

Lesson 1 - Dynamic Instruction - FINAL

1. Content

1.1 Welcome



Notes:

1.2 Introduction

- ✔ This is the **first step** to attaining your instructor authorization
- ✔ You will then complete instructor training in your specific focus area
- ✔ Lifeguarding instructors are authorized to teach E&A Safety and Health Program courses

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Progress (Slide Layer)

This slide features a dark background with a list of three items, each preceded by a white checkmark in a blue circle. The first item has the word "first" in orange. To the right of the text is an illustration of a woman in a teal shirt and a man in a light blue shirt, both with a logo on their chest. Below the main content is a white control bar. On the left, a box labeled "MODULE PROGRESS" contains a row of 12 dots, with the first three being blue and the rest grey. In the center is the "ELLISEDUCATION SERVICES" logo. On the right are five circular navigation icons: a Creative Commons icon, a refresh icon, a play icon, a back icon, and a forward icon. Two yellow arrows point from the text area down to the progress dots and the forward navigation icon.

- ✔ This is the **first step** to attaining your instructor authorization
- ✔ You will then complete instructor training in your specific focus area
- ✔ Lifeguarding Instructors are authorized to teach E&A Safety and Health Program courses

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CC Refresh Play Back Forward

1.3 Course Structure

The infographic is set against a dark background with a faint image of a man in a white shirt and a woman in a blue suit. The woman is pointing towards the text. The text is organized into several sections:

- Top Left:** A checkmark icon followed by the text: "There are **10 Lessons** in this *Train the Trainer* course."
- Row of Circles:** A horizontal row of five blue circles containing the numbers 6, 7, 8, 9, and 10.
- Below Circle 6:** The text "Each Lesson has a **Knowledge Check** to test your understanding." with "Knowledge Check" in orange.
- Below Circle 7:** The text "You may leave and return to this course as often as you desire." with a checkmark icon to the left.
- Bottom Row of Text:** Five columns of text corresponding to the circles above:
 - Column 6: "Discussion Instruction"
 - Column 7: "Facilitating Online Education"
 - Column 8: "Effective Facilitation Environment"
 - Column 9: "Student Assessment & Remediation"
 - Column 10: "Using the Moodle Platform"

At the bottom right of the infographic, there is a navigation bar with five icons: a Creative Commons license icon (CC), a refresh icon, a pause icon, a left arrow icon, and a right arrow icon.

Progress (Slide Layer)

1 Train The Trainer - Course Structure

There are **10 Lessons** in this *Train the Trainer* course.

6 Each lesson is comprised of one or more activities.

7 Each Lesson has a Knowledge Check to test your understanding.

8 Effective Facilitation Environment

9 Student Assessment & Remediation

10 Using the Moodle Platform

Discussion Instruction

Facilitating Online Education

Check to test your understanding.

You may leave and return to this course as often as you desire.

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Navigation icons: back, forward, search, refresh, pause, play.


1.4 Learning Outcome

Learning Outcomes

- 1 Define learning outcome.
- 2 Identify the characteristics of dynamic instructors.
- 3 Recognize the roles of a dynamic instructor and how each contributes to effective training.

Instruction

Instructor Roles



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Notes:

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1 Train The Trainer – Dynamic Instruction: Learning Outcomes

Learning Outcomes

- 1 Define learning outcome.
- 2 Identify the characteristics of dynamic instructors.
- 3 Recognize the roles of a dynamic instructor and how each contributes to effective training.

Instruction

Instructor Roles



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Navigation icons: back, forward, search, refresh, pause, play.

1.5 Six Characteristics of Dynamic Instructors Overview

Six Characteristics of

CLICK ON EACH TO LEARN MORE

KNOWLEDGEABLE

GOOD COMMUNICATOR

CLASS MANAGEMENT

WORLD'S BEST INSTRUCTOR

DECISION MAKER

FRIENDLY PERSONALITY

FLEXIBLE



Navigation icons: back, forward, search, refresh, pause, play.

characteristics.

Progress (Slide Layer)

1 Train The Trainer - Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of

CLICK ON EACH TO LEARN MORE

KNOWLEDGEABLE

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FRIENDLY PERSONALITY

FLEXIBLE

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1.6 Six Characteristics of Dynamic Instructors - Knowledgeable

Six Characteristics of Dynamic Instructors

KNOWLEDGEABLE

- When leading a class, instructors can use the tools provided to them such as instructor resources to guide their instruction.
- Ellis & Associates provides teaching materials to assist the instructor in lesson presentation.
- When guiding instructional content, trainers always introduce each lesson by sharing the lesson's learning outcomes.

LEARNING OUTCOMES →

CLAI

RELEVANT

"At the completion of this course, students will prepare a written lesson plan and video teaching demonstration of that lesson to be evaluated by an Instructor Trainer."

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Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

KNOWLEDGEABLE

- When leading a class, instructors can use the tools provided them such as instructor resources to guide their instruction.


LEARNING OUTCOMES

- Ellis & Associates provides teaching materials to assist the instructor in lesson presentation.
- When guiding instructional content, trainers always introduce each lesson by sharing the lesson's learning outcomes.

“At the completion of this course, students will prepare a written lesson plan and video teaching demonstration of that lesson to be evaluated by an Instructor Trainer.”

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1.7 Six Characteristics of Dynamic Instructors - Good Communicator

Six Characteristics of Dynamic Instructors

GOOD COMMUNICATOR

- Instructors must possess good communication skills because they are in a position where they:

- Deliver content.
- Coordinate activities.
- Provide clear direction.
- Provide positive feedback.



Progress (Slide Layer)


1 Train The Trainer - Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

GOOD COMMUNICATOR

✓ Instructors must possess good communication skills because they are in a position where they:

- + Deliver content.
- + Coordinate activities.
- + Provide clear direction.
- + Provide positive feedback.



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1.8 Six Characteristics of Dynamic Instructors - Class Management

Six Characteristics of Dynamic Instructors

CLASS MANAGEMENT

- ✓ Being organized allows an instructor to plan for exercises and activities that keeps students engaged.
- ✓ Dynamic instructors who are organized prepare in advance exercises and activities using their instructor resources and lesson plans.
- ✓ Control and manage the learning environment keeping all students on pace to meet learning outcomes.



Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

CLASS MANAGEMENT

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1.9 Five Roles of an Instructor - Lecturer

Five Roles of an Instructor

LECTURER

- ✓ Lecturing is one of the various strategies and methods used to teach content to your students when leading a class.
- ✓ Lectures can be delivered in person or virtually.



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Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor

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- ✓ Lecturing is one of the various strategies and methods used to teach content to your students when leading a class.
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1.10 Five Roles of an Instructor - Coach

Five Roles of an Instructor

COACH

- ✓ Describe and demonstrate skills you are teaching.
- ✓ Assess and remediate students as they practice those skills.
- ✓ Provide support and encouragement to learners as they work on skills.



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1 Train The Trainer - Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor


COACH

- ✓ Describe and demonstrate skills you are teaching.
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1.11 Five Roles of an Instructor - Evaluator

Five Roles of an Instructor

EVALUATOR

- ✓ Be objective and provide timely, honest feedback regarding the competency level of student during a class.
- ✓ Instructors may even conduct written or practical assessments to verify students are meeting course outcomes.
- ✓ When doing so, instructors are encouraged to give clear, concise feedback and use any instructor resources available.



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1 Train The Trainer – Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor

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1.12 Five Roles of an Instructor - Decision Maker

Five Roles of an Instructor

DECISION MAKER

- ✓ Instructors control the learning experience by how they organize, prepare and conduct their classes.
- ✓ Instructors are tasked with deciding based on student performance who meets student outcomes.
- ✓ While teaching, instructor must be able to adapt to student needs and adjust classroom teaching strategies quickly and accordingly.
- ✓ An instructor may decide to go in a different direction so that all students can learn successfully.



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1 Train The Trainer – Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor

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1.13 Five Roles of an Instructor - Facilitator

Five Roles of an Instructor

FACILITATOR

- ✓ An instructor coordinates activities and directs the discovery process that leads students to an understanding of the content.
- ✓ The facilitator may ask questions about a specific topic that allows students to share their previous knowledge about that topic.
- ✓ The instructor is leading the discussion by asking open-ended questions and guiding the students to share, discovering new information about the topic introduced.



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1 Train The Trainer – Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor

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1.14 Six Characteristics of Dynamic Instructors - Friendly Personality

Six Characteristics of Dynamic Instructors

FRIENDLY PERSONALITY

- ✓ When you are friendly and exhibit a warm, welcoming and positive attitude, your learners will find you to be more approachable.
- ✓ When you are approachable, learners are more likely to ask you questions to seek help or clarification on a concept.
- ✓ An instructor who is approachable and positive sets a tone of success for students.




Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

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1.15 Six Characteristics of Dynamic Instructors - Decision Maker

Six Characteristics of Dynamic Instructors

DECISION MAKER

- ✓ Dynamic instructors are good decision makers.
- ✓ Instructors need to be flexible, thinking on their feet and adjusting training as necessary to meet the needs of the students.



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Notes:


Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

DECISION MAKER

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1.16 Six Characteristics of Dynamic Instructors - Flexible

Six Characteristics of Dynamic Instructors

FLEXIBLE

- ✓ Instructors need to be flexible when instructing to meet all different learning abilities.
- ✓ Use a variety of different teaching strategies to accommodate for those different learning abilities when instructing a lesson plan.
- ✓ Are careful to create lesson plans flexible enough to account for unforeseen circumstances, which may occur during class.



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1 Train The Trainer – Dynamic Instruction: Six Characteristics of Dynamic Instructors

Six Characteristics of Dynamic Instructors

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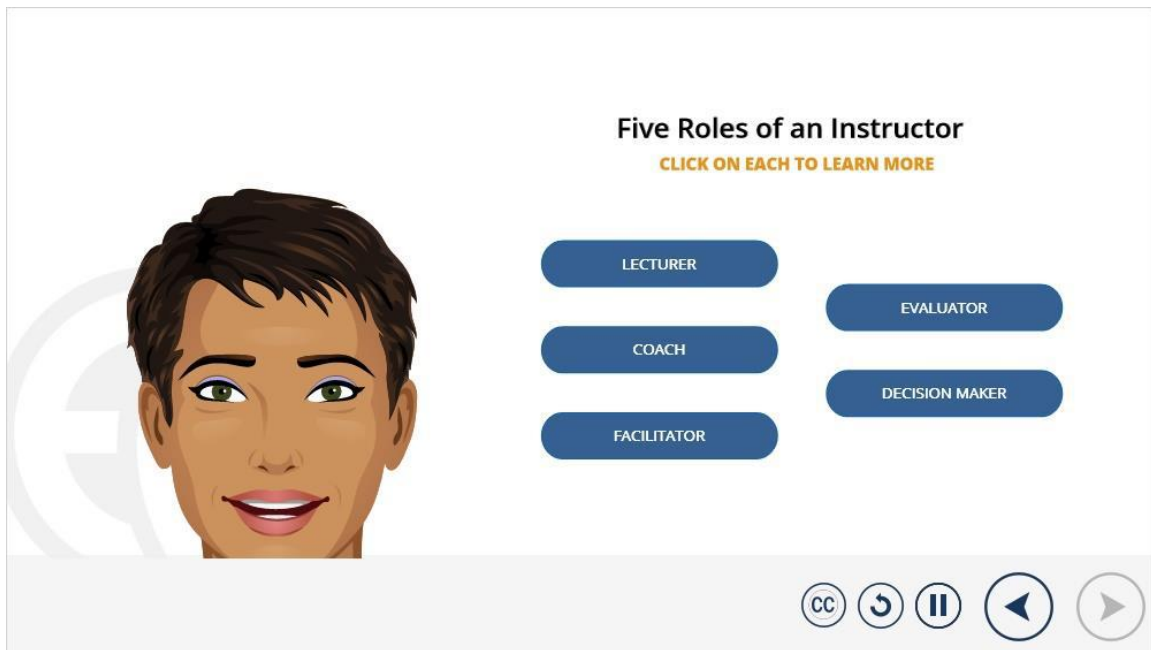


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1.17 Five Roles of an Instructor



Five Roles of an Instructor
CLICK ON EACH TO LEARN MORE

- LECTURER
- COACH
- FACILITATOR
- EVALUATOR
- DECISION MAKER


Navigation icons: CC, Refresh, Pause, Previous, Next

Progress (Slide Layer)

1 Train The Trainer – Dynamic Instruction: Five Roles of an Instructor

Five Roles of an Instructor

CLICK ON EACH TO LEARN MORE



LECTURER

COACH

FACILITATOR

EVALUATOR

DECISION MAKER

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1.18 Summary

Summary

- ✓ The principle task of a dynamic instructor is to help students gain knowledge and skills that apply to the course requirements and meeting lesson learning outcomes.
- ✓ A learning outcome is a measurable, action-oriented statement that reflects what students can demonstrate, accomplish or complete in a lesson.
- ✓ Learning outcomes need to be clear, written in a common language, measurable, and applicable to the course content.
- ✓ The roles of instructors include: lecturer, coach, facilitator, evaluator, and decision maker.



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Notes:

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1 Train The Trainer – Dynamic Instruction: Summary

Summary

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- ✓ A learning outcome is a measurable, action-oriented statement that reflects what students can demonstrate, accomplish or complete in a lesson.
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2. Knowledge Check

Lesson 2 - How Learning Occurs - FINAL

1. Content

1.1 Welcome

A blue banner for Lesson 2. On the left, a photograph shows a woman with braided hair looking at a laptop screen, with another person's face partially visible. The banner features the ELLI EDUCATION SERVICES logo (a stylized 'E' with a globe) in the upper right. A large white number '2' is inside a blue arrow pointing right, with the word 'LESSON' below it. To the right of the arrow, the text 'Train the Trainer: How Learning Occurs' is displayed in white. In the bottom right corner, there is a 'CLICK TO BEGIN' button with a play icon.

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2
LESSON

**Train the Trainer:
How Learning Occurs**



CLICK TO BEGIN 

Notes:

1.2 Learning Outcomes

Learning Outcomes

- 1 Review different learning styles and how to incorporate them into instruction.
- 2 Recognize the learning cycle for instruction.
- 3 Understand mastery learning.
- 4 Identify the learning and forgetting curves.
- 5 Provide examples of how to increase learning retention for students.




Progress (Slide Layer)

2 Train The Trainer - How Learning Occurs: Learning Outcomes

Learning Outcomes

- 1 Review different learning styles and how to incorporate them into instruction.
- 2 Recognize the learning cycle for instruction.
- 3 Understand mastery learning.
- 4 Identify the learning and forgetting curves.
- 5 Provide examples of how to increase learning retention for students.



Learning Styles

The Learning Cycle

Mastery Learning

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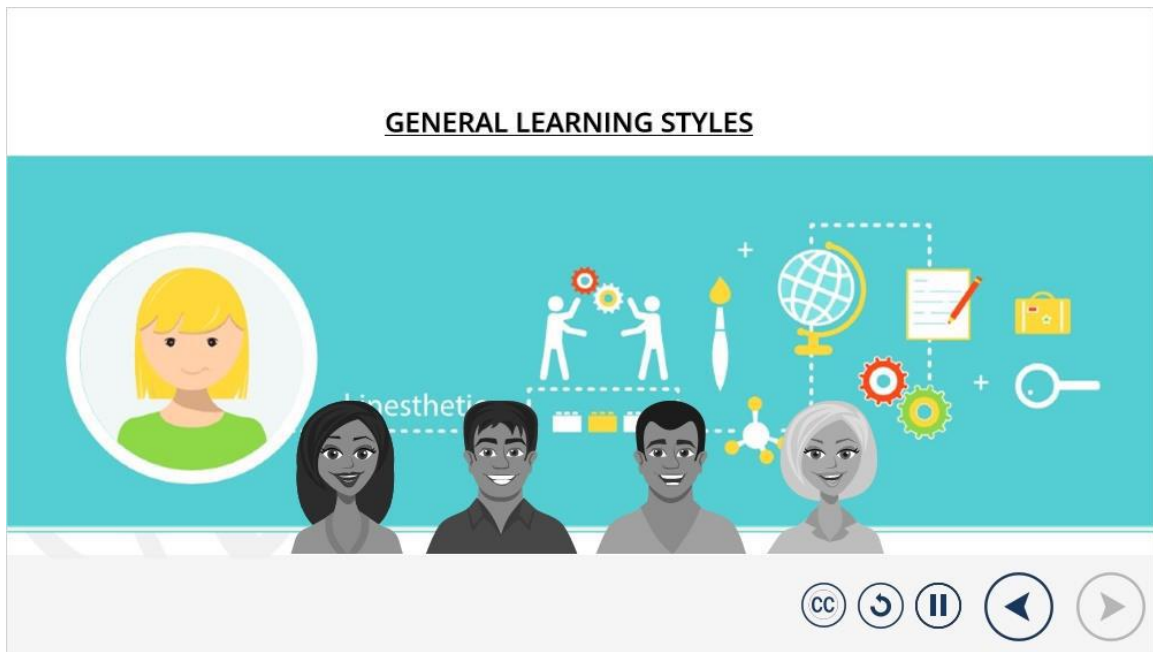
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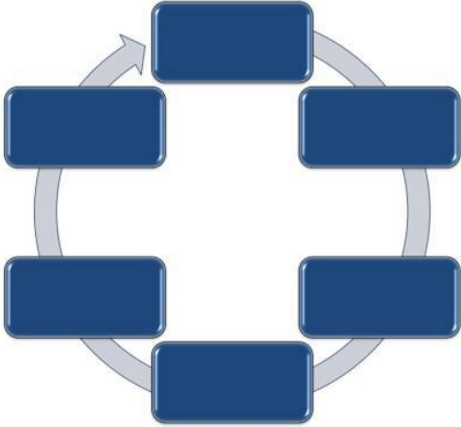
1.3 Learning Styles



1.4 Typical Learning Cycle

THE PROBLEM WITH THE
Typical Learning Cycle

- Not all students have successfully achieved the outcomes of the lesson.
- They may quickly forget the material taught if it is not adequately reinforced and applied.



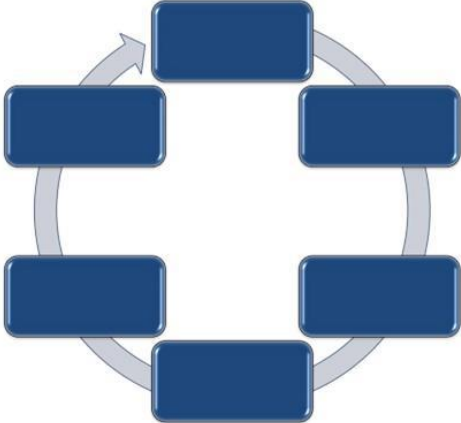
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2 Train The Trainer – How Learning Occurs: Typical Learning Cycle

THE PROBLEM WITH THE Typical Learning Cycle

- Not all students have successfully achieved the outcomes of the lesson.
- They may quickly forget the material taught if it is not adequately reinforced and applied.



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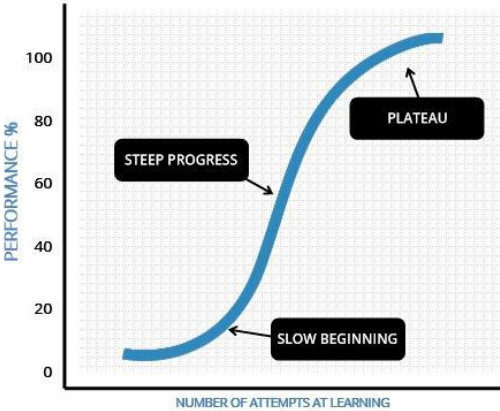
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1.5 Learning Curve

Learning Curve

- Attempts to learn a new skill can be frustrating and progress is slow.
- There are 3 stages of the learning curve: Slow beginning, Steep progress, and Plateau



PERFORMANCE %

NUMBER OF ATTEMPTS AT LEARNING

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Notes:

Progress (Slide Layer)

2 Train The Trainer - How Learning Occurs: Learning Curve

Learning Curve

- ✓ Attempts to learn a new skill can be frustrating and progress is slow.
- ✓ There are 3 stages of the learning curve: Slow beginning, Steep progress, and Plateau

PERFORMANCE %

NUMBER OF ATTEMPTS AT LEARNING

STEEP PROGRESS

SLOW BEGINNING

PLATEAU

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1.6 Mastery Learning

Mastery Learning

✓ A student achieves mastery learning for something new when they demonstrate how they apply that new information in the performance of a skill.

✓ Instructors help students master concepts by creating ongoing learning experiences to assess students regularly.

may apply it later?

✓ The goal of Mastery Learning is to get students to achieve a level of competency that enables them to apply their training for their needs, such as in a job.



Progress (Slide Layer)


2 Train The Trainer – How Learning Occurs: Mastery Learning

Mastery Learning

- ✓ A student achieves mastery learning for something new when they demonstrate how they apply that new information in the performance of a skill.
- ✓ Instructors help students master concepts by creating ongoing learning experiences to assess students regularly.

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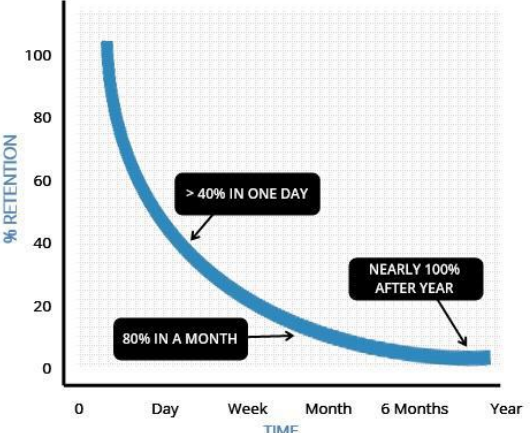
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1.7 Forgetting Curve

Forgetting Curve

- ✓ Unfortunately, we forget much of what we learn.
- ✓ Without review or use, students can forget:



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Notes:

Progress (Slide Layer)

2 Train The Trainer – How Learning Occurs: Forgetting Curve

Forgetting Curve

- ✓ Unfortunately, we forget much of what we learn.
- ✓ Without review or use, students can forget:

Time	% Retention
0	100
Day	> 40
Month	80
Year	Nearly 100

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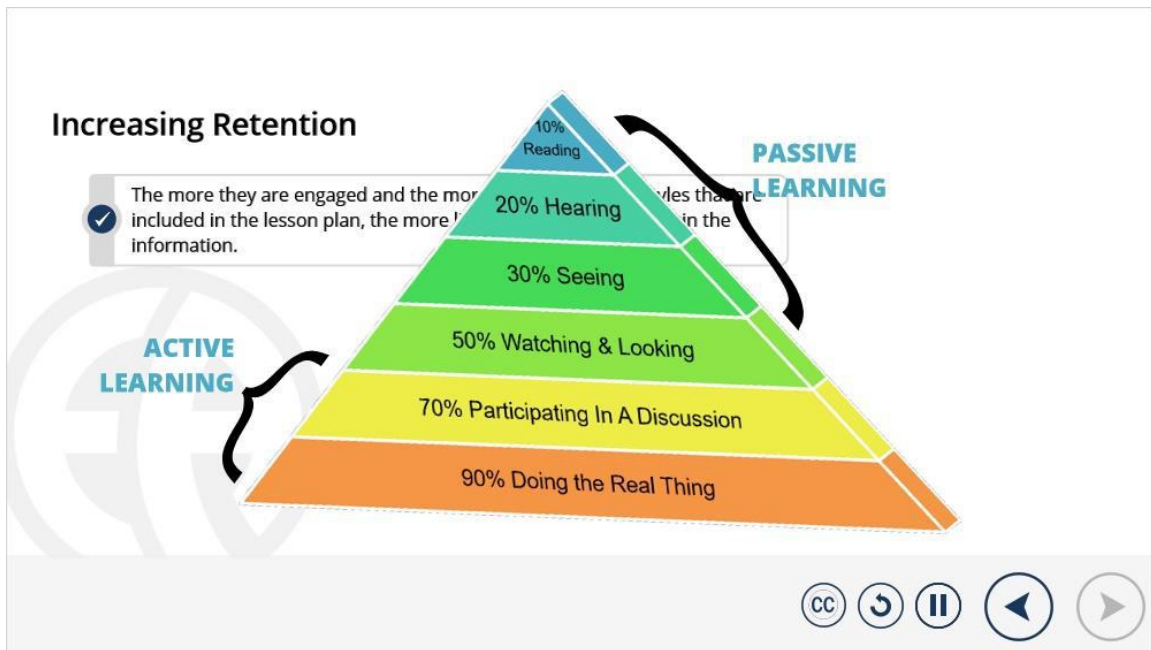
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1.8 Increasing Retention



Progress (Slide Layer)

2 Train The Trainer – How Learning Occurs: Increasing Retention

Increasing Retention

The more they are engaged and the more activities that are included in the lesson plan, the more information.

PASSIVE LEARNING

ACTIVE LEARNING

10% Reading

20% Hearing

30% Seeing

50% Watching & Looking

70% Participating In A Discussion

90% Doing the Real Thing

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1.9 Active Learning Experiences

Active Learning Experiences

- Active learning experiences can be created by having students build on old information as instructors teach new information so that students are actively participating in discussions and exercises.
- Instructors can also use the “show, tell, do” method to actively engage students.
- Another way an instructor creates active learning environments is by having students participate in the learning.
- In this example, the instructor allows the students to practice learning hands-on creating an active learning environment.


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Progress (Slide Layer)

2 Train The Trainer – How Learning Occurs: Active Learning Experiences

Active Learning Experiences

- ✓ Active learning experiences can be created by having students build on old information as instructors teach new information so that students are actively participating in discussions and exercises.
- ✓ Instructors can also use the “show, tell, do” method to actively engage students.
- ✓ Another way an instructor creates active learning environments is by having students participate in the learning.
- ✓ In this example, the instructor allows the students to practice learning hands-on creating an active learning environment.



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1.10 Long Term Success

Long Term Success

- ✓ The key takeaways from the Learning Curve and the Forgetting Curve are the following:
 - 1 That is why, repetition is important to long term.
 - 1 The more a new skill is practiced, the faster it can be learned, and the less likely it is to be forgotten.
 - 2 The student becomes more proficient in competency the more they practice.
 - 3 The more actively the student is engaged in learning, the more likely the student is to retain the information.




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2 Train The Trainer – How Learning Occurs: Summary

Summary

- ✓ Students must practice often to remain competent and capable of performing to standard.
- ✓ Instructors should create ongoing learning experiences so students can retain new skills.
- ✓ When a student is proficient in something, they perform those skills to the standard level of competency, reaching the peak of the learning curve. repetition to increase proficiency and mastery learning.
- ✓ However the longer time that goes by where students do not use those skills, they will lose them.
- strate now they apply that new information in the performance of a skill.



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1.12 Visual Learners

LEARNING STYLES

VISUAL LEARNERS

- ✓ Visual learners need to see the content. They prefer materials that have the copy in text and enjoy reading about the content.
- ✓ Visual learners need to see the steps to a problem in writing or see a demonstration of how to perform a skill before doing the skill themselves.
- ✓ When an instructor asks students a question, a visual learner needs to see the question in writing to best process and formulate a response.




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1.13 Auditory Learners

LEARNING STYLES

AUDITORY LEARNERS

- ✓ Auditory learners need instructions given to them verbally. They prefer lecture style instruction and want any content that is written explained aloud.
- ✓ Auditory learners may struggle to perform a skill that is not reviewed verbally first.
- ✓ These types of learners tend to be most successful during an assignment if the instructions are provided orally.



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Progress (Slide Layer)

2 Train The Trainer – How Learning Occurs: Auditory Learners

LEARNING STYLES

AUDITORY LEARNERS

- ✓ Auditory learners need instructions given to them verbally. They prefer lecture style instruction and want any content that is written explained aloud.
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1.14 Kinesthetic Learners

LEARNING STYLES

KINESTHETIC LEARNERS

- ✓ These students learn best when they are actively engaged in an exercise or activity involving the material they are learning.
- ✚ Learn by doing and practicing.
- ✚ Hands on activities.
- ✓ Instructors can accommodate kinesthetic learners by preparing skills, drills, creative exercises and other activities using their instructor materials during a class.



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Progress (Slide Layer)

2 Train The Trainer - How Learning Occurs: Kinesthetic Learners

LEARNING STYLES

KINESTHETIC LEARNERS

- ✓ These students learn best when they are actively engaged in an exercise or activity involving the material they are learning.
- ✦ Learn by doing and practicing.
- ✦ Hands on activities.
- ✓ Instructors can accommodate kinesthetic learners by preparing skills, drills, creative exercises and other activities using their instructor materials during a class.



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2. Knowledge Check

Lesson 3 - Equity in Education - FINAL

1. Content

1.1 Welcome

A blue-themed slide for Lesson 3. On the left, a photograph shows two women sitting on a bench, looking at laptops. The woman on the right is wearing a black and white striped shirt. A large blue arrow points from the photo towards the center, containing the number '3' and the word 'LESSON'. In the top right, the logo for 'ELLISEDUCATION SERVICES' is displayed. Below the logo, the text 'Train the Trainer: Equity in Education' is written in white. In the bottom right corner, there is a 'CLICK TO BEGIN' button with a play icon.

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3
LESSON

**Train the Trainer:
Equity in Education**


CLICK TO BEGIN 

Notes:

1.2 Learning Outcome

Learning Outcomes

- 1 Identify key characteristics of adult learners.
- 2 List important principles of equity education for adult learners.
- 3 Describe social emotional learning.
- 4 Discuss types of learning disabilities.
- 5 Explore how to make accommodations for learning disabilities.



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Navigation icons: Home, Play, Stop, Previous, Next

Notes:

1.3 Who Are Adult Learners?

Who Are Adult Learners?

- ✓ Adult learners are a diverse group comprised of young adults beginning in their late teens, through older adults age 60 and above.
- + Diverse backgrounds
- + Wealth of experience
- + Juggle work and home responsibilities
- + Motivation can be affected
- + Different experiences than children
- + Characteristics unique to them

Navigation icons: CC, Refresh, Pause, Previous, Next

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Who Are Adult Learners?

Who Are Adult Learners?

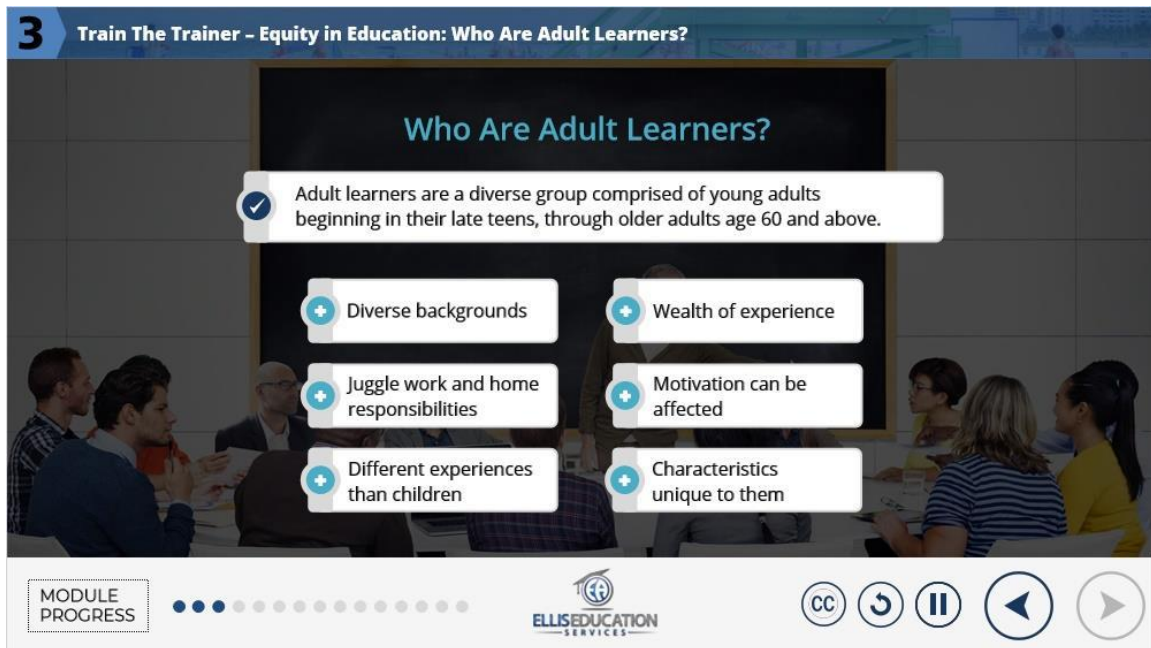
✓ Adult learners are a diverse group comprised of young adults beginning in their late teens, through older adults age 60 and above.

- + Diverse backgrounds
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- + Juggle work and home responsibilities
- + Motivation can be affected
- + Different experiences than children
- + Characteristics unique to them

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1.4 Six Characteristics of Dynamic Instructors Overview

Six Characteristics of Adult Learners

CLICK ON EACH TO LEARN MORE

- SELF-MOTIVATED
- NEED THE "WHY"
- RESULTS ORIENTED
- LINK PAST EXPERIENCES
- LEARN AT SLOWER PACE
- MULTIPLE RESPONSIBILITIES

Illustration of a woman wearing a headset and glasses, sitting at a desk with a computer monitor and keyboard.

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Notes:

Progress (Slide Layer)

3 Train The Trainer - Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

CLICK ON EACH TO LEARN MORE

- SELF-MOTIVATED
- NEED THE "WHY"
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- LEARN AT SLOWER PACE
- MULTIPLE RESPONSIBILITIES



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1.5 Six Characteristics of Adult Learners - Self-Motivated

Six Characteristics of Adult Learners

SELF-MOTIVATED

- ✓ Adult learners are self directed and motivated to learn.
- ✓ Learn at their own pace due to their unique schedules.



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Notes:


Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

SELF-MOTIVATED

- ✓ Adult learners are self directed and motivated to learn.
- ✓ Learn at their own pace due to their unique schedules.



MODULE PROGRESS ●●●●●●●●●●

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1.6 Six Characteristics of Adult Learners - Learn At Slower Pace

Six Characteristics of Adult Learners

LEARN AT SLOWER PACE

- ✓ Adult learners tend to learn less rapidly as they age.
- ✓ But the depth of their learning tends to increase with age.
- ✓ Instructors may need to plan to pace instruction accordingly based on the age of the students in a class.



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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

LEARN AT SLOWER PACE

- ✓ Adult learners tend to learn less rapidly as they age.
- ✓ But the depth of their learning tends to increase with age.
- ✓ Instructors may need to plan to pace instruction accordingly based on the age of the students in a class.

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Navigation icons: CC, Refresh, Pause, Previous, Next


1.7 Six Characteristics of Adult Learners - Results Oriented

Six Characteristics of Adult Learners

RESULTS ORIENTED

✓ Adults prefer practical knowledge that will:

- + Improve their skills
- + Facilitate their work
- + Boost their confidence



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The image shows three women in a professional setting, likely a classroom or office, gathered around a desk. They are looking at a laptop screen and appear to be engaged in a collaborative activity. One woman is pointing at the screen, while the others look on attentively. The desk has two laptops and some papers on it. The background shows a typical office or classroom environment with a door and some equipment.

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

RESULTS ORIENTED

✓ Adults prefer practical knowledge that will:

- + Improve their skills
- + Facilitate their work
- + Boost their confidence



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1.8 Principles of Equity - Access

Principles of Equity

ACCESS

- ✓ Access refers to giving all students the means to adequate educational facilities.
- ✓ And resources that provide students with an opportunity to achieve at the highest standard.



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Progress (Slide Layer)

3 Train The Trainer - Equity in Education: Principles of Equity

Principles of Equity

ACCESS

- ✓ Access refers to giving all students the means to adequate educational facilities.
- ✓ And resources that provide students with an opportunity to achieve at the highest standard.



MODULE PROGRESS ●●●●●●●●●●

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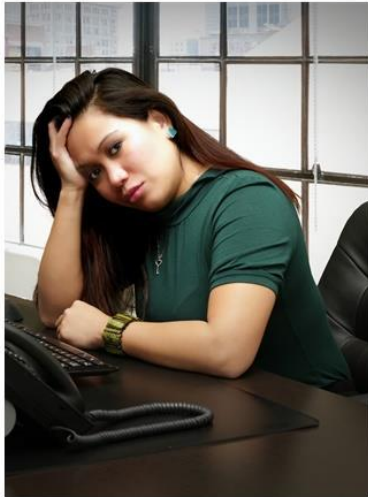
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1.9 Six Characteristics of Adult Learners - Need the "Why"

Six Characteristics of Adult Learners

NEED THE "WHY"

- ✓ Adult learners are less receptive and open to change because of their wealth of experience.
- ✓ Instructors need to explain the reason for learning a new topic or skill and "why" the new content is relevant to them.



CC ↺ || ⏪ ⏩

Notes:

1.10 Six Characteristics of Adult Learners - Multiple Responsibilities

Six Characteristics of Adult Learners

MULTIPLE RESPONSIBILITIES

- ✓ Adult learners may be learning on the go and squeezing in continuing education and training.
- ✓ Adult learners may be attending school while also responsible for family duties like parenting or helping with grandchildren.
- ✓ Schedule classes in a manner that allows flexibility to accommodate adult learners who juggle multiple responsibilities.
- ✓ Being mindful of the number of class hours, length of sessions, and even frequency of breaks is appreciated by adult learners.




Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

MULTIPLE RESPONSIBILITIES

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MODULE PROGRESS ●●●●●●●●●●

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1.11 Six Characteristics of Adult Learners - Link Past Experiences

Six Characteristics of Adult Learners

LINK PAST EXPERIENCES

- ✓ Adult learners have life experiences to relate to when learning.
- ✓ Adult learners link their past experiences to anything new and validate a new concept based on prior learning.



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Progress (Slide Layer)

3 Train The Trainer - Equity in Education: Six Characteristics of Adult Learners

Six Characteristics of Adult Learners

LINK PAST EXPERIENCES

- ✓ Adult learners have life experiences to relate to when learning.
- ✓ Adult learners link their past experiences to anything new and validate a new concept based on prior learning.




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1.12 Principles of Equity



Principles of Equity

CLICK ON EACH TO LEARN MORE

- ACCESS
- PARTICIPATION
- HUMAN RIGHT
- DIVERSITY


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Notes:

Click on each of these principles to learn more.

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Principles of Equity










Principles of Equity

CLICK ON EACH TO LEARN MORE

- ACCESS
- PARTICIPATION
- HUMAN RIGHT
- DIVERSITY

MODULE PROGRESS



1.13 Social Emotional Learning

Social Emotional Learning (SEL)

✓ SEL is when students are self-aware, can work cooperatively in groups, and care about themselves and others in a learning environment.

- + Better attitude
- + Improved performance
- + Better retention
- + Less anxiety learning new content
- + Fewer classroom behavior problems



Notes:

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Social Emotional Learning

Social Emotional Learning (SEL)

✓ SEL is when students are self-aware, can work cooperatively in groups, and care about themselves and others in a learning environment.

- + Better attitude
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- + Better retention
- + Less anxiety learning new content
- + Fewer classroom behavior problems

MODULE PROGRESS


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The slide features a background image of three students in a classroom setting. The content is presented in a clean, modern layout with a blue header and white text boxes. The bottom of the slide includes a navigation bar with a progress indicator, the Ellise Education Services logo, and standard presentation controls.


1.14 Disabilities Introduction

Common Disabilities That May Impact Learning



LEARNING DISABILITIES

Affect the student's ability to receive, process, store, respond to and communicate information.



PHYSICAL DISABILITIES


Limit a student's physical functioning.

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Progress (Slide Layer)


3 Train The Trainer – Equity in Education: Disabilities

Common Disabilities That May Impact Learning



LEARNING DISABILITIES

Affect the student's ability to receive, process, store, respond to and communicate information.



PHYSICAL DISABILITIES

Limit a student's physical functioning.

MODULE PROGRESS ●●●●●●●●●●●●●●●●


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1.15 Learning Disabilities Overview

Learning Disabilities

- ✓ Affect people of all ages and different IQ levels.
DYSLEXIA
- ✓ There is no "cure" for a learning disability.
ATTENTION DEFICIT
- ✓ But accommodations can be made so learners can achieve success.
HYPERACTIVE DISORDER (ADHD)
- ✓ Recognizing the learning disability and knowing how to make accommodations creates a positive equitable learning experience.
AUTISM



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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Learning Disabilities

Learning Disabilities

- ✓ Affect people of all ages and different IQ levels.
DYSLEXIA
- ✓ There is no “cure” for a learning disability.
ATTENTION DEFICIT
- ✓ **HYPERACTIVE DISORDER (ADHD)**
But accommodations can be made so learners can achieve success.
- ✓ **AUTISM**
- ✓ Recognizing the learning disability and knowing how to make accommodations creates a positive equitable learning experience.



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1.16 Dyslexia

Dyslexia

- ✓ Students have difficulty reading because what they see appears scrambled when trying to decode the text in their brains.
- ✓ Likely to see written text with words jumbled together and spacing off, or words without any spacing.
- ✓ Reading and writing tasks take longer and a student with dyslexia may need someone to verbalize written content.

WITH DYSLEXIA

WITHOUT DYSLEXIA




With dyslexia (Slide Layer)

Dyslexia

- ✓ Students have difficulty reading because what they see appears scrambled when trying to decode the text in their brains.
- ✓ Likely to see written text with words jumbled together and spacing off, or words without any spacing.
- ✓ Reading and writing tasks take longer and a student with dyslexia may need someone to verbalize written content.

They words may not be spaced correctly.
We spell words exactly as they sound to us.
Sometimes all the letters get pushed together.

WITH DYSLEXIA



WITHOUT DYSLEXIA

CC ↺ || ⏪ ⏩


Without dyslexia (Slide Layer)

Dyslexia

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WITH DYSLEXIA



WITHOUT DYSLEXIA

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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Learning Disabilities

Dyslexia

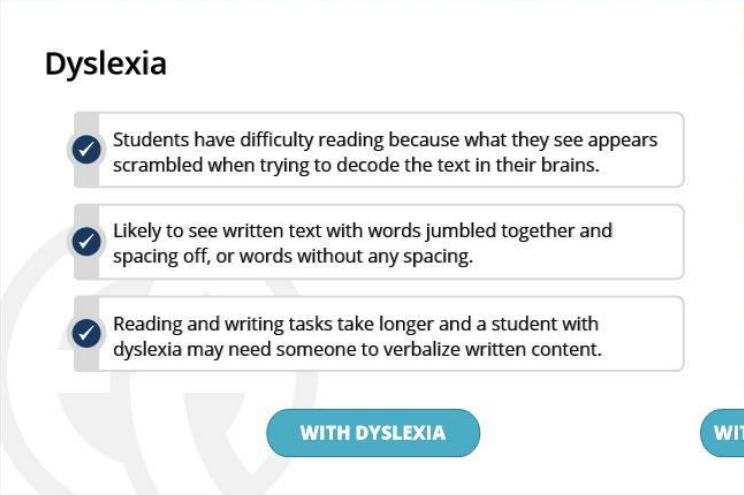

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WITH DYSLEXIA

WITHOUT DYSLEXIA

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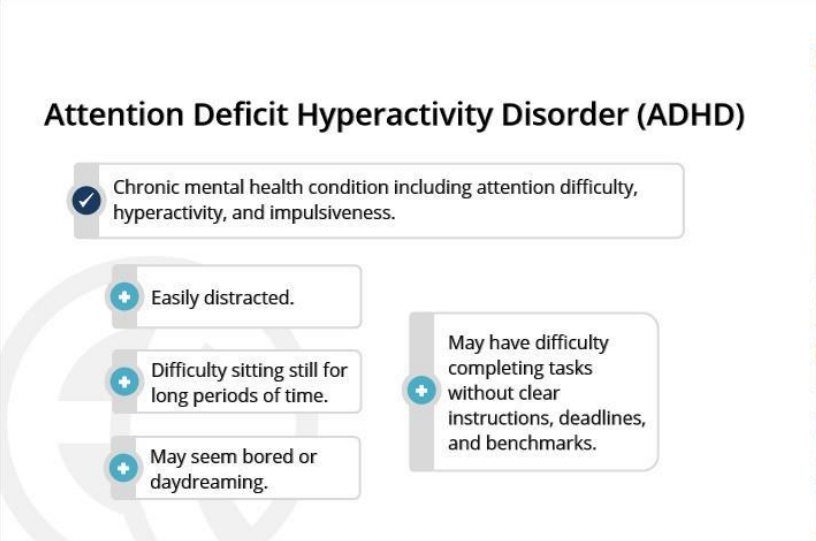



1.17 Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD)

- ✓ Chronic mental health condition including attention difficulty, hyperactivity, and impulsiveness.
- + Easily distracted.
- + Difficulty sitting still for long periods of time.
- + May seem bored or daydreaming.
- + May have difficulty completing tasks without clear instructions, deadlines, and benchmarks.

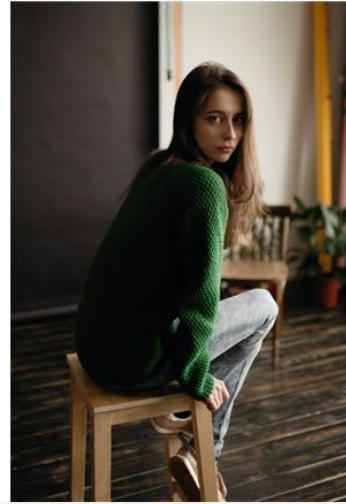
Notes:



1.18 Autism

Autism Spectrum Disorder (ASD) **ADAPTATIONS**

- ✓ Providing a simple outline that includes transitions from classroom learning to skills practice and breaks.
- ✓ Instructors should provide multiple media options to suit each student's specific learning style.
- ✓ Make use of different sensory tools such as stress balls, fidgets, wiggle cushions, and foot rollers.
- ✓ Include breaks from learning, such as five-minute breaks to give learners time to transition and recover from classroom demands.




Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Learning Disabilities

Autism Spectrum Disorder (ASD) **ADAPTATIONS**

- ✓ Providing a simple outline that includes transitions from classroom learning to skills practice and breaks.
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1.19 Physical Disabilities

Physical Disabilities

- ✓ Limit a student's physical functioning, mobility, dexterity or stamina.
- ✓ Examples of physical disabilities include significant sight, hearing and motor impairment.
- ✓ Instructors need to ensure accommodations are made to create an equitable educational experience for all participants in a class.



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Notes:

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Physical Disabilities

Physical Disabilities

- ✓ Limit a student's physical functioning, mobility, dexterity or stamina.
- ✓ Examples of physical disabilities include significant sight, hearing and motor impairment.
- ✓ Instructors need to ensure accommodations are made to create an equitable educational experience for all participants in a class.



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The image shows a man with a prosthetic left leg leaning over a swimming pool. He is wearing a black tank top and black shorts. The pool is in the background, and the floor is tiled. The slide is part of a presentation with a blue header and a white content area. The bottom of the slide features a navigation bar with a progress indicator, the Ellise Education Services logo, and standard media controls.

1.20 Types of Accommodations

Types of Accommodations

- ✓ To achieve equity in education, instructors need to create accommodations for students with disabilities
 - + Extra response time
 - + Offer oral tests instead of written exams
- ✓ The goal of accommodations is to remove as many barriers as possible
 - + Offer translations and interpreters
 - + Extended time for activities and tests
- ✓ Accommodations must be "reasonable" while still requiring the student to demonstrate competency
 - + Issue copies of notes
 - + Provide alternatives for skill performance




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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Disabilities Accommodations

Types of Accommodations

- ✓ To achieve equity in education, instructors need to create accommodations for students with disabilities.
 - + Extra response time
 - + Offer oral tests instead of written exams
- ✓ The goal of accommodations is to remove as many barriers as possible.
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 - + Provide alternatives for skill performance



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1.21 Summary

Summary

- ✓ Students feel empowered to participate and learn when they are working in an equitable, judgement free environment that provides them with opportunities to express themselves and participate.
- ✓ There are learning disabilities that affect persons of all ages and all different levels of intelligence.
- ✓ A learning disability can't be cured but can be accommodated for so that learners with disabilities can achieve success.
- ✓ An accommodation should always match the type of disability, and that there are a variety of ways to accommodate students with disabilities.



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Notes:

Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Summary

Summary

- ✓ Students feel empowered to participate and learn when they are working in an equitable, judgement free environment that provides them with opportunities to express themselves and participate.
- ✓ There are learning disabilities that affect persons of all ages and all different levels of intelligence.
- ✓ A learning disability can't be cured but can be accommodated for so that learners with disabilities can achieve success.
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MODULE PROGRESS ●●●●●●●●●●●●●●●●●●●●

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1.22 Equity in Education Overview



EQUITY IN EDUCATION
Making sure all students have the support they need to be successful.

- ✓ That requires understanding the unique challenges and barriers
- ✓ Ensuring equity means avoiding a one size fits all approach to learning, because no two are alike.
- ✓ The goal is to strive for all students to have an equal opportunity to be successful by ensuring access to resources and removing any barrier to success.
- + Gifted and Talented students
- + Students with diverse educational needs

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3 Train The Trainer - Equity in Education: Overview



EQUITY IN EDUCATION

Making sure all students have the support they need to be successful.

That requires understanding the unique challenges and barriers
Ensuring equity means avoiding a one size fits all approach to learning, because no two are alike.

The goal is to strive for all students to have an equal opportunity to be successful by ensuring access to resources and removing any barrier to success.

Gifted and Talented students

Students with diverse educational needs

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1.23 Principles of Equity - Participation

Principles of Equity

PARTICIPATION

✓ All students being able to actively take part in the lesson to learn the content at the highest standard.



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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Principles of Equity

Principles of Equity

PARTICIPATION

- ✓ All students being able to actively take part in the lesson to learn the content at the highest standard.



MODULE PROGRESS ●●●●●●●●●●

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1.24 Principles of Equity - Diversity

Principles of Equity

DIVERSITY

- ✓ Achieved by having diverse instructors competent in the subject matter and capable of instructing it to the highest standards.
- ✓ All students irrespective of race, ethnicity, culture, language, sexual orientation, gender, ability, or disability, are positioned for success.



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Progress (Slide Layer)

3 Train The Trainer – Equity in Education: Principles of Equity

Principles of Equity

DIVERSITY

- ✓ Achieved by having diverse instructors competent in the subject matter and capable of instructing it to the highest standards.
- ✓ All students irrespective of race, ethnicity, culture, language, sexual orientation, gender, ability, or disability, are positioned for success.



MODULE PROGRESS ●●●●●●●●●●

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1.25 Principles of Equity - Human Right

Principles of Equity

HUMAN RIGHT

- ✓ It guarantees all students have the right to access, with opportunities for participation in an environment where barriers are eliminated.
- ✓ Equity is achieved when learning experiences are similar for all students regardless of race, ethnicity, culture, language, disability, sexual orientation, gender, or gifted and talented abilities.
- ✓ Equity in learning experiences is achieved by issuing fair and unbiased practices and assessments when teaching.



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Progress (Slide Layer)

3 Train The Trainer - Equity in Education: Principles of Equity

Principles of Equity

HUMAN RIGHT

- ✓ It guarantees all students have the right to access, with opportunities for participation in an environment where barriers are eliminated.
- ✓ Equity is achieved when learning experiences are similar for all students regardless of race, ethnicity, culture, language, disability, sexual orientation, gender, or gifted and talented abilities.
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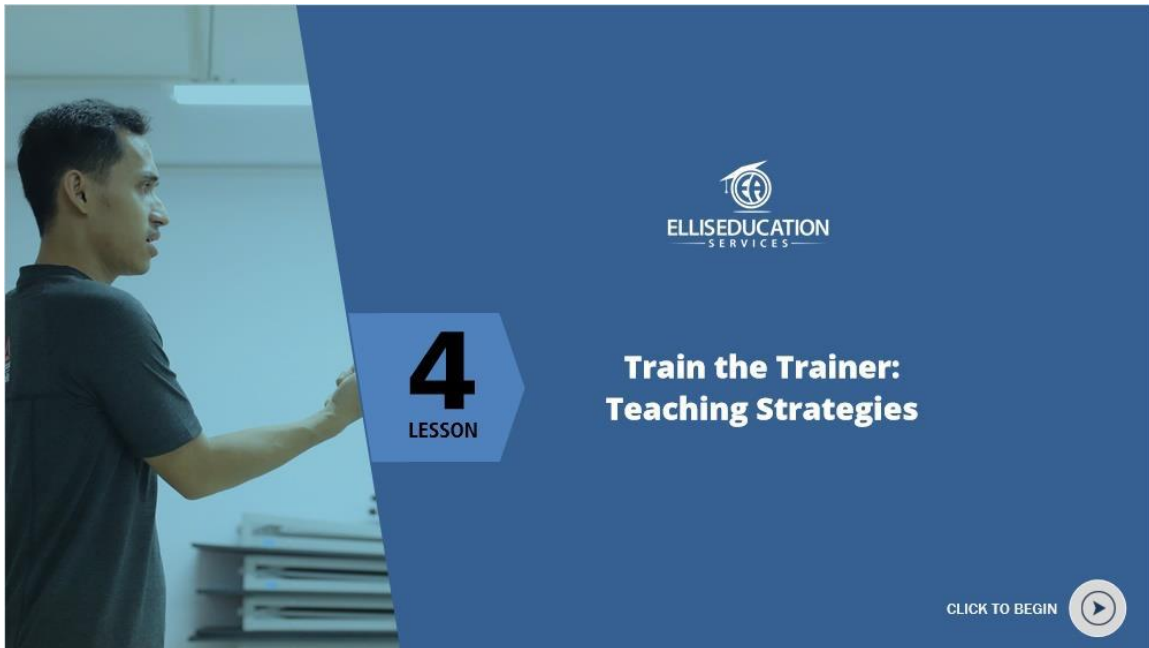
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2. Knowledge Check

TTT Lesson 4 - Teaching Strategies - FINAL

1. Content

1.1 Welcome




Notes:

1.2 Learning Outcomes

Learning Outcomes

- 1 Describe the benefits of effective teaching strategies.
- 2 Identify how the common teaching methods are used when delivering a lesson.
- 3 Apply multiple teaching strategies when teaching a lesson.

Strategies



The diagram features a man in a blue shirt with his arms crossed. To his left, three horizontal boxes contain learning outcomes, numbered 1, 2, and 3. Below these boxes, the word 'Strategies' is written. A large, faint watermark of a stylized 'A' is visible in the background. At the bottom right of the slide, there is a navigation bar with icons for Creative Commons (CC), a refresh symbol, a pause symbol, a left arrow, and a right arrow.


Progress (Slide Layer)

4 Train The Trainer – Teaching Strategies: Learning Outcomes

Learning Outcomes

- 1 Describe the benefits of effective teaching strategies.
- 2 Identify how the common teaching methods are used when delivering a lesson.
- 3 Apply multiple teaching strategies when teaching a lesson.

Strategies



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Navigation icons: back, forward, search, refresh, pause, play.

1.3 Teaching Strategies: One Size Does Not Fit All

TEACHING STRATEGIES AND METHODS
ONE SIZE DOES NOT FIT ALL

- ✓ Often teaching strategies and instructional methods vary based on a lesson's content and activities designed for a course.
- ✓ Most students tend to perform best when there are multiple strategies and methods used so that all learning styles are supported.

CC

Navigation icons: back, forward, search, refresh, pause, play.

4 Train The Trainer - Teaching Strategies: One Size Does Not Fit All

TEACHING STRATEGIES AND METHODS

ONE SIZE DOES NOT FIT ALL

- ✓ Often teaching strategies and instructional methods vary based on a lesson's content and activities designed for a course.
- ✓ Most students tend to perform best when there are multiple strategies and methods used so that all learning styles are supported.

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1.4 Benefits of Effective Teaching Strategies

Benefits of Effective Teaching Strategies



The infographic features four blue icons representing different teaching benefits. The first icon shows three people at a table with a clock, labeled 'Interactive Learning'. The second icon shows two people standing and talking, labeled 'Collaboration With Peers'. The third icon shows a person with a lightbulb above their head, labeled 'Enriched Experience'. The fourth icon shows a person sitting at a desk, labeled 'Problem Solving, Critical Thinking, & Communication Skills'. A large, faint watermark of a stylized 'A' is visible in the background. At the bottom right, there is a navigation bar with icons for Creative Commons (CC), a refresh symbol, a pause symbol, a back arrow, and a forward arrow.

- Interactive Learning
- Collaboration With Peers
- Enriched Experience
- Problem Solving, Critical Thinking, & Communication Skills

Notes:

Progress (Slide Layer)

4 Train The Trainer – Teaching Strategies: Benefits of Effective Teaching Strategies

Benefits of Effective Teaching Strategies



- Interactive Learning
- Collaboration With Peers
- Enriched Experience
- Problem Solving, Critical Thinking, & Communication Skills

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1.5 Five Common Teaching Methods

Five Common Teaching Methods

CLICK ON EACH TO LEARN MORE



- LECTURE
- DISCUSSION
- DEMONSTRATION
- DISCOVERY
- ROLE PLAY

CC ↺ || ⏪ ⏩

Progress (Slide Layer)

4 Train The Trainer – Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

CLICK ON EACH TO LEARN MORE



LECTURE

DISCUSSION

DEMONSTRATION

DISCOVERY

ROLE PLAY

MODULE PROGRESS



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1.6 Five Common Teaching Methods - Discussion





Five Common Teaching Methods

DISCUSSION

- ✓ Instructor uses questions that are designed to draw upon students' experiences, engage students in the content, and enable them to develop critical thinking skills.
- ✓ Typically require more time to complete a lesson because many more students are likely to participate in a discussion instead of a lecture.
- ✓ As students take turns discussing the topic, instructors can assess their knowledge and discover which students grasp the topic and to what extent.



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Notes:


Progress (Slide Layer)

4 Train The Trainer - Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

DISCUSSION

- ✓ Instructor uses questions that are designed to draw upon students' experiences, engage students in the content, and enable them to develop critical thinking skills.
- ✓ Typically require more time to complete a lesson because many more students are likely to participate in a discussion instead of a lecture.
- ✓ As students take turns discussing the topic, instructors can assess their knowledge and discover which students grasp the topic and to what extent.



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1.7 Five Common Teaching Methods - Lecture

Five Common Teaching Methods

LECTURE

- ✓ A lecture is one-way communication from the instructor to students.
- ✓ Lectures are not always engaging because often there is limited interaction due to limited participation from students.
- ✓ Ideal for students who are audio learners, when time is limited, and when imparting critical information such as rules or steps to a skill that are inflexible.



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Progress (Slide Layer)

4 Train The Trainer – Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

LECTURE

- ✓ A lecture is one-way communication from the instructor to students.
- ✓ Lectures are not always engaging because often there is limited interaction due to limited participation from students.
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MODULE PROGRESS ●●●●●●●●●●●●●●●●

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1.8 Five Common Teaching Methods - Demonstration

Five Common Teaching Methods

DEMONSTRATION

- ✓ The demonstration includes steps verbalized while a skill is performed.
- ✓ Modeling how to perform a skill is extremely helpful for students that are visual and kinesthetic learners.
- ✓ Demonstrations are used when a lesson requires a step by step process to practice a skill.



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Video Launch (Slide Layer)

The screenshot displays a video player interface. The main content area is dark and features a slide layer with the following text:

Five Common Teaching Methods

DEMONSTRATION

- ✓ The demonstration includes steps verbalized while a skill is performed.
- ✓ Modeling how to perform a skill is extremely helpful for students that are visual and kinesthetic learners.
- ✓ Demonstrations are used when a lesson requires a step by step process to practice a skill.

On the right side, there is a blue overlay box titled "VIDEO EXTRA" containing a play button icon and the text "OPTIONAL VIDEOS FOR DEEPER LEARNING". Below this are two buttons: "WATCH NOW" and "MAYBE LATER".

At the bottom right of the video player, there is a control bar with icons for: CC (Creative Commons), a refresh icon, a pause icon, a previous slide icon, and a next slide icon.

Video Play (Slide Layer)

Web Object

Address:
<https://www.youtube.com/embed/naBLExxBH0s?rel=0>

WHEN DONE VIEWING CLICK HERE TO CLOSE

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This screenshot shows a video player interface. The main content area is a grey rectangle with the text 'Web Object' and a URL: 'Address: https://www.youtube.com/embed/naBLExxBH0s?rel=0'. To the right, there is a video thumbnail showing a person in a dark shirt. Below the thumbnail, there is a text prompt 'WHEN DONE VIEWING CLICK HERE TO CLOSE' with a white arrow pointing to a blue circular button with a white 'X'. At the bottom of the player, there is a control bar with icons for Creative Commons (CC), a refresh symbol, a pause symbol, a previous slide symbol, and a next slide symbol.

Progress (Slide Layer)

4 Train The Trainer - Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

DEMONSTRATION

- ✓ The demonstration includes steps verbalized while a skill is performed.
- ✓ Modeling how to perform a skill is extremely helpful for students that are visual and kinesthetic learners.
- ✓ Demonstrations are used when a lesson requires a step by step process to practice a skill.

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This screenshot shows a progress slide from a training module. The title is '4 Train The Trainer - Teaching Strategies: Five Common Teaching Methods'. The main heading is 'Five Common Teaching Methods', and the current topic is 'DEMONSTRATION'. There are three bullet points, each with a checkmark icon, describing the benefits and uses of demonstrations. To the right of the text is a photograph of two women in a gymnasium; one is kneeling and the other is standing with her arms around the kneeling woman's shoulders. At the bottom left, there is a 'MODULE PROGRESS' indicator with a series of dots, the first of which is filled. In the center bottom is the 'ELLISEUCATION SERVICES' logo. At the bottom right, there is a control bar with icons for Creative Commons (CC), a refresh symbol, a pause symbol, a previous slide symbol, and a next slide symbol.

1.9 Five Common Teaching Methods - Discovery

Five Common Teaching Methods

DISCOVERY

The 4 Phases of Discovery


- ✓ Discovery is a teaching method also referred to as inquiry-guided instruction.
- ✓ Instructors teach by focusing on students' personal experiences to help them become more involved in the learning process.
- ✓ Students explore when working together and asking questions to solve the problems and later report on their findings.
- ✓ As students do the work to discover answers on their own, they remember concepts better and fully apply them more.

PHASE 1 INTRODUCTION

PHASE 2 EXPLORATION

PHASE 3 CONTENT DELIVERY

PHASE 4 APPLICATION



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Progress (Slide Layer)

4 Train The Trainer - Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

DISCOVERY

The 4 Phases of Discovery

- Discovery is a teaching method also referred to as inquiry-guided instruction.
- Instructors teach by focusing on students' personal experiences to help them become more involved in the learning process.
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- As students do the work to discover answers on their own, they remember concepts better and fully apply them more.

PHASE 1 INTRODUCTION

PHASE 2 EXPLORATION

PHASE 3 CONTENT DELIVERY

PHASE 4 APPLICATION

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1.10 Five Common Teaching Methods - Role Play

Five Common Teaching Methods

ROLE PLAY

- ✓ Students participate in realistic situations, interacting with others in a managed way.
- ✓ Allows students to practice and be put in practical situations to apply new skills and concepts in scenarios.
- ✓ Role play is an opportunity to develop experience in a supported environment.
- ✓ Kinesthetic learners enjoy role play because they are physically engaged in the learning in a hands-on manner.



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Progress (Slide Layer)

4 Train The Trainer – Teaching Strategies: Five Common Teaching Methods

Five Common Teaching Methods

ROLE PLAY

- ✓ Students participate in realistic situations, interacting with others in a managed way.
- ✓ Allows students to practice and be put in practical situations to apply new skills and concepts in scenarios.
- ✓ Role play is an opportunity to develop experience in a supported environment.
- ✓ Kinesthetic learners enjoy role play because they are physically engaged in the learning in a hands-on manner.



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1.11 Summary

Summary

- ✓ An effective teaching strategy contributes to students being able to apply problem solving skills, critical thinking skills and use communication skills as they engage in content.
- ✓ There are five common methods instructors can easily incorporate into their lessons when teaching.
- ✓ These methods are Lecture, Discussion, Demonstration, Discovery, and Role Play.
- ✓ Instructors should vary their teaching strategy and methods based on the course content, the activities planned, and the student learning styles.



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Notes:

Lesson 5 - The Learning Environment - FINAL

1. Content

1.1 Welcome



The image is a promotional graphic for a lesson. On the left, a photograph shows a man in a patterned shirt standing at a podium in a classroom, addressing a group of people seated at desks. The room has large windows and a modern interior. The right side of the graphic is a solid blue background. At the top center of this blue area is the logo for 'ELLISEDUCTION SERVICES', which consists of a stylized 'E' and 'S' inside a circle. Below the logo, the text 'Train the Trainer: The Learning Environment' is written in white. To the left of this text is a large white number '5' inside a blue arrow-shaped box, with the word 'LESSON' written in white below it. In the bottom right corner of the blue area, the text 'CLICK TO BEGIN' is written in white, followed by a white play button icon inside a circle.

Notes:

1.2 Learning Outcome


Learning Outcomes

- 1 Describe the learning environment.
- 2 List steps to create a safe learning environment.
- 3 Recognize how to organize classroom space and prepare materials to create a positive learning environment.

Environment

Physical Space

Preparation and Organization



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Notes:

Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Learning Outcomes


Learning Outcomes

- 1 Describe the learning environment.
- 2 List steps to create a safe learning environment.
- 3 Recognize how to organize classroom space and prepare materials to create a positive learning environment.

Environment

Physical Space

Preparation and Organization



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1.3 What is the Learning Environment?

What is the Learning Environment?

- ✓ A learning environment is the educational setting in which learning will occur. This can be traditional classroom-based learning, or online learning.
- ✓ Instructors can impact the learning environment to make it appear positive and supportive so that students can better focus on learning.
- ✓ Students need to feel a sense of security knowing that they are in a place full of healthy relationships where they can express themselves.

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Notes:

5 Train The Trainer - The Learning Environment: What is the Learning Environment?

What is the Learning Environment?

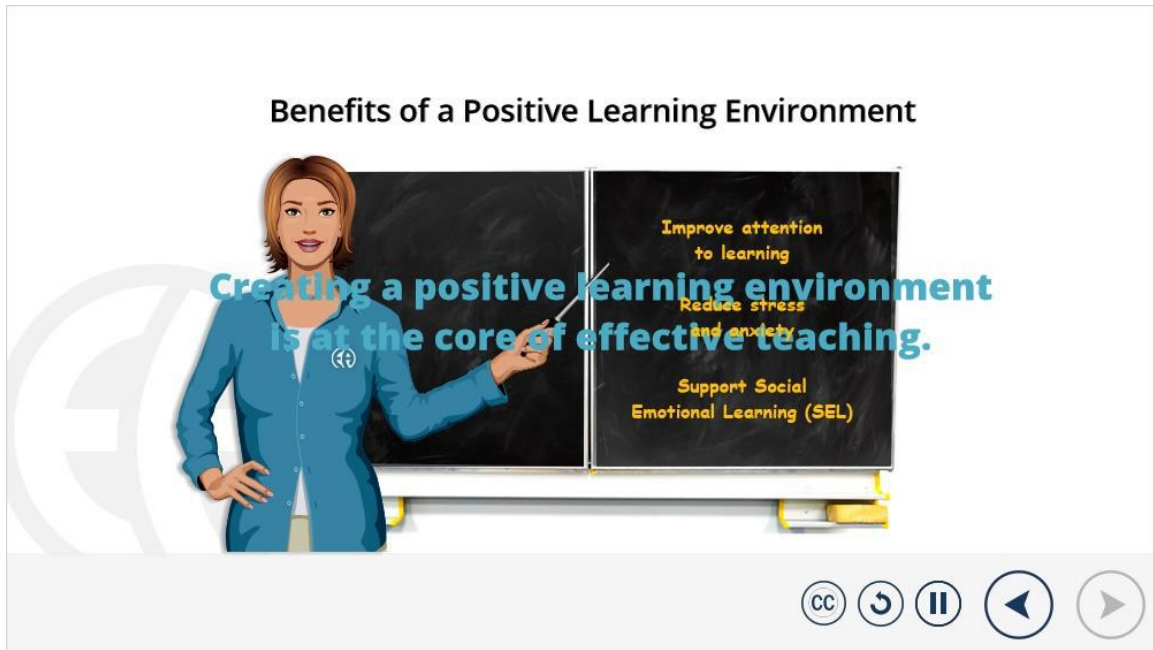
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- ✓ Students need to feel a sense of security knowing that they are in a place full of healthy relationships where they can express themselves.

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1.4 Benefits of a Positive Learning Environment?

Benefits of a Positive Learning Environment



Creating a positive learning environment is at the core of effective teaching.

- Improve attention to learning
- Reduce stress and anxiety
- Support Social Emotional Learning (SEL)

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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Benefits of a Positive Learning Environment

Benefits of a Positive Learning Environment



Improve attention to learning

Reduce stress and anxiety

Support Social Emotional Learning (SEL)

Creating a positive learning environment is at the core of effective teaching.

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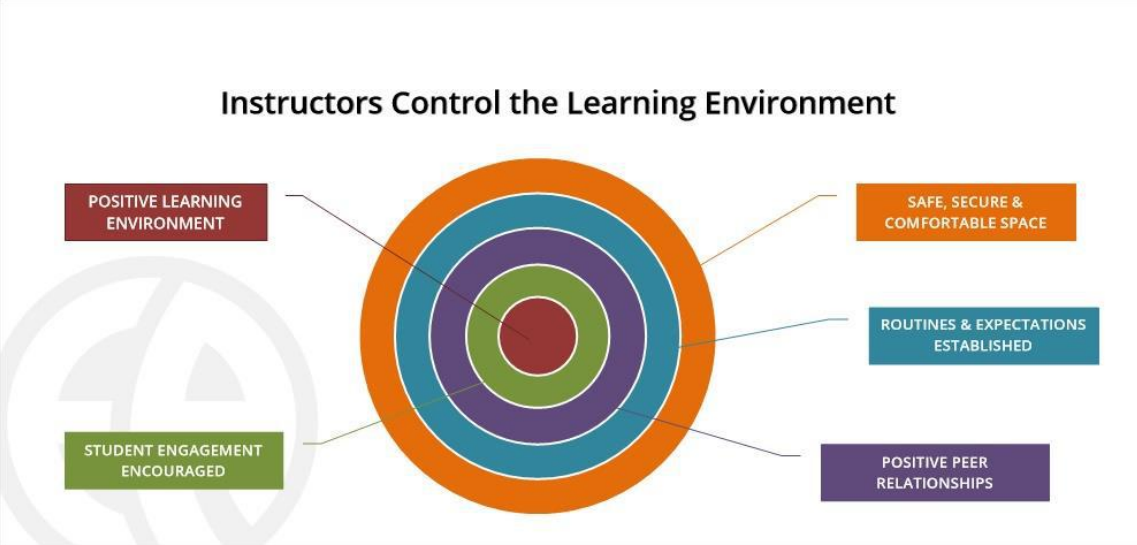
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1.5 Instructors Control the Learning Environment

Instructors Control the Learning Environment



POSITIVE LEARNING ENVIRONMENT

SAFE, SECURE & COMFORTABLE SPACE

ROUTINES & EXPECTATIONS ESTABLISHED

POSITIVE PEER RELATIONSHIPS

STUDENT ENGAGEMENT ENCOURAGED

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Notes:

Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Instructors Control the Learning Environment

Instructors Control the Learning Environment

The diagram consists of a central circle divided into five concentric rings of different colors: orange (outermost), blue, purple, green, and red (innermost). Five lines radiate from the center to five colored rectangular boxes, each containing a component of the learning environment:

- POSITIVE LEARNING ENVIRONMENT** (Red box, top-left)
- SAFE, SECURE & COMFORTABLE SPACE** (Orange box, top-right)
- ROUTINES & EXPECTATIONS ESTABLISHED** (Blue box, middle-right)
- POSITIVE PEER RELATIONSHIPS** (Purple box, bottom-right)
- STUDENT ENGAGEMENT ENCOURAGED** (Green box, bottom-left)

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1.6 Four Steps of a Safe Learning Environment


Four Steps of a Safe Learning Environment
[CLICK ON EACH TO LEARN MORE](#)

STEP ONE

STEP TWO
Instructor responsible for creating a safe learning environment and maintaining order in classes they teach.

STEP THREE

STEP FOUR



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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Four Steps of a Safe Learning Environment

Four Steps of a Safe Learning Environment

CLICK ON EACH TO LEARN MORE

STEP ONE

Instructor is responsible for creating a safe learning environment and maintaining order in classes they teach.

STEP TWO

STEP THREE

STEP FOUR



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1.7 Step 1

Four Steps of a Safe Learning Environment

EMBARASSMENT-FREE

- ✓ Allowing students to have the right to pass, if they are unable to answer a question.
- ✓ Students should not feel negatively for not knowing an answer to a question or for providing a wrong answer.



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Notes:

Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Four Steps of a Safe Learning Environment

Four Steps of a Safe Learning Environment

EMBARASSMENT-FREE

- ✓ Allowing students to have the right to pass, if they are unable to answer a question.
- ✓ Students should not feel negatively for not knowing an answer to a question or for providing a wrong answer.



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1.8 Step 3

Four Steps of a Safe Learning Environment

FREE FROM THE UNKNOWN

- ✓ Students should not be wondering about instructor expectations.
- ✓ Students should be given clear learning outcomes as well as assignment expectations.



Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Four Steps of a Safe Learning Environment

Four Steps of a Safe Learning Environment

FREE FROM THE UNKNOWN

- ✓ Students should not be wondering about instructor expectations.
- ✓ Students should be given clear learning outcomes as well as assignment expectations.



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1.9 Step 4

Four Steps of a Safe Learning Environment

JUDGEMENT-FREE

- ✓ Students should be allowed to make mistakes and encouraged to learn from mistakes.



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Notes:

Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Four Steps of a Safe Learning Environment

Four Steps of a Safe Learning Environment

JUDGEMENT-FREE

✓ Students should be allowed to make mistakes and encouraged to learn from mistakes.



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1.10 Step 2

Four Steps of a Safe Learning Environment

INTIMIDATION-FREE

- ✓ Assuring students that regardless of their previous experience or inexperience they will be treated fairly in the class.
- ✓ Students should be encouraged to ask for clarification whenever they do not understand a concept, directions, or assignment.



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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: Four Steps of a Safe Learning Environment

Four Steps of a Safe Learning Environment

INTIMIDATION-FREE

- ✓ Assuring students that regardless of their previous experience or inexperience they will be treated fairly in the class.
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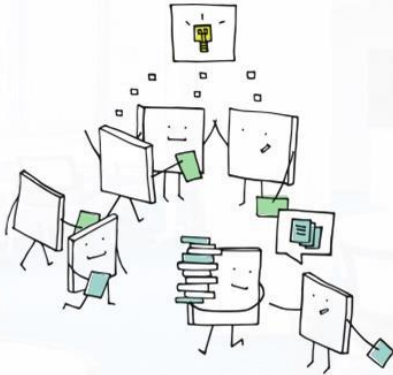
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1.11 The Physical Space

The Physical Space
CLICK ON EACH TO LEARN MORE

TYPE OF SPACE PHYSICAL SPACE COMFORT

EQUIPMENT TECHNOLOGY NEEDS



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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: The Physical Space



The Physical Space

CLICK ON EACH TO LEARN MORE

- TYPE OF SPACE
- PHYSICAL SPACE COMFORT
- EQUIPMENT
- TECHNOLOGY NEEDS

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CC, Refresh, Pause, Previous, Next navigation icons

1.12 Organization

Organization

- ✓ Instructors must also be organized before teaching to ensure the environment is ready for students to be successful.
- ✓ Before teaching instructors are responsible for organizing and putting together class materials for students.
- ✓ There are resources to aid instructors in creating lessons with exercises and activities.

- + Organize activities and exercises in advance
- + Prepare supplies for easy transitions
- + Have all resources readily available

CC, Refresh, Pause, Previous, Next navigation icons

5 Train The Trainer - The Learning Environment: Organization

Organization

- ✓ Instructors must also be organized before teaching to ensure the environment is ready for students to be successful.
- ✓ Before teaching instructors are responsible for organizing and putting together class materials for students.
- ✓ There are resources to aid instructors in creating lessons with exercises and activities.

+ Organize activities and exercises in advance

+ Prepare supplies for easy transitions


+ Have all resources readily available

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1.13 Materials

Materials




**COURSE OUTLINE/
SYLLABUS**

Communicate the expectations of the instructor for the course.




**TEXTBOOKS/
RESOURCES**

Should be prepared in advance or throughout a class.



**ACTIVITY
RESOURCES**


Clear instructions as well as attention given to the equipment.



ASSIGNMENTS


Prepared in advance to remain on pace with time allowed for the lesson.

Will the equipment be set up in advance?
Are there cleaning materials needed for the equipment?
Are there disposable supplies or equipment parts that must be replaced?



HANDOUTS

Provide students with necessary presentation handouts





Notes:


Progress (Slide Layer)


5 Train The Trainer - The Learning Environment: Materials


Materials


**COURSE OUTLINE/
SYLLABUS**
Communicate the expectations of the instructor for the course.



**TEXTBOOKS/
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Should be prepared in advance or throughout a class.



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Clear instructions as well as attention given to the equipment.



ASSIGNMENTS
Prepared in advance to remain on pace with time allowed for the lesson.
Will the equipment be set up in advance?
Are there cleaning materials needed for the equipment?
Are there disposable supplies or equipment parts that must be replaced?



HANDOUTS
Provide students with necessary presentation handouts

MODULE PROGRESS










1.14 Summary

Summary

There are four steps of a safe learning environment. These include:

- ✓ Instructors should identify and reserve the proper type of space, furniture, and lighting for the learning lesson. Climate should be adjusted as well.
- ✓ Organization and preparation will help instructors create a positive learning environment. Instructors should prepare materials and supplies before a class.
- ✓ Preparing the learning environment's physical space is important for successful teaching.
- ✓ Each learning environment should match the requirements for the lesson.



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Notes:


Progress (Slide Layer)

5 Train The Trainer – The Learning Environment: Summary

Summary

There are four steps of a safe learning environment. These include:

- ✓ Instructors should identify and reserve the proper type of space, furniture, and lighting for the learning lesson. Climate should be adjusted as well.
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1.15 Type of space

The Physical Space

TYPE OF SPACE

- ✓ Each learning environment should match the space requirements for the lesson.
- ✓ Instructors identify and reserve the proper type of space based on the lesson's activities for a course.
- ✓ Some examples of different learning spaces include conference rooms, auditoriums, classrooms, gymnasiums, pools and virtual spaces.
- ✓ When teaching skills, instructors must consider the space needed for the equipment to be spread out.



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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: The Physical Space

The Physical Space

TYPE OF SPACE

- ✓ Each learning environment should match the space requirements for the lesson.
- ✓ Instructors identify and reserve the proper type of space based on the lesson's activities for a course.
- ✓ Some examples of different learning spaces include conference rooms, auditoriums, classrooms, gymnasiums, pools and virtual spaces.
- ✓ When teaching skills, instructors must consider the space needed for the equipment to be spread out.



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1.16 Technology Needs

The Physical Space

TECHNOLOGY NEEDS

- ✓ Instructors need to verify the technology requirements for the learning environment by checking wifi network access and stability.
- ✓ Instructors will also need to confirm hosting sites and other resources to be sure everything is functioning properly.



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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: The Physical Space

The Physical Space

TECHNOLOGY NEEDS

- ✓ Instructors need to verify the technology requirements for the learning environment by checking wifi network access and stability.
- ✓ Instructors will also need to confirm hosting sites and other resources to be sure everything is functioning properly.



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1.17 Equipment

The Physical Space

EQUIPMENT

- ✓ Instructor resources for courses such as CPR provide specific details on equipment requirements.
- ✓ To maximize learning, instructors must secure sufficient equipment for all students so that any delays in practice are minimized.



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Notes:

Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: The Physical Space

The Physical Space

EQUIPMENT

- ✓ Instructor resources for courses such as CPR provide specific details on equipment requirements.
- ✓ To maximize learning, instructors must secure sufficient equipment for all students so that any delays in practice are minimized.



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1.18 Physical Space Comfort


The Physical Space

PHYSICAL SPACE COMFORT


FURNITURE
Includes providing chairs and desks when needed


LIGHTING
Avoid too dark
Avoid too bright


CLIMATE
Avoid too cold
Avoid too hot


OTHER
Access to water, restrooms, snacks, and vending machines during breaks





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Progress (Slide Layer)

5 Train The Trainer - The Learning Environment: The Physical Space

The Physical Space

PHYSICAL SPACE COMFORT

 FURNITURE Includes providing chairs and desks when needed	 LIGHTING Avoid too dark Avoid too bright	 CLIMATE Avoid too cold Avoid too hot	 OTHER Access to water, restrooms, snacks, and vending machines during breaks
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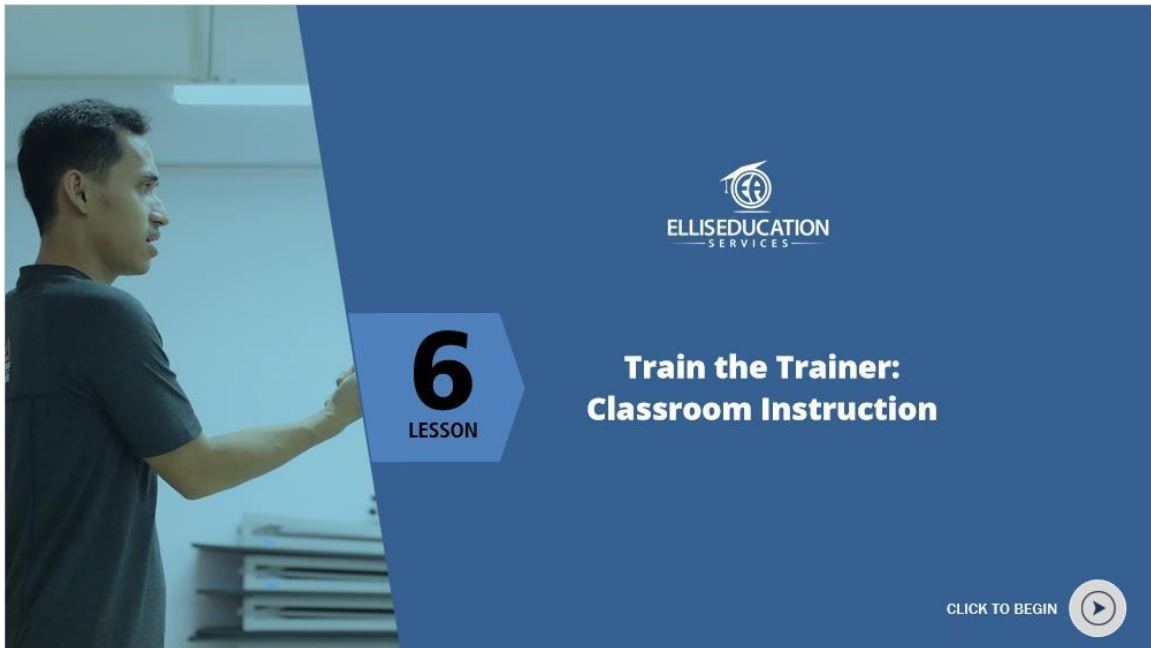
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2. Knowledge Check

TTT Lesson 6 - Classroom Instruction - FINAL

1. Content

1.1 Welcome




Notes:

1.2 Learning Outcomes

Learning Outcomes

- 1 Discover personal attributes for the ideal instructors.
- 2 Review presenter basics.
- 3 Describe how to scan for comprehension during instruction.
- 4 Recognize characteristics for distracted learners and discover how to engage them.




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Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Learning Outcomes

Learning Outcomes

- 1 Discover personal attributes for the ideal instructors.
- 2 Review presenter basics.
- 3 Describe how to scan for comprehension during instruction.
- 4 Recognize characteristics for distracted learners and discover how to engage them.



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Navigation icons: back, forward, search, refresh, pause, play.

1.3 Ideal Instructors

Ideal Instructor Attributes

CLICK ON EACH TO LEARN MORE

FAIR HONEST CLEAR COMMUNICATOR CONFIDENT

FIRM BUT FLEXIBLE OBJECTIVE PREPARED PASSIONATE

COMPASSIONATE PATIENT ORGANIZED

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Navigation icons: back, forward, search, refresh, pause, play.

Notes:

Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

CLICK ON EACH TO LEARN MORE

FAIR HONEST CLEAR COMMUNICATOR CONFIDENT

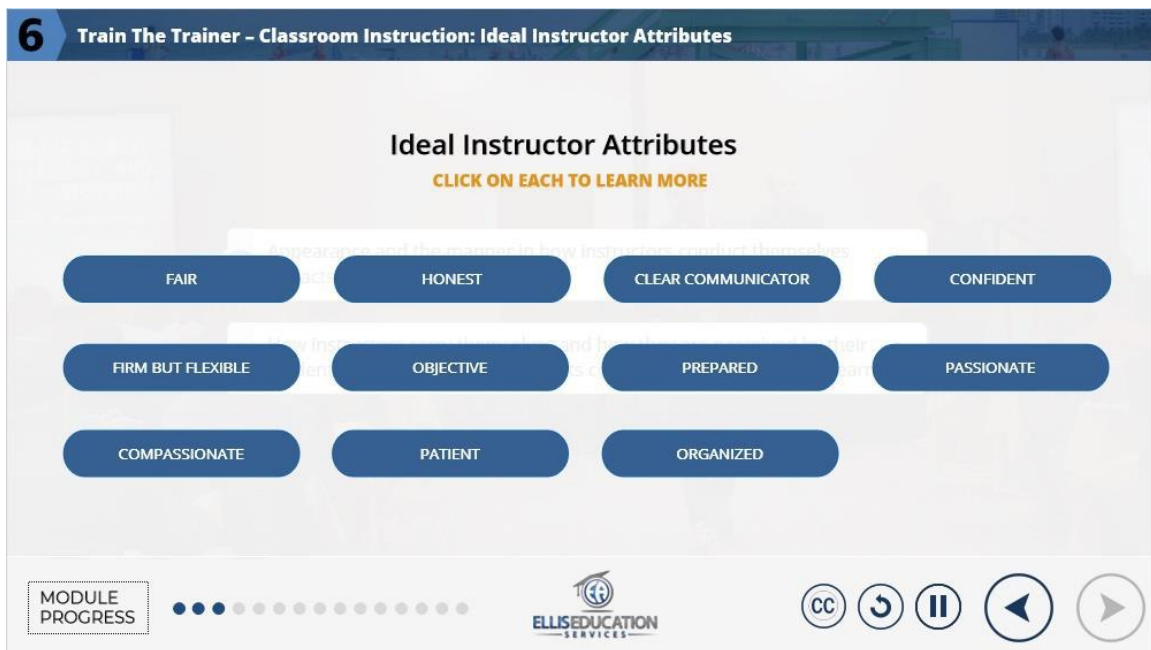
FIRM BUT FLEXIBLE OBJECTIVE PREPARED PASSIONATE

COMPASSIONATE PATIENT ORGANIZED

MODULE PROGRESS ●●●●●●●●●●●●●●●●

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1.4 Ideal Instructor Attributes - Fair

Ideal Instructor Attributes

FAIR

- ✓ Instructors treat their students with respect and apply the concepts of equality and equity appropriately. Also means that the instructor consistently follows set standards and enforces rules uniformly.
- ✓ When a student is struggling to be successful in the course, the fair instructor will explore remaining options available to the student to fulfill their learning objectives and if possible be successful in the class course. Includes defining how student competency will be measured.
- ✓ Understand that some students may need additional assistance or attention and will take active steps to ensure this happens.



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Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

COMPASSIONATE

- ✓ An intimidating subject becomes less so and a reluctant student becomes a little more receptive.
- ✓ Excellent instructors maintain positivity and are slow to become annoyed with the unexpected.
- ✓ Being polite, smiling frequently, showing individual students attention and encouragement will result in both more effective learning on the part of students and a more enjoyable experience on the part of the instructor.



MODULE PROGRESS ●●●●●●●●●●

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1.6 Ideal Instructor Attributes - Firm & Flexible

Ideal Instructor Attributes

FIRM BUT FLEXIBLE

- ✓ Instructors need to be firm when applying standards involving course competency requirements, student skill performance, maintaining appropriate focus on curriculum, and overall student safety and well-being.
- ✓ There are frequently situations where flexibility and the willingness to adapt is necessary.
- ✓ Working with what you have to make the best of a bad situation is often critical to the long term success of an instructor in any field.



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Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

FIRM BUT FLEXIBLE

- ✓ Instructors need to be firm when applying standards involving course competency requirements, student skill performance, maintaining appropriate focus on curriculum, and overall student safety and well-being.
- ✓ There are frequently situations where flexibility and the willingness to adapt is necessary.
- ✓ Working with what you have to make the best of a bad situation is often critical to the long term success of an instructor in any field.



MODULE PROGRESS ●●●●●●●●●●

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1.7 Ideal Instructor Attributes - Honest

Ideal Instructor Attributes

HONEST

- ✓ Honest instructors avoid concealing the truth from their students during class.
- ✓ Instructors also need to be honest when they do not know the answer to a student's question.
- ✓ When mistakes are made, instructors should hold themselves accountable and own up to those errors or omissions.



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6 Train The Trainer - Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

HONEST

- ✓ Honest instructors avoid concealing the truth from their students during class.
- ✓ Instructors also need to be honest when they do not know the answer to a student's question.
- ✓ When mistakes are made, instructors should hold themselves accountable and own up to those errors or omissions.



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1.8 Ideal Instructor Attributes - Objective

Ideal Instructor Attributes

OBJECTIVE

- ✓ They don't give their opinion too quickly and refrain from stating an answer is incorrect too quickly.
- ✓ They allow students to voice their thoughts freely.
- ✓ They respect all opinions giving equal voice to all students.
- ✓ They place value on the prior work and life experiences brought to the learning environment by all participants in a class.



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Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

OBJECTIVE

- ✓ They don't give their opinion too quickly and refrain from stating an answer is incorrect too quickly.
- ✓ They allow students to voice their thoughts freely.
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- ✓ They place value on the prior work and life experiences brought to the learning environment by all participants in a class.



MODULE PROGRESS ●●●●●●●●●●

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1.9 Ideal Instructor Attributes - Patient

Ideal Instructor Attributes

PATIENT

- ✓ Patient instructors don't come across as quick to anger, or short tempered, or frustrated when not all students are understanding.
- ✓ Patient instructors recognize and respect that not all students will reach a level of competence at the same time.
- ✓ They recognize that students learn at their own pace.
- ✓ Patient instructors view wrong answers as a learning opportunity and not a learning failure.



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Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

PATIENT

- ✓ Patient instructors don't come across as quick to anger, or short tempered, or frustrated when not all students are understanding.
- ✓ Patient instructors recognize and respect that not all students will reach a level of competence at the same time.
- ✓ They recognize that students learn at their own pace.
- ✓ Patient instructors view wrong answers as a learning opportunity and not a learning failure.



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1.10 Ideal Instructor Attributes - Clear Communicator

Ideal Instructor Attributes

CLEAR COMMUNICATOR

- ✓ Instructors communicate with students through written resources such as handouts, textbooks, emails, and text messages.
- ✓ Ideal instructors will monitor how effective their communication methods are with each student.
- ✓ It is often a breakdown in communication at some level when a student fails to understand a concept.
- ✓ Vary how they communicate with each student to provide the best chance of fully understanding the information being delivered.



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Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

PREPARED

- ✓ Instructors prepare the classroom and themselves in advance.
- ✓ They plan what they are teaching and rehearse their lessons.



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1.12 Ideal Instructor Attributes - Organized

Ideal Instructor Attributes

ORGANIZED

- ✓ Staying organized as an instructor requires more than simply following a plan.
- ✓ The plan may need to be adjusted in order to properly manage available time, available equipment or supplies, or to meet changing needs of students.
- ✓ Staying organized also means keeping students on task, especially in courses that involve many skills.



CC ↺ || ⏪ ⏩


Notes:

1.13 Ideal Instructor Attributes - Confident

Ideal Instructor Attributes

CONFIDENT

- ✓ Instructors are constantly evaluated, and it is important they are competent in their knowledge of the subject they are instructing.
- ✓ They need to be firm when their opinions are challenged yet also show a willingness to learn more, become better, by evolving.
- ✓ The ideal instructors also need to demonstrate they have confidence in others they are teaching.
- ✓ Students need to know their instructors believe in them and will work with them to achieve positive outcomes.



CC ↺ || ⏪ ⏩


Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Ideal Instructor Attributes

Ideal Instructor Attributes

CONFIDENT

- ✓ Instructors are constantly evaluated, and it is important they are competent in their knowledge of the subject they are instructing.
- ✓ They need to be firm when their opinions are challenged yet also show a willingness to learn more, become better, by evolving.
- ✓ The ideal instructors also need to demonstrate they have confidence in others they are teaching.
- ✓ Students need to know their instructors believe in them and will work with them to achieve positive outcomes.



MODULE PROGRESS ●●●●●●●●●●

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1.14 Ideal Instructor Attributes - Passionate

Ideal Instructor Attributes

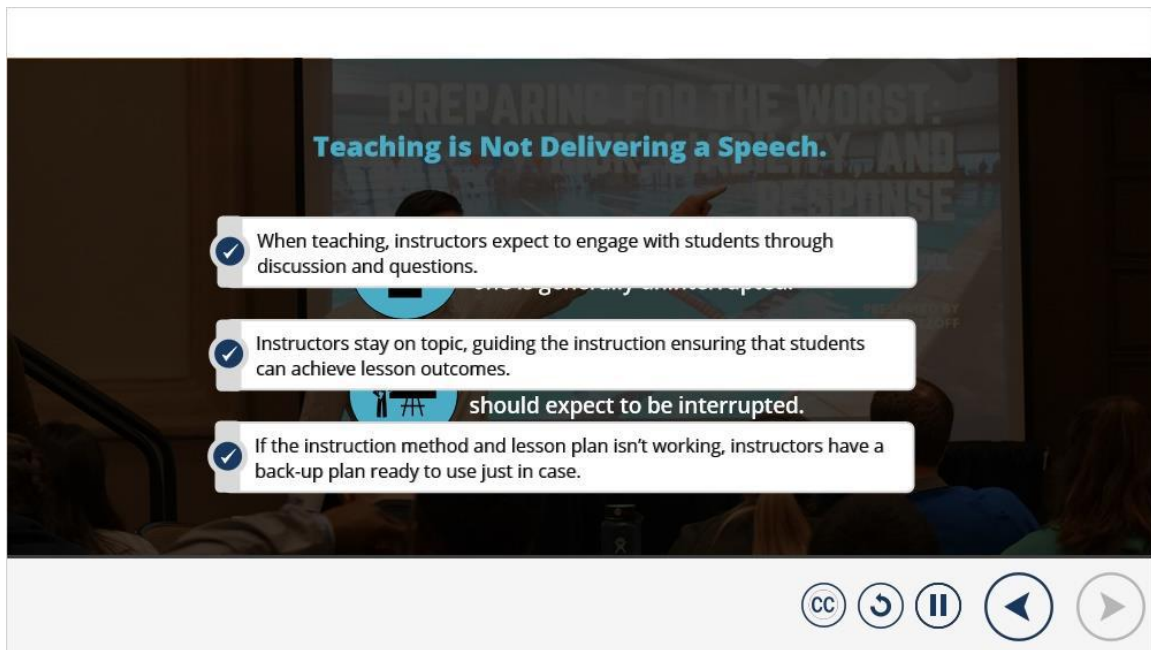
PASSIONATE

- ✓ Students know when you are genuinely interested in what you are teaching.
- ✓ Great instructors make learning enjoyable by teaching in a way that appeals to students' interests when they are teaching with passion.
- ✓ The best teachers aim to make new topics more entertaining and interesting by making creative lessons.
- ✓ When students enjoy the lesson, they are more likely to participate and value it.



CC ↺ || ⏪ ⏩

1.15 Public Speaking



Teaching is Not Delivering a Speech.

- ✓ When teaching, instructors expect to engage with students through discussion and questions.
- ✓ Instructors stay on topic, guiding the instruction ensuring that students can achieve lesson outcomes.
- ✓ If the instruction method and lesson plan isn't working, instructors have a back-up plan ready to use just in case.


CC ↺ || ⏪ ⏩

Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Public Speaking

Teaching is Not Delivering a Speech.

- ✓ When teaching, instructors expect to engage with students through discussion and questions.
- ✓ Instructors stay on topic, guiding the instruction ensuring that students can achieve lesson outcomes.
- ✓  should expect to be interrupted.
- ✓ If the instruction method and lesson plan isn't working, instructors have a back-up plan ready to use just in case.

MODULE PROGRESS   

1.16 Presenter Basics

Presenter Basics

- 
DRESS APPROPRIATELY
- 
STAND TALL
- 
BE APPROACHABLE AND SMILE



Notes:

Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Presenter Basics

Presenter Basics



**DRESS
APPROPRIATELY**



**STAND
TALL**



**BE APPROACHABLE
AND SMILE**

MODULE
PROGRESS




1.17 Presentation Basics - Eye Contact

PRESENTER BASICS

EYE CONTACT

- ✓ Eyes communicate many messages. When instructors make eye contact, they connect with students.
- ✓ Avoid focusing on just one student by scanning the room to greet as many students as possible for a connection.
- ✓ Avoid looking over the heads of the students and turning their backs to read presentations.



CC ↺ || ⏪ ⏩


Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Presenter Basics

PRESENTER BASICS

EYE CONTACT

- ✓ Eyes communicate many messages. When instructors make eye contact, they connect with students.
- ✓ Avoid focusing on just one student by scanning the room to greet as many students as possible for a connection.
- ✓ Avoid looking over the heads of the students and turning their backs to read presentations.



MODULE PROGRESS ●●●●●●●●●●

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1.18 Presentation Basics - Movement

PRESENTER BASICS

MOVEMENT

- ✓ Instructors should be aware of the best place to position themselves in the classroom when speaking to their students.
- ✓ Determine in advance how much movement will be possible in the confines of the classroom.
- ✓ Pacing can end up taking away from the message of the person speaking and distract listeners.
- ✓ Instructors should circulate among the students when possible.



CC ↺ || ⏪ ⏩

Notes:


Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Presenter Basics

PRESENTER BASICS

MOVEMENT

- ✓ Instructors should be aware of the best place to position themselves in the classroom when speaking to their students.
- ✓ Determine in advance how much movement will be possible in the confines of the classroom.
- ✓ Pacing can end up taking away from the message of the person speaking and distract listeners.
- ✓ Instructors should circulate among the students when possible.



MODULE PROGRESS ●●●●●●●●●●

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1.19 Presentation Basics - Speed Matters

PRESENTER BASICS

SPEED MATTERS

- ✓ Instructors who teach at the same pace that they normally talk, may find that their students are having a difficult time following along with the lesson.
- ✓ Slowing down when presenting a lesson can improve the ability for students to comprehend what they are learning.
- ✓ Instructors need to be careful not to speak so slowly that they sound monotone and disinteresting to their students.



CC ↺ || ⏪ ⏩

Notes:


Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Presenter Basics

PRESENTER BASICS

SPEED MATTERS

- ✓ Instructors who teach at the same pace that they normally talk, may find that their students are having a difficult time following along with the lesson.
- ✓ Slowing down when presenting a lesson can improve the ability for students to comprehend what they are learning.
- ✓ Instructors need to be careful not to speak so slowly that they sound monotone and disinteresting to their students.



MODULE PROGRESS ●●●●●●●●●●●●●●●●

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1.20 Presenter Basics - Control Nerves

PRESENTER BASICS

CONTROL NERVES

- ✓ Nervous instructors tend to go too fast and finish much earlier than they expect to when teaching.
- ✓ If instructors are nervous, they can take deep breaths and slow down when speaking speak to avoid sounding rushed.
- ✓ They can create note cards to keep them on track and always use the course materials as references.



CC ↺ || ⏪ ⏩


Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Presenter Basics

PRESENTER BASICS

CONTROL NERVES

- ✓ Nervous instructors tend to go too fast and finish much earlier than they expect to when teaching.
- ✓ If instructors are nervous, they can take deep breaths and slow down when speaking to avoid sounding rushed.
- ✓ They can create note cards to keep them on track and always use the course materials as references.

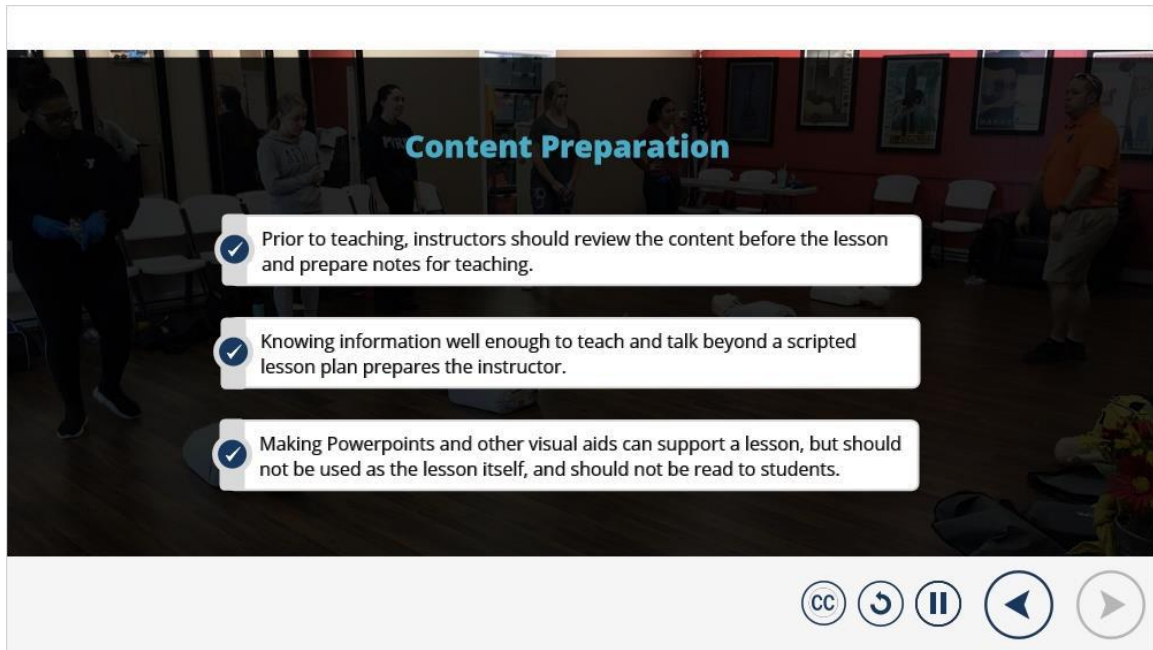


MODULE PROGRESS

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CC ↺ || ⏪ ⏩

1.21 Content Preparation



Content Preparation

- ✓ Prior to teaching, instructors should review the content before the lesson and prepare notes for teaching.
- ✓ Knowing information well enough to teach and talk beyond a scripted lesson plan prepares the instructor.
- ✓ Making Powerpoints and other visual aids can support a lesson, but should not be used as the lesson itself, and should not be read to students.

CC ↺ || ⏪ ⏩

Notes:

Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Content Preparation

Content Preparation

- ✓ Prior to teaching, instructors should review the content before the lesson and prepare notes for teaching.
- ✓ Knowing information well enough to teach and talk beyond a scripted lesson plan prepares the instructor.
- ✓ Making Powerpoints and other visual aids can support a lesson, but should not be used as the lesson itself, and should not be read to students.

MODULE PROGRESS


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1.22 Scan for Comprehension

Scan for Comprehension

- ✓ Instructors should scan for comprehension by looking around for attentive listening.
- ✓ Instructors should ask periodic questions to gauge understanding and be prepared to restate concepts in a different way when students appear confused.
- ✓ Instructors should be prepared to adjust a lesson when students are confused by having a back up plan prepared.



CC ↺ || ⏪ ⏩

Notes:

Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Scan for Comprehension

Scan for Comprehension

- ✓ Instructors should scan for comprehension by looking around for attentive listening.
- ✓ Instructors should ask periodic questions to gauge understanding and be prepared to restate concepts in a different way when students appear confused.
- ✓ Instructors should be prepared to adjust a lesson when students are confused by having a back up plan prepared.



MODULE PROGRESS ●●●●●●●●●●●●●●●●●●●●

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1.23 Competency Equals Success

Competency Equals Success

- ✓ Teach so that students become competent and able to apply the content.
- ✓ If students are falling behind for any reason, instructors should offer extra help during breaks and after sessions to assist them with learning the content.



Progress (Slide Layer)

6 Train The Trainer – Classroom Instruction: Competency Equals Success

Competency Equals Success

- ✓ Teach so that students become competent and able to apply the content.
- ✓ If students are falling behind for any reason, instructors should offer extra help during breaks and after sessions to assist them with learning the content.



MODULE PROGRESS






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1.24 Distracted Students

Distracted Students Strategies

CLICK ON EACH TO LEARN MORE



- CLASS RULES
- PROXIMITY
- CIRCULATE
- ENGAGEMENT
- QUESTIONS

CC ↺ || ⏪ ⏩

Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Distracted Students Strategies

Distracted Students Strategies

CLICK ON EACH TO LEARN MORE



- CLASS RULES
- ENGAGEMENT
- PROXIMITY
- CONFUSED
- THINKING
- QUESTIONS
- CIRCULATE

MODULE PROGRESS



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1.25 Distracted Students - Class Rules

Distracted Students Strategies

CLASS RULES

- ✓ Adult learners may be distracted by work or home related issues, and feel a need to check their cell phones during classroom lessons.
- ✓ Younger students may be distracted by social media and as a result check their cell phones frequently.
- ✓ Instructors set rules around cell phone usage before the class and announce schedule breaks in advance, so students are aware the proper times for this activity.



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Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Distracted Students Strategies

Distracted Students Strategies

CIRCULATE

✓ Instructors circulate the room so distracted students can follow along not staring at the same spot.



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1.27 Distracted Students - Engagement


Distracted Students Strategies

ENGAGEMENT

✓ An engaging learning experience is designed using various exercises, stimuli with multi-media, student involvement, group work, and instructor facilitation.

✓ Engage students by calling on them for demonstrations and assistance when role modeling a skill is needed.

✓ Place all students in groups so they are contributing to activities with peers and not just listening to instructors.



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Notes:


Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Distracted Students Strategies

Distracted Students Strategies

ENGAGEMENT

- ✓ An engaging learning experience is designed using various exercises, stimuli with multi-media, student involvement, group work, and instructor facilitation.
- ✓ Engage students by calling on them for demonstrations and assistance when role modeling a skill is needed.
- ✓ Place all students in groups so they are contributing to activities with peers and not just listening to instructors.



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1.28 Distracted Students - Proximity

Distracted Students Strategies

PROXIMITY

- ✓ Sometimes instructors stand near the distracted students.
- ✓ Sometimes they seat distracted students near the main area of instruction.



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The image shows a digital interface for a video player. On the left, there is a title 'Distracted Students Strategies' with a sub-section 'PROXIMITY'. Below this are two bullet points, each with a checkmark, describing proximity strategies. On the right, a video frame shows two women in a classroom; one is pointing at a whiteboard. At the bottom right of the video frame, there are standard video control icons: a Creative Commons license icon, a refresh icon, a play/pause icon, a previous button, and a next button.


Progress (Slide Layer)

6 Train The Trainer - Classroom Instruction: Distracted Students Strategies

Distracted Students Strategies

ASK QUESTIONS

✓ instructors can ask questions, take polls or have students stand for questions when they are checking for understanding to keep students from becoming distracted.



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1.30 Summary

Summary

- ✓ Ideal instructors are known for being fair, firm, yet flexible when needed, compassionate, honest, objective, patient, clear communicators, prepared, organized, confident, and passionate.
- ✓ Teaching is not delivering a speech. And while teaching, successful instructors follow basic presenter tips.
- ✓ Instructors can discourage students from becoming distracted during a lesson by motivating them, engaging them and having them participate in a lesson.
- ✓ Instructors can involve students in a lesson by organizing activities when teaching and asking questions.



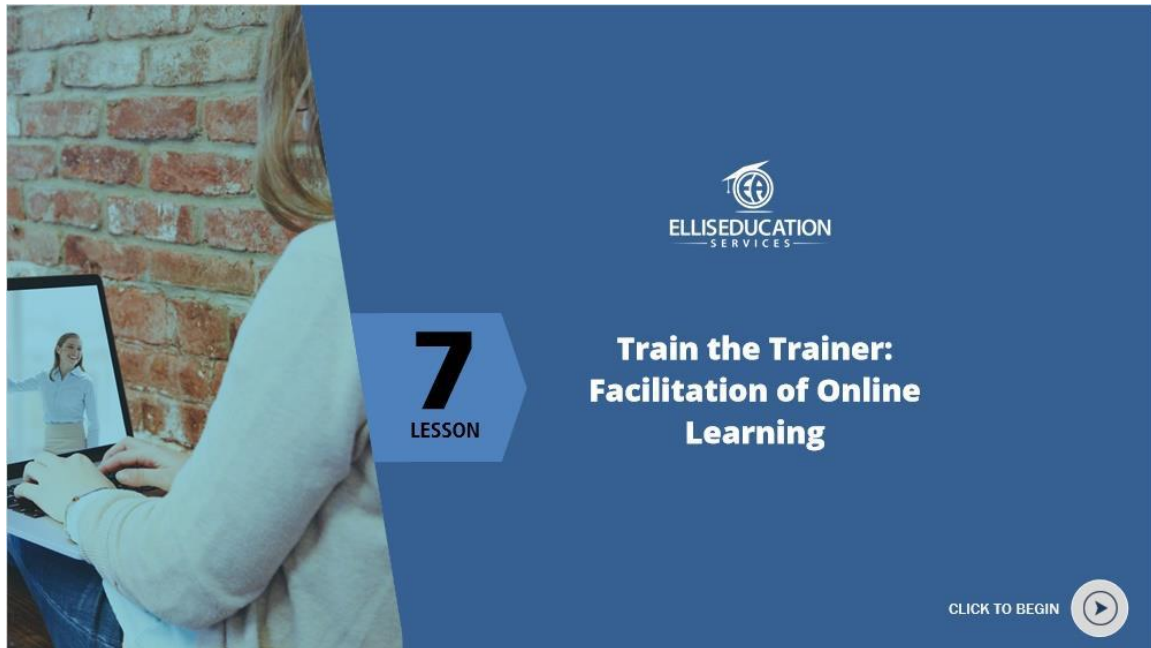
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Notes:

Lesson 7 Facilitation of Online Learning - FINAL

1. Content

1.1 Welcome


A banner for Lesson 7. On the left, a person is seen from the side, wearing a white sweater, looking at a laptop. The laptop screen shows a woman in a white shirt and yellow skirt. The background is a brick wall. The right side of the banner is a solid blue color. In the center, there is a white arrow pointing right with the number '7' and the word 'LESSON' below it. Above the arrow is the logo for 'ELLISEDUCATION SERVICES', which consists of a stylized 'E' and 'S' inside a circle. To the right of the arrow, the text 'Train the Trainer: Facilitation of Online Learning' is written in white. In the bottom right corner, there is a white play button icon and the text 'CLICK TO BEGIN'.

Notes:


1.2 Learning Outcome

Learning Outcomes

- 1 Define online education.
- 2 Describe how to facilitate online education.
- 3 Review web conferencing platforms and other common resources available to facilitate online learning.
- 4 Discuss best practices for distance learning presentations and facilitating lessons.
- 5 List recommendations for distance learning environments.
- 6 Identify ways to engage students when facilitating online learning.

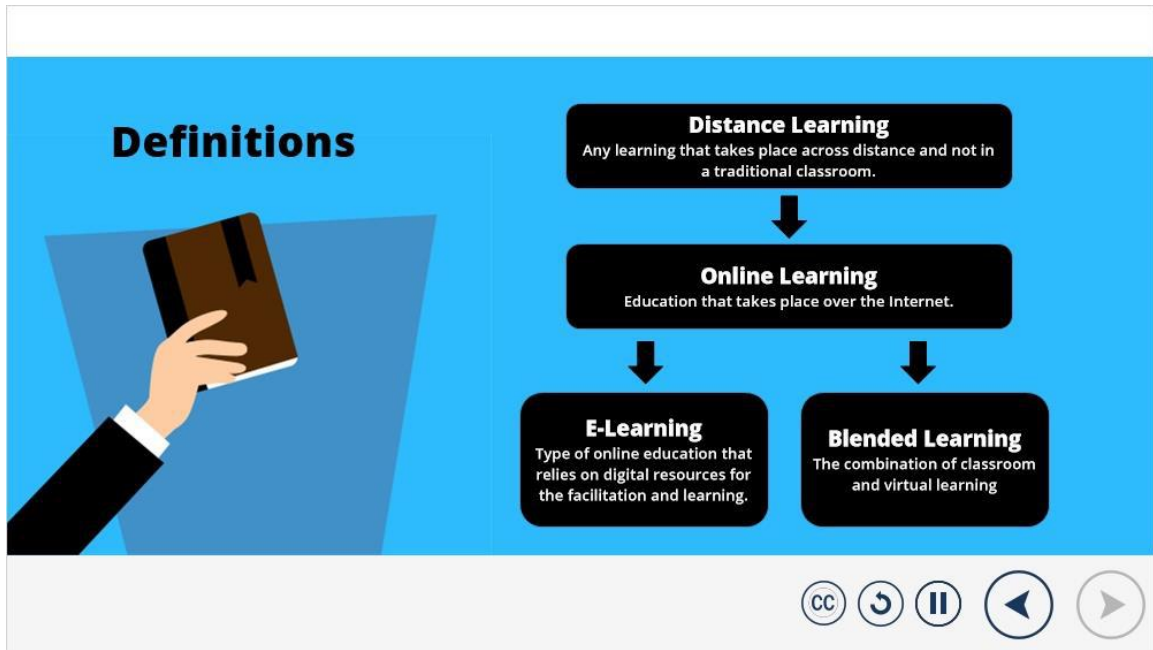


The navigation menu includes the following items: Definitions, Other Resources, Learning Presenta, The Remote Learning Environment, and Student Engagement During Remote Instruction.



Notes:


1.3 Definitions



Progress (Slide Layer)

7 Train The Trainer – Facilitation of Online Learning: Learning Outcomes

Definitions



```
graph TD; A[Distance Learning] --> B[Online Learning]; B --> C[E-Learning]; B --> D[Blended Learning]
```

Distance Learning
Any learning that takes place across distance and not in a traditional classroom.

Online Learning
Education that takes place over the Internet.

E-Learning
Type of online education that relies on digital resources for the facilitation and learning.

Blended Learning
The combination of classroom and virtual learning

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1.4 Facilitating Online Learning

Facilitating Online Learning

- ✓ Courses should be designed and instructed according to best practices for online teaching and learning.
- ✓ The instruction of online education can be taught fully asynchronous where students learn lessons through application resources and software on a learning platform at their own pace.
- ✓ It can also involve using a virtual web conferencing platform for lecture and instruction, or a physical classroom for instruction.
- ✓ To have successful online learning, a stable high-speed Internet connection is mandatory.

CC

Notes:

Progress (Slide Layer)

7 Train The Trainer – Facilitation of Online Learning: Learning Outcomes

Facilitating Online Learning

- ✓ Courses should be designed and instructed according to best practices for online teaching and learning.
- ✓ The instruction of online education can be taught fully asynchronous where students learn lessons through application resources and software on a learning platform at their own pace.
- ✓ It can also involve using a virtual web conferencing platform for lecture and instruction, or a physical classroom for instruction.
- ✓ To have successful online learning, a stable high-speed Internet connection is mandatory.

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1.5 Steps to Facilitate Online Learning



Notes:

Progress (Slide Layer)

7 Train The Trainer - Facilitation of Online Learning: Learning Outcomes



Steps to Facilitate Online Learning

- 1** Review lesson plans
- 2** Determine audience & quantity
- 3** Decide on evaluation procedure
- 4** Use an educational platform
- 5** Use necessary equipment
- 6** Prepare instructional materials
- 7** Preview & testing
- 8** Host live courses

MODULE PROGRESS



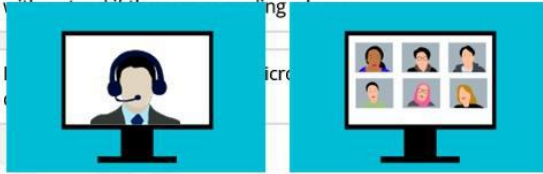
1.6 Equipment Needed to Facilitate Online Learning

Equipment Needed to Facilitate Online Learning

✓ If students are expected to have a high degree of interaction through their webcams, then instructors may need more than one monitor.

✓ Instructors should have a computer with a webcam or a camera

✓ A headset with a microphone



Progress (Slide Layer)

7 Train The Trainer – Facilitation of Online Learning: Learning Outcomes

Equipment Needed to Facilitate Online Learning

- ✓ If students are expected to have a high degree of interaction through their webcams, then instructors may need more than one monitor.
- ✓ Instructors should have a computer with a webcam or a camera
- ✓ Instructors should have a microphone




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1.7 Web Conferencing Platforms

Web Conferencing Platforms



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Notes:

Progress (Slide Layer)

7 Train The Trainer - Facilitation of Online Learning: Learning Outcomes

Web Conferencing Platforms



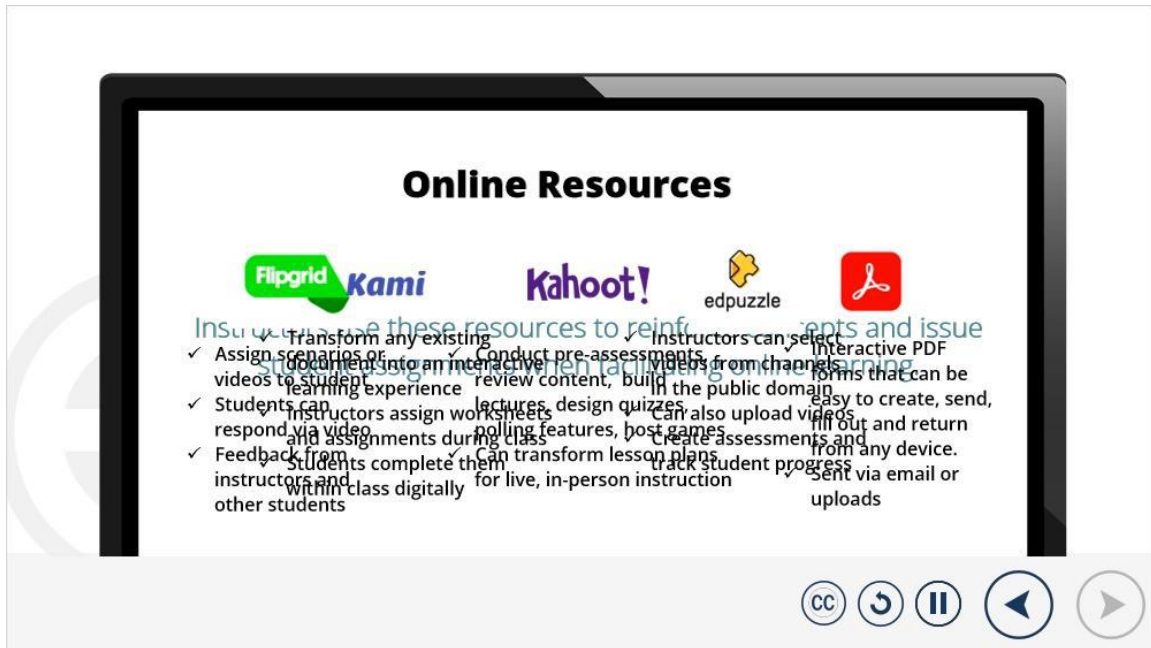
The slide displays six logos for web conferencing platforms arranged in two rows. The top row includes Google Meet (green speech bubble with camera icon), Zoom (blue camera icon), and GoToMeeting by LogMeIn (orange starburst icon). The bottom row includes Cisco Webex (green and blue circular icon), Skype (blue cloud icon), and Pectora (blue stylized 'P' icon).

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1.8 Online Resources



The screenshot shows a presentation slide with the title "Online Resources" at the top center. Below the title are five logos: Flipgrid (green speech bubble), Kami (blue text), Kahoot! (purple text), edpuzzle (yellow puzzle piece), and Adobe PDF (red square with white symbol). Below the logos is a list of bullet points, each with a checkmark, describing the capabilities of these tools. At the bottom right of the slide, there are five navigation icons: a Creative Commons license icon (CC), a refresh icon, a pause icon, a left arrow icon, and a right arrow icon.

Online Resources

Flipgrid Kami Kahoot! edpuzzle Adobe PDF

- ✓ Assign scenarios or videos to student learning experience
- ✓ Students can respond via video and assignments during class
- ✓ Feedback from instructors and other students
- ✓ Transform any existing content into an interactive learning experience
- ✓ Conduct pre-assessments, review content, build lectures, design quizzes, polling features, host games
- ✓ Instructors can select videos from channels in the public domain, easy to create, send, fill out and return from any device. Sent via email or uploads

CC ↻ || ⏪ ⏩

7 Train The Trainer – Facilitation of Online Learning: Learning Outcomes

Best Practices for Online Presentations

Lesson Preparation **PRE-RECORDED CONTENT DELIVERY**

- Instructors must choose how they will conduct the recording. One way is to simply use the screenshare feature in the web service.
- First upload visual aid app. Use their notes.
- These applications can be starting into stopping the presentation recorded video lesson. ask questions, seek clarification and asking the recording.
- is complete
- deliver as scheduled

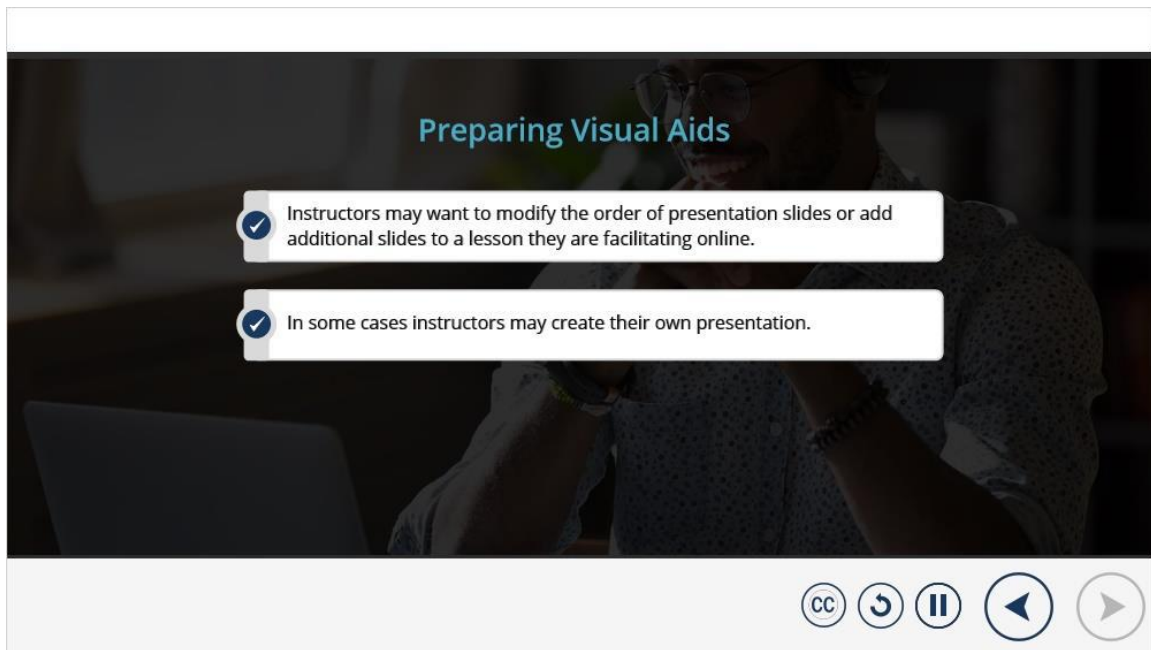


MODULE PROGRESS

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CC, Refresh, Pause, Previous, Next

1.10 Preparing Visual Aids



Preparing Visual Aids

- ✓ Instructors may want to modify the order of presentation slides or add additional slides to a lesson they are facilitating online.
- ✓ In some cases instructors may create their own presentation.

CC ↺ || ⏪ ⏩

The image shows a video player interface. The main content area is dark with a background image of a person working on a laptop. The title 'Preparing Visual Aids' is centered at the top in a light blue font. Below the title are two white callout boxes, each containing a blue checkmark icon and a line of text. The first callout box says 'Instructors may want to modify the order of presentation slides or add additional slides to a lesson they are facilitating online.' The second callout box says 'In some cases instructors may create their own presentation.' At the bottom right of the video player, there is a control bar with five circular icons: a Creative Commons license icon (CC), a refresh icon (↺), a pause icon (||), a previous slide icon (⏪), and a next slide icon (⏩).


Progress (Slide Layer)

7 Train The Trainer - Facilitation of Online Learning: Learning Outcomes

Preparing Visual Aids

PRESENTATIONS

- ✓ Make visible for everyone.
- ✓ Issue copies.
- ✓ Be audience appropriate.
- ✓ Share the screen.
- ✓ Be professional.
- ✓ Use graphics properly.



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CC BY-NC-SA


Navigation icons: back, forward, search, refresh, pause, play.

1.12 Creating Content Slides

Preparing Visual Aids

CREATING CONTENT SLIDES

- ✓ Keep it simple.
- ✓ Use brief bullet points.
- ✓ Avoid excessive visual effects.
- ✓ Use appropriate graphics.
- ✓ Avoid displaying content that is out of sync with your verbal delivery.



CC ↺ || ⏪ ⏩

Notes:

Progress (Slide Layer)

7 Train The Trainer – Facilitation of Online Learning: Learning Outcomes

Preparing Visual Aids

CREATING CONTENT SLIDES

- ✓ Keep it simple.
- ✓ Use brief bullet points.
- ✓ Avoid excessive visual effects.
- ✓ Use appropriate graphics.
- ✓ Avoid displaying content that is out of sync with your verbal delivery.



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CC ↺ || ⏪ ⏩

1.13 Slide Text and Backgrounds

Preparing Visual Aids

SLIDE TEXT AND BACKGROUNDS

FONTS

Tahoma
Garamond
Arial
Helvetica


POINT SIZES

SLIDE TITLES
36-42 point

BULLETED ITEMS
28-32 point

CONTRAST

LIMIT MULTIPLE COLORS



CC ↺ || ⏪ ⏩

Notes:

Preparing Visual Aids

SLIDE TEXT AND BACKGROUNDS

FONTS

Tahoma
Garamond
Arial
Helvetica

POINT SIZES

SLIDE TITLES
36-42 point

BULLETED ITEMS
28-32 point

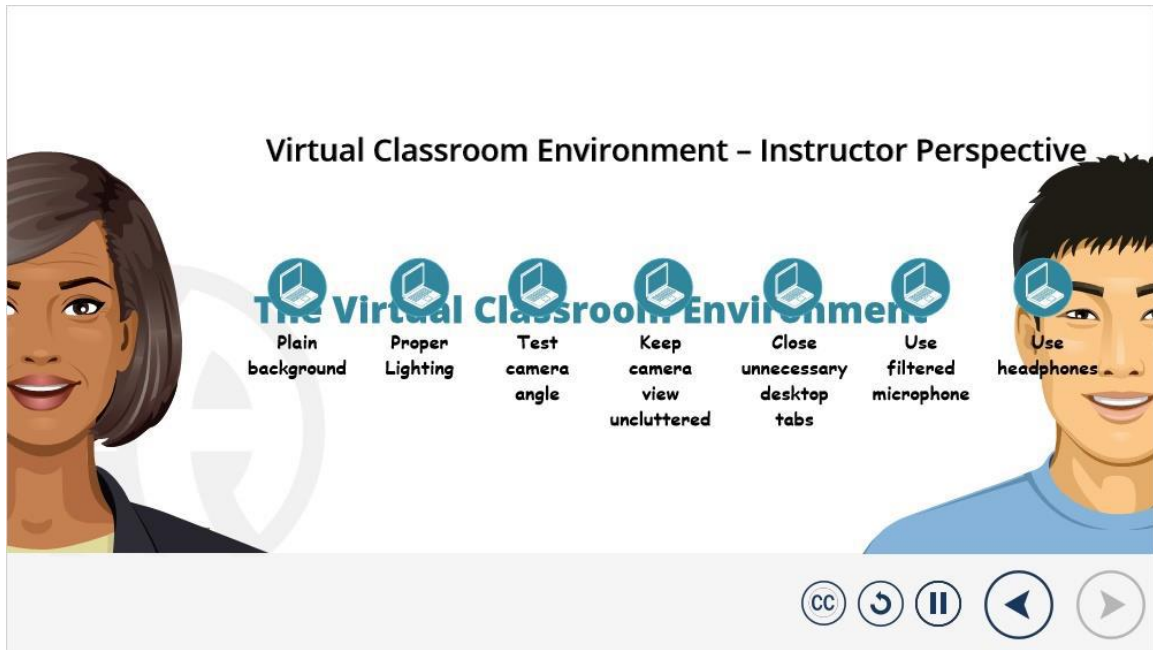
CONTRAST

LIMIT MULTIPLE
COLORS



MODULE PROGRESS   

1.14 Virtual Classroom Environment - Instructor Perspective



Progress (Slide Layer)

7 Train The Trainer - Facilitation of Online Learning: Learning Outcomes

Virtual Classroom Environment – Instructor Perspective

- Plain background
- Proper Lighting
- Test camera angle
- Keep camera view uncluttered
- Close unnecessary desktop tabs
- Use filtered microphone
- Use headphones

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⏩

⏭

1.15 Virtual Classroom Environment - Student Perspective

Virtual Classroom Environment – Student Perspective

- ✓ Instructors should provide students with guidance on how to set up their learning environment for success.
- ✓ Students need to know what equipment is needed and should be expected to have a stable internet connection, microphone, earphones, and webcam.
Computer or laptop recommended **Avoid distractions** **Be camera on** **Use software as advised** **Understand class rules and expectations**
- ✓ Instructors should provide technical support before the start of a scheduled session.
- ✓ Instructors may even consider arranging a brief practice session for students ahead of their first scheduled lesson.



CC ↺ || ⏪ ⏩

Notes:

Virtual Classroom Environment – Student Perspective

- ✓ Instructors should provide students with guidance on how to set up their learning environment for success.

Students need to know what equipment is needed and should be expected to have a stable internet connection, microphone, earphones, and webcam.

Computer or laptop recommended **Avoid distractions** **Be camera and screen share ready** **Use software as advised** **Understand class rules and expectations**

- ✓ Instructors should provide technical support before the start of a scheduled session.
- ✓ Instructors may even consider arranging a brief practice session for students ahead of their first scheduled lesson.



MODULE
PROGRESS






1.16 Student Engagement Online

Student Engagement Online

✓ There are many ways to engage the class in virtual instruction:

- Group assignments
- Breakout rooms
- Whiteboard canvas
- Student screenshare

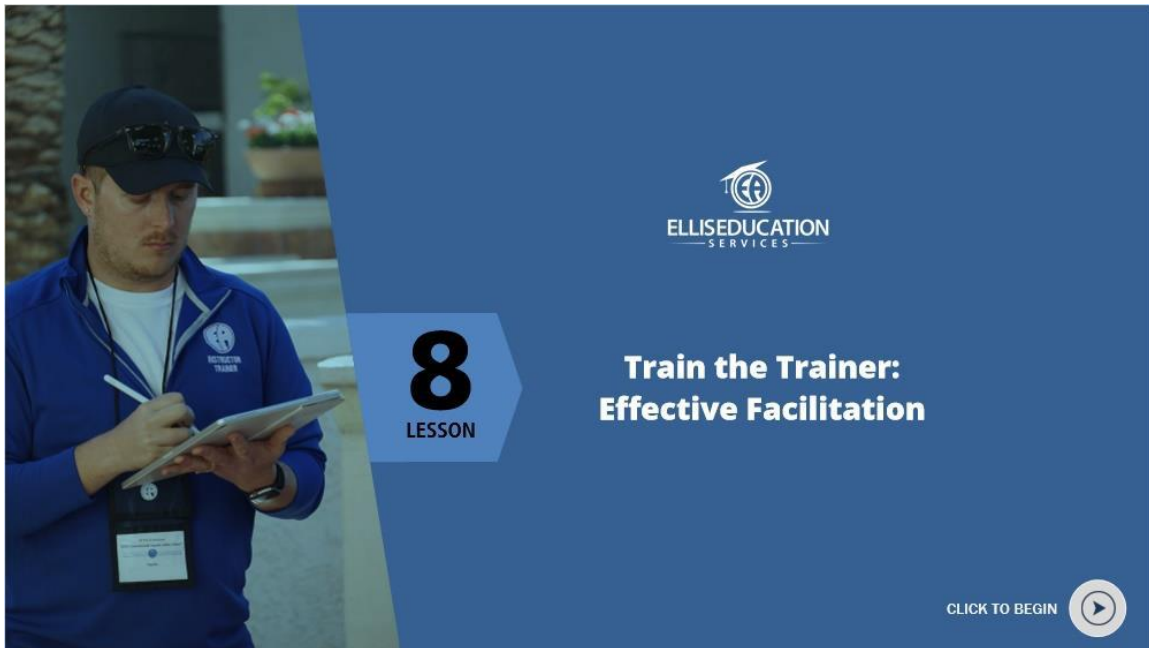


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TTT Lesson 8 - Effective Facilitation - FINAL

1. Content

1.1 Welcome

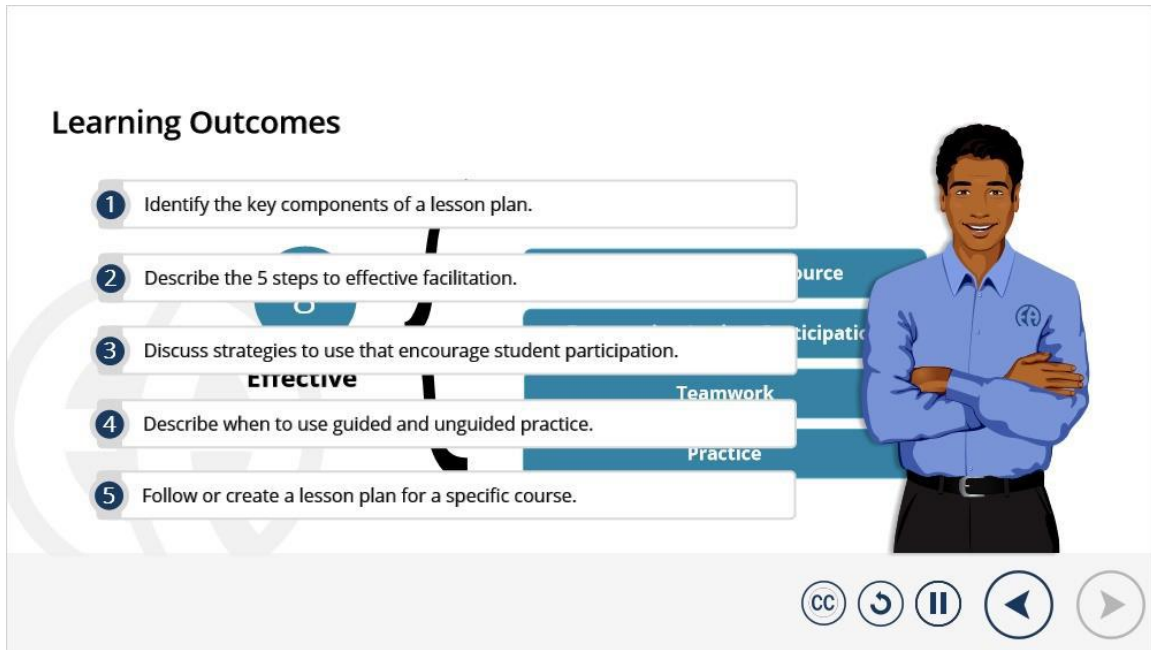


Notes:

1.2 Learning Outcomes

Learning Outcomes

- 1 Identify the key components of a lesson plan.
- 2 Describe the 5 steps to effective facilitation.
- 3 Discuss strategies to use that encourage student participation.
- 4 Describe when to use guided and unguided practice.
- 5 Follow or create a lesson plan for a specific course.



Effective

Teamwork

Practice

CC BY-NC-SA

Notes:

1.3 Lesson Plans

Lesson Plans

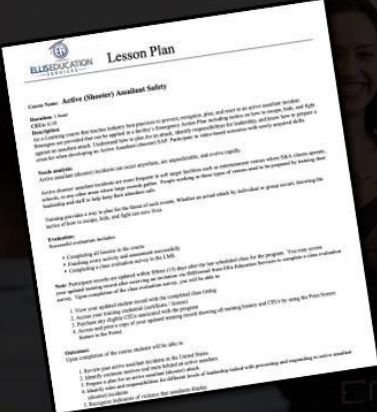
The order in which content and skills are covered may need to change based on the availability of a facility and equipment. But the learning outcomes and content provided in the standardized lesson plan must still be covered.

activities to the classroom, the content is not modified.

Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Lesson Plans

Lesson Plans



The order in which content and skills are covered may need to change based on the availability of a facility and equipment. But the learning outcomes and content provided in the standardized lesson plan must still be covered.

activities to the classroom, the content is not modified.

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1.4 What is in a Lesson Plan?

What is in a Lesson Plan?

Outcomes	Time Standard	Key Points	Activities for Topics
Materials Needed	Evaluation Standard	Methods & Styles	Summary

CC BY-NC-SA

Notes:

What is in a Lesson Plan?

Outcomes

Time
Standard

Key Points

Activities for
Topics

Materials
Needed

Evaluation
Standard


Methods
& Styles

Summary

MODULE
PROGRESS



1.5 Effective Facilitation



Effective Facilitation Steps
CLICK ON EACH TO LEARN MORE

1. SET EXPECTATIONS
2. ENCOURAGE PARTICIPATION
3. LISTEN CAREFULLY, TALK LESS
4. PRACTICE MORE
5. FINISH STRONG

Navigation icons: CC, Refresh, Pause, Previous, Next

Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps



Effective Facilitation Steps

CLICK ON EACH TO LEARN MORE

1. SET EXPECTATIONS
2. ENCOURAGE PARTICIPATION
3. LISTEN CAREFULLY, TALK LESS
4. PRACTICE MORE
5. FINISH STRONG

MODULE PROGRESS





1.6 Effective Facilitation - SET EXPECTATIONS

Effective Facilitation

SET EXPECTATIONS

- ✓ Before learning begins, clear class expectations must be shared by instructors and students.
- ✓ Instructors need to know what expectations students have for participating in the class.
- ✓ Instructors may survey students to learn what students want to get out of the class and what personal goals students have as they participate in the class.



Notes:


Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps

Effective Facilitation

SET EXPECTATIONS

- ✓ Before learning begins, clear class expectations must be shared by instructors and students.
- ✓ Instructors need to know what expectations students have for participating in the class.
- ✓ Instructors may survey students to learn what students want to get out of the class and what personal goals students have as they participate in the class.



MODULE PROGRESS

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1.7 Effective Facilitation - ENCOURAGE PARTICIPATION

Effective Facilitation

ENCOURAGE PARTICIPATION

Instructors can ask students to share what they already know about that topic to make the content relevant to real world situations.

RELUCTANT STUDENTS



Instructors should periodically check in with students individually or as a group. A check-in every five minutes is a good rule of thumb.

1. Timely, open-ended questions, the A-B-C of being a sponge

2. Pair students to create supports and, for quiet answers, encourage an active response

Group work allows students to create supports and, for quiet answers, encourage an active response.

Group work allows students to create supports and, for quiet answers, encourage an active response.



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Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps

Effective Facilitation


ENCOURAGE PARTICIPATION

RELUCTANT STUDENTS


✓ Instructors can ask students to share what they already know about that topic to make the content relevant to real world situations.

✓ Instructors should periodically check in with students individually or as a group. A check in every five minutes is a good rule of thumb.

✓ Group work allows students to make more active learning experiences which also increases long term retention.



MODULE
PROGRESS



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1.8 Effective Facilitation - LISTEN CAREFULLY, TALK LESS

Effective Facilitation

LISTEN CAREFULLY, TALK LESS


✓ Instructors must be willing to let a discussion, only adding to it when necessary.

✓ Effective facilitators place value on allowing students to learn from one another just as much as they would from the students learning from the instructor.

"Yes."

"I see."


ACKNOWLEDGE
WHAT IS HEARD



"Tell me more."

AFFIRMATIVE
NONVERBAL
ACTIONS

ASK STUDENTS
FOR DETAIL



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8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps

Effective Facilitation

LISTEN CAREFULLY, TALK LESS

✓ Instructors must be willing to let a discussion, only adding to it when necessary.

"Yes."

✓ Effective facilitators place value on allowing students to learn from one another just as much as they would from the students learning from the instructor.

"I see."

"Tell me more."

ACKNOWLEDGE WHAT IS HEARD	AFFIRMATIVE NONVERBAL ACTIONS	ASK STUDENTS FOR DETAIL
------------------------------	-------------------------------------	----------------------------



MODULE
PROGRESS




1.9 Effective Facilitation - FINISH STRONG

Effective Facilitation

FINISH STRONG

- ✓ There may be some unexpected circumstance that comes up that may either interrupt, cut short, or require extension of a training session.
- ✓ Instructors must make sure to finish the lesson in an effective way that ensures outcomes are achieved.



CC ↺ || ⏪ ⏩

Notes:

Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps

Effective Facilitation

FINISH STRONG

- There may be some unexpected circumstance that comes up that may either interrupt, cut short, or require extension of a training session.
- Instructors must make sure to finish the lesson in an effective way that ensures outcomes are achieved.



MODULE PROGRESS ●●●●●●●●●●

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1.10 Effective Facilitation - PRACTICE MORE

Effective Facilitation

PRACTICE MORE

PERFECTION IS A MATH EQUATION: PRACTICE MORE = PERFECT.

INTRODUCE NEW SKILL → DEMONSTRATE → PRACTICE → PROVIDE FEEDBACK

CC ↺ || ⏪ ⏩

Notes:

Web Object:

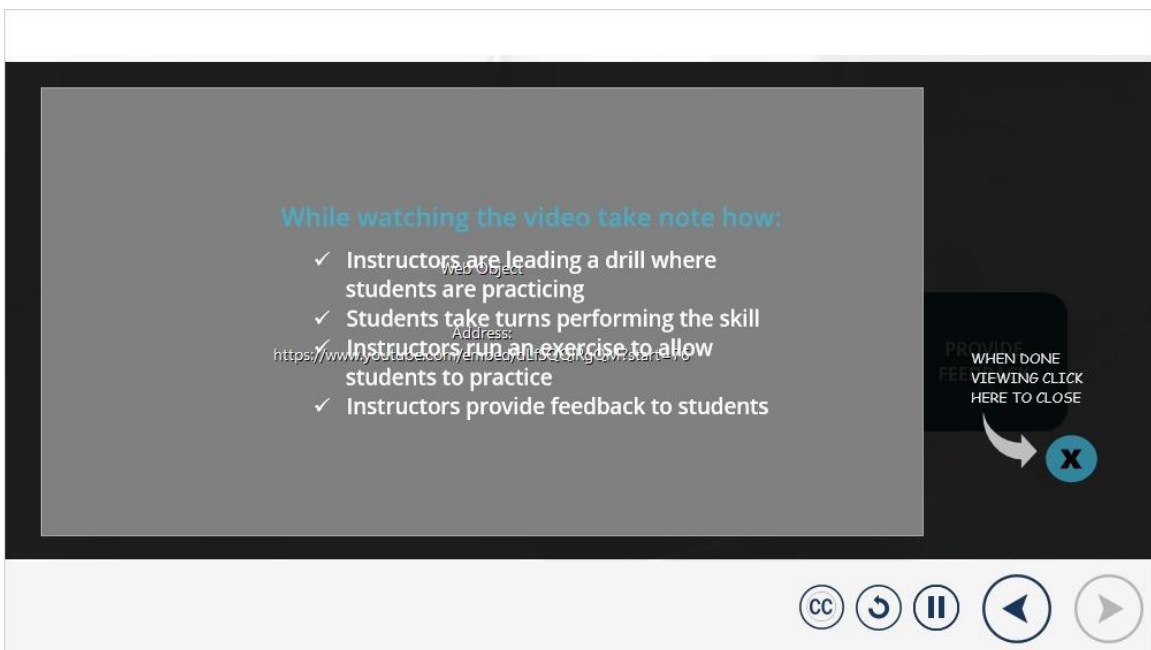
Address:

<https://www.youtube.com/embed/yU5QzKngvH0>

While watching the video take note how:

- ✓ Instructors are leading a drill where students are practicing
- ✓ Students take turns performing the skill
- ✓ Instructors run an exercise to allow students to practice
- ✓ Instructors provide feedback to students

PROVIDE FEEDBACK WHEN DONE VIEWING CLICK HERE TO CLOSE



The image shows a video player interface. The main content area is a dark grey rectangle with a white border. Inside, there is a list of four bullet points, each starting with a checkmark. The text is white. To the right of the list, there is a dark grey rounded rectangle with white text that says 'PROVIDE FEEDBACK WHEN DONE VIEWING CLICK HERE TO CLOSE'. Below this text is a white arrow pointing to a blue circle with a white 'X' inside. At the bottom of the video player, there is a white bar with several icons: a Creative Commons license icon, a refresh icon, a pause icon, a back icon, and a play icon.

Video Launch (Slide Layer)

Effective Facilitation

PRACTICE MORE

INTRODUCE NEW SKILL → DEMONSTRATE → PRACTICE

VIDEO EXTRA

OPTIONAL VIDEOS FOR DEEPER LEARNING

WATCH NOW MAYBE LATER

CC ↺ || ⏪ ⏩

The video player interface features a dark background with a central flowchart. The flowchart consists of three rounded rectangular boxes: 'INTRODUCE NEW SKILL', 'DEMONSTRATE', and 'PRACTICE', connected by right-pointing arrows. Above the flowchart is a 'PRACTICE MORE' button. A blue 'VIDEO EXTRA' overlay is positioned on the right side, containing a video player icon, the text 'OPTIONAL VIDEOS FOR DEEPER LEARNING', and two buttons: 'WATCH NOW' and 'MAYBE LATER'. At the bottom right, there are standard video control icons: a Creative Commons license icon, a refresh icon, a play/pause icon, a previous slide icon, and a next slide icon.

Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps

Effective Facilitation

PRACTICE MORE

INTRODUCE NEW SKILL → DEMONSTRATE → PRACTICE → PROVIDE FEEDBACK




MODULE PROGRESS

ELLISEDUCATION SERVICES

CC ↺ || ⏪ ⏩


The progress slide has a light blue header with the number '8' and the title 'Train The Trainer – Effective Facilitation: Effective Facilitation Steps'. The main content area features a flowchart with four rounded rectangular boxes: 'INTRODUCE NEW SKILL', 'DEMONSTRATE', 'PRACTICE', and 'PROVIDE FEEDBACK', connected by right-pointing arrows. Above the flowchart is a 'PRACTICE MORE' button. At the bottom left, there is a 'MODULE PROGRESS' section with a series of 10 dots, the first of which is filled. The bottom center contains the 'ELLISEDUCATION SERVICES' logo. At the bottom right, there are standard video control icons: a Creative Commons license icon, a refresh icon, a play/pause icon, a previous slide icon, and a next slide icon.

1.11 Guided and Unguided Practice

 <h3>GUIDED PRACTICE</h3> <p>Students require guidance until proficiency is achieved.</p> <ul style="list-style-type: none">✓ INSTRUCTOR-LED DEMONSTRATION✓ STUDENTS COMPLETE STEP-BY-STEP WITH INSTRUCTOR GUIDANCE✓ ACTIVITIES DESIGNED TO PROVIDE FEEDBACK TO STUDENT	 <h3>UNGUIDED PRACTICE</h3> <p>Unguided practice should be used when students are proficient.</p> <ul style="list-style-type: none">✓ IDEAL FOR REVIEW SESSIONS, RENEWAL CERTIFICATIONS OR REFRESHER COURSES✓ INSTRUCTOR MUST CONDUCT PERIODIC FEEDBACK, EITHER FORMAL OR INFORMAL✓ TEAM SKILLS REVIEWS, GROUP PROJECTS, AND DISTANCE LEARNING ASSIGNMENTS
	

Progress (Slide Layer)


8 Train The Trainer – Effective Facilitation: Effective Facilitation Steps



GUIDED PRACTICE

Students require guidance until proficiency is achieved.

- ✓ INSTRUCTOR-LED DEMONSTRATION
- ✓ STUDENTS COMPLETE STEP-BY-STEP WITH INSTRUCTOR GUIDANCE
- ✓ ACTIVITIES DESIGNED TO PROVIDE FEEDBACK TO STUDENT







UNGUIDED PRACTICE

Unguided practice should be used when students are proficient.

- ✓ IDEAL FOR REVIEW SESSIONS, RENEWAL CERTIFICATIONS OR REFRESHER COURSES
- ✓ INSTRUCTOR MUST CONDUCT PERIODIC FEEDBACK, EITHER FORMAL OR INFORMAL
- ✓ TEAM SKILLS REVIEWS, GROUP PROJECTS, AND DISTANCE LEARNING ASSIGNMENTS


MODULE PROGRESS



1.12 Summary

Summary

- ✓ Unguided practice is best suited for students who already have a level of proficiency with the content or skills being taught. In unguided practice, instructors allow students to participate with less direct oversight.
- ✓ Facilitation is the act of guiding and leading students through lesson
- ✓ Some strategies to encourage student participation include:
 - ✓ Asking questions every 5 minutes when facilitating instruction.
 - ✓ Allowing think time before having students respond to questions.
- ✓ Instructors using guided practice should be mindful that students will
 - ✓ Organizing collaborative assignments.




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Progress (Slide Layer)

8 Train The Trainer – Effective Facilitation: Summary

Summary

- ✓ Unguided practice is best suited for students who already have a level of proficiency with the content or skills being taught. In unguided practice, instructors allow students to participate with less direct oversight.
- ✓ Facilitation is the act of guiding and leading students through lesson
- ✓ Some strategies to encourage student participation include:
 - ✓ Asking questions every 5 minutes when facilitating instruction.
 - ✓ Allowing think time before having students respond to questions.
- ✓ Instructors using guided practice should be mindful that students will
 - ✓ Organizing collaborative assignments.



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2. Knowledge Check

Lesson 9 - Student Assessment and Remediation - FINAL

1. Content

1.1 Welcome



The slide features a blue background with a whiteboard on the left showing a bar chart and a triangle diagram. A woman is pointing at the whiteboard while a man looks on. The slide includes the Ellise Education Services logo, the lesson number '9' in a blue arrow, the title 'Train the Trainer: Student Assessment and Remediation', and a 'CLICK TO BEGIN' button with a play icon.

ELLISE EDUCATION
SERVICES

9
LESSON

**Train the Trainer:
Student Assessment
and Remediation**

CLICK TO BEGIN 

Notes:

1.2 Learning Outcomes



Learning Outcomes

- 1 Explain the importance of student evaluations.
- 2 Describe the types of assessment.
- 3 Review strategies for remedial training.

Student Assessment and Remediation

MODULES

- Student Evaluation
- Assessment Types
- Remediation



Notes:

Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Learning Outcomes


Learning Outcomes

- 1 Explain the importance of student evaluations.
- 2 Describe the types of assessment.
- 3 Review strategies for remedial training.

Student Assessment and Remediation

MODULES

- Student Evaluation
- Assessment Types
- Remediation



MODULE PROGRESS

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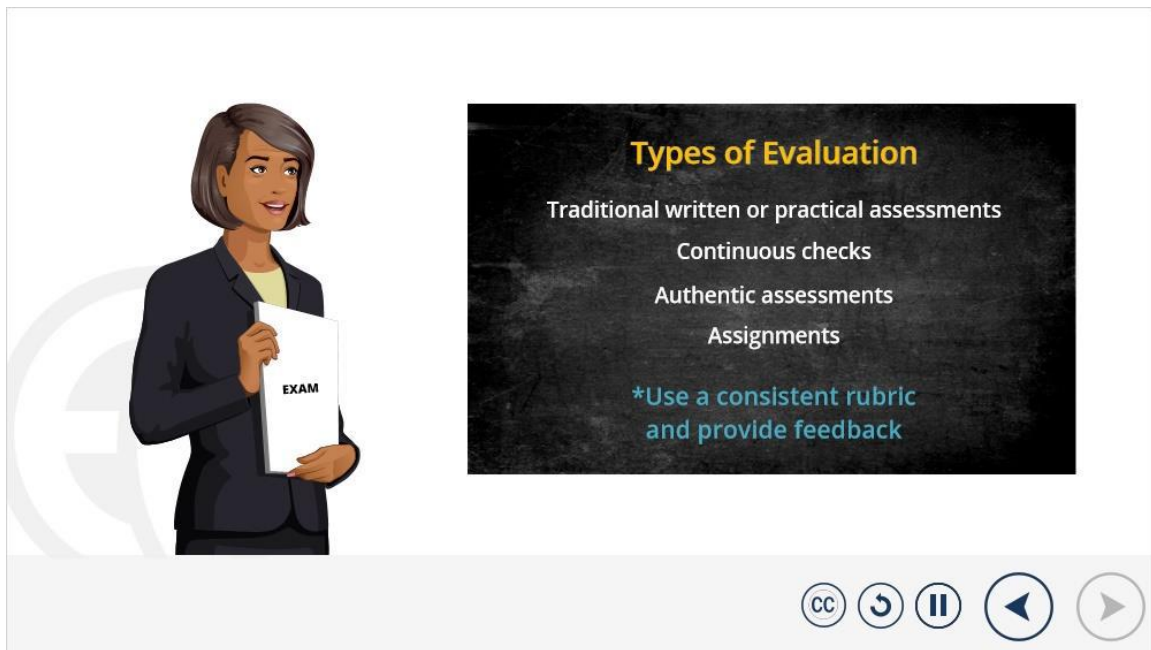
1.3 Competency

Competency

- ✓ Instructors may measure competency and whether the student is meeting a level of proficiency required to meet a defined standard.
- ✓ Sometimes instructors may find it necessary to advise a student that he or she is not yet competent and needs additional work.
- ✓ Instructors must maintain an evaluation process that's uniform and measures the standards of performance consistently for all students.

CC ↺ || ⏪ ⏩

1.4 Types of Evaluation



Types of Evaluation


- Traditional written or practical assessments
- Continuous checks
- Authentic assessments
- Assignments

**Use a consistent rubric and provide feedback*

Notes:

Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Types of Evaluation



Types of Evaluation

- Traditional written or practical assessments
- Continuous checks
- Authentic assessments
- Assignments

**Use a consistent rubric and provide feedback*

MODULE PROGRESS ●●●●●●●●●●

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1.5 Continuous Checks

Continuous Checks

✓ Instructors can check for understanding by:

- Observing student visual cues
- Asking students to paraphrase what they are understanding
- Reviewing wrong answers from student assignments



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Notes:


Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Continuous Checks

Continuous Checks

✓ Instructors can check for understanding by:

- Observing student visual cues
- Asking students to paraphrase what they are understanding
- Reviewing wrong answers from student assignments



MODULE PROGRESS

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1.6 Authentic Assessment

Authentic Assessment

CLICK ON EACH TO LEARN MORE

EXAMPLE ONE

A form of assessment in which students are asked to perform real-life tasks that demonstrate application of essential knowledge and skill.

EXAMPLE TWO

EXAMPLE THREE



Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Authentic Assessment


Authentic Assessment

CLICK ON EACH TO LEARN MORE

EXAMPLE ONE
A form of assessment in which students are asked to perform real-life tasks that demonstrate application of essential knowledge and skill.

EXAMPLE TWO

EXAMPLE THREE



MODULE PROGRESS

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1.7 Example 1

Authentic Assessment

EXAMPLE ONE

Students create steps of a written emergency response plan (EAP) for a person found motionless at their school or work or home.



CC ↺ || ⏪ ⏩


Progress (Slide Layer)

9 Train The Trainer - Student Assessment and Remediation: Authentic Assessment

Authentic Assessment

EXAMPLE ONE

✓ Students create steps of a written emergency response plan (EAP) for a person found motionless at their school or work or home.



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1.8 Example 2

Authentic Assessment

EXAMPLE TWO

✓ Using manikins, or simulating on real people, students can discuss or demonstrate the steps of assessing and caring for a person identified as being in sudden cardiac arrest.



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Notes:


Progress (Slide Layer)

9 Train The Trainer - Student Assessment and Remediation: Authentic Assessment

Authentic Assessment

EXAMPLE TWO

Using manikins, or simulating on real people, students can discuss or demonstrate the steps of assessing and caring for a person identified as being in sudden cardiac arrest.



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1.9 Example 3

Authentic Assessment

EXAMPLE THREE

- ✓ Lifeguard students rescue an unconscious guest in distress from the water and render the appropriate care.
- ✓ Students demonstrate the steps of assessing and caring for a person extricated from the water working as a team.




Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Authentic Assessment

Authentic Assessment

EXAMPLE THREE

- ✓ Lifeguard students rescue an unconscious guest in distress from the water and render the appropriate care.
- ✓ Students demonstrate the steps of assessing and caring for a person extricated from the water working as a team.




MODULE PROGRESS ●●●●●●●●●●●●●●●●

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1.10 Standards vs. Testing Accommodations

Standards	Testing Accommodations
Specific observable skills or abilities established to determine competency.	Accommodations meet needs of select students, and should not alter the standard by which a skill is evaluated.




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Progress (Slide Layer)

9 Train The Trainer – Student Assessment and Remediation: Standards vs. Testing Accommodations

Standards	Testing Accommodations
Specific observable skills or abilities established to determine competency.	Accommodations meet needs of select students, and should not alter the standard by which a skill is evaluated.



MODULE PROGRESS



1.11 Examples of Testing Accommodations

Examples of Testing Accommodations

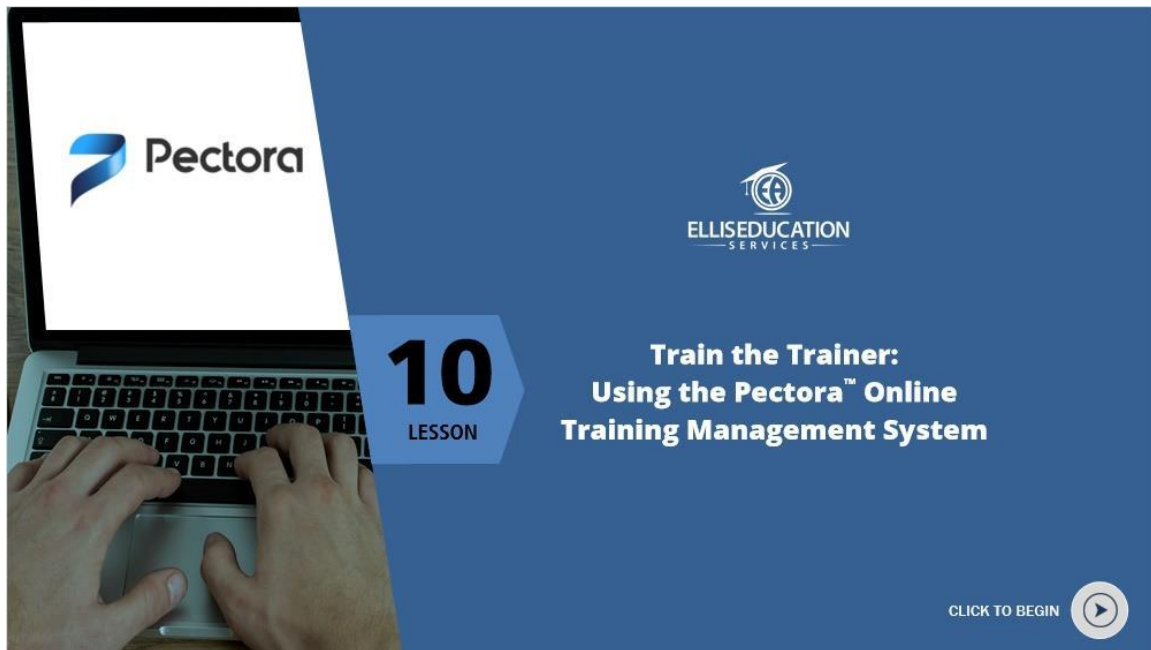
The infographic is titled "Examples of Testing Accommodations" and features five distinct icons, each with a corresponding text description below it. The icons are: 1) A person silhouette with a speech bubble, representing verbal responses. 2) A hand holding a pen, representing a scribe or reader. 3) An open book, representing exams in native languages. 4) An analog clock, representing additional time. 5) A target with an arrow, representing focusing on the end result of a skill. The background includes a large, faint watermark of a person silhouette. At the bottom right, there is a navigation bar with icons for Creative Commons (CC), a refresh symbol, a pause symbol, a left arrow, and a right arrow.

- Allowing verbal instead of written responses.
- Allowing students to have a scribe or a reader.
- Providing exams in students' native languages.
- Allowing additional time to complete a task.
- Focusing on the end result of a skill.

TTT Lesson 10 - Using Pectora - FINAL

1. Content

1.1 Welcome




Notes:

1.2 Learning Outcomes

Learning Outcomes

- 1 Understand the terminology and system design used in Pectora™.
- 2 Discover the roles of each authorized Pectora™ Team Member and Instructor on an account.
- 3 Become capable of creating and managing a class within Pectora™.
- 4 Comfortably navigate areas within Pectora™ most used by instructors.
- 5 Understand the resources available to instructors when using Pectora™.



Key Areas and Terms used in Pectora™

Online Training Class Management in Pectora™

CC ↺ || ⏪ ⏩

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms

Pectora™ Key Areas and Terms



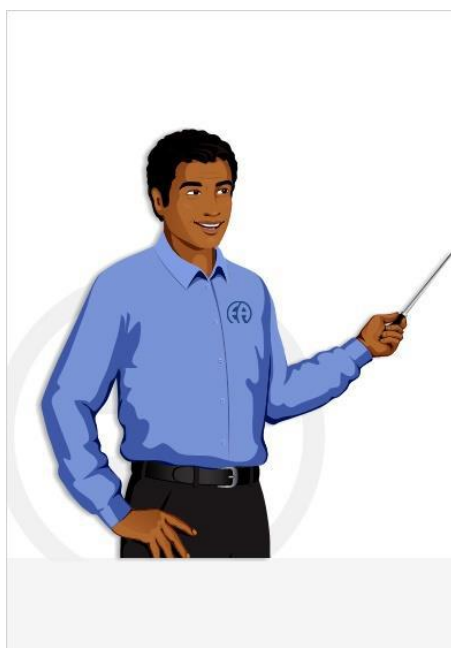
- LOGIN SCREEN
- ACCESS TYPE
- ACCOUNT TEAM MEMBERS
- MENU
- LIBRARY
- CLASS CREATION

MODULE PROGRESS

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1.4 Key Areas and Terms (continued)



Pectora™ Key Areas and Terms

CLICK ON EACH IN ORDER BELOW TO LEARN MORE


1. LOGIN SCREEN
2. ACCESS TYPE
3. ACCOUNT TEAM MEMBERS
4. MENU
5. LIBRARY
6. CLASS CREATION

CC ↺ || ⏪ ⏩

Notes:

Progress (Slide Layer)

10 Train The Trainer - Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)






Pectora™ Key Areas and Terms

CLICK ON EACH IN ORDER BELOW
TO LEARN MORE

1. LOGIN SCREEN
2. ACCESS TYPE
3. ACCOUNT TEAM MEMBERS
4. MENU
5. LIBRARY
6. CLASS CREATION


MODULE PROGRESS



1.5 Account Team Members

Pectora™ Key Areas and Terms

ACCOUNT TEAM MEMBERS



Company Account Admin

- ✓ An individual with a specific role within the company, such as an instructor.
- ✓ Can access records of previously trained individuals and registrants in classes.
- ✓ Add or remove team members.
- ✓ If also an instructor, can create and manage contracts.
- ✓ Add or edit company information, accounts.
- ✓ Instructors need to be added as company account users in order to manage their classes.
- ✓ Make purchases.
- ✓ Approve contracts.
- ✓ Assign tasks of a user.
- ✓ If information and facilities contact your Company Account Admin and request access.

CC ↺ || ⏪ ⏩

Pectora™ Key Areas and Terms

ACCOUNT TEAM MEMBERS



**Company
Account
Admin**

✓ An individual with a specific role within the company, such as an instructor.

- ✓ Can access records of previously trained individuals and registrants in classes.
- ✓ Add or Remove Team Members
- ✓ Add or edit company information, account information, and facilities
- ✓ If also an instructor, can create and manage classes
- ✓ Make purchases
- ✓ Approve contracts
- ✓ All tasks of a user
- ✓ Instructors need to be added as company account users in their classes.
- ✓ If information and facilities
- ✓ If information and facilities contact your Company Account Admin and request access.

MODULE
PROGRESS



1.6 Login Screen

Pectora™ Key Areas and Terms **LOGIN SCREEN**

The screenshot shows the Pectora login interface. At the top left is the Pectora logo. Below it, there are three callout boxes: 1. 'Login Password' box: 'This is selected by the student or Team Member at the time they create their personal Pectora Account Profile.' 2. 'Login Email' box: 'Students: email must be identical to the email used when registered for the class.' 3. 'Login Password Reset' box: 'If you forget your password, click the reset link. Enter your email address when prompted and Pectora will send a login link to your email, if it matches what is on record in Pectora.' Below these boxes is a button that says 'Forgot password? Reset it here'. At the bottom right of the screen, there are five navigation icons: a Creative Commons license icon, a refresh icon, a pause icon, a back arrow icon, and a forward arrow icon.

Login Password
This is selected by the student or Team Member at the time they create their personal Pectora Account Profile.

Login Email
Students: email must be identical to the email used when registered for the class.

Login Password Reset
If you forget your password, click the reset link. Enter your email address when prompted and Pectora will send a login link to your email, if it matches what is on record in Pectora.

Forgot password? Reset it here

CC ↺ || ⏪ ⏩

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

LOGIN SCREEN



Login Password
This is selected by the student or Team Member at the time they create their personal Pectora Account Profile.

Login Email
Students; email must be identical to the email used when registered for the class.

Login Password Reset
If you forget your password, click the reset link. Enter your email address when prompted and Pectora will send a login link to your email, if it matches what is on record in Pectora.

Forgot password? Reset it here

MODULE PROGRESS


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1.7 Access Type

Pectora™ Key Areas and Terms

ACCESS TYPE



Individual Account Profiles

- ✓ An individual person who has created a profile in Pectora.
- ✓ Student account profiles created at registration.
clients, employees & associates.
- ✓ Company account team members will have access to the company account as well as their own records of training.
- ✓ each authorized Team Member on the account.
- ✓ Individuals can be authorized on more than one company account as a team member.

CC ↺ || ⏪ ⏩

Notes:

Pectora™ Key Areas and Terms

ACCESS TYPE



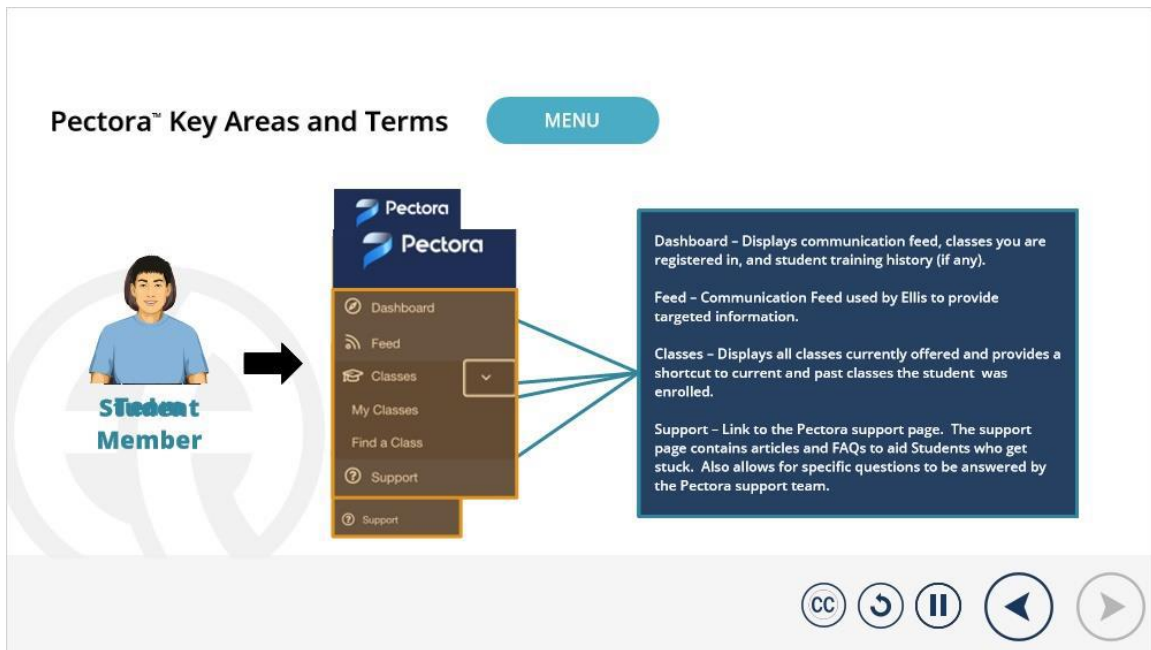
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- ✓ Student account profiles created at registration.
- ✓ Company account team members will have access to the company account as well as their own records of training.
- ✓ each authorized Team Member on the account.
- ✓ Individuals can be authorized on more than one company account as a team member.

MODULE
PROGRESS



1.8 Menu

Pectora™ Key Areas and Terms MENU



The image shows a user interface for a 'Student Member' in the Pectora system. On the left, a female student icon is labeled 'Student Member'. An arrow points to a vertical menu with the following items: Dashboard, Feed, Classes (with a dropdown arrow), My Classes, Find a Class, Support, and Support. To the right of the menu, a dark blue box contains four callout descriptions:

- Dashboard** - Displays communication feed, classes you are registered in, and student training history (if any).
- Feed** - Communication Feed used by Ellis to provide targeted information.
- Classes** - Displays all classes currently offered and provides a shortcut to current and past classes the student was enrolled.
- Support** - Link to the Pectora support page. The support page contains articles and FAQs to aid Students who get stuck. Also allows for specific questions to be answered by the Pectora support team.

Navigation icons (CC, refresh, pause, back, forward) are visible at the bottom right of the interface.

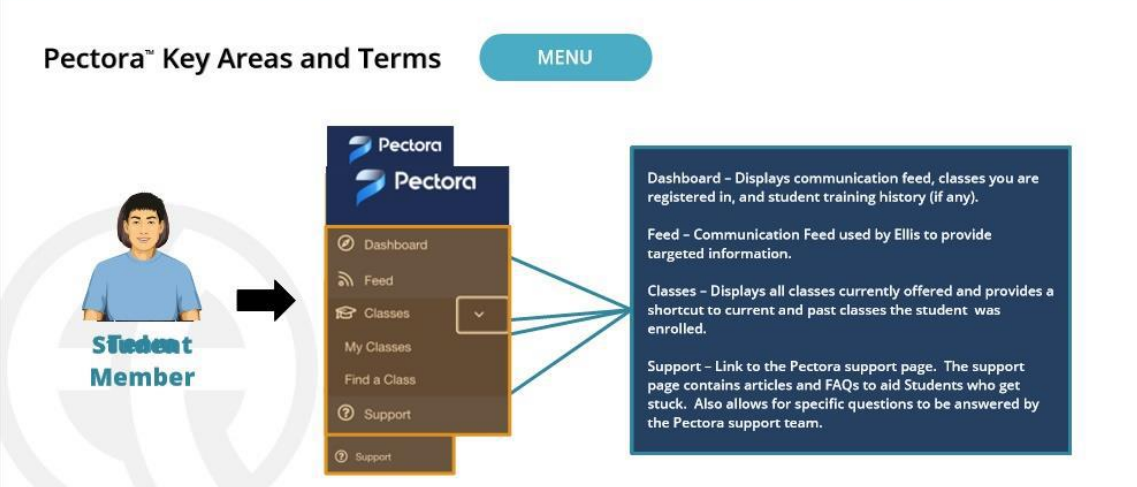
Notes:

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

MENU



Student Member

- Dashboard** - Displays communication feed, classes you are registered in, and student training history (if any).
- Feed** - Communication Feed used by Ellis to provide targeted information.
- Classes** - Displays all classes currently offered and provides a shortcut to current and past classes the student was enrolled.
- Support** - Link to the Pectora support page. The support page contains articles and FAQs to aid Students who get stuck. Also allows for specific questions to be answered by the Pectora support team.

MODULE PROGRESS

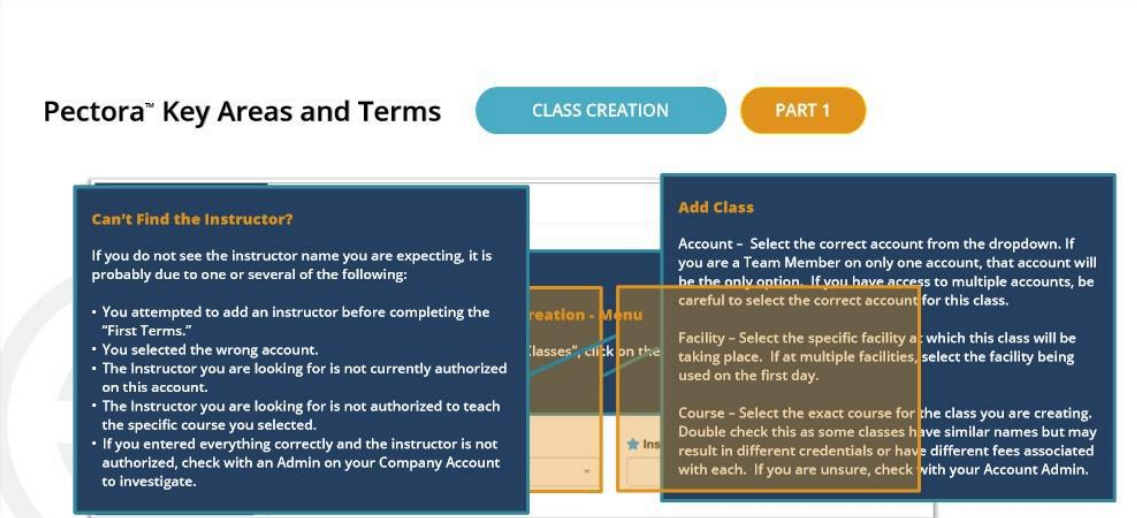
ELLISEDUCATION SERVICES

CC, Refresh, Pause, Previous, Next

1.9 Class Creation

Pectora™ Key Areas and Terms

CLASS CREATION PART 1



Can't Find the Instructor?

If you do not see the instructor name you are expecting, it is probably due to one or several of the following:

- You attempted to add an instructor before completing the "First Terms."
- You selected the wrong account.
- The Instructor you are looking for is not currently authorized on this account.
- The Instructor you are looking for is not authorized to teach the specific course you selected.
- If you entered everything correctly and the instructor is not authorized, check with an Admin on your Company Account to investigate.

Add Class

- Account** - Select the correct account from the dropdown. If you are a Team Member on only one account, that account will be the only option. If you have access to multiple accounts, be careful to select the correct account for this class.
- Facility** - Select the specific facility at which this class will be taking place. If at multiple facilities, select the facility being used on the first day.
- Course** - Select the exact course for the class you are creating. Double check this as some classes have similar names but may result in different credentials or have different fees associated with each. If you are unsure, check with your Account Admin.

CLASS CREATION - Menu

Classes, click on the

★ Ins

CC, Refresh, Pause, Previous, Next

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

CLASS CREATION PART 1

Can't Find the Instructor?

If you do not see the instructor name you are expecting, it is probably due to one or several of the following:

- You attempted to add an instructor before completing the "First Terms."
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Add Class

Account – Select the correct account from the dropdown. If you are a Team Member on only one account, that account will be the only option. If you have access to multiple accounts, be careful to select the correct account for this class.

Facility – Select the specific facility at which this class will be taking place. If at multiple facilities, select the facility being used on the first day.

Course – Select the exact course for the class you are creating. Double check this as some classes have similar names but may result in different credentials or have different fees associated with each. If you are unsure, check with your Account Admin.

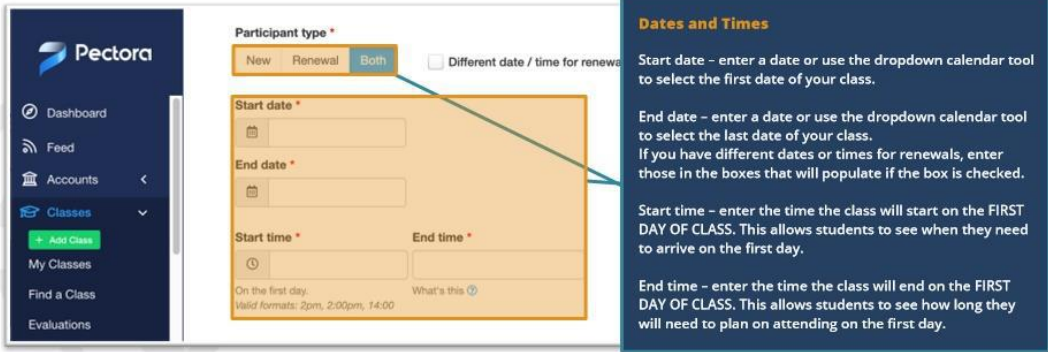
MODULE PROGRESS

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1.10 Class Creation - Part 2

Pectora™ Key Areas and Terms

CLASS CREATION PART 2



The screenshot shows the Pectora interface for class creation. On the left is a dark sidebar with navigation options: Dashboard, Feed, Accounts, Classes (with a dropdown arrow), + Add Class, My Classes, Find a Class, and Evaluations. The main content area is titled 'Participant type *' and has three tabs: 'New', 'Renewal', and 'Both' (which is selected). There is also a checkbox for 'Different date / time for renewals'. Below this are fields for 'Start date *', 'End date *', 'Start time *', and 'End time *'. The 'Start date' and 'End date' fields have calendar icons. The 'Start time' and 'End time' fields have clock icons. A note at the bottom of the form says 'On the first day. Valid formats: 2pm, 2:00pm, 14:00' and 'What's this ?'. A callout box on the right, titled 'Dates and Times', provides instructions for each field.

Dates and Times

Start date - enter a date or use the dropdown calendar tool to select the first date of your class.

End date - enter a date or use the dropdown calendar tool to select the last date of your class. If you have different dates or times for renewals, enter those in the boxes that will populate if the box is checked.

Start time - enter the time the class will start on the FIRST DAY OF CLASS. This allows students to see when they need to arrive on the first day.

End time - enter the time the class will end on the FIRST DAY OF CLASS. This allows students to see how long they will need to plan on attending on the first day.

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Notes:

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

CLASS CREATION

PART 2

The screenshot displays the Pectora interface for class creation. On the left is a dark blue sidebar with navigation options: Dashboard, Feed, Accounts, Classes (with a sub-menu containing '+ Add Class', 'My Classes', 'Find a Class', and 'Evaluations'), and Evaluations. The main content area is a light gray form titled 'Participant type *' with three tabs: 'New', 'Renewal', and 'Both' (which is selected). Below the tabs are fields for 'Start date *', 'End date *', 'Start time *', and 'End time *'. A checkbox labeled 'Different date / time for renewals' is also present. At the bottom of the form, there is a note: 'On the first day. Valid formats: 2pm, 2:00pm, 14:00' and a link 'What's this ?'. A dark blue callout box on the right, titled 'Dates and Times', provides instructions for each field: 'Start date - enter a date or use the dropdown calendar tool to select the first date of your class.', 'End date - enter a date or use the dropdown calendar tool to select the last date of your class. If you have different dates or times for renewals, enter those in the boxes that will populate if the box is checked.', 'Start time - enter the time the class will start on the FIRST DAY OF CLASS. This allows students to see when they need to arrive on the first day.', and 'End time - enter the time the class will end on the FIRST DAY OF CLASS. This allows students to see how long they will need to plan on attending on the first day.'

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1.11 Class Creation - Part 3

Pectora™ Key Areas and Terms CLASS CREATION PART 3

The screenshot shows the Pectora class creation interface with several key areas highlighted in orange boxes and callouts in a blue box:

- Status:** Includes buttons for Published, Draft, Enabled, and Disabled. A callout explains that "Status" means to accept registrations and that "Enabled" allows linking with accessibility.
- Landing page:** Includes buttons for Enabled and Disabled. A callout explains that the "Notes" section allows entering critical information for students.
- Log in / Sign up (Participants):** Includes buttons for Optional, Required, and Disabled.
- Late registration:** Includes a calendar icon and a "What's this" link.
- Deadline:** Includes a calendar icon and a "What's this" link.
- Online Registration:** Includes a checkbox and a "What's this" link.
- Feature on Ellis & Associates, Inc. website:** Includes a checked checkbox.
- Notes:** Includes a rich text editor with a toolbar and a "Save" button. A callout explains that before clicking "Save", all fields should be reviewed for accuracy.

Notes and Saving the Class

The Notes section allows you to enter the remaining critical information you need your students to know about the class:

- The complete class schedule (dates and times).
- Location of class on each day (if different from the first day).
- Items to bring to class.
- Brief instructions for preparation.

Save the class - Before clicking on the "Save" button, review all fields to confirm accuracy. If all looks correct, click the "Save" button. The class will now be active and ready to accept registrations.

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Notes:

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

CLASS CREATION

PART 4

The screenshot shows a landing page for a course titled "Health Care Provider BLS & Standard First Aid". The page includes the course name, dates (Nov 04 - 05, 2020), and a "Class Info" section. A "Course Information" section provides a detailed description of the course content, including topics like CPR, AED, and first aid. Below this, there is a "Meet Your Instructor" section with a profile picture and name (Joe DeMayo). At the bottom, there are several icons for course materials like "CPR Standard textbook (PDF)", "Lesson Plan", "Pacing Schedule", "Student Textbook (PDF)", and "Links".

Landing Page

The landing page is where students will be directed when they log into Pectora and click on the class.

On this page, students will find:

- Course Name and Pectora ID
- Date range of the class
- Times of the first day of class
- Link to elearning (if applicable)
- Course information and notes
- Instructor contact information
- Student textbook and other resources

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1.13 Library

Pectora™ Key Areas and Terms LIBRARY PART 1

The screenshot displays the Pectora Library interface. On the left is a dark blue navigation sidebar with the Pectora logo and menu items: Dashboard, Feed, Account, Classes, Instructor Classes, Credentials, People, Library (highlighted), Videos, Index, ADS, and Support. The main content area has a header 'Hello, what can I help you find?' and a search bar containing 'CPR Textbook'. Below the search bar, it says 'No results found'. A callout box on the right, titled 'Library Search', explains that the search is looking for exact word combinations and that entering 'CPR Textbook' together yields no results because this exact combination is not in any title. A cartoon character is visible in the background of the search area.

Library Search

Because the search is looking for exact word combinations, if you enter both words together as: "CPR Textbook," no results will display, since this exact combination is not in any title.

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Progress (Slide Layer)

10 Train The Trainer - Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms

LIBRARY PART 1



Dashboard / Library

Hello, what can I help you find?

Search for a document

CPR Textbook

No results found

Library Search

Because the search is looking for exact word combinations, if you enter both words together as: "CPR Textbook," no results will display, since this exact combination is not in any title.

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1.14 Library Part 2

Pectora™ Key Areas and Terms

LIBRARY PART 2

Looking for recently added content?

View the latest content

Videos COVID-19

Featured Course Files

All Library Items

Prefer a complete list?

View the Library Index

To view the entire Pectora Library available to you, click here for the index.

The screenshot shows a user interface for a library. At the top, there are two buttons: 'LIBRARY' in a blue rounded rectangle and 'PART 2' in an orange rounded rectangle. Below them is a white box containing a search area. The search area has the text 'Looking for recently added content?' and a button 'View the latest content'. Below this is a list of categories: 'Videos', 'Featured', 'All Library Items', 'COVID-19', and 'Course Files'. At the bottom of the search area is the text 'Prefer a complete list?' and a button 'View the Library Index'. Three blue lines with arrowheads point from the 'View the latest content' button, the 'Course Files' category, and the 'View the Library Index' button to a dark blue box on the right. This box contains the text 'To view the entire Pectora Library available to you, click here for the index.' At the bottom right of the interface, there are five circular navigation icons: a Creative Commons license icon, a refresh icon, a pause icon, a left arrow icon, and a right arrow icon.

Notes:

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Key Areas and Terms (continued)

Pectora™ Key Areas and Terms LIBRARY PART 2

Looking for recently added content?

Show the latest content

Videos COVID-19
Featured Course Files
All Library Items

Prefer a complete list?

Show the library index

To view the entire Pectora Library available to you, click here for the index.

MODULE PROGRESS

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The screenshot shows the 'LIBRARY' section of the Pectora system. It features a central menu with categories like 'Videos', 'Featured', and 'All Library Items'. A callout box highlights the 'Show the library index' button, with a text box explaining that clicking it leads to the entire Pectora Library. The interface includes a 'MODULE PROGRESS' indicator, the 'ELLISEDUCATION SERVICES' logo, and a set of navigation controls (Creative Commons, refresh, pause, back, forward).

1.15 Class Management in Pectora

Class Management in Pectora™

Active Class Screen
Online Registration Link
Roster Registration
Student Confirmations
Monitoring Student Activity
Tools & Features
Class Close Out

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The screenshot displays the 'Class Management in Pectora' interface. It features seven main functional areas, each represented by an icon and a label: 'Active Class Screen' (classroom icon), 'Online Registration Link' (document with pencil icon), 'Roster Registration' (grid of people icon), 'Student Confirmations' (person with envelope icon), 'Monitoring Student Activity' (chat bubbles icon), 'Tools & Features' (wrench and hammer icon), and 'Class Close Out' (person with checkmark icon). The interface includes a 'MODULE PROGRESS' indicator, the 'ELLISEDUCATION SERVICES' logo, and a set of navigation controls (Creative Commons, refresh, pause, back, forward).

Class Management in Pectora™



Active
Class
Screen



Online
Registration
Link



Roster
Registration



Student
Confirmations



Monitoring
Student
Activity



Tools &
Features



Class
Close
Out

MODULE
PROGRESS



1.16 Class Management in Pectora continued

Class Management in Pectora™
CLICK ON EACH IN ORDER BELOW
LEARN MORE

1. CLASS MANAGEMENT SCREEN
2. CLASS REGISTRATIONS
3. STUDENT CONFIRMATIONS
4. MONITOR STUDENT ACTIVITY
5. OTHER TOOLS
6. CLASS CLOSEOUT

Navigation icons: CC, Refresh, Pause, Back, Forward

Notes:

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Class Management (continued)



Class Management in Pectora™

CLICK ON EACH IN ORDER BELOW
LEARN MORE

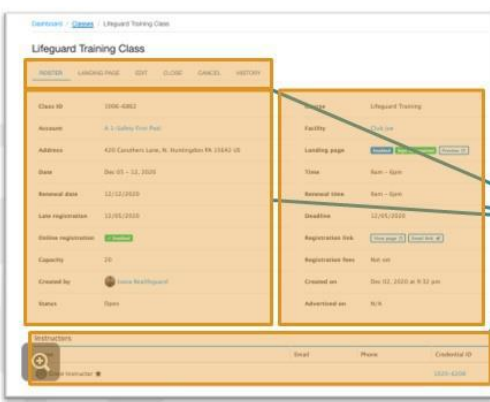
1. CLASS MANAGEMENT SCREEN
2. CLASS REGISTRATIONS
3. STUDENT CONFIRMATIONS
4. MONITOR STUDENT ACTIVITY
5. OTHER TOOLS
6. CLASS CLOSEOUT

MODULE PROGRESS




1.17 Class Management Screen

Class Management in Pectora™ CLASS MANAGEMENT SCREEN



Assigned Instructors

- Last on the class management screen is the instructors assigned to this class, along with their contact information and their active instructor credential ID authorizing them to teach this course.
- If anything summarized on the Class Management Screen is missing or incorrect, the instructor or team member managing the class can go to the main management menu and click "Edit" to make any needed changes.

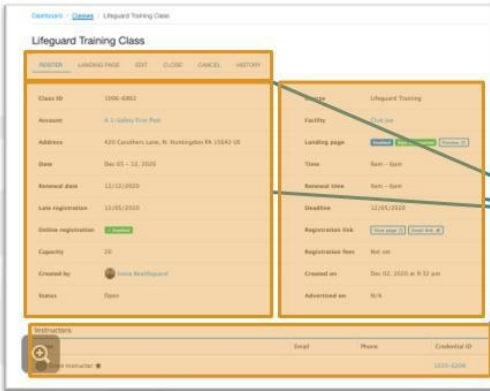


Notes:

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™ CLASS MANAGEMENT SCREEN



Assigned Instructors

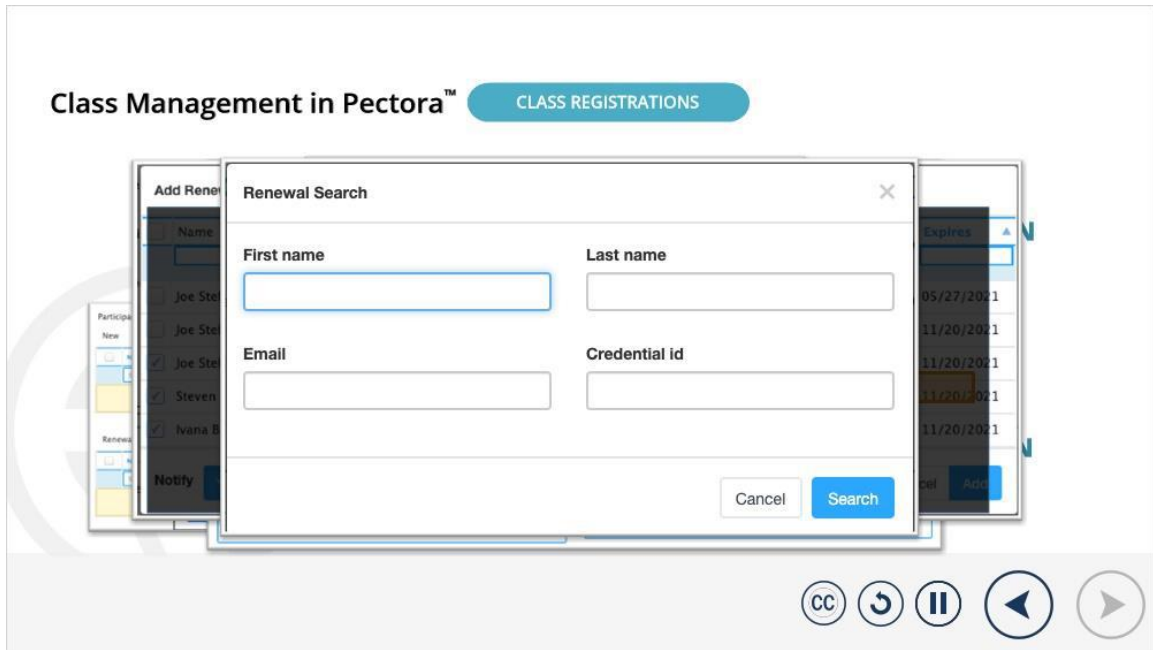
- Last on the class management screen is the instructors assigned to this class, along with their contact information and their active instructor credential ID authorizing them to teach this course.
- If anything summarized on the Class Management Screen is missing or incorrect, the instructor or team member managing the class can go to the main management menu and click "Edit" to make any needed changes.

MODULE PROGRESS

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1.18 Class Registrations



Notes:

Progress (Slide Layer)

10 Train The Trainer - Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™

CLASS REGISTRATIONS

The screenshot displays a software interface for class management. A central dialog box titled "Renewal Search" is open, featuring four input fields: "First name", "Last name", "Email", and "Credential id". Below these fields are "Cancel" and "Search" buttons. The dialog is overlaid on a table with columns for "Name", "Expires", and "Add". The "Expires" column contains dates such as "05/27/2021", "11/20/2021", and "11/20/2021".

MODULE PROGRESS

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1.19 Student Confirmations

Class Management in Pectora™ STUDENT CONFIRMATIONS

SMS Text

- If you provided a mobile number for the student, you will receive an SMS text message from Pectora with class details.
- This Text Message contains the start time, name of instructor, and a direct point of contact for the class.

STUDENT CONFIRMATIONS

SMS NOTIFICATION

SMS NOTIFICATION

an email with more details including the class notes and a direct point of contact for the class.

Text Message

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Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™

STUDENT CONFIRMATIONS

SMS Text

- If you provided a mobile number for the student, the student registered themselves in Pectora and would receive an SMS Text Message.
- This Text Message contains the start time, name of instructor, and a link to Landing Page for class details.

SMS NOTIFICATION

an email with more information on the class notes
a direct point of contact for the class.

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CC, Refresh, Pause, Previous, Next navigation icons

1.20 Other Tools

Class Management in Pectora™

OTHER TOOLS

"Send a Message" Tool

- You would use this tool if you wanted to send a whole class message or a targeted message, using Pectora.
- You can send an SMS Text or email or both. Keep in mind that if you send a SMS Text, shorter messages will function better. If a longer message is needed, select email only.

CC, Refresh, Pause, Previous, Next navigation icons

10 Train The Trainer - Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™

OTHER TOOLS

"Send a Message" Tool

- You would use this tool if you wanted to send a whole class message or a targeted message, using Pectora.
- You can send an SMS Text or email or both. Keep in mind that if you send a SMS Text, shorter messages will function better. If a longer message is needed, select email only.

MODULE
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1.21 Monitor Student Activity

Class Management in Pectora™ **MONITORING STUDENT ACTIVITY**

The screenshot displays the 'MONITORING STUDENT ACTIVITY' interface in Pectora. It features a table with columns for 'Name', 'Progress', and 'Actions'. A student named Brian Kenwell is highlighted, showing a progress of 63%. A 'Change log' window is open over the student's row, listing activities such as 'Online course 63% complete, Updated from 50.89 48.78' and 'Added to roster'. The interface includes a search bar, a 'Cancel' button, and a bottom navigation bar with icons for CC, refresh, pause, and navigation.

Name	Progress	Actions
Brian Kenwell	63%	

Brian Kenwell - Change log

- Brian Kenwell • Nov 21, 2020 at 11:03 pm
 - Online course 63% complete, Updated from 50.89 48.78
- Brian Kenwell • Nov 21, 2020 at 11:02 pm
- Brian Kenwell • Nov 21, 2020 at 12:02 pm
 - Send enrollment email and sms
- Brian Kenwell • Nov 21, 2020 at 12:02 pm
 - Added to roster

Cancel

Navigation icons: CC, Refresh, Pause, Previous, Next

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™

MONITORING STUDENT ACTIVITY

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1.22 Class Closeout

Class Management in Pectora™

CLASS CLOSE OUT

Participant	Type	Grade	Level	Depth	CAMP Lic.	ILTP Cert.	Universal	Comment
Carter Sitig	New	Print Add No Show	- Select -	-1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Keagan Sitig	New	Print Add No Show	- Select -	-1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Candidates must meet these [BLS Competencies](#) to pass the class.

Instructor comments

Close Class Cancel

After Close Out

- Once the class is closed, you will have the option to review the credentials generated for this class.
- Follow your organization's record keeping policy for credentials, while keeping in mind that a virtual copy always exists in Pectora.
- Inform students that their training history will be updated to show this training following class close out.

HISTOR

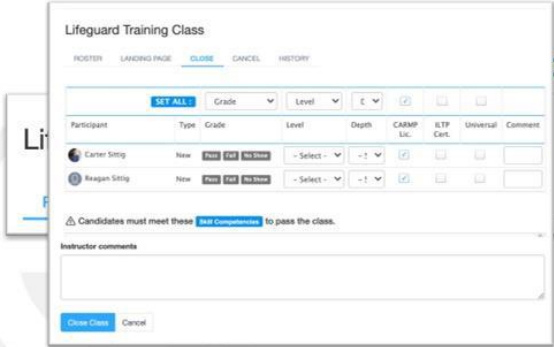
CC

Progress (Slide Layer)

10 Train The Trainer – Using the Pectora™ Online Training Management System: Class Management (continued)

Class Management in Pectora™

CLASS CLOSE OUT



After Close Out

- Once the class is closed, you will have the option to review the credentials generated for this class.
- Follow your organization's record keeping policy for credentials, while keeping in mind that a virtual copy always exists in Pectora.
- Inform students that their training history will be updated to show this training following class close out.

MODULE PROGRESS

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CC

1.23 Summary

Summary

The Pectora™ platform allows instructors to easily manage their classes, from registration to class close out. These Key areas are:

- ✓ Class Management Screen
- ✓ Monitor Student Activity
- ✓ Class Registrations
- ✓ Other Tools
- ✓ Student Confirmations
- ✓ Class Close Out



CC

Notes:

Progress (Slide Layer)

10 Train The Trainer - Using the Pectora™ Online Training Management System: Summary

Summary

✓ The Pectora™ platform allows instructors to easily manage their classes, from registration to class close out. These Key areas are:

- ✓ Class Management Screen
- ✓ Monitor Student Activity
- ✓ Class Registrations
- ✓ Other Tools
- ✓ Student Confirmations
- ✓ Class Close Out



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2. Knowledge Check

Progress (Slide Layer)

10 Train The Trainer - Using the Pectora™ Online Training Management System: Congratulations



Congratulations!
You've completed *Lesson 10 - Using the Pectora™ Online Training Management System*

MODULE PROGRESS



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CC REVIEW EXIT COURSE