N	COURSE OUTLINE	*Core Competency Knowledge Elements *	*E-Mediation Core Competency Practical Skills*
1	**MODULE 1** **Online mediators' toolkit** A. Introduction to ODR 1. Introduction 2. Skills and knowledge of an online mediator B. Different ODR Processes 1. Online mediator in text-audio-video process 2. Exercise C. Preparation for a mediation via video-conference 1. Equipment & software 2. Security precautions & safety measures 3. Adjust your platform settings D. Scheduling and attending 1. Scheduling a meeting	*1. Knowing when the online environment may not be a suitable way to conduct the mediation process;* *2. Determining when ODR approaches are likely to add value to the process;* *3. Staying abreast of developments in ICT, ODR schemes, various ODR platforms and general issues related to Online Dispute Resolution (ODR);* *4. Knowledge about the impact of ICT on the practice of mediation.* *5. Understanding the principles of text based, video based, audio based communication (or a combination) and ability to identify the most appropriate one for a mediation or for phases of the mediation process;* *6. Understanding of the role of a mediator, and how the mediator's approach and practice are adaptable or not to the online environment;* *8. Knowledge of the dynamics of online negotiation;* *9. Knowledge of relevant laws affecting mediation practice in the online environment (if any): enforceability of online mediation agreements (where relevant), confidentiality and privilege;* *13. Knowledge (as applicable) in Technology (hardware and software) (i) Devices needed to perform the*	*3. Skills related to the e-Mediation process*

	2. Attending a meeting 3. Testing & Back up plans 4. Exercise Q&A session	*mediation using ICT (ii) Telecommunications technology (iii) Information technology (iv) Required electronic records;* *14. Knowledge about possible technology issues and breakdown.*	
2	**MODULE 2** **Mediation platform management (ZOOM)** A. Zoom Rooms 1. Waiting room 2. Main Room 3. Breakout Rooms 4. Demonstration B. Zoom features for online processes 1. Communication through Chat – interactive tools 2. Screen sharing, file sharing, annotation & use of white board 3. Passing control to parties, co-hosting 4. Exercise C. Confidentiality and privacy 1. Recording sessions - Microphone control 2. Confidentiality in online mediation 3. Can lawyer & client meet privately in ZOOM? 4. Exercise	*3. Staying abreast of developments in ICT, ODR schemes, various ODR platforms and general issues related to Online Dispute Resolution (ODR);* *4. Knowledge about the impact of ICT on the practice of mediation.* *5. Understanding the principles of text based, video based, audio based communication (or a combination) and ability to identify the most appropriate one for a mediation or for phases of the mediation process;* *6. Understanding of the role of a mediator, and how the mediator's approach and practice are adaptable or not to the online environment;* *7. Knowledge and adherence to ethical standards;* *8. Knowledge of the dynamics of online negotiation;* *9. Knowledge of relevant laws affecting mediation practice in the online environment (if any): enforceability of online mediation agreements (where relevant), confidentiality and privilege;* *10. Knowledge of the various laws affecting the structure and enforceability of online mediation agreements, particularly across jurisdictions;* *11. Ability to select the appropriate ICT platform that meets the needs of the parties;* *12. Knowledge about which features of the ICT platform*	*2. Skills related to technology* *3. Skills related to the e-Mediation process*

	D. Closing the mediation 1. Drafting & sign an A2M and a SA 2. Completion of mediation Q&A session	*to use in a mediation (functions, security, access, complexity, others);*	
3	**MODULE 3** **Mediating cases online** A. The mediation process moving online 1. Scheduling and timing 2. Opening statement in ODR 3. Joint sessions & caucuses online – Balance and Strategy 4. Engaging the parties online B. Communication in ODR 1. Non- verbal cues 2. Synchronous/ asynchronous communication – time management 3. Body language, lighting and posing in front of a camera 4. Communication in voice only mediation 5. Exercise C. Adjusting mediation techniques to ODR 1. Online Active listening	*15. Understanding of the emotional, social and cognitive advantages and disadvantages of using ICT in a conflict resolution process and the ability to measure and manage the impact and effects on third parties;* *16. Ability to move between different communication channels based on the nature of the relationship and task at hand; (e.g. use of email to coordinate a call, use the phone before going to a face to face meeting and then shift back to phone before writing again a final email);* *17. Understanding of biases related to ICT use and impact on parties and third parties' performance in mediation;* *18. Knowing how to use relevant procedures and techniques for facilitating online communication including (i) management of asynchronous communication, (ii) balancing limitations of each ICT towards the needs of each party;* *19. Familiarity with the impact of the online environment in techniques like listening, questioning, paraphrasing, summarizing and concurrent caucusing.* *20. Understanding and explaining to the parties policies, procedures and protocols relevant to conduct the mediation using ICT. Including but not limited to:*	*1. General skills in mediation* *2. Skills related to technology* *3 .Skills related to the e-Mediation process*

	2. Balancing power in ODR 3. Empathy in ODR 4. Building trust online 5. Exercise Q&A session	*20-1-Ethical and legal issues (i) Consent, privacy, confidentiality, security (ii) Limitations of technology;* *20-2-Documentation (i) Scheduling and follow-up (ii) Accountability /responsibility; (iii) enforceability;* *22. Knowing how to use techniques for adequately supporting technologically challenged participants and address possible imbalances between parties;*	
4	**Module 4** **Creating values online** A. Know your parties 1. Cultural diversities 2. Age, Visual, Technology impairment 3. Gender/language representation B. Future in sight 1. Moving online for the environment 2. New studies in the field of ODR C. Put it into practice 1. Summary of the course 2. Roleplays by professionals (2 hours + 1 h discussion/analysis) 3. Small groups roleplays supervised by professionals (1 hour + 1 hour analysis) 4. Offline materials accessibility and exams explanation	*20. Understanding and explaining to the parties policies, procedures and protocols relevant to conduct the mediation using ICT. Including but not limited to:* *20-1-Ethical and legal issues (i) Consent, privacy, confidentiality, security (ii) Limitations of technology;* *20-2-Documentation (i) Scheduling and follow-up (ii) Accountability /responsibility; (iii) enforceability;* *21. Understanding of technological challenges and ability to identify them for each participant, including but not limited to literacy, acceptance, and compatibility;* *22. Knowing how to use techniques for adequately supporting technologically challenged participants and address possible imbalances between parties;* *23. Knowledge of cultural bias related to the use of technologies in mediation practice.*	*1. General skills in mediation* *3 .Skills related to the e-Mediation process*

ASSESSMENT

The assessment consists of 2 parts: Written and Oral. Each trainee must reach at least 70 points in each.
The role play will be assessed according to the competency framework.

	Test	Method	Points
1	Individual self-reflective paper	Paper on learning outcomes from the ODR training and/or experience assessed based on understanding the fundamental principles	30 out of 100 of the written assessment
2	Multiple choice test	Multiple choice test. It includes questions on mediation techniques and legislation	70 out of 100 of the written assessment
3	Online Role play - Simulation test	Each participant will be assessed once as a mediator in a 60 minute online role play and will participate as a party in two more role plays when his co-trainees will be assessed. In total she/he will experience 3 additional role plays. These will be videotaped and assessed by 2 TCAs who will provide feedback in accordance with the competency framework	100 out of 100 of the oral assessment