

**Instructor Development Course (IDC) for Web Conference Training (WCT) Facilitator Guide**

**420047**

FHWA-NHI--

September 2015

January 2011

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# Introduction

The Instructor Development Course (IDC) for Web Conference Training (WCT) is designed to teach instructors who have taken the IDC for Instructor-Led Training courses, how to effectively deliver interactive training through NHI’s web conferencing software, Adobe Connect. The IDC for WCT will give new and experienced instructors the knowledge and skills needed to deliver more effective online training.

# Course Learning Outcomes

Upon completion of the course, participants will be able to:

* Explain Distance Learning and the purpose of Web Conference Training (WCT).
* Identify the NHI Instructor's role in the training.
* Identify the main features and tools available for WCT.
* Demonstrate effective content delivery skills for a WCT course.

# Course Content

*IDC for WCT* is organized into five lessons (four live, web conference training courses and one self-paced, web-based training course), along with some reading assignments:

* Course Introduction *(live WCT)*
* Lesson 1 – How to Use Adobe Connect *(self-paced WBT between live sessions)*
* Assignment: Post questions in the intersession chat pod
* Lesson 2 – Introduction to Distance Learning *(live WCT)*
* Lesson 3 – Effective WCT Instruction *(live WCT)*
* Lesson 4 – Preparing for WCT Course Delivery *(live WCT)*
* Lesson 5 – Teach Backs *(live WCT)*
* Course Evaluation

At the end of the course, participants perform teach backs to show their understanding of how to deliver a course via WCT.

# Target Audience

This course is intended for instructors who will develop and/or deliver interactive training to adult learners through web conferencing.

Prior to taking this course, these individuals should be able to:

* Deliver training through a traditional classroom setting.

# About This Guide

This Facilitator Guide was developed to assist facilitators in leading course presentations and managing communication with NHI and participants. The Facilitator Guide mirrors the information presented in the Participant Workbook but includes more detail on instruction and specific information about presentation of the material and facilitation of exercises.

The Guide includes the following information for each lesson:

* Purpose
* Learning outcomes
* Background information on each topic in the form of a script
* Layouts and pods used
* Instructions for preparation before each session
* Time allocation
* Practice exercises
* Review of learning outcomes
* Thumbnails of all PowerPoint slides used in the course presentation

# Course Schedule and Agenda

The course schedule alternates between self-directed assignments and live Web Conference Training (WCT) sessions. The overall training is the equivalent of 8 hours of instruction. Independent lesson assignments require an additional 2-3 hours to complete.

The *IDC for WCT* web conferences are conducted in five days over a three-week time frame. The recommended schedule below provides the approximate time for each lesson. The total running time for each session is 120 minutes. The actual times for individual lessons may vary slightly.

|  |  |  |  |
| --- | --- | --- | --- |
| **SESSION 1 – Live Web Conference** | | | **Estimated Times** |
|  | Course Introduction | | 30 min |
|  | | | |
| **Independent Assignment – Self-Paced Web-Based Training (WBT)** | | | |
|  | Lesson 1 – How to Use Adobe Connect | | 60 min |
| Intersession Chat Pod Questions | |  |
|  | | | |
| **SESSION 2 – Live Web Conference** | | | |
|  | Lesson 2 – Introduction to Distance Learning | | 120 min |
|  | | | |
| **SESSION 3 – Live Web Conference** | | | |
|  | | Lesson 3 – Effective Instruction | 120 min |
| **Session 4 – Live Web Conference** | | | |
|  | | Lesson 4 – Preparing to Deliver a WCT Course | 120 min |
|  | | | |
| **Session 5 – Live Web Conference** | | | |
|  | | Lesson 5 – Teach Backs | 120 min |
| **Course Wrap Up** | | | |
|  | | Peer Evaluations | 5-7 min each |
|  | | Course Evaluation | 5 min |

# Course Administration

## Pre-Course Activities

Preparations for the course delivery begin before the first web conference lesson.

The course host, and/or instructor should set up a web conference meeting room using the layouts and pods prescribed by the course design and upload participant materials to the meeting room.

The NHI Training Team has set up a curriculum in the Adobe Connect online learning system to track participant participation and completion.

All participants enroll in the course via the NHI website. Upon registering, participants receive a confirmation e-mail that indicates how to access the FHWA online learning system where first-time users set up a login and password. After logging in to the online learning system, participants receive an e-mail with the link to the course curriculum page (i.e., a listing of the lessons for the course in which they enrolled). Participants receive information on how to access the first web conference. In this communication, participants are also instructed to check their computers to ensure they are able to access the online learning environment (i.e., have the Flash player installed on their computers).

Because NHI is committed to making all training programs accessible to all participants, the NHI Training Team may coordinate with participants’ employers to ensure that they have the adaptive equipment they might need to fully participate in this course. The NHI Training Team notifies the web conference facilitator if learners with special needs have enrolled.

## Instructor Software and Equipment

The “live” WCT lessons are delivered via Adobe Connect Professional, FHWA’s web conferencing system. The facilitator uses the web conferencing software in a manner similar to a classroom, although he or she can only be heard, not seen (unless he or she uses a web camera). During the live presentation, the facilitator can display visual aids such as PowerPoint slides, interact with participants via the Chat or Phone pods, and use a white board to write notes that pertain to the material being presented.

The Facilitator is responsible for running the Adobe Connect meeting room during the live WCT portion of the training. Microsoft PowerPoint presentations are uploaded to the Adobe Connect meeting room by NHI training staff. The facilitator connects to Adobe Connect through an Internet connection and a separate telephone connection for the audio portion.

## Participant Software and Equipment Requirements

To participate in this course, each participant must have his/her own computer/keyboard, telephone, and Internet connection (and adaptive equipment, if needed). In addition, a current version of Adobe Flash player must be installed on each participant’s computer. A group of learners may not share one computer/keyboard or one phone line because this greatly limits the participants’ ability to interact with the facilitator, with the other learners, and with the web conferencing tools.

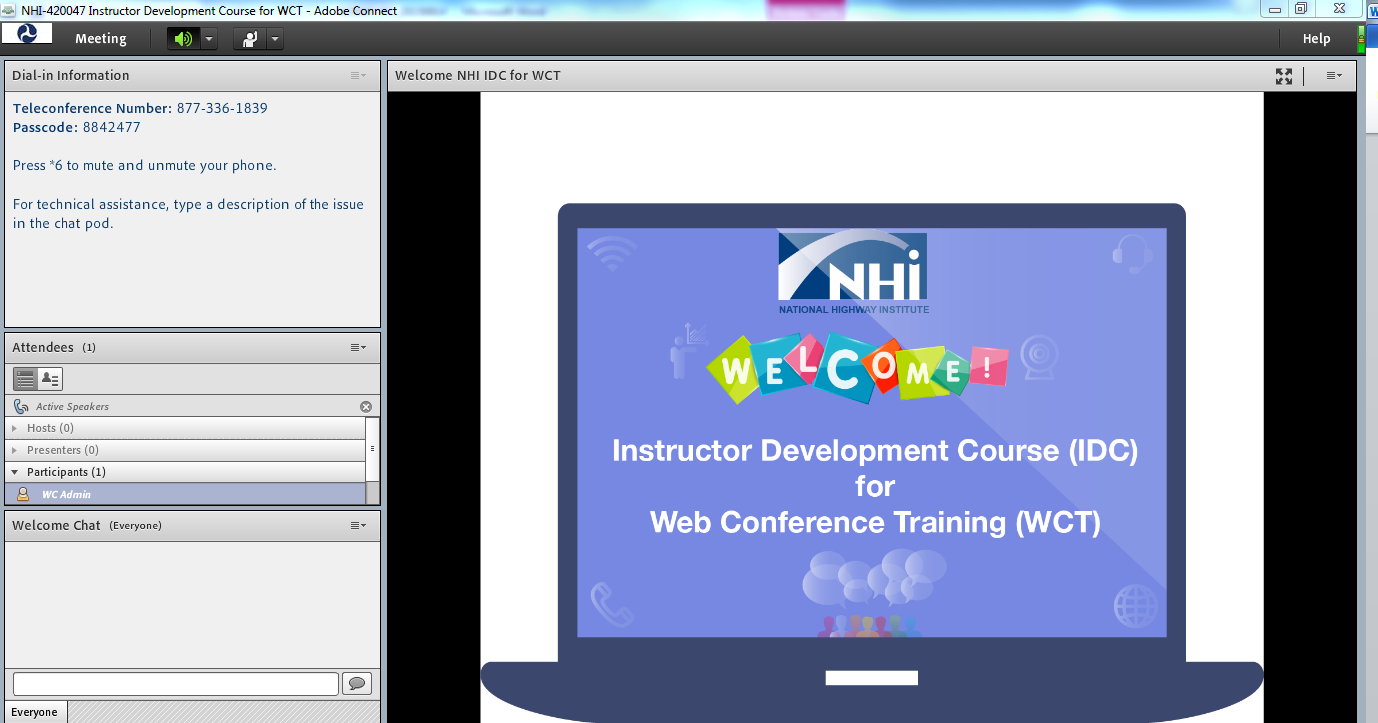
## Adobe Connect Meeting Room

In the meeting room, the facilitator and participants will find the following layouts:

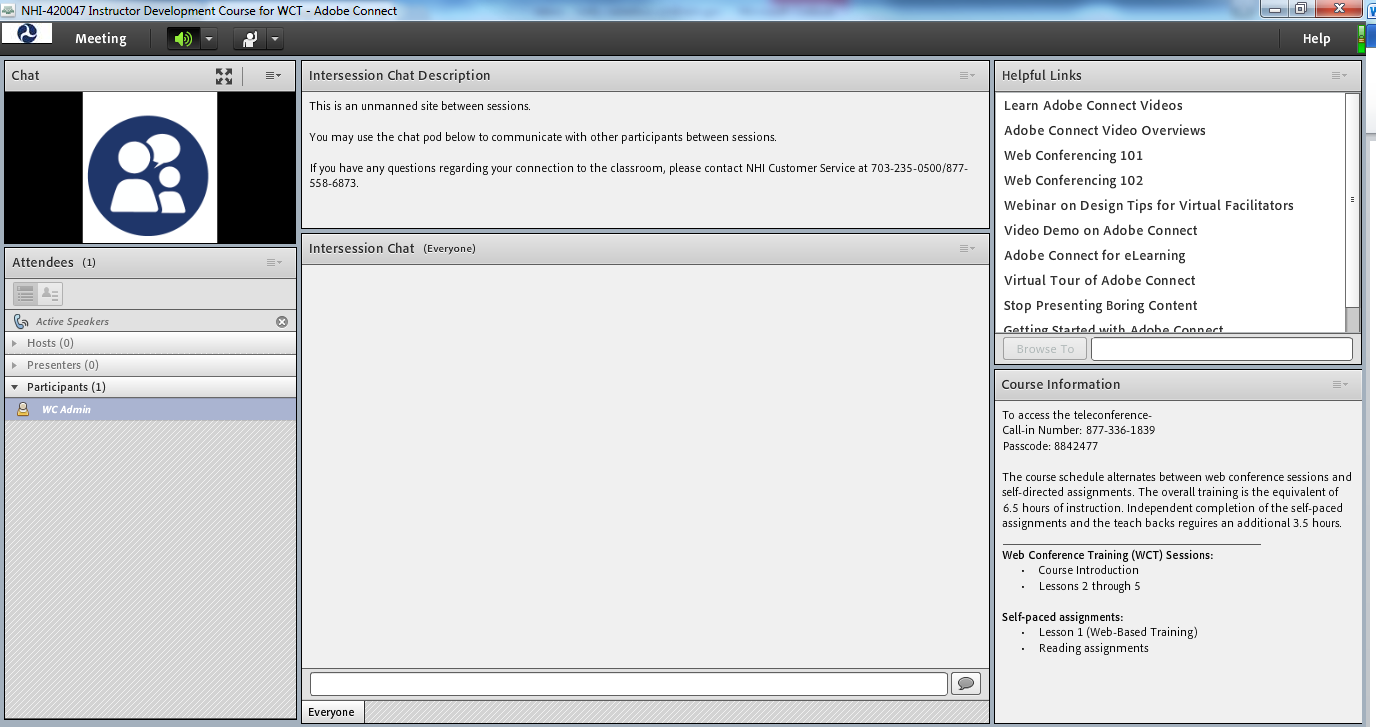
* Welcome Lobby layout – this layout houses all of the administrative items associated with the course (e.g., File Share pods for downloadable files such as the Participant Workbook). This layout should be displayed thirty minutes before each session of the course.
* Intersession Chat – this layout should be displayed between each session of the course.
* Lessons – this layout is used to share the slides for each module, as well as to keep track of attendees and facilitate ongoing chat discussions.

A representation of each layout used in this course is provided on the following pages.

**Figure 1 - Sample Lobby Layout**



**Figure 2 – Sample Intersession Chat Layout**



**Figure 3 – Sample Lesson Layout**

**Figure 4 – Sample Lesson Layout**

## 

## Course Evaluation

NHI collects evaluation data at Kirkpatrick’s Level 1 and Level 2. Data are collected in an online format for this course.

* The exam for this course will be teach backs in which participants are evaluated on course delivery by the instructor and their peers.
* Upon finishing the teach backs, participants will go back to My Training Page and complete the evaluation within one week of the last session.
* Once they complete the evaluation, they will have the option to print/download their certificate.

## Course Certificates

Participants access a downloadable certificate from their “My Training” page on the NHI website upon successful completion of the exam and complete the evaluation.

## Updates to the Course Material

While a good deal of effort has gone into the development of this training course, it is inevitable that both facilitators and participants may find errors, omissions or other issues that need to be addressed. Please encourage the participants to bring to your attention any problems they experience with the course. You, the facilitator, should communicate any problems that are identified to the NHI Training Program Manager. Updates can be made in subsequent versions of the course materials.

## About Facilitating a WCT Session

Over the years, a number of observations have been made about the successful presentation of an NHI course delivered via WCT. While this information may be familiar to the course facilitators, it is repeated here.

1. More is required of the participant in an online learning environment. The participant must become an active learner and take responsibility for his/her own learning. As a facilitator, your role also changes. Your primary role is to provide encouragement as well as answer questions. One of the hardest parts of teaching adults in an online environment (some of whom have not previously participated in online learning), is maintaining their attention. Short and concise lessons with targeted interactions can help maintain a high level of interest and attentiveness.
2. If you believe participants are not following or interacting with the content as designed, modify the pace and interactivity of the instruction.
3. In an online learning environment, the only indication you are connecting with your participants is by the responses you are getting. Be sure you are giving participants ample opportunity to express their views, share their knowledge and ask questions.
4. Refer to the Facilitator Guide and rely on the script, *as long as you sound natural*. Rehearse the script several times so that you can paraphrase it in a natural way. DO NOT read the script verbatim. To the degree the schedule allows, try to add information that supports or highlights the points being made in the slide (e.g., add examples from your own experience).
5. Don’t be afraid to admit what you don’t know. There may be several questions for which you don’t immediately know the answer. Ask the co-facilitator; see if anyone in the group has an idea; or suggest that you’ll do some research offline and get back to the group with the answer. The worst possible approach is to try to hide your ignorance with an incorrect answer, as it will have the opposite effect.
6. Encourage participation. This can be accomplished by asking questions and by having the participants interact as directed. The proper use and monitoring of the chat feature encourages and engages the participants. The NHI recommendation is that chat be allowed and turned on. When a chat message is sent to all participants, it may help uncover areas of misunderstanding and prompt questions for additional learning opportunities.
7. Encourage participants to speak in turn. As the audio is coming from a teleconference line, common telephone courtesy should prevail. Participants should mute their telephone lines when not speaking.
8. Encourage participants to follow along in the Participant Workbook. As part of your preparation, become familiar with what is in the workbook and refer to it whenever directed by the Facilitator Guide.
9. At the end of a lesson, ask the participants what they remember. Let them summarize the major instructional points, if time permits.
10. Keep the atmosphere informal so that the participants are comfortable asking questions, participating in activities and sharing their knowledge or concerns.

# Training Course Checklist

## Two Weeks Prior to the Training Event

|  |  |
| --- | --- |
| **TASK** | **DONE** |
| 1. Access your Adobe Connect meeting room. |  |
| 1. Become familiar with the layout as prescribed by the Facilitator Guide. |  |
| 1. Read the Facilitator Guide; then read it again. |  |
| 1. Familiarize yourself with the Participant Workbook. |  |
| 1. Rehearse your presentation in the virtual classroom |  |
| 1. Practice each activity including poll questions, note taking, whiteboards, etc. |  |

## One Week in Advance, Minimally

|  |  |
| --- | --- |
| **TASK** | **DONE** |
| 1. Access the course Adobe Connect meeting room. |  |
| 1. Practice conducting the lessons/modules as prescribed by the Facilitator Guide. |  |
| 1. Coordinate with NHI any participants needing special accommodation. |  |
| 1. If applicable, contact host agency program lead for specific information about the agency. |  |

**At Least Three Days in Advance, Minimally**

|  |  |
| --- | --- |
| **Task** | **Done** |
| 1. Conduct a final check of the roster of learners, identify last minute registrants. |  |
| 1. Introduce yourself via email and provide the course schedule to all participants. |  |
| 1. Coordinate recording with the NHI (if needed) |  |

## Twenty-four Hours in Advance, Minimally

|  |  |
| --- | --- |
| **TASK** | **DONE** |
| 1. Ensure that all pods you will need to deliver the WCT course have been set up in the assigned meeting room. |  |
| 1. Update the course schedule in the Course Information slide deck; upload the Course Information slide deck to the meeting room. |  |
| 1. Ensure that the slides for all the lessons are accurate and uploaded to the meeting room. Note: you will need to update the schedule at the end of each slide deck. |  |
| 1. Ensure that all items you want to share are either uploaded or ready to share from your desktop. |  |
| 1. Clear every poll; ensure the Broadcast option is not checked. |  |
| 1. Erase all screen highlights that may have been added during a dry run or a previous lesson. |  |
| 1. Test all web links. |  |
| 1. Make sure you have the correct teleconference number and pass code; post in a Notes Pod. |  |
| 1. Make sure you give participants instructions to complete evaluation by going back to NHI “My Training” page. |  |
| 1. Check in with the course host for any last-minute instructions or changes. |  |

**At Least 30 Minutes before the Event**

|  |  |
| --- | --- |
| 1. Find a quiet place with limited distractions. |  |
| 1. Advertise you are in a webinar to avoid interruptions. |  |

## During the Training Event

|  |  |
| --- | --- |
| **TASK** | **DONE** |
| 1. Log in to the meeting room using your Adobe User ID and password. |  |
| 1. Dial in to the teleconference early (at least 15 minutes prior to start time). Give yourself plenty of time to get organized. |  |
| 1. Demonstrate desktop sharing and whiteboard drawing if participants are to use those features. |  |
| 1. Start on time and stay on track. Always start on time, even if only one participant is in the room. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents, and back to the lesson. |  |
| 1. Review and provide meaningful feedback to participants. 2. Be available for questions for a few minutes after the session ends. |  |
| 1. At the beginning of each lesson, review the learning outcomes. Make sure participants are fully aware of the topics to be addressed in the lesson. Then, at the end of each lesson, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met. |  |

## Two Weeks after the Training Event

|  |  |
| --- | --- |
| **TASK** | **DONE** |
| 1. Request from NHI a copy of the course evaluation data |  |
| 1. Review data and discuss results with the Training Program Manager. |  |
| 1. Share lessons learned with NHI. |  |
| 1. Document any concerns so the course can be appropriately updated. |  |
| 1. Send an e-mail to course participants to thank them for their participation and feedback. |  |

## Sample Pre-Event E-Mail to Participants

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **From:** {Facilitator Name}  **Sent:** {Date} **To:** {Participants’ E-Mail Addresses} **Subject:** {Course Title}  Hello,  I’m looking forward to working with you on the IDC for WCT that begins {day, mm/dd/yy}.  My name is {your name} and I’ll be your facilitator.  {Short description of relevant experience.}  Currently, I am {position} at {organization.} I look forward to facilitating this course and working with you.  My Host for the week will be {Host Name} of {Organization Name}.  {Short description of relevant experience.}  The course schedule is shown below.   |  |  | | --- | --- | | **Course Schedule** | | | **Day and Time** | **Event** | | Tues, 10:00 AM |  | | Prior to Thursday, 10:00 AM |  | | Thursday, 10:00 AM |  |   Again, I look forward to working with you.  Thanks,  {Facilitator Name}  {Facilitator Title}  {Facilitator Organization}  {Facilitator Office Number}  {Facilitator Mobile Number}  {Facilitator E-Mail Address} |

# WCT Facilitator Icons

The following table shows the icons used in the Facilitator Guide. The links are to tutorials on how to use the feature. These icons also appear on the slides as a cue to the facilitator and learners.

| **Icon** | **Pod Name** | **Typical Use** |
| --- | --- | --- |
|  | Camera and Voice | * Display photo or video image of presenter |
|  | Attendee Pod | * Check for understanding or agreement * Survey participants * Solicit feedback on facilitation of meeting |
|  | Chat Pod | Ask/answer open-ended question(s)  * Post hyperlinks to Web sites * Provide further info to select attendees * Encourage attendees to share ideas with each other * E-mail contents of the pod |
|  | Note Pod | Capture discussion points  * Provide a way for small groups to document their results * E-mail contents of the pod |
|  | Share Pod | * Demonstrate software * Share a view of your computer files * Allow another attendee to access your computer * Collaborate on a document * Navigate through a website   <http://fhwa.adobeconnect.com/viewshare> |
|  | Whiteboard Tool | Edit illustrations, such as diagrams, charts, documents, maps, photographs  * Record participant responses * Create visual examples   <http://fhwa.adobeconnect.com/whiteboard> |
|  | Poll Pod | Ask multiple choice questions with one, or more, correct answer(s)  * Gather opinions (i.e., conduct a survey) * Prioritize a list of text items |
|  | Web Share Pod | * Share new content or resources * Instruct participants to search for information |
|  | File Share Pod | Share documents in formats that cannot be displayed in a Share pod (e.g., Word, .pdf, Excel, zip)Post Participant Guide, pre- and post-assignments, agendas, and resource materials <http://fhwa.adobeconnect.com/fileshare> |
|  | Phone | * Facilitate introductions * Ask/answer verbal question(s) * Explain new ideas, concepts, methods * Encourage learners to answer each other’s questions |
|  | Demo (via Share Pod) | Demonstrate a software application  * Show the process for a task |

# SESSION 1

## Pre-conference

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
|  | **Preparation**  Prepare the Welcome Lobby layout that includes:   * Course Name and countdown to start of course. * Contact phone number. * Support information.   **Activities:**  Approximately 10 and 5 minutes before the session start time announce yourself and let participants know that you will begin at {time}. Ask if anyone needs assistance. |  |

# Course Introduction

|  |
| --- |
| This lesson introduces the course, reviews the basics of WCT, and presents the course goals and learning outcomes.    **Learning Outcomes**  After completing this course introduction, participants will be able to:   * State the course goals and outcomes. * Explain the course structure and agenda. |

## Course Introduction

|  |  |  |  |
| --- | --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** | |
| Share Pod icon  **SHARE POD** | Course Introduction-Slide 1 (Cover Slide)  **Activities**  Introduce yourself, your co-facilitator and host as appropriate. | | Welcome to the **Instructor Development Course (IDC) for Web Conference Training (WCT)**. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I’ll be your facilitator for today.  My co-facilitator is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This first web conference session will last about 30 minutes.  Please note that the Participant Workbook contains many of the slides from the course and other information you will need to refer to during the course. Use your workbook to take notes during the course. |

## Course Materials

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 2  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide2.JPG  **Activities**  Verify that participants have their Participant Workbook.  **Presenter/Instructor Notes:**   * **Go over the Participant Workbook that is available for download from the Course Resources pod.** * **Confirm that everyone is able to download/receive the participant workbook.** * **Use private message if necessary, to help students’ access Participant Workbook.**   ***Host Notes:***   * ***Show participants how to download workbook.*** |  |

## Course Introduction Agenda

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 3  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide3.JPG  Presenter/Instructor Notes:   * Review the Agenda. * Make introductions (next slide). * Encourage participants to network and exchange contact information to share WCT ideas, strategies, and tips you learn while teaching a WCT course.   *Host Notes:* |  |

## Introductions

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 4  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide4.JPG  Presenter/Instructor Notes:   * Go down the Attendee List and have participants introduce themselves by stating their name and agency and make a brief summary of their experience as an instructor and their expectations. * Identify where they are located in the U.S. * Promote participants as presenters so that they can identify their location during introductions. * Review the expectations and that the list will be referenced throughout the training. (Read from the Note Pod)   *Host Notes:*   * *Promote learners – temporarily – to PRESENTER status so that they have access to the Whiteboard Overlay Tools.* * *(Type student expectations to a notes pod. Document what learners are hoping to get out of the course in a note pod to be referenced throughout the course).* * *Show participants how to choose a star shape. (Please click on the rectangle shape and select the star shape. Choose a color to your liking).* |  |

## Course Learning Outcomes

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 5  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide5.JPG  Presenter/Instructor Notes:   * Lesson 1 is the only WBT in the course followed by four live WCTs. * The schedule has been designed to cover the basics. * Each of you should have completed the first lesson, “How to Use Adobe Connect,” prior to participating in this WCT Course.   *Host Notes:* |  |

## Web Conference Training Overview

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 6  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide6.JPG  Presenter/Instructor Notes:  By the end of this course, our expectation is that you will be able to:   * Explain Distance Learning and the purpose of Web Conference Training (WCT) * Identify and understand the WCT Instructor’s role in the training * Identify the main features and tools available * Demonstrate effective content delivery skills * In addition to the Course Outcomes, each of the five lessons have their own outcomes.   *Host Notes:* |  |

## Why WCTs?

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 7  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide7.JPG  Presenter/Instructor Notes:   * This lesson explains how to use the features available in Adobe Connect using demonstrations.   *Host Notes:* |  |

## Course Overview

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 8  C:\Users\Katherine\Documents\Lesson One_NHI WBT Distance Learning_How to Use Adobe Connect_Final bpp_9.18.2015\Slide8.JPG  Presenter/Instructor Notes:  Read Slide:   * Upon completion of this lesson, you will be able to: * Explain how each feature available in Adobe Connect can be used in a Web Conference Training; and * List ways to engage participants during a WCT using the Tools available in Adobe Connect.   *Host Notes:* |  |

# SESSION 2

# Lesson 2:Introduction to Distance Learning

|  |
| --- |
| This lesson focuses on the basic uses of the IHSDM tool and how it fits into development-level decision-making regarding highway safety.    **Learning Outcomes**  After completing this lesson, participants will be able to:   * Define the different types of distance learning * List the advantages of and differences between Web-Based and Web Conference Training * Identify the roles, responsibilities and characteristics of effective WCT Instructors, Hosts and Participants * Describe Success |

## Introduction

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015\Slide1.JPGSlide 1, Cover Slide  ***Layout for 10 minutes prior to course start: Introduction to Distance Learning***  **Presenter/Instructor Notes:**   * This lesson will present the tangible and intangible tools you will need to develop the necessary skill set, to become strong and effective WCT Instructors. * Inform Participants that they will be using many of the features that they were introduced to in Adobe Connect WBT;   ***Host Notes:***   * *Participants can access the Raised Hand function In the Attendee pod.* |  |

## Lesson One – Adobe Connect Review

|  |  |  |
| --- | --- | --- |
| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **RAISED HAND FUNCTION** | Slide 2  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide2.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Address any comments/questions/concerns from Lesson One and discuss Adobe Connect Features.   + What those features are,   + How to use the feature,   + Participants will demonstrate use of the feature throughout the course of Lesson Two.   + The course is interactive, so have Participants use the “Raise Hand” function covered in Lesson One: How to Use Adobe Connect.   ***Host Notes:***   * *Participants can access the Raised Hand function In the Attendee Pod.* |  |

## Learning Outcomes

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **RAISED HAND FUNCTION** | Slide 3  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide3.JPG   * **Engagement Activity:**Conduct a review of the Pods.   + Ask each Participant to create a list of pods that they remember from Adobe Connect WBT and define the function of that pod.   + Have Participants share their list verbally by means of the raised hand function.   ***Host Notes:***   * *Allow Participants opportunity to create and share their lists before advancing to next slide.* | **Presenter/Instructor Notes:**   * Read the Learning Outcomes |

## Agenda

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| **Interaction** | **Slide and Instructions** | **Script** | |
| Share Pod icon  **SHARE POD** | Slide 4  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide4.JPG   * **Engagement Activity:** Encourage participants to network and exchange contact information to share WCT ideas, strategies and tips they have learned while conducting Web Conference Training. | | **Presenter/Instructor Notes:**   * **Review the Agenda** |

## WCT Overview and Experiences

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| **Interaction** | **Slide and Instructions** | **Script** |
| **Whiteboard** | **Slide 5**  **C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide5.JPG**  **Presenter/Instructor Notes:**   * **Engagement Activity:** Have Participants share opinions of WCT based on their experience. * If nobody volunteers, call on a Participant, i.e.   + What is your general opinion of WCT?   + Based on your experience with web conferences, what have you liked?   + What have you disliked?   ***Key Message***  WCT Characteristics:   * + Participants join the training session from different locations at the same time   + WCT Courses may include a series of Web conferences held on days in sequence or with a break in between sessions.   ***Host Notes:***   * *Capture Participants comments on the Whiteboard.* |  |

## Topic One: Distance Learning

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 6  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide6.JPG  **Presenter/Instructor Notes:**   * Topic One – Distance Learning * WCT uses what is known as a blended approach to training.  What is Distance Learning? * Adobe Connect is Web Based Training (WBT).  Combining WCT and WBT within the same course is considered blended learning.   ***Host Notes:*** |  |

## Asynchronous e-Learning

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| **Interaction** | **Slide and Instructions** | **Script** |
| **CHAT POD** | Slide 7  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide7.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:**Get a volunteer to define asynchronous technology.   + Based on the examples in the slide, have Participants enter their ideas in the Chat Pod.   ***Key Message***   * Distance Learning encourages self-directed/self-initiated learning and places the responsibility of learning with the Participant/Student. Can appeal to all learning styles, circumstances, needs and demands * There are two specific technologies for e-earning:  Asynchronous and Synchronous. * Definition:  Asynchronous technology is a method of online delivery where participants access course materials on their own schedule. Participants are not required to be together at the same time. * Note:  *How to open and use Chat Pod:  The Chat Pod is generally located in the bottom left corner of the Adobe meeting room. Type your comment or question in the thin white bar at the bottom of the pod. Select recipient in the drop-down menu and post your comment by clicking the Enter Key on your keyboard or by clicking the arrow button to the right of the text field.* |  |

## Advantages of Asynchronous e-Learning (WBT)

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| **Interaction** | **Slide and Instructions** | | **Script** |
| Share Pod icon  **SHARE POD** | Slide 8  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide8.JPG  **Presenter/Instructor Notes:**   * What are some advantages of Web Based Training? * **Engagement Activity:** How did Participants overcome disadvantages of not being able to interact with others or ask questions in real time while doing WBT?   ***Key Message***  **Advantages of Web Based Training (WBT)**   * + Course is available 24/7 (on demand)   + Delivery cost can be lower   + No travel required for participants   + Participant can refer back to course materials at any time and revisit material   + Participants are in control of when they learn and at what pace   + No instructor required   ***Host Notes:***   * *Type Participants list of advantages and disadvantages in Notes Pod.  (to be included in meeting room layout.)* |  | |
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## Synchronous e-Learning

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| **Interaction** | **Slide and Instructions** | **Script** |
| **CHAT POD** | Slide 9  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide9.JPG  **Presenter/Instructor Notes:**   * Explain graphics on the slide as synchronous e-Learning. * **Engagement Activity:** Ask for a volunteer to define synchronous technology using the Chat Pod. If no one volunteers, share definition:   ***Key Message***   * + Synchronous e-learning is a method of online delivery where all participants are “present” at the same time, requiring organization and adherence to a set timetable.   ***Host Notes:***   * *Allow time for volunteer to share definition.* |  |

## Advantages of WCT

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| **Interaction** | **Slide and Instructions** | **Script** |
| **WHITEBOARD** | Slide 10  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide10.JPG  **Presenter/Instructor Notes:**   * Discuss Case Study. * **Engagement Activity:** Discuss advantages of WCT. Discuss challenges experienced when Instructor and/or Participant are not comfortable with WCT, the delivery format and available tools. How would they overcome these challenges? (Use Whiteboard feature to document answers) * Transition to discussing how WCT and WBT can be combined to create a blended learning approach which also has many advantages *(addressed on the next slide)*   ***Key Message -*** Case Study:   * "IBM saved $200 million as early as 1999, providing five times the learning at one-third the cost of their previous methods. Also, using a blend of WBT (80 percent) and classroom instruction (20 percent), Ernst and Young reduced training costs by 35 percent while improving consistency and scalability.  Many other success stories exist."   **Advantages of WCT**   * + Live Instructor Delivery   + Participants work with a content expert and can get questions answered   + No travel is required (save money)   + Save money on instructor salaries and overhead associated with a physical learning facility.   + Lack of overhead cost, such as classrooms   + Easy logistics — all you need are good communications (an internet connection and phone/audio are required)   + Tools allow for breakout groups, interactive presentations, and engaging activities   + WCT can be more affordable/possible because students can fit study around work (reach people otherwise unable to benefit)   ***Host Notes:***Use Whiteboard feature to document answers. |  |

## Advantages of Blended Learning

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| **Interaction** | **Slide and Instructions** | **Script** |
| CHAT **POD** | Slide 11  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide11.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Have Participants share additional benefits of blended training via the Chat Pod.   ***Key Message***   * If the Blended Course includes a WBT portion, the participant may have a few weeks to complete, which offers more flexibility and can easily fit into a variety of schedules. * Blended Courses provide an opportunity to focus on a variety of learning methods (e.g., video, audio and visually enhanced presentations). Since learners are not dependent on one source of information, if face-to-face sessions are missed learners can find that information elsewhere which encourages self-paced learning and increases knowledge retention. * Can make learning more fun through the usage of different and more interactive material * Reporting allows for a graphical representation of information found within the LMS. It’s also a good way to have a quick overview of what learners are doing, how far they’ve progressed, how they score in different kinds of testing methods, amongst others features.   ***Host Notes:***   * *Capture additional benefits of blended learning from participants in Chat Pod.* |  |

Break Time-Slide 12

## Funny Take on Virtual Meetings

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| **Interaction** | **Slide and Instructions** | **Script** |
| **SHARE POD** | Slide 13  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide13.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:**  Play mp4 of video in the video layout.  During the video playtime and a few minutes after, ask for comments on the video using the Chat Pod. *(i.e. Communication Issues, Funny Webinar Stories, Nightmare Webinar Stories)* Take a few minutes while the video is playing and a few minutes after to discuss over the phone. |  |

## Topic Two: Roles and Responsibilities

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 14  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide14.JPG  **Presenter/Instructor Notes:**   * This portion of the lesson will cover roles and responsibilities for the Instructor, Host and Participants in WCT. |  |

## Instructor Roles and Responsibilities

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 15  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide15.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Ask participants what they think their role and responsibilities are as an Instructor. Share their thoughts via the Share Pod.   ***Key Message***  Instructors can effectively support the Distance Learner in the following ways:   * An effective Instructor will facilitate healthy debate from a distance, respect a variety of viewpoints and disseminate information promptly. * Guide participants from an awareness of distance learning techniques, to adapting and applying such techniques in their own professional work environment. * Instructors will manage various learning strategies, while offering support, assistance and counsel to participants * Instructors will depart from the traditional straight classroom instruction style   Incorporate a different approach to instruction in terms of:   * + Course Delivery and   + Communication |  |

## Success Factors of a WCT Instructor

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| **Interaction** | **Slide and Instructions** | **Script** |
| **WHITEBOARD** | Slide 16  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide16.JPG  **Presenter/Instructor Notes:**   * Discuss technical difficulties and time management in Web Conference Training * **Engagement Activity:**  Ask Participants to think of technical difficulties they have encountered in the past.  Have Participants use the Whiteboard feature to share the technical difficulties.   ***Key Message***  A WCT Instructor should have the following characteristics:   * Ability to deal with and work through technical difficulties * Admin support and a good design and production staff * Proper preparation of teaching materials * Facilitate and encourage participant by use of questions and a variety of other techniques. * Test software prior to course onset * Maintain regular contact with all participants * Manage communication and technical difficulties   *Note: Directions for using this feature:  Under the Share Pod; select Share White board. The white board drawing tools are displayed on the top of the share pod. These are basic, familiar drawing and shaping tools. You may use your cursor to select the tool you wish to use before drawing on the Whiteboard.*  ***Host Notes:****Grant Participants permission to draw on the Whiteboard.* |  |

## Host Roles and Responsibilities

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 17  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide17.JPG  **Presenter/Instructor Notes:**   * Describe WCTs at NHI, there is typically an Instructor (who needs facilitation skills), a Host and a Participant. * The Instructor does most of the facilitating and is expected to follow the “Host/Facilitator Guide.” * The Host is in the background bringing in pods, changing layouts, answering technical questions, etc.   ***Key Message***  There are seven competencies that a Host is expected to have:   * Become familiar with the Instructor Guide and Host/Facilitator Guide * Participate in a dry run * Make sure pods are cleared out and the room is ready to go the day of the session * Dial into the conference line as the host *(with host passcode)* * Introduce the course and the Instructor * Respond to any technical questions |  |

## Delivery Tools

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 18  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide18.JPG  **Presenter/Instructor Notes:**   * NHI works with FHWA’s Web Conferencing Team to get you a dedicated username and password, a meeting room URL and a teleconference number. * This will be covered more in Lesson 4. Talk to the host company if not NHI for guidance to the above items.   ***Key Message***   * A checklist helps you to manage your web conference course *(link located in file share pod)*. More on this will be covered in Lesson 3. * In order to fully access the course (both the virtual classroom and the audio portion), you will need to have an Adobe Connect Username and Password. (This identifies you as a Host in the room and gives you the access and permissions you need). * Document your dedicated Adobe Connect username and credentials here on the checklist so that you have everything together for the training event. * You will need the meeting URL, which will be provided by the Host Company   A Teleconference Number/VoIP number for the audio portion of the course. |  |

## Participant Role and Success Factors

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| **Interactions** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 19  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide19.JPG  **Presenter/Instructor Notes:**   * Participants also have responsibility in WCT.  Give personal examples for some of the bulleted list below. * **Engagement Activity:** How can participants make the most of their Distance Learning experience? * Segue to a review of the Learning Outcomes.   ***Key Message***  Participants will need to:   * + Practice Autonomy (take responsibility for his/her learning experience)   + Be Self-Motivated   + Be Focused   + Have Persistence and Determination   + Manifest Self Directed/Self-Initiated Work Behaviors   + Possess Organizational and Management Skills and   + Be Competent in the use of technologies |  |

## Review of Learning Outcomes

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | S Slide 20  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide20.JPG  **Presenter/Instructor Notes:**   * List the major features of Distance Learning, and the advantages and disadvantages of Web Based Training and Web Conference Training. * **Engagement Activity:** Ask if there are questions from the participants and review the list of learning outcomes.Assign one of the Learning Outcomes for participants to answer; give them the opportunity to prepare response.   ***Key Message***   * + Define Distance Learning, Web Conference Training (WCT) and Web Based Training (WBT).   + List the advantages and disadvantages of Web Based Training (WBT) and Web Conference Training (WCT).   + Identify the roles, responsibilities, characteristics, and habits of effective WCT Instructors.   + Describe Success Factors of a (WCT) Instructor |  |

## Course Schedule

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 21  C:\Users\Katherine\Documents\Lesson Two_NHI WCT Introduction  to Distance Learning_Final_9.18.2015_Notes\Slide21.JPG  **Presenter/Instructor Notes:**   * This completes Lesson 2: Introduction to Distance Learning * Explanation of Lessons 3-5, with dates and times * **Engagement Activity:** Have participants review self - study exercise and prepare to discuss at next session.   ***Key Message***  Review self-study exercise and prepare to discuss at next session  <http://www.syberworks.com/articles/28-web-conference-training-tips.htm>  ***Host Notes:***   * *Open Share pod with a document that provides an explanation of Lessons 3-5, with dates, times, and assignments.* * *Walk through the schedule with participants.* |  |

# SESSION 3

# Lesson 3: Effective Instruction

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| **Learning Outcomes**  After completing this lesson, participants will be able to:   * 1. Apply skillset necessary to effectively deliver WCT.   2. Recognize need for diversity and cultural sensitivity in WCT   3. Identify a variety of vocal tips and techniques to improve Instructor delivery.   4. Connect with and draw out your audience by use of questions   5. Recognize key characteristics of effective WCT Instructors |

## Introduction

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 1 (Cover Slide)  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide1.JPG**  ***Layout for 10 minutes prior to course start: Course Introduction***  **Presenter/Instructor Notes:**   * **Address any of comments/questions/concerns from Lesson 2.** * **This lesson combines the tools Participants learned in Lessons 1 and 2, with effective presentation techniques in a WCT setting.** * **To transition to Lesson 3, reference the Notes Pod that contains the list of topics Participants stated they want to learn in this course and point out any that will be covered during this lesson.** |  |

## Learning Outcomes

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 2  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide2.JPG  **Presenter/Instructor Notes:**   * **Read the Learning Outcomes** |  |

## Agenda

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 3  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide3.JPG  **Presenter/Instructor Notes:**   * **Discuss Lesson Three Topics**   ***Key Message***  **This lesson will be divided into three different sections, with guidelines and examples in each.**   * + **Participant Diversity and Assessments**   + **Participant Interaction and Use of Questions**   + **Instructor Preparation and Delivery; which will include scripting vs use of notes, value of rehearsing, key qualities of effective instruction and vocal techniques** |  |

## Topic One: Participant Diversity and Assessments

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 4  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide4.JPG  **Presenter/Instructor Notes:**   * **Topic One covers Participant Diversity and identifies** * **What type of assessments are utilized in Distance Learning and how they are used to gauge the audience?** |  |

## Participant Diversity

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| WHITEBOARD | Slide 5  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide5.JPG  **Presenter/Instructor Notes:**   * Emphasize the importance of understanding the diversity of your audience. (Refer to Slide) * **Engagement Activity:** Use the Whiteboard and ask participants how Distance Learning Instructors can assess participant to understand and be aware of culturally-based differences in the online classroom. i.e., On-the-Spot Assessment enables the Instructor to make adjustments and rethink instructional strategies, activities and content based on participant understanding, comments and performance while conducting the course.   ***Key Message***  Instructors display cultural sensitivity in WCT through the appropriate use of technology. This can be accomplished by:   * Using non-discriminatory language and being aware that cultural diversity exists with regard to nationality/ethnicity, as well as generation, religion, political beliefs, or socioeconomic status.   Listen and look for:   * Insight into participants background, experiences, interests, concerns, etc. This may be determined from their introductions, questions, participation in group activities, exercises, and discussions. * Indications of cultural, ethnic and racial composition of the group. * Learners’ preferences and potential barriers to learning.   ***Host Notes:***   * *Host must grant Participants permission to use the Whiteboard.* * *Give Participants time to enter their examples on the Whiteboard before advancing to next slide.* |  |

## Diversity and Instructor Engagement

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  SHARE POD | Slide 6  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide6.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Ask participants to give examples of how some of the listed bullet points can have a positive impact on participants.   ***Key Message***  Positive behavior modeling is a part of Effective Instruction and simply means that you, as the instructor, set the tone for learning. The participants’ attention is on you—they pay attention and listen to everything you do and say. Consequently, you are a role model, whether or not you want to be.   * Be enthusiastic. * Practice and rehearse material until you are comfortable with your delivery. * Be aware of culturally based differences. * Use chat pod or make discussion optional when considering difficult topics * Make adjustments and rethink instructional strategies, activities and content based on participant comments, understanding and performance while you are conducting the course (on-the-spot assessment). Assessment occurs in the short term while Participants are in the process of learning new content. * Effective instruction sends participants away with new skills and abilities that they are willing, capable and eager to use and with a desire to learn more. * Pay attention to cues that can help you gauge potential “touchy situations   *Host Notes:* |  |

## Diversity and Technology

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 7  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide7.JPG**  **Presenter/Instructor Notes:**   * **Demonstrate how technology can be used to address sensitive topics.** * **Point out how engagement activities are used to get participants’ thoughts on different topics and give previous examples from Lesson Two and Lesson Three.**   ***Key Message***  **The best communicators of technical information do so by:**   * + **Finding ways to make the facts interesting**   + **Finding a way to personalize the audience's relation to the information**   + **Find a reason to be enthusiastic about the facts**   + **Making notes of anecdotes to share**   + **Providing experiences or examples, or**   **For difficult, emotional, or controversial topics:**   * + **use chats, threaded discussions, and/or make participation in the discussion optional**   + **threaded discussions may be used to invite feedback and reflection on the topic**   + **pay attention to audience cues to help gauge potential “touchy” situations, so that Instructor can make on-the-spot assessments and adjustments** |  |

## Acknowledge Participants by Name

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 8  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide8.JPG**  **Presenter/Instructor Notes:**   * **Discuss how Adobe Connect can be used to address participants by name.** * **Engagement Activity: Call on a couple of the participants by first name for emphasis and ask a question about content from a previous slide.**   ***Key Message***  **It is important to become familiar with the first names of Participants attending WCT. This shows personal interest on the part of the Instructor.**   * + **Make use of first names in your audience.**   + **When Participant asks a question or enters information into the Chat Pod, say the name of the person when you address the comment/question.**   + **Make reference to various comments that Participants enter.**   + **Talk to the audience conversationally, rather than in a declamatory fashion. Instructors don't want Participants to think they are listening to a generic recording.**   + **The Instructors’ personality goes a long way in engaging the audience. Be real and be yourself.** |  |

## Pre-Assessments

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 9  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide9.JPG  **Presenter/Instructor Notes:**   * **Discuss the value of how a pre-assessment can prepare an Instructor in advance to deliver WCT.** * **Engagement Activity: What questions may be asked, that will give the Instructor insight into the Distance Learning capabilities of the potential Participant?**   ***Key Message***   * **Well before a training event, it is important for the Instructor to learn as much as possible about the WCT Participants joining the class and reconcile that knowledge with the course goals and learning outcomes.** * **In order to ensure a higher probability of success, a formal Pre-Assessment Survey can be distributed to the potential Participant before admission to Web Conference Training.** * **Assessing your potential audience is as important as learning the course content. Pre-Assessment will help the Instructor prepare for and conduct the course.**   **The Pre-Assessment Survey may include questions such as:**   * + **Are you able to work independently?**   + **Are you willing to sacrifice personal time to complete assignments and reading material?**   + Can you write and articulate your thoughts in a clear and understandable fashion?   + Would you describe yourself as a self-starter?   + Are you able to manage your time wisely?   + How would you describe your study habits/skills?   + Are you comfortable asserting yourself in a group setting?   + Are you computer literate? |  |

## Topic 2: Participant Interaction

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 10  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide10.JPG  **Presenter/Instructor Notes:**   * Engagement activities should seamlessly integrate with your content. When you have an activity, the progression to and from it should not disrupt the instruction. * In order to accomplish this, you have to:   + be well-versed in the content and software   + know how you are going to control the flow of the room, and;   + know how you are going to engage and handle participants (just like in a traditional classroom) |  |

## Link Content to Purpose

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 11  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide11.JPG  **Presenter/Instructor Notes:**   * **Discuss the Slide bullet Points** * **Give a personal experience or example of linking content to purpose.** * **Engagement Activity: Ask for examples of how Participants can link content to purpose for audience interaction.**   1. **Break Participants up into groups of 2 or 4 (depending on class size).**   2. **Have them brainstorm with one another via the Chat Pod to come up with a few examples linking content to purpose.**   3. **Have each group choose a spokesperson to share their example on the Share Pod.**   4. **Check in with Participants to be sure they understand the direction.**   ***Key Message***   * + **Link facts and information back to key concepts and purpose for the training.**   + **Don't assume that audience will build the connection in their mind. They are assimilating new information and it takes an extra cognitive step to understand why it’s important or why they should care.**   + **Help them by making it clear as you go. This helps move the audience along with you at the same pace mentally.**   + **Let Participants practice or explore concepts on their own.**   + Use the activities and interactions developed for the course to drive home the key points.   + Let participants struggle to find answers, at least to the point where they are asking good questions.   + Debrief any activity or exercise and ensure all participants are on the same page before you continue.   *Host Notes:*   * *Give Participants plenty of time (at least 5 minutes) to come up with examples.* |  |

## Reinforce Key Points

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 12  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide12.JPG  **Presenter/Instructor Notes:**   * Participants want to know what information takes priority over others in the course material. i.e. “Why is one concept more important than another” is often asked during courses. * Give examples of how personal experience can be used to reinforce key concepts.   ***Key Message***  Explain to Participants how you apply information and why it is important:   * + Connect their daily life, job tasks, or other relevant activities to the content through examples and experience.   + If possible, help Participants experience concepts in the course itself by using the technology during presentations if teaching a technical WCT and asking participants to give personal examples of new and unfamiliar concepts.   When Answering Questions:   * Reinforce key points and avoid digressing to irrelevant points. * Paraphrase or ask for clarification if you don’t understand a question. * Don’t be afraid to say, “I don’t know”, offer to do research, and follow up. * If appropriate, call on a Participants knowledge and experience to answer a question. |  |

## Audience Interaction Guidelines

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 13  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide13.JPG  **Presenter/Instructor Notes:**   * **Discuss how the use of questions can positively impact the Participants and keep them connected with the course.** * **Provide an example of a sentence that ends with a Rhetorical question or “right?” or questioning inflection.** * **Engagement Activity: Ask Participants to give examples of the three different types of questions? Share answers via the Share Pod.**   ***Key Message***  **Three Types of Questions**  **Your delivery style can influence how audience perceives you and the session as well. Without the following three types of questions and Instructor’s moderation of the responses, WCT Distance Learning can lose its effectiveness: Thoughtful, Relevant and Insightful questions.**  **Pose a stimulating question that is thoughtful, relevant, or insightful. Choose the questions carefully because they play an important role in dictating the direction of the online discussion.**  **When selecting a question consider:**   * + **the educational situation**   + **the goals and objectives of the instruction**   + **the needs of the Participants**   **Rhetorical Questions**  **Discourage the use of Rhetorical Questions. Sometimes Instructors will use rhetorical questions, which may be an actual word, ("right?") or just a questioning inflection.**   * + **Ending sentences on a questioning note, leads to frustration for the audience. The Instructor is implying that they should respond, but not letting them do so.**   + **If conducting a presentation with open phone lines, some Participants may begin to respond, which is also disruptive and probably not the Instructors’ intent.**   ***Host Notes:***   * ***Give Participants time to enter their responses in the Share Pod.*** |  |

## Technical Content

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| **CHAT POD** | Slide 14  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide14.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Ask Participants, what techniques they have used to keep the audience interactive and engaged like the young woman on the right as opposed to the guy falling asleep on the left? Use the Chat Pod to share their input.   + Recall some of the points made on Slide 6: Diversity and Technology i.e. making the facts interesting and take note of additional suggestions.   ***Key Message***  Is the subject matter you teach highly technical in nature?   * + Make note of anecdotes, experiences and examples to share   + Find ways to break up monotonous sections of material.   + Get Participants talking, when they are actively involved in some activity, they are almost automatically engaged.   + Provide questions that will stimulate discussion.   + Ask a Participant who has been silent to share their opinion.   + Ask how everyone is doing, letting Participants know that their well-being is important to you can go a long way to engage them in the content. |  |

## Video Example of How to Engage Participants

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 15  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide15.JPG  **Presenter/Instructor Notes:**   * **Play this part of the POW video (located 17:39 into the video). Have it ready on screen before-hand.** |  |

**Break Time-Slide 16**

## Topic 3: Instructor Preparation and Delivery

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 17  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide17.JPG**  **Presenter/Instructor Notes:**   * **Introduce Topic 3 – Instructor Preparation and Delivery, this topic can be broken up into approximately 6 sections:**    + **Introductory Remarks**   + **Using Scripts**   + **Rehearsal**   + **Slide Design and Content**   + **Instructor Skill Sets**   + **Vocal Techniques and Delivery** |  |

## Shortening Introductory Remarks

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| WHITEBOARD | Slide 18  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide18.JPG**  **Presenter/Instructor Notes:**   * **Writing an introduction (script) will help combat the natural tendency to add too many prefacing remarks.** * **Engagement Activity: Ask Participants to work together as a class to edit the introduction down. Provide recommendations as applicable.**   ***Key Message***  **Sample Introduction Whiteboard Content:**  **Let me introduce myself. I am\_\_\_<<\*\* your name here \*\*>>\_\_\_\_, and I'll be your instructor for this**  **session, which runs from<<\*\* start date \*\*>> through <<\*\* end date \*\*>>.**  **I work at <<\*\* name of organization, where located, and anything else you'd wish them to know. \*\*>>**  **Our “session” will be held “in” the “Adobe Connect” virtual classroom, at:**  [**http://connectsolutions.connectdot.com/roomname**](http://connectsolutions.connectdot.com/roomname)**.**   * + **Get to the topic and give the audience something useful and interesting right away. The audience knows why they are there; there is no need to tell them again.**   + **This topic will be addressed again in Lesson 5, when Participants have an opportunity to practice presenting WCT. Participants will first give an introduction. Instructor will assist in “tightening up” presentation if needed.**   ***Host Notes:*** *Open the Sample Introduction Whiteboard and give participants permission to edit Whiteboards.* |  |

## Using a Script versus Notes

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 19  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide19.JPG**  **Presenter/Instructor Notes:**   * **Emphasize how to start WCT out strong by Scripting an opening paragraph or two, scripting a closing paragraph and using bullet points** * **The script will help the Instructor start the course without fumbling for the right introduction. Throughout the remainder of the presentation, make brief notes to assist in the delivery of WCT, but do not write out what will be said word for word.**   ***Key Message***  **To be an effective Instructor:**   * **Preparation is necessary long before the event.** * **Instructor must know the material and what he/she is going to say.** * **Begin rehearsing and practicing long before the class starts.** * **Personalize the content so that delivery is natural and familiar.** * **Avoid Scripting, it takes away from the natural delivery of the presentation and may come across as if Instructor is reading to the audience.** * **Share personal experiences, examples, or other anecdotal information to reinforce or add to main points.** * **Delivery will not be the same for every instructor, but the main content points and Learning Outcomes will always be covered.** |  |

## Practice: It Is Not Optional

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 20  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide20.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity: Have a participant or two, prepare and deliver the next two or three slides.**   ***Key Message***   * **PRACTICE is the single most important activity the Instructor will engage in to prepare for WCT.** * **REHEARSE the material, adjust, and rehearse again.** * **Rehearsing presentation ahead of time, gives Instructor confidence and makes he/she comfortable with segues, timing, and overall content.** * **When practicing, deliver the entire presentation:**   + **not word for word, but naturally, as if before an audience**   + **without skimming through slides or instructor manual** |  |

## Key Qualities for Effective Instruction

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 21  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide21.JPG  **Presenter/Instructor Notes:**   * **Engagement Activity:** Have participant one discuss this slide. Using tips from Slide 18, i.e. using Scripts versus Notes.   ***Key Message***   * A successful WCT Instructor combines mentoring with being an effective facilitator of knowledge. This dualistic role of the Instructor is vital. * Although the Distance Learner is more independent and self-directed, they still need the assurance that there is a “live person” available to support them, that knows the subject at hand and has the ability to respond in an articulate, professional manner. * Effective instruction sends participants away with new skills and abilities that they are willing, capable and eager to use. It leaves them with a desire to learn more.   In Distance Learning, Instructors interact more with their Participants and give more attention to advance preparation of visual materials, activities for independent study and follow-up activities. |  |

## Key Qualities (Continued)

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| WHITEBOARD | Slide 22  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide22.JPG**  **Presenter/Instructor Notes:**   * **Engagement Activity: Have participant two discuss this slide. Using tips from Slide 18, i.e. Using Scripts versus Notes and use the engagement activity for this slide.** * **Engagement Activity: Ask Participants to give examples of subtle intimations in an audience, that are obvious in the Instructor Led classroom but are unknown/unseen by the Web Conference Trainer. Share by means of the Whiteboard. Some examples are:**    + **Yawning**   + **Taking notes**   + **Daydreaming or looking out of the window**   + **Drumming of the fingers**   + **Texting**   ***Key Message***   * **Effective Instructors give individual attention via private messages, email, etc. and provide summarizing comments to keep class moving and conversation on task.** * **Instructors should be mindful to always communicate in a Reflective, Careful, Respectful, Direct, Clear and Understandable manner. They should also encourage Participants to do the same.** * **The qualities and various skill sets listed can be demonstrated in:**   + **Voice Inflection**   + **Manner of Speech**   + **Overall Delivery**   ***Host Notes: Please grant Participants permission to use the Whiteboard.*** |  |

## Key Qualities (Continued)

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 23  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide23.JPG**  **Presenter/Instructor Notes:**   * **Discuss the three E’s.**    + **Have EARNED the right to deliver this material**   + **Are ENTHUSIASTIC about the material**   + **Are EAGER to share with the audience.** * **Engagement Activity: Ask participants what can Instructor do, if halfway through the presentation, they begin to feel themselves “running out of steam”?**   ***Key Message***  **Once mastering these Three E’s”, an Instructor will feel:**   * + **Better prepared and**   + **Confident in his/her ability to instruct a Distance Learning WCT Course.**   **Practice the three E’s:**   * + **Using your hands while speaking, just as one would in an Instructor Led course. Instructor’s energy and enthusiasm will come through in his/her delivery. Your interest is infectious**   + **Stand up and pace while presenting, reinvigorate yourself**   + **Consciously smile**   + **Share personal stories, experiences and anecdotes throughout the course. Doing so will help to renew your own interest.**   + **A change in vocal tone refocuses the audience's attention. So suddenly speeding up, changing the inflection or volume of the voice makes the audience pay more attention, not less. An Instructor may need to “go bigger” than they are used to or comfortable with.**   + **Since the Instructors’ voice carries the communication load, it needs to be overemphasized and larger than life to engage the learners.**   ***Host Notes:*** |  |

## Review of Learning Outcomes

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 24  **C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide24.JPG**  **Presenter/Instructor Notes:**   * **Take 15 minutes to answer the review questions.** * **Ask for volunteers to answer the questions using the Raised Answer feature.** * **Provide Participants with feedback on their answers.** * **Most of the answers are provided on Slide 24, “Summary”.**   **Carolyn, we need the answers for the instructor here as part of Presenter/Instructor Notes. I am not sure about the ones below. (I WILL DEVELOP ANOTHER SLIDE WITH WHERE THEY CAN FIND THE ANSWERS TO THE REVIEW QUESTIONS ONCE THE PARTICIPANT WORKBOOK IS COMPLETE)**  ***Host Notes: What would be the best way to do this?*** |  |

## Course Schedule

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 25  C:\Users\Katherine\Documents\Lesson Three NHI_WCT Effective  Instruction_Final_9.18.2015\Slide25.JPG  **Presenter/Instructor Notes:**   * **This completes Lesson 3: Effective WCT Instruction** * **Lesson 4 has been scheduled.** * **Check your My Training page for scheduling information.**   ***Host Notes:***   * ***Open a Share pod with a document that provides an explanation of Lessons 4 and 5, with dates, times, and assignments.*** * ***Walk through the schedule with participants.*** |  |

# SESSION 4

Lesson 4: Preparing for WCT Course Delivery

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| **Learning Outcomes**  After completing this lesson, participants will be able to:   * 1. Explain in detail how to thoroughly prepare for WCT   2. Manage their time wisely and stay within predetermined time constraints while instructing WCT   3. Describe the evaluation and assessment data collected   4. Describe the NHI WCT scheduling process |

## Pre-conference

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| **Interaction** | **Slide and Notes to Facilitator** | **Script** |
|  | **Facilitator Activities**  Approximately 10 and 5 minutes before the session start time announce yourself and let participants know that you will begin at {time}. Ask if anyone needs assistance. |  |

## Introduction

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 1 (Cover Slide)  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide1.JPG | Welcome to fourth web conference for the **IDC for WCT** course.  This web conference will last about 2 hours.  If you have administrative or logistical questions that you’d like us to answer, please send your questions by using the Chat Pod.  **[IMPORTANT REMINDERS]**   1. Be sure to put your phone on Mute! Press \*6 to mute.   \*\*\* |

## Learning Outcomes

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 2  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide2.JPG  State the learning outcomes:   * 1. Explain in detail how to thoroughly prepare for WCT   2. Manage their time wisely and stay within predetermined time constraints while instructing WCT   3. Describe the evaluation and assessment data collected   4. Describe the NHI WCT scheduling process |  |

## Agenda

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 3  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide3.JPG  Presenter/Instructor Notes:  This lesson includes four different sections:   * 1. Course Preparation and Delivery   2. Time Management   3. NHI WCT Process   4. NHI’s Scheduling Process |  |

## Topic One: WCT Course Preparation and Delivery

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 4  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide4.JPG  Presenter/Instructor Notes:  WCT Course Preparation and Delivery can be divided into three topics:   * 1. Course Preparation Checklist   2. Physical space and equipment   3. Preparation Countdown: Two weeks before training down to 30 minutes before training. |  |

## Course Preparation Checklist

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 5  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide5.JPG  Presenter/Instructor Notes:  **Engagement Activity:**   * Have Participants share their list of suggestions via the Share Pod. * When all lists are complete, eliminate redundancy and compile one master list. Add any missing items from checklist below. Have Participants copy and paste this checklist into a word document or equivalent as a starting point for their personal checklist.   ***Key Message***  Use a checklist to ensure they have everything they need set up and prepared before the course begins.  This checklist would include all generic items and also the personal checklist that is unique to your conferencing setup.  Examples of items to address in a course preparation checklist include:   * Close email/instant messenger * Turn off cell phone/blackberry/ringer on desk top phone/pager/etc. * Mute computer sounds * Program additional phone lines to go straight to voicemail to keep them from ringing/disrupting the audio portion of the conference call * Have a glass of their favorite beverage handy to combat a dry throat or mouth. The most beneficial beverage is water, at room temperature, preferably with a bit of honey to soothe the vocal cords. But of course, everyone has their personal preference.   ***Host Notes:***   * *Pull up the Course Preparation Checklist.* |  |

## Two Weeks before Training

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| **Interaction** | **Slide and Instructions** | **Script** |
| **CHAT POD** | Slide 6  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide6.JPG  Presenter/Instructor Notes:   * **Engagement Activity:** Ask Participants: What must you have in order to access Adobe Connect virtual classroom? Answer via the Chat Pod. * Answer: Instructor Adobe Connect credentials, i.e. user name and password and the meeting room URL.   ***Key Message***   * Read through the entire Instructor Guide. Be certain you have a good comprehensive understanding of the course. * Pre-load the PowerPoint materials and any other items to the virtual classroom. * Pods that are referenced in the course materials should be available in the virtual classroom. * Ensure you have the correct Adobe Connect permissions. * Rehearse the presentation in the virtual classroom to ensure flow is seamless (discussed in Lesson 3). * Practice interactions, poll questions, engagement activities, accessing pods and whiteboard, etc. * Send an introduction email out to participants to introduce yourself and provide the course schedule. * Determine if any Participants need special accommodations |  |

## One Week before Training

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 7  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide7.JPG  Presenter/Instructor Notes:  ***Key Message***   * One week before the course, confirm access to the Adobe Connect virtual classroom. * Presenter/Instructors should have Host status in the room so that they have full access to all Adobe Connect features. * Continue to rehearse the material and ensure you are comfortable using all of the features required in the course. * Reach out to additional Participants that may have been added since the initial introductory email was sent. * Identify/Confirm any Participants needing special accommodations with the course Host/Facilitator (i.e. closed captioning). * If applicable, Presenter/Instructor may want to contact the host agency program lead for specific information about the agency practices, strengths, weaknesses or areas of interest that could enhance WCT presentation.   ***Host Notes:*** |  |

## Three Days before Training

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 8  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide8.JPG  Presenter/Instructor Notes:  ***Key Message***   * Once registration is closed, and you receive the final list of Participants provide the Course Schedule to all Participants. * Contact the Host/Facilitator, if the course is to be recorded.   ***Host Notes:*** |  |

## 24 Hours before Training

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| **Interaction** | **Slide and Instructions** | | **Script** |
| **NOTES POD** | Slide 9  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide9.JPG  Presenter/Instructor Notes:  **Engagement Activities:**   * Demonstrate how to use Adobe Connect to accomplish a few of the items in the checklist below i.e. * Reset poll questions by clearing the answers and making sure the broadcast option is not checked. * Ensure all items to be shared are uploaded to the Presenter area or ready to share from desktop.   ***Key Message***   * Presenter/Instructors may want to add these to their personal checklist of to do items before the course starts, especially if there are items specific to the course you teach. * Check in with the Host/Facilitator for last minute instructions or requests * Ensure Participant workbooks are available for download in a file share pod * Reset presentations to the first slide (use the sidebar) * Confirm that layouts, pods, and slides for ALL modules are accurate and uploaded into the virtual classroom * Reset poll questions by clearing the answers and making sure the broadcast option is not checked * Clear the Chat Pod if necessary * Update audio information * Reset any course-specific exercises, whiteboard overlays, etc. * Update the course schedule in the Welcome layout * Ensure all items to be shared are uploaded to the Presenter area or ready to share from desktop * Test all URL web links and Web Link Pods to ensure links work correctly * If closed captioning is to be used, be certain the Closed Captioning Pod is open and available on any layout used during the course   ***Host Notes:***   * *Pull up the WCT Room Setup/Reset Notes Pod to take notes.* |  | |

## 24 Hours before Training (Continued)

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| **Interaction** | **Slide and Instructions** | **Script** |
| NOTES **POD** | Slide 10  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide10.JPG  Presenter/Instructor Notes:   * **Engagement Activity:** Demonstrate how to keep an ongoing Note Pod open for a Parking Lot.   ***Key Message***   * Presenter/Instructor will likely take ownership of the room for the actual delivery. * Each Presenter/Instructor will develop their own system and way of doing things, just as they would in a traditional classroom i.e. Some instructors use a white board while others use giant post-its and hang them around the room as they teach. * Some may prefer to open pods as needed instead of using multiple layouts. * Others may choose to keep an ongoing Notes Pod open like a parking lot for questions or may direct Participants to the Chat Pod for this purpose. * Allow time not only to familiarize yourself with how to use the classroom but also how to be purposeful and confident maneuvering and using the available features. * There are a few standard layouts that may be utilized:   + The Presentation layout, which is shown on this slide will likely be used for most of WCT.     - There is a main presentation area and Pods for audio information     - Attendee List pod     - Chat pod   + The Welcome layout is usually used for approximately 15 minutes prior to class starting, up until Presenter/Instructor is ready to present and switch to Presentation layout. Depending on the course, other layouts include:   + Review layout   + Activity layout   + Final Screen layout   ***Host Notes:*** |  |

## At Least 30 Minutes before Training

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 11  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide11.JPG  Presenter/Instructor Notes:   * Prior to this, Presenter/Instructor should have identified and arranged to use an acceptable office or conference room with a door. * Put a sign on the door explaining that there is a live, public presentation in progress.   ***Key Message***   * Nevergive a webinar presentation from a cubicle or other public or semi-public environment, where you have no control over the noise level. * Always post a sign stating that a Webinar is in Progress. This will help dissuade people from sticking their head in to see if you can answer a quick question. * Avoid instructing from any place that is likely to have an emergency vehicle go by.   ***Host Notes:*** |  |

## A Good Headset

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| **Interaction** | **Slide and Instructions** | **Script** |
| **WHITEBOARD** | Slide 12  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide12.JPG  Presenter/Presenter/Instructor Notes:  **Engagement Activity:**   * Ask Participants to choose the best headset microphone placement and share via the Whiteboard. Once everyone has answered, broadcast the results.   ***Key Message***   * Use a Bluetooth “hands free” high quality headset for the clearest sound. * The Conference bridge is made for virtual conversations. * For a headset, the best position is usually slightly below and to the side of your mouth (as in picture A). * Avoid blowing or popping into the mike. * Have a colleague listen to your audio before the conference starts. Try this phrase: "Frank had a small pizza today." Listen for excessive breath on the F and H sounds, popping on the P and T sounds, and hissing on the S and Z sounds. If you hold a finger in front of the lips while saying this, you can feel the positions that have more or less breath pressure.   ***Host Notes****:*   * *Allow Participants access to the Whiteboard to answer the Headset Placement question.* |  |

## Topic Two: Time Management

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 13  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide13.JPG  Presenter/Instructor Notes:   * While time management is important in most delivery modes, it is especially important when delivering in WCT format.   ***Host Notes:*** |  |

## Time Management of WCTs

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| **Interaction** | **Slide and Instructions** | **Script** |
| **WHITEBOARD** | Slide 14  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide14.JPG  Presenter/Instructor Notes:   * Review the tips on the PowerPoint slide that will help manage time and slide transitions during WCT. * **Engagement Activity:** Ask Participants to document any WCT time management tips they may have on the Whiteboard. Compare to the list below.   ***Key Message***   * Develop a schedule and stick to it. * Schedule - Estimate how long it will take to teach each learning outcome, engagement activity, etc., within a lesson. * Focus - Concentrate on learning outcomes that will benefit the Participant most and are not dependent on or prerequisites for other learning outcomes. * Punctuality – Begin promptly at the beginning of each day and after breaks, even if only one Participant is online. * Productivity - End discussions as soon as they are no longer productive. * Use only short anecdotes. * Promptly redirect Participants’ conversation back to the topic * Availability - Be available before and after class and during breaks for questions and discussions   ***Host Notes:***   * *Allow Participants access to the Whiteboard* |  |

## Time Robbers

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| **Interaction** | **Slide and Instructions** | **Script** |
| **CHAT POD**    WHITEBOARD | Slide 15  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide15.JPG  Presenter/Instructor Notes:   * Discuss Time Robbers from the slide. Give a personal example of time robbers you have experienced as an instructor. * **Engagement Activity:** How can items listed on slide rob an Instructor of time during WCT? * Ask Participants to share time robbers they can think of or have personally experienced and share via the Chat Pod.   ***Key Message***  Time Robbing Resolutions:   * Make sure participants receive course materials are received well in advance of the start of WCT. * To keep Participants organized, consider sending Participants Guide, syllabus, handouts and other class materials prior to the start of WCT. * Specify time; i.e.: 9:00 am EST. Make sure those in other time zones know how many hours ahead or behind they are in comparison. * Begin preparation for WCT well in advance, practice and rehearse. * Start off with a manageable number of sites and Participants. The logistical difficulties in Distance Learning increase with each additional site. * Of course, ensure Instructor and Facilitator site is equipped with working and accessible equipment. * Provide a toll free “hot line” for participants to report and address technical difficulties prior to the start of class.   *Host Notes:*   * *Capture list of time robbers and resolutions on Whiteboard.* |  |

## During the Training

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 16  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide16.JPG  Presenter/Instructor Notes:   * **Engagement Activity:** Ask: What are some ways to handle latecomers in a traditional classroom and how does that translate to a virtual classroom? * Allow Participants to answer using the Share Pod.   ***Key Message***   * To be in control and confident throughout the training, log in at least 15 minutes early to:   + the Adobe Connect classroom   + the audio conference   + Always start on time. Presenter/Instructor should plan in advance as to how they will handle latecomers. * Make time to be available for questions, whether it is coming back from a break early or staying 10-15 minutes past the end of the course. * Provide explicit directions for Participants any time they need to leave the room:   + During the course when using a web link,   + Between Lessons   + During any self-study components   + At the end of the course while Participants are completing the course exam or evaluation.   + Also, explain what participants need to do after they complete the end of course exam and evaluation, if applicable.   *Host Notes:* |  |

Break Time-Slide 17

## Topic Three: NHI WCT Process

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 18  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide18.JPG  Presenter/Instructor Notes:   * Explain in detail, the various steps involved in the NHI WCT Process. |  |

## Presenter/Instructor Guide: Course Administration

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 19  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide19.JPG  Presenter/Instructor Notes:   * Go over details of using the NHI Instructor/Participant Guide.   ***Key Message***  Course Administration Section:   * Indicates the administrative activities related to the course event * Includes any pre-course activities that Participants must complete.   + Pre-course activities initiated by instructor   + Material required by Participants provided for activities.   + Pre-course activities include software and hardware requirements   + Software and hardware requirements are tested before the training event   + Section on Adobe Connect Virtual Classrooms explains the layout(s) of the room and an overview of the intended use of each layout * WCT Facilitator Toolkit provides a list of resources for training preparation and a high-level list that is the same or similar in each guide * Evaluation(s) section explains the evaluation(s) and how those evaluation(s) are provided   + Level 1 evaluation(s) are completed by participants through NHI Website on their My Training page   + Level 2 evaluation(s), or an end of course exam/test are typically complete via NHI Website through Participant’s My Training page   + Some instances may need to be proctored at the Participants’ location   + Specific requirements will be described in the Instructor Guide. * Participants successfully complete the course and receive a certificate via their My Training page; and may earn Continuing Education Units (CEUs).   + A score of at least 70% must be achieved on the end of course exam   + Participants must attend and complete each part of the course * Updates to the Course Material explain how to handle any errors, omissions or other shortcomings * Facilitating section provides tips and recommendations on instructing a WCT course   ***Host Notes:*** |  |

## Presenter/Instructor Guide: Course Content

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 20  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide20.JPG  Presenter/Instructor Notes:  ***Key Message***   * Course Content section contains all of the slides in the presentation with the corresponding notes. * Notes provide direction on how to present the content on each slide, including cues for interaction/engagement activities and special instructions. *(e.g., Preparation-Ensure Poll-Pod 2-2 is built/cleared out*   *from prior sessions)*  ***Host Notes:*** |  |

## Training Assessment

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 21  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide21.JPG  **Presenter/Instructor Notes:**   * **Discuss the NHI Assessment.**   ***Key Message***   * **Training assessment (test or exam) measures whether or not Participants met the learning outcomes.** * **Questions provided in the end of course exam validate the outcomes stated in the course.** * **Exam results will be reviewed to ensure there is not a question that is consistently answered incorrectly, too specific, and/or not tied to an outcome in a traceable way.** * **End of Course Exam is accessed by Participants through the My Training page. Participants should launch the curriculum and select the End of Course Exam.** * **Participants may take as much time as they like to complete the exam but must work independently to complete the exam.** * **A score of 70 must be achieved to pass the exam. Participants must receive a passing score to receive CEUs, if offered by the course.** * **Participants who do not pass the exam on the first try, typically have an opportunity to take it up to three times. *(depending on the course)***   ***Host Notes:*** |  |

## Course Evaluations

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 22  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide22.JPG  Presenter/Instructor Notes:   * Discuss how the Participant Course Evaluation is used to ensure that Participants are satisfied and that courses are meeting the stated objectives. * The Participant Course Evaluation reports Participant’s reaction to the training.   ***Key Message***   * These course evaluations measure: * The level to which the Participant found the training effective * Whether training met the outcomes/objectives * and if training was valuable * Was the Presenter/Instructor effective   NHI Specific:   * Participants link to the online course evaluation form via the My Training page. * The evaluation link automatically becomes available once all items in the Adobe course curriculum are complete including the end of course exam, if applicable. * Results are usually collected automatically. * Results are available to the Presenter/Instructor, upon request. * Participants can download their Certificate when the evaluation is complete |  |

## Course Follow-up

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 23  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide23.JPG  Presenter/Instructor Notes:  ***Key Message***   * Two weeks after training, Presenter/Instructors should request a copy of the Level 1 and Level 2 (if applicable) course evaluation data. * Presenter/Instructor should document any omissions, errors, suggestions or other concerns that need to be addressed regarding WCT. This will allow the course to be appropriately updated. * Send an email to course Participants to thank them for their participation and feedback.   ***Host Notes:*** |  |

## NHI Scheduling Process

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| **Interaction** | **Slide and Instructions** | | | **Script** |
|  | Slide 24  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide24.JPG  Presenter/Instructor Notes:   * Discuss the NHI Scheduling Process.   *Host Notes:* | | |  |
| NHI WCT Scheduling Process Overview | |  |
| **Interaction** | **Slide and Instructions** | | | **Script** |
| Share Pod icon  **SHARE POD** | Slide 25  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide25.JPG  Presenter/Instructor Notes:  ***Key Message***   * NHI WCT courses are scheduled on demand. NHI’s WCT Coordinator will review the request and reach out to the Presenter/Instructor and/or contract company to check availability for dates requested. Alternate dates may be arranged to fit everyone’s schedule. * After dates are confirmed, they are plugged into NHI’s Content Management System by the WCT Coordinator. The WCT Coordinator then requests approval from the TPM. * Once approved, the session is confirmed and opened for registration. * Courses are typically promoted (unless requested for a particular group (e.g., State DOT). * A dry run with the ISD will be scheduled in advance of the course to ensure everyone is prepared for the live session(s).   ***Host Notes:*** | | |  |

## Checking Instructor Availability

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 26  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide26.JPG  Presenter/Instructor Notes:  ***Key Message***   * The Instructor *(and the contracting company that coordinates and provides a host (where applicable))* will receive an email from NHI Web Conference Coordinator that looks like the sample above.   ***Host Notes:*** |  |

## Review of Learning Outcomes

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 27  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide27.JPG  Presenter/Instructor Notes:   * Take a few minutes to think about the Learning Outcomes. A Participant will then be called on to answer each question.   1. Explain some of the steps involved in preparing for WCT.   2. What advance preparation can you make to reduce or eliminate the # of time robbing occurrences during WCT?   3. Describe the value in WCT assessment and following up with Participants after the course has completed.   4. Describe the NHI WCT scheduling process.   ***Host Notes:*** |  |

## Course Summary

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| **Interaction** | **Slide and Instructions** | **Script** |
| Share Pod icon  **SHARE POD** | Slide 28  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide28.JPG  Presenter/Instructor Notes:  Discuss Highlights from each Lesson as a summary of the Course.  ***Key Message:***   * **Lesson One:** As Instructors have seen over the course of these four lessons, the Chat Pod, Share Pod, and Whiteboard are the primary features that are utilized by Participants during WCT. * **Lesson Two:**  Presenter/Instructors, Host/Facilitators and Participants each have roles and responsibilities and demonstrate key characteristics that are critical to the success of WCT. * **Lesson Three:** Effective Instructors are great communicators, mentors, good role models, SME’s, professional, articulate and cultivate a climate of cultural sensitivity and acceptance in the Distance Learning classroom. * **Lesson Four:** Recognize the importance of time management, developing a schedule and sticking to it and begin preparation for WCT early in the process. Prepare, practice and rehearse until class begins.   ***Host Notes:*** |  |

## Course Schedule

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| **Interaction** | **Slide and Instructions** | **Script** |
| **FILE SHARE POD** | Slide 29  C:\Users\Katherine\Documents\Lesson Four_ Preparing for WCT Course Delivery _ Final bpp_9.18.2015\Slide29.JPG  Presenter/Instructor Notes:  ***Key Message***   * This completes Lesson 4: Preparing for WCT Course Delivery. * Instructors should now have a clear understanding of how to prepare in advance for the training event, what to do during WCT and what follow-up activities are necessary once the course concludes. * Participants will look to you for an informative and smooth-running course, just as they would expect in the traditional classroom setting. * In the following Lesson 5, Instructors will have an opportunity to demonstrate delivering a WCT course. * Be prepared to   + Become a Host,   + Set up the room and   + Deliver 2-3 minutes of content   + Try to use at least one feature, whether it is the Chat Pod, Whiteboard, Notes Pod, or another feature of your choosing.   + Your peers/fellow Participants will use the Speaker Evaluation Form to critique your performance. They will complete the form after your presentation. * Feel free to download the Speaker Evaluation Form now, to review what your peers will be looking and listening for during the presentation. * Before we begin Lesson 5: Teach-backs, make sure that you have submitted your presentation by 12 p.m., the day before we begin the teach-backs, along with any other necessary materials. I will then upload them in the room. * You have **[x amount of time, per schedule]** to prepare for Lesson 5. You will be emailed once you receive host access to your assigned Teach-back meeting room. Once Instructors have received the email, begin practicing the presentation. * Use an existing course if possible, if you do not have one, create a few simple slides on a topic of your choice and prepare a simple discussion or note-taking activity. * If you need assistance with practice materials, inform me and I will help out in any way I can. * Remember that because Lesson 1 is an asynchronous WBT, you can go back and review the content at any time. This may be helpful to you in the future as a refresher on how to set up, reset, or use a pod. The WBT may also be helpful to you as you rehearse. * Since most Participants will not be working with formal materials, we will all go easy on one another! * Contact me with any questions or concerns about your presentation materials.   ***Host Notes:***   * *Open the File Share Pod and direct Participants to the Speaker Evaluation Form.* |  |

# SESSION 5

# Lesson 5: Teach Backs

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| This lesson will give Instructors the opportunity to demonstrate what they have learned by delivering their own 10-minute presentation. |

# Websites

National Highway Institute home site:

<http://www.nhi.fhwa.dot.gov/Home.aspx>