings and practices. Setting a positive environment for constructive discussions is key to the achievement of the learning goals of the training, and this is part of your role as a facilitator.

# Implementation Guidance

## Training resources

Below is the list of all the material that the project team provides you with to help you prepare for the workshops. Check that you have access to all the material below, and make sure to prepare printouts in sufficient numbers ahead of time.

Since we avail this material as an Open Educational Resource, you can edit and adapt the training to your local needs. In this case, the list below will help you plan for all the documents that you might need to update, notably printouts and PDF files. As per our Creative Commons licence, please credit the Center for Professional Learning at Childhood Education International on your adapted materials and in training sessions or workshops.

Item	Users	Comments
<a href="#">Google Slides for projection</a>	Facilitators	
<a href="#">PDF files of slide decks with slide notes</a>	Facilitators	
<a href="#">Material Mapping</a>	Facilitators	
<a href="#">Activity Tracking sheets</a>	Facilitators	You can make use of handwritten notes and then report on the sheets.
<a href="#">Multimedia for offline use</a>	Facilitators	Can also be shared with participants.
<a href="#">PDF files of slide decks</a>	Participants	
<a href="#">4-slide printout of slide decks</a>	Participants	Make sure to have enough copies
<a href="#">Printed Activity handouts</a>	Participants	Make sure to have enough copies An editable version is available <a href="#">here</a>

# Training Organisation

Detailed facilitation guidance is provided on the Slides where relevant or needed. Activity durations are also estimated, but rely on your experience to have more realistic estimations.

**Following are a few notes that may help you, globally, when you are preparing for the training.**

## Workshop 1

The main purpose of this workshop is to surface what participants may already know about focal topics and introduce the main concepts that will then be further explored in the following workshops. Be sure to tell this to participants as they may be eager to learn more about a topic immediately and may be confused or frustrated with simple introductions if they do not understand this will be followed by more in-depth discussions in subsequent workshops.

## Workshop 2

The purpose of this workshop is to introduce the participants to the importance of PSS in the classroom, and also to clarify that they (as classroom teachers) are not solely responsible for dealing with individual student cases that require support beyond level two in the PSS intervention pyramid. Referral processes are touched upon in this workshop and you can provide additional information about what is available in the local context.

## Workshop 3

This workshop focuses on understanding Social and Emotional Learning (SEL) competencies. Notify clearly that CASEL is one of the frameworks that are commonly used for SEL, but it is not the only reference and that desired competencies and personal qualities can vary from one country to another. Participants should be encouraged to make linkages to their national curriculum in use or to other programs and frameworks guiding their work at their school, organisation, or community learning centre.

If you don't have time to introduce and experiment with implementation of all featured activities, make your choice in advance so that you don't spend time hesitating during the session. Trying a few activities with participants, so that they can see firsthand how they are implemented and what impact they might have, is preferable to glossing over all of the activities if time is limited.

## Workshop 4

This workshop includes a set of activities that relate to PSS-SEL and that aim to create a safe and welcoming learning space with clear rules and human bonds between the teacher and the students. Some activities in this workshop might seem inapplicable with large numbers of students in the classroom. Nevertheless, the discussion among the participants emphasises the importance of adapting activities and resources to create a welcoming and safe learning environment even in the most challenging of contexts.

For piloting purposes, a team of project collaborators in Niger have organised a condensed version that spans two days instead of four. The short form of the workshops is done simply by hiding/skipping a number of slides and activities of each workshop. You can find a copy of the slides used by the team [here](#) (in French) and some thoughts on this training are given in [Annex 1](#).

## Participant Recruitment

Identify participants who are:

- teaching in primary or secondary schools or learning centres, preferably working with children between the ages of 9-15 years old (as these materials were designed for teachers in these settings).
- working within displacement or crisis settings.
- teaching refugee/displaced children, in mixed settings or in specialised programs/schools.
- evaluating and revising lessons and curricular resources.
- willing to learn and grow as educators and leaders in the education field.
- open to work with culturally and linguistically diverse colleagues.

Reach out to potential participants using the convenient channel: WhatsApp, email, Facebook, or creating a flyer that includes all necessary information about dates, venue, contacts, etc.

Create an application form, preferably online, and invite the candidates to fill it to apply. As an example, we have created this SurveyMonkey [application form](#).

Clarify ahead of time the requirements of your organisation to deliver a certificate of completion (and eventually a per diem, if available in your specific context).

For instance, inform the candidates that the certificate of completion will be delivered to each participant after the completion of the training by attending all the workshops and submitting all the material that you expect them to complete. This might include lesson plans, classroom observations, reflections, etc.

## Initial Outreach to Registered Cohort

- Once the participant cohort has been established, reach out to participants individually via WhatsApp, email, or a phone call prior to the start of the course to:
  - Introduce yourself
  - Make sure they have all the necessary information to join the training on the scheduled dates
  - Clarify communication channels (i.e., how you will send notifications and host discussions: WhatsApp, SMS, email, other)
  - Trouble-shoot challenges, answer questions, allay concerns
- If feasible, encourage participants to share their reasons for joining the course with you and with each other via WhatsApp, a [Padlet](#), or other preferred communication channel.
- Share electronically the slides in pdf format with all the participants, and suggest to the participants to bring their own devices (e.g. laptop, tablet) to view the resources during the training.

## Training Logistics

### Face-to-Face Training

This training is designed to be conducted face-to-face in low resource contexts. Ideally ensure the availability of the following:

- A meeting venue that provides a computer and a projector and a reliable power source. Ideally at least the presenter would have access to the internet.
- Enough tables and chairs in the meeting room to accommodate all the participants.
- The possibility to organise the tables so that groups of 5-6 participants can sit around each table while able to watch the front of the room/ the projection.
  - The cultural and social norms should be respected when forming the groups, but ideally aim to form gender-balanced and diversified groups.
- One or two post-it blocks, a small deck of white paper, pens and, if possible, colour markers.
- Printouts for each participant:
  - 4-slide printed handouts of each training Powerpoint deck
  - Activity handouts

In case a computer and a projector are not available or in case of electricity shortage, the training can still be delivered using printouts and engaging discussions. Activity implementation can still be done with appropriate modifications.

## Training at distance

The workshop resources support a blended training model, where the trainer can connect with the participants at distance. For instance, we piloted this format with a group of refugee teachers in Chad. Refugee educators in Chad were gathered together in a partnering NGO facility, while the facilitator was online and offering the workshops at distance. More details about this training can be found in [appendix 2](#).

In such a format, we found that in addition to the previous requirements, you will need:

- A stable internet connection that affords the use of a video conference tool such as MS Teams, Zoom, etc, at least to project/view the screen of the trainer.
- The support of an on-site coordinator to help recruit the participants and follow up with the logistics. The coordinator will also have a key role in overseeing the activities and in reporting to the trainer on any specific needs, inquiries, and challenges.
- A communication channel to connect with the participants using their mobile phones. Whatsapp is ubiquitous worldwide, but your participants might prefer a different application and it is best for the trainer to adapt to what they are familiar with.
  - Make sure to create one training cohort group ahead of time including all the participants and the on-site coordinator.
- More time to prepare and to deliver! Being at distance means that you will need more time to connect to the participants, break the ice and form a group spirit.
  - You will need to adapt the activities or bring others more adapted to online training.
  - You can explore [this growing toolbox from Hyper Island](#) to help you with the adaptation to distance training.
- Optionally, if the participants are tech savvy, you can make use of an online white board such as [Google Jamboard](#), [Padlet](#), [Mural](#), or any other tool they can use. Similarly, you can make use of online polling tools such as [Mentimeter](#), [Poll Everywhere](#), or Zoom polling feature.

Note that clear communication channels are key to training at distance. They will help you share resources and walk the participants through the material.

Also, In such a situation, the support of the on-site coordinator is essential as he/she will be your eyes and ears on the ground and will help to adapt the training in real time..

For instance, during the training conducted in Chad, we struggled with poor connectivity and it was not possible to use video-conferencing. Part of the conversation went on Whatsapp by sharing screenshots of the discussed slides, audio messages explaining key points and activities and participants' responses to questions and results of activities. The on-site coordinators were informing us (also on Whatsapp!) about the work progress among the groups and about any needed clarifications.

## Building Community & Participant Engagement

- Make sure to run the round table introductions (on Slide 4, Deck 1) for participants to get to know you and each other (if this is a new group) or to reconnect (if the members have worked together in the past). Here are a few possible introductory actions for you:
  - Explain that the workshops are interactive and rely on active participation of everyone and that everyone has valuable input and experiences to share with the group.
  - Encourage the participants to reflect on the training design and content, and to share their comments and feedback with you to allow for improvements and more contextualisation.
  - If the participants come from different workplaces, establish a communication strategy for the learning community to continue the conversation after the workshops to share implementation experiences. If this is not set in the preparation of the training, set up (or ask a participant to set up) a WhatsApp group and/or other channels for regular future communication.

## Feedback & Evaluation Loops

Each workshop ends with final reflections. Make sure to avail time for participants to reflect and share; ask the participants to write down their thoughts and comments and if they agree, collect their notes to help you identify new needs and aspects to be improved in the training.

We suggest you design pre and post workshop surveys to measure the beliefs and reported classroom practices of participants before and after the training. We provide in [this folder](#) examples of what we used for your information. You can replicate the surveys in the free tool [Google Form](#) or in any platform that your organisation might use.

## Sustaining the Learning Community

As mentioned earlier, these training resources are available as Open Educational Resources. We suggest planning to maintain the learning community using an adapted medium to your local context; it can be a Whatsapp or Facebook group or future face-to-face events, whatever is available and meaningful to participants. For example, you can invite the participants to a follow-up event a few weeks after the training to avail a space to share their experiences trying to apply PSS-SEL activities they discovered or created by themselves in their classrooms.

If possible, your organisation may wish to provide coaching to teachers beyond the workshops by maintaining small Teacher Learning Circles or one-on-one coaching. Classroom observation and discussion of implementation of SEL and PSS materials may be part of this on-going coaching cycle.

For instance, you can agree with the participants on a future date (or more) to re-gather and share what they applied and what they learned from their experiences in the classroom, or you can schedule check-ins using the set communication channel.

For further information about how to sustain the learning of the teachers, consult the [Structuring Effective Group Training: Technical Guidance Note](#), part of the World Bank [Coach](#) Program.

## Conclusion

Thank you for making use of these materials that were created with teachers for teachers to support quality holistic learning in displacement contexts! Feel free to adapt and add to the workshops to respond to the needs of the teachers and the children in your own local contexts.

If you have any inquiries, please reach out to our team at [clipmail@ceinternational1892.org](mailto:clipmail@ceinternational1892.org).



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## Appendix 1. Shortened face-to-face training

Project Fellows in Niamey organised a pilot training over two days instead of four for their colleagues. The slides used for this pilot training can be found in [this folder](#) (in French), the short training used the same slides with the following amendments:

- Making sure to introduce the main concepts in Workshop 1 as this is the foundation to the rest of the training
- Skipping a few activities and concepts, such as the case study activity and the concept of resilience in Workshop 2.
- Providing all the SEL activities in the handouts but testing (as possible) only one from each SEL competence category.
- Introducing only the teacher wellbeing section from Workshop 4, to make sure there is still time for the final reflections and discussions



Twenty-seven participants agreed to attend the training during their weekend, and they gave very positive feedback. The organisers prepared the printed material in sufficient numbers and rented a room which they prepared to be able to form small groups. As the room did not have an internet connection, the facilitators made use of the [multimedia resources](#) that the project team prepared for download and offline use.

The participants were quite motivated, they were involved in the activities and had engaged in discussions. Participants and facilitators expressed a need to dedicate more time to the different activities to allow everyone to share ideas and thoughts. They also wanted to have a follow-up over time and in the classroom to help them apply what they learned.

Apart from the need to allow more time during the training, the facilitators confirmed the good organisation and sequencing of the training as they were able to conduct them smoothly.

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## Appendix 2. Blended/at-distance training of facilitators

In partnership with UNHCR and Jesuit Refugee Services that delivers educational programs in Chad, the project team organised a pilot blended training for experienced teachers in the refugee camps, located in the eastern regions of Chad that do not have connectivity, so that they could organise face-to-face training for their refugee teacher colleagues after they returned to their local camp settings.

The participants, selected by local staff in several refugee camps, travelled to two training sites hosted by UNHCR Chad & JRS, equipped with the necessary connectivity and equipment. A staff member and a school adviser (a Chadian civil servant) also joined the training in each site to ensure its sustainability and future dissemination.

The training of facilitators was organised over 3 days, and the participants received the printed material in advance to explore it. A Whatsapp group was created the day before the training by a coordinator in the field, while the training was supposed to be delivered using MS Teams since this tool seems more stable for weak internet connections. The primary trainer was at distance, providing the workshops remotely with the support of the local JRS staff members.

The distance learning material consisted of a presentation (available [here](#) in Arabic only) to fulfil the following objectives:

- Giving a leading group of teachers the opportunity to discover the Quality Holistic Learning Project
- Discuss some of the core concepts that support quality holistic learning
- Present the content of the workshops and explain their principle methodology, which is based on reflection and group discussions
- Explore and apply a few activities that lend themselves to remote application
- Encourage participating teachers to share their experiences and expectations during and after the training
- Quick introduction to other training resources developed during the project

As the participating teachers were all from Sudan, not all of them were fluent in French; the team shared resources in Arabic and French for staff who prefer French instead. The training was delivered in Arabic.

Logistical problems and especially the poor connectivity did not allow the training to run as planned and limited the effective working and activity time. The group had to settle for using Whatsapp for the third day as one of the two centres was unable to use Teams. During this time, the staff on site were key to informing the trainer about the progress of the discussions between the participants, and then responses and ideas were shared on Whatsapp.



It should be noted that organising a series of discussions on Whatsapp during a short period of time is not easy; participants often posted late answers while the trainer was trying to move on to a subsequent idea/discussion. Hence, from this experience, we recommend preparation in advance with the assisting staff in the centre to plan such a situation where communication is limited to written and audio messages, so that the trainer will be better informed and follow the participant rhythm which is often slower than what is estimated at distance.

Participants gave positive feedback on the training while pointing out the critical lack of resources in their work contexts. They insisted on keeping in touch with the trainer after the training on Whatsapp despite the great connectivity challenges they face.

The teachers especially appreciated the efforts made to bring the training to them and fully deliver it despite the multiple challenges. They also expressed their enthusiasm since it was their first blended, at-distance training.