Switching from face-to-face teaching to a
virtual classroom: benefits and user guide

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A virtual classroom is an online space that reproduces the conditions of a real training room. Trainers can use it to provide live teaching to multiple remote learners. It offers multiple tools and features to make training possible, starting with video conferencing. This is generally combined with instant messaging, a digital whiteboard, the option of sharing the trainer's screen, a variety of content such as videos and features for creating subgroups and monitoring participation. A virtual classroom such as the Glowbl solution thus functions as a complete educational tool, and stands out from remote meeting tools such as Zoom, Teams and Google Meet, among others.

A virtual classroom is also different from e-learning and webinars, as the learners are not isolated and alone. It provides a synchronous experience in which the trainers and learners interact in real time, as in face-to-face training. Today, around 69%(1) of companies already use virtual classrooms, and 15% are interested in introducing them in the near future.
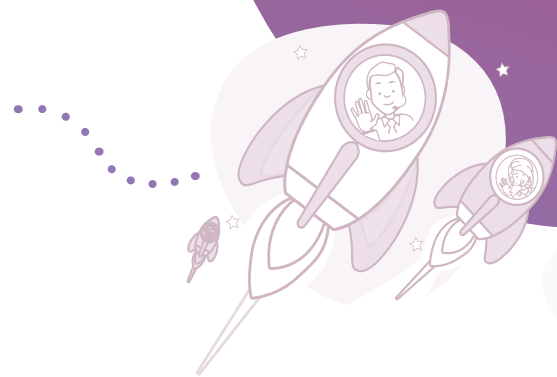
What are the main benefits associated with virtual classrooms for training organisations, companies and higher education institutions? To what extent have virtual classrooms become indispensable (for educational continuity, the development of new practices, user expectations etc.)? How can you move from face-to-face training to virtual classrooms in your organisation? Which tool should you choose?

Discover our advice and read about an approach that will ensure the transition takes place smoothly and the whole process is a success, both for learners and for trainers.

- *(1) Source: Panorama 2019 de la classe virtuelle : les prémices d'une pédagogie innovante ? - Glowbl*

1.

Switching to the virtual classroom:
What are the benefits for the company?

For businesses, transitioning to virtual classrooms offers a number of benefits. These have made virtual classrooms one of today's essential educational techniques.

a. Initiating a **CSR** approach

Demonstrating corporate social responsibility (CSR) is now essential for any organisation. Companies are all encouraged to ensure their practices are in line with the principles of sustainable development. In concrete terms, this means that businesses must strive to have a positive impact on society and respect the environment while remaining economically viable.

Improving quality of life at work and digitalising working methods, including the adoption of remote learning, contribute to achieving these objectives. Virtual classrooms clearly offer considerable advantages.

- **Helping to reduce carbon emissions**
Thanks to virtual classrooms, learners and trainers can limit the number of business trips they make every year. This reduces their greenhouse gas emissions, as it eliminates the need for transport (especially if they are already working from home).

The reduction in greenhouse gas emissions is far from trivial. In France, the transport sector

alone accounts for 31% of the country's greenhouse gas emissions[2] (136 million tonnes of CO_2 equivalent). Cars, representing 80.8%[3] of passenger-miles on average, are the main mode of transport used by travellers in France. They are followed by:

- 🚊 • Rail transport,
  with **11.4%**;
- 🚌 • Buses, coaches and trams,
  with **6.2%**;
- ✈️ • Air transport, with **1.6%**.

Looking more specifically at business travel, the data presents the following picture: 21%[4] of workers travel to work solely by car, even if the journey is less than 9 km. According to ADEME, commuting to work and business travel constitute the biggest emitter of greenhouse gas emissions associated with office work, with an average of 12 million tonnes a year[5]. Another notable fact is that three quarters of these journeys take place by car, often with only one person in the vehicle.

Before every course, therefore, training organisations and companies need to seriously question whether it is essential for all the participants to travel. Avoiding journeys is very worthwhile when technical solutions allow – virtual classrooms, in this case.

To optimise business travel management in the long term, it may be useful to carry out a carbon assessment in order to review your environmental footprint and create a [travel plan](#).

• **Limiting costs**
Business travel represents a significant expense for many companies and training organisations. The famous Apple is said to spend no less than [$150 million](#) on air tickets every year to send its employees to the four corners of the globe.

- *(2) Source: https://www.statistiques.developpement-durable.gouv.fr/les-comptes-des-transports-en-2018-56e-rapport-de-la-commission-des-comptes-des-transports-de-la(3) Source : https://www.statistiques.developpement-durable.gouv.fr/sites/default/files/2020-11/datalab-73-les-comptes-des-transports-en-2019-novembre2020.pdf*
- *(3) Source: https://www.statistiques.developpement-durable.gouv.fr/sites/default/files/2020-11/datalab-73-les-comptes-des-transports-en-2019-novembre2020.pdf*
- *(4) Source: https://agirpourlatransition.ademe.fr/particuliers/parents/ecole/semaine-europeenne-mobilite-bouger-lignes*
- *(5) Source: https://www.ademe.fr/sites/default/files/assets/documents/guide-pratique-ecoresponsable-au-bureau.pdf*

Using virtual classrooms is one of a range of solutions offering the opportunity to rationalise costs. Thanks to distance learning, there is no longer any need to hire a room, pay travel and catering costs or reserve accommodation for geographically remote courses.

The amounts that can be saved vary from one company to another. Cisco, for example, told the magazine Usbek & Rica that reducing travel (largely through the use of video conferencing) **has saved it €1.3 billion[6] and 800,000 tonnes of greenhouse gases since 2007.**

Rationalising spending makes even more sense today due to the crisis caused by the coronavirus. The virus is disrupting companies' activities an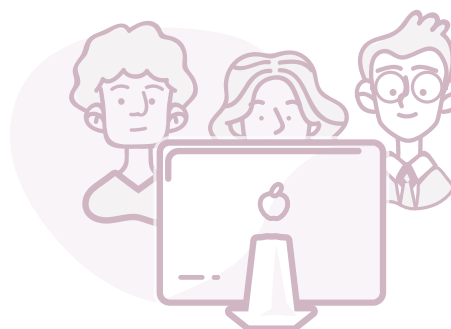d hitting their financial stability. In this context, in a spirit similar to the one behind reductions in greenhouse gas emissions, introducing a more responsible business travel policy should not be ruled out to optimise an organisation's spending in the long term.

- **Offering more flexibility and improving well-being at work**

Freed from the need to travel, trainers and learners can organise more easily, particularly when it comes to choosing course dates. This flexibility provides undeniable convenience for all parties.

Virtual classrooms also facilitate post-training follow-up, either individual or collective. It is easier for the trainer to be available for everyone and provide resources anyone can access. This strengthens employee engagement.

- (6) Source: https://usbeketrica.com/fr/article/climat-comment-reduire-les-deplacements-professionnels
- (7) Source: https://www.bpifrance.fr/A-la-une/Actualites/Les-entreprises-francaises-et-la-RSE-un-exemple-a-suiv-re-46391

Focus
The coronavirus crisis is moving the goalposts for online training

The crisis caused by Covid-19, and especially the requirement to work from home, has had a profound impact on working methods at companies and training institutions. Many of them have adopted video conferencing solutions[10] and virtual classrooms to continue their work and provide training while limiting the spread of the virus. Some organisations have even emerged completely unscathed, such as the École Supérieure des Assurances–FORSEAD (ESA Paris), whose continuing HR training manager, Delphine Schneider, reported in May that no classes had been cancelled, thanks to virtual classrooms. For her, "it was imperative […], in

this time of anxiety and uncertainty, that their goal of pursuing their studies was not called into question".

In the many cases where changes had to be made urgently, creating a degree of apprehension within organisations, the picture is not as bleak as you might think. The changes have been greeted with relatively positive feedback. The circumstances have pushed companies to think about putting continuity plans in place. If further crises occur, most companies will now be better prepared. This will limit delays or cancellations of courses and projects.

- *(8) Source: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2019-11-08-performance-globale-rse.pdf*
- *(9) Sources: https://www.usine-digitale.fr/article/meme-apres-la-crise-les-francais-envisagent-de-reduire-leurs-deplacement-professionnels.N1022044*
- *(10) Ceux qui ont optés pour les outils de visioconférence ont observés une fatigue plus importante. Cet outil n'est pas adapté à usage prolongé. Source : https://www.lefigaro.fr/secteur/high-tech/zoom-fatigue-pourquoi-les-discussions-en-visioconference-sont-si-epuisantes-20200423*

b. Simplifying and optimising the training process

Adopting virtual classrooms is useful for companies that wish to simplify and improve their training processes. The market offers specialist solutions that centralise all the features trainers and learners may need. They are accessible following training, and sometimes the installation of client software. All that is required is:

- a computer with a webcam;
- a stable internet connection;
- headphones with a microphone to avoid echo;
- a modern, up-to-date web browser. This allows the use of the most recent technologies and best-performing solutions.

Virtual classrooms also simplify course organisation. Since no-one needs to travel and all that is needed is access to a computer, it is easier to find common ground regarding training dates. Courses can be divided up into multiple sessions where necessary.

This ease of organisation may even convince companies to increase the number of courses they offer every year. This is an excellent way of upgrading employees' skills, which is a crucial factor in ensuring a company has a successful long-term future. French HR departments estimate that 47%[11] of jobs are at risk of skills obsolescence within three years, due to the technological changes that are transforming people's roles. Training is an essential priority.

Finally, this format breathes new life into the world of training. This can be appreciated in a number of ways.

- **Improving resource accessibility to help participants learn better**

By using a virtual tool, trainers can easily record their lessons so that learners can access them later. This is very useful if they struggled with certain concepts during the training session itself.

- *(11) Source: https://info.cegos.fr/rs/675-BZO-542/images/Livre-blanc-cegos-transformation-competences-learning.pdf*

- **Varying the types of content provided**

Another opportunity offered by virtual classrooms is the chance to make training more attractive by using resources such as augmented reality, more images, demonstrations, interactive diagrams, tests etc.

- **Experimenting with blended learning**

Virtual classrooms also offer the possibility of experimenting with other teaching methods, such as blended learning. This involves combining online teaching with face-to-face sessions. In practice, blended learning can take a number of forms. Learners find themselves:

- Alternating between online training sessions and face-to-face sessions with the trainer. They can initially work on theoretical aspects online, and then attend face-to-face sessions for practical work, individual lessons or group classes in person.
- Taking a face-to-face course and then continuing with online learning to keep their new knowledge fresh.
- Taking a face-to-face course with additional content offered by the trainer online as they progress.

Blended learning increases motivation and encourages engagement. It provides the benefits of both face-to-face training – such as interactivity and spontaneity – and online learning, such as reduced costs.

- **Gamifying the training course**

Keeping learners' attention throughout the course is crucially important. To avoid losing the students' focus, it is in trainers' interests to emphasise interactivity, perhaps using the principles of gamification. This involves incorporating the mechanisms of games (narratives, saving progress, reward systems, "player" rankings etc.) and even using educational games and actual video games as part of the course. One example is the online world café, a game based on collective intelligence.

Capitalising on games has many advantages:

- stimulating engagement;
- maintaining attention;
- increasing motivation by making the learners active participants in the course;
- improving the assimilation of information, as the participants learn while having fun.

Naturally, there is no need to always develop (or commission) complex educational games for every course through a virtual classroom. Surveys, word clouds, quizzes – the basic tools provided by current virtual classroom solutions already offer interesting features, which just need to be explored and tested to make knowledge acquisition more entertaining.

Successful gamification is based heavily on carefully mapping the knowledge and skills the learners are supposed to acquire in advance. This work will guide the game design. The power of the chosen tool is also important. A low-tech tool with innovative ergonomics can still enable varied scenarios to be invented.

c. Adopting virtual classrooms and digitalisation, **strategic choices for the future**

The need to incorporate digital technology is becoming inescapable for companies, whether they are training centres or organisations that have their own in-house training departments, training strategies, course design, in-house trainers etc.

- **Digitalising training within companies: what are the consequences?**

Taking the digital route is a great opportunity for businesses to initiate a change that is both far-reaching and strategic for the future. First of all, growing use of digital training makes organisations more flexible and more agile. Knowledge can be transmitted and exchanged more easily within the company. This is particularly beneficial at companies spread across multiple sites.

Moving to digital training can also be the beginning of a more global digital transition. Some tools enabling training to be provided in virtual classrooms can also be coupled with Learning Management Systems (LMS). This is the case with Glowbl, for example, which is designed to integrate natively with LMS solutions. Companies can use it on a white-label basis, adapting it completely to their branding.

The digital shift will necessarily lead to new roles appearing in companies. Digital learning managers, educational engineers, community leaders, digital content designers and on-the-ground facilitators will be an integral part of the organisation required.

- **What about training companies?**

Training companies and organisations also have to face this challenge. They have a crucial role to play in supporting or encouraging companies to start their digital transition. This will include offering innovative formats and improving the user experience.

They are also key players in responding to the needs of a job market that is going digital, where new roles are emerging. Embracing digital will enable them to develop training offers more quickly and respond with greater agility when needs arise.

Training companies in France are also encouraged in this direction by the Professional Future law[12], which promotes digital development, and the personal training account system, which includes a right to distance learning. These programmes represent new business opportunities for training organisations.

Finally, taking hold of digital technology is a vital issue for training companies and organisations. Missing out on this opportunity could threaten an organisation's long-term future. It could continue to operate for a while during the period of the digital transition, but once digital technology is fully established and integrated, any delay in adopting it is likely to cause potential customers to be lost.

Society's expectations are high when it comes to distance learning, particularly among young executives (under 30). For 76%[13] of them, the option of working from home is a decisive factor in their choice of employer.

Good to know

According to a report[14] published by Dell and the Institute for the Future in 2017, 85% of the jobs that will exist in 2030 have not been invented yet. Added to this, the average lifetime of a skill is five years, according to the OECD. Tomorrow's workers, companies and training providers have every incentive to grasp the opportunity of digital training if they want to respond to this rapid social shift and stay relevant.

- (12) Source: https://travail-emploi.gouv.fr/demarches-ressources-documentaires/documentation-et-publica-tions-officielles/textes-et-circulaires/lois/article/loi-avenir-professionnel
- (13) Source: https://twitter.com/EdtechFrance/status/1343657645257994241
- (14) Source: Realizing 2030: A Divided Vision of the Future.

2.

How can you move from
face-to-face to
virtual classrooms?

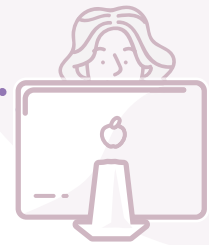**The transition to virtual classrooms is not necessarily easy** for companies or for training professionals.

With around 67,000[15] continuing professional training organisations (many of them small), the training sector is well-established in France. However, many organisations still use very traditional methods to pass on their knowledge – these constituted an additional hurdle during the first months of the Covid-19 crisis.
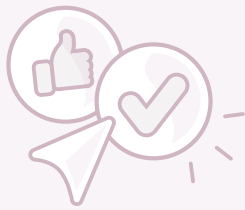
This is hardly surprising, since evolution takes time, not to mention human, financial and organisational investment. Mobilising all these elements is not easy, especially in small organisations... Yet the message from players in the sector is clear – ways have to be found to make the transition.

"Trainers need to take on the role of instructor, coach and facilitator, rather than just concentrating on theory," explains Ludovic Chisloup (Evocime), an e-learning specialist. *"Taking charge of a virtual class calls on presentation techniques and specific tools that require familiarity. The content needs to be attractive and dynamic."*[16]

There is work to be done on the learners' side, too, though quick acceptance seems to be easier to achieve here. The advantages of virtual classrooms will need to be promoted, and the change carefully managed, in order to carry trainers and learners along, convince them and secure their support.

- (15) Source: https://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2020/pap/pdf/jaunes/Jaune2020_formation_professionnelle.pdf
- (16) Source: https://www.ouest-france.fr/formation/formation-pro-et-continue-dopees-par-le-teletravail-les-formations-en-ligne-bousculent-les-habitudes-7054429

a. Adoption and acceptance by learners and trainers

- **Learners**

Convincing learners to adopt virtual classrooms is a task that should not raise any particular difficulties in theory. In fact, this has been confirmed by the coronavirus crisis. According to the Cegos 2020 European barometer, Transformation, Skills and Learning[17], 47% of employees in France (and 64% in Europe) have taken part in distance learning during the crisis or the lockdown. HR departments have chosen several learning solutions for these distance learning courses:

- virtual classrooms and webinars, mentioned by 63% of respondents;
- e-learning modules, mentioned by 55% of respondents;
- e-tutoring, mentioned by 18% of French HR departments.

97% of employees who took these courses found them satisfactory (compared with 95% across Europe). The report also shows that only 21% of French and European employees expressed any apprehension about the technology, while 55% of French HR departments and 50% of their European counterparts expected them to.

This adoption of digital learning with no real clashes in a time of crisis is not a surprise. Even in 2017, in a previous Cegos barometer, employees showed a degree of interest in digital learning. The advantages they quoted include:

- replacing paper learning materials with online materials;
- access to many more educational resources;
- the use of digital technology during the course.

- *(17) Source: https://info.cegos.fr/rs/675-BZO-542/images/Livre-blanc-cegos-transformation-competences-learning.pdf*

To finish the job and convince the last remaining late adopters, reviewing the advantages offered by virtual classrooms is the first step. Less travel, fewer time constraints, the option of reviewing material after the course – the most important thing is to be comprehensive about the advantages of distance learning and the ways it can fit into the company's daily life.

Adopting   this new mode also involves **giving learners the central priority**. Trainers must construct tailor-made courses, surveying needs in advance. This will focus the course on learners' needs and the subjects that interest them the most. This need for relevance is all the more topical in 2020. In its white paper *Les chiffres 2020 du digital learning* (2020 digital learning in figures), ISTF[18] shows that "taking a course covering professional problems" is the main motivation to start digital training. With an average of 24%, this factor far outstrips "obtaining a qualification" (14%) and "management involvement" (12%).

Placing the learner at the heart of the course may also mean varying working methods, such as adopting the "flipped classroom" approach. How does it work? Before the training day, the trainer provides resources about a particular concept, together with exercises. The learners then study the subject individually at their own pace, with no external stress. The training day itself is dedicated to checking what has been learned and taking this knowledge further through a variety of activities. **Learners are no longer passive recipients of knowledge, but active participants in the training, which often boosts their motivation and the effectiveness of retention.**

- *(18) Source: Les chiffres 2020du digital learning - Résultats et analyse d'une enquête réalisée auprès de 400 structures – ISTF (à télécharger)*

Focus on the
flipped classroom

The flipped classroom is a teaching method that emerged in school settings. It was driven by teachers wishing to diversify their educational approach in the 1980s, led by Eric Mazur, a physics professor at Harvard.

One of the best-known studies of the subject dates from 2007 and covers the flipped classrooms introduced by two chemistry teachers, Jonathan Bergmann and Aaron Sams. These teachers created videos for sick or absent pupils to help them follow their courses. They quickly realised that the videos were being watched by all the other pupils, and that they helped make the lessons more dynamic. This is how the concept of "***lecture at home, homework in class***", or flipped classrooms, emerged[19].

Later, in 2011, the publication of educational videos by maths teacher Salman Khan, viewed over a million times, created global enthusiasm and developed greater interest in alternative teaching techniques.

The flipped classroom has been copied at many schools across the world, but it has also found its way into the professional training sector. Philippe Gil, co-founder of the IL&DI consultancy firm, explained to RH Matin in 2019: "*Thanks to this approach, trainees can learn at their own pace, check what they have learned in advance and arrive in the training room with a uniform level of prior knowledge, making the practical work and active sessions more effective.*"[20]

- (19) Source: https://cdn.uclouvain.be/groups/cms-editors-lll/carnets/Classes_Inversees.pdf
- (20) Source: https://www.rhmatin.com/formation/digital-learning/formation-comment-reussir-une-classe-inversee.html

The last essential point for facilitating the transition to virtual classrooms is to give learners a chance to **discover the tool before the training day**. With Glowbl, for example, getting to know the system is very simple. The tool focuses on an experience that reproduces the conditions of a traditional classroom. With no need to install anything in advance, the learners enter the training room, follow a built-in tutorial and can then start networking with the other learners.

To secure their support, it is important to:

- involve them in the digitalisation project at an early stage, asking them about the features they need;
- choose a tool that allows them to prepare the training course in advance and respond to students' proactive learning;
- train them in the tool and let them gain familiarity with the virtual classroom.

Before getting into the training itself, it is useful to set up test training sessions with other trainers or a small group of learners. **The idea is to help the trainers gain in confidence and encourage them to try new ways of working and passing on their knowledge.**

- **Trainers**

The **transition is often more complex for trainers** than for learners, because the digital approach can sometimes disrupt years of experience. They need to learn, change their habits and evolve in the way they think about training.

b. Adapting your face-to-face presentation to the virtual classroom

A virtual classroom is not designed to be identical to face-to-face settings. It requires both form and duration to be adapted, and sequences to be reworked. In terms of format, **interactivity should be prioritised**. Brainstorming, subgroup exercises, role play and real-life situations are all avenues that can be explored and adopted. So no more Power-Point presentations of 150 slides with random transitions, videos, images, layout etc. Streamlining is the keyword, trying to vary content formats, tone, rhythm and functions used. It is also important to think about different ways of incorporating emotions into the learning experience.

But adapting existing courses or creating new ones is not always an easy task to grasp. It may be useful for training companies and companies with their own training centres to call on the services of consultants who specialise in adapting or creating educational content, such as course designers. Their contribution can be a lifeline until the training organisation or company training centre has the necessary skills in-house and/or the trainers are up-to-date in their knowledge. There are also growing numbers of courses dedicated to supporting trainers through this process, not to mention online resources.

In terms of time, choosing short sessions is advisable. In the school environment, France's education system recommends limiting sessions to no more than 90 minutes[21] for pupils. Virtual classrooms require a great deal of concentration, from learners and teachers alike. This time scale aims to limit cognitive overload.

In the professional training sector, too, experts agree on the need to avoid sessions running too long. Cegos, a key name in the French training sector, has this to say: "*we think a session should not exceed 90 minutes without a break, or three hours with breaks and working in subgroups.*"[22] In some cases, trainers could consider dividing the course into multiple sessions spread over several days.

- (21) Source: https://www.ac-paris.fr/portail/jcms/p1_2017830/classes-virtuelles-conseils-pratiques
- (22) Source: https://www.elearning-news.fr/2018/06/05/la-classe-virtuelle-une-modalite-de-digitalisation-de-la-formation-presentielle-et-une-alternative-au-e-learning/

c. Finding the right virtual classroom tool

*Thinking about the transition to virtual classrooms often leads **stakeholders to look at the tools they could use**. Several elements need to be taken into account.*

- **An infinite number of virtual classroom tools?**

Despite what you might think, there are not many tools that really specialise in virtual classrooms. The false impression that there are large numbers of tools on the market comes mainly from the fact that many organisations use video conferencing tools, which really are plentiful. They divert them from their primary use to provide training or carry out long work sessions.

But as millions of home-workers discovered during the first lockdown, staring at a screen for hours during long meetings or training sessions is mentally exhausting. The difficulty of focusing your gaze (video conferencing does not allow you to look the other participants in the eye), the efforts to overcome communication hurdles (sound problems, lag, loss of connection) and the impossibility of relying on the cues of non-verbal communication to adapt your responses are very tiring and have a negative impact on efficiency and attention. A real social phenomenon, the tiredness caused by video conferencing during the lockdown was even recognised

with a name: "Zoom fatigue", named after one of the most widely-used tools during the first lockdown.

With richer feature sets, virtual classroom tools such as BigBlueButton, Glowbl and Adobe Connect allow trainers to stimulate the brain in a variety of ways, rather than being limited to staring at a screen.

• Varying technical characteristics
As well as the distinction with traditional video conferencing tools, the choice of a tool needs to take several technical and regulatory aspects into account.

• Data security

The first priority is to distinguish between American and European tools. In general terms, European tools protect users' data much better than their American counterparts. The popular American tools to avoid include Zoom, which has caused several controversies due to repeated failures to protect the confidentiality of users' data. Leaked login details, ease of access to the admin settings of certain computers, addition of unwanted contacts, the possibility of joining meetings without being invited... the list of complaints is long.

Companies and training organisations thus need to pay particular attention to the choice of their virtual classroom solution. This is all the more important in that some courses, particularly companies' in-house courses, may contain very sensitive information. Among the European solutions, Glowbl pays very careful attention to users' data. Information is protected against external intrusion and hacking by encryption of the data exchanged.

• Access conditions

When it comes to ease of use, not all tools are created equal. Some require software to be installed, while others can be accessed online through a web browser. Glowbl belongs to the second category. There is nothing to download, and virtual classes can be accessed with one click.

• Human-focused features

Some virtual classroom tools offer large feature sets that are educationally useful, without neglecting the human aspect. This may include, for example, the option of personalising the virtual classroom for a more enjoyable experience. In the case of Glowbl, it also includes recreating a "physical" table in the virtual classroom.

Each participant can choose their seat, but also move "physically" around the classroom for one-to-one conversations or subgroup sessions by moving the bubble that represents them. Learners also have a group overview, enabling them to:

- see other participants reacting in real time;
- intervene by raising their hand;
- point things out with their finger;
- take notes collaboratively.

And to provide even more dynamism and improve the quality of the discussion during the course, trainers can evaluate their impact on the participants in real time with an engagement indicator. User-friendliness is the keyword, and everything possible is done to bring participants closer together and remove the barriers between them.
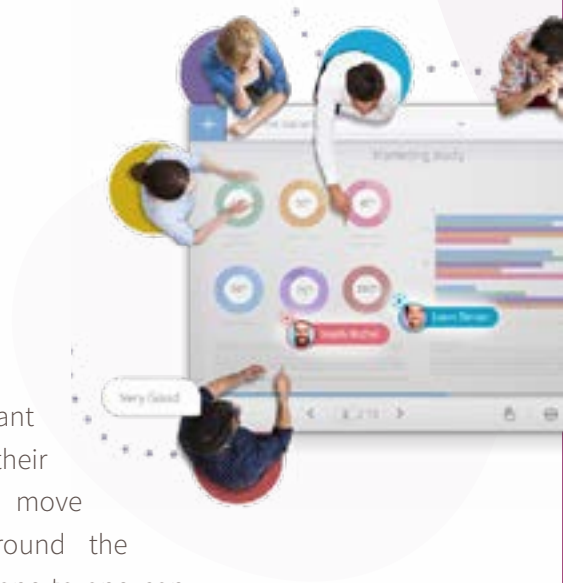
CONCLUSION

The virtual classroom is an educational tool that is becoming inescapable for both companies and training organisations, due to the many opportunities it offers. It brings a welcome breath of fresh air into the world of training by making the learning experience more fun, enriching and personalised. In practice, this is made possible by the wealth of possibilities offered by virtual classroom tools like Glowbl and the gradual adoption of new methods, such as gamification and blended learning.

The virtual classroom – and the digitalisation of the structures it often brings with it – also offers fantastic opportunities for the education sector as a whole. For training organisations, it opens the door to new sources of business and gives them a solid long-term future, as long as they invest the resources needed to develop their knowledge. For universities, virtual classrooms allow them to overcome geographical constraints, create group activities or set up work sessions outside normal working hours (for revision sessions, for example). For businesses, they promote a new level of agility and make knowledge transfer considerably easier.

More generally, virtual classrooms can help organisations interested in or already launching a CSR approach. The use of virtual classrooms helps to reduce a company's carbon footprint, cut its global spending and improve the comfort and well-being of everyone involved.

About

Glowbl is a French company founded in Lyon in 2011. It offers a SaaS solution for running virtual classrooms as naturally as in real life.

Thanks to its patented interface, it can reproduce the educational interactions and learning experience of a real face-to-face class, even remotely, ensuring stronger engagement and effectiveness.
Fully customisable and easy to integrate into

LMS, SSO and CRM tools on a white-label basis, Glowbl is already used by major corporations and universities in France.

A member of the EdTech sector, Glowbl is now recognised as a promising FrenchTech company and makes data security a priority (encrypted communications, data centres in Europe, GDPR compliance).

Interested in virtual classrooms?
Discover the solution Glowbl.