

Best Practices for Virtual/Instructor-Led Classroom Learning in a Post-Covid World

Facilitated by Laura Lyons

Sheet 1

1. Focal is what is being perceived by student
2. Smaller class size 6-10 (< 20), webinar 40 max
3. Sessions < 4 hours (i.e., 2 hours), more breaks/breakout sessions
4. Shipping Equipment
5. Differences in Platforms
 - Zoom
 - Chat features
 - Assessments (50/50) not everyone assesses
6. Prerequisites (terminology), flip the class
7. Virtual – ILT – Hybrid: all have to entertain class/open discussion
8. Time of day audience dependent – during day/M-F (OE), (IL) Aftermarket (weekend, virtual, lunch)

Sheet 2

1. Hybrid hands-on/virtual – submit findings back through communications interface
2. Tools
 - Mentee meter polling tool (i.e., Kahoot!)
 - Genius Scan – scanning docs
 - Share files Pico Scope
3. Live instructor (body language), moderator/producer – backup (take questions), Apple watch
4. Actual scan tool usage (live)
5. Assigning mentors for most sessions to monitor safe task performance
6. Built-in time for questions

Instructor Facilitation/Presentation Skills – What do you do to keep your instructors on top of their game?

Facilitated by Anne Simmons

Sheet 1 – What makes a successful train-the-trainer session?

1. Quality/expertise of the trainer (soft skills) √√
2. Preparation/subject knowledge (structured) √√√√√√√√√√
3. Level adjusted for audience – train to level of students √
4. Coffee/comfortable atmosphere
5. Engagement w/ students √√√√√
6. Incorporate hands-on √
7. Video feedback
8. Activities for participants √
9. Person who wrote the course shouldn't teach the course (but should be in attendance)
10. ID team have an instructor as part of development √√√√√√√√
11. Solid scheduling (through testing—Alpha, Beta, etc.) √
12. Team dinners, etc.
13. Open to input from participants √√
14. Completion certificates
15. Face-to-face (vs. virtual) √√√√
16. Time left for Q-n-A (debrief) √√

Sheet 2 – How can we help prepare an instructor how to handle “problem students”?

- Established set of processes taught during onboarding
- Brief/extra training in psychology of the brain & personalities
- Not engaged?
 - Direct questioning
- Sleepers
 - Give them clicker to advance PP √√√√
 - Call them by name
 - Have the class stand up and do an activity
- Won't stop talking
 - Engage group in keeping on task/schedule √
 - Just cut them off (politely), get in personal bubble
- Constant negativity
 - Identify positively! √√√√√√√√√√
 - Address (put them on the spot)
 - Use as a resource.
- Directly challenges instructor. √√√√√√√√√√
 - Engage “problem” student in a challenging topic, etc.
 - Use the group as a sounding board. √√√√
- Gun Fighters - Engage

- “That’s a good question.”
- Make them feel important
- Redirect confrontation
- Dominating Timers
 - “Let’s talk at the break.”
 - Take out of class & set straight
 - Have to stay on task – respect for all in room.

Sheet 3 – What are ways to keep instructor morale up? (Being a road warrior is hard.)

- Tie instructor development to industry event – SEMA or shows
- Morale is down due to work/life balance
 - Flex time
- Support from above (check-ins) – team needs to know you have their back vvvvvvvv
- Compensation (time, money, etc.)
- Team building vv
 - Regular recognition (birthday, anniversary, newborn, grandkids)
- Scheduling – 3-1 vv
- Adding appropriate responsibility to create buy-in vv
 - SME courses
- Perks/apparel vv
- Celebrating long-term successes
- Share the big picture vvvv
- THANK YOU & mean it
- Communication vvvvvvvvvvvvvvvv
- Sharing positive feedback
- Recognition for what you do vv

Sheet 4 – How do you keep your instructors’ knowledge up to date (ongoing education)

- Weekly round table (Sand box meeting - play & share) vvvvvvvv
 - Talk about new courses
- Manufacturing Go & Sees to vehicle plants
- Incorporating goals across the organization
- OJT v
- Conferences
- Forums
- Push News/Info/Training vv
- Virtual training information
- Cross training within: co-train with different instructors, not just new people vvvvvvvvvvvv
- Attend other technical training (other OE/Aftermarket) v
- Train-the-trainers vvvvvvvv

- Return to stores - field experience quarterly ✓✓✓✓✓✓✓✓
- Edx.edu
- Familiarity with product & special tools ✓✓✓✓✓✓

Sheet 5 – How do you help your instructors with their presentation skills? (resources, feedback, etc.)

- Video presentation & watch back ✓✓✓✓✓
- “Chunk” topics for timing and focus
- Crosstrain with peer(s) ✓✓✓✓✓
- Mager Consortium – Mastering the Art of Instructor-Led Training Course ✓✓✓
- Skill assessment by “master” instructor or manager ✓
- Onboarding boot camp
- Peer review – anonymous ✓✓✓✓✓
- Mentor/coach assigned ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓
- Outside resources – external company ✓✓
- Right tools/technology – handheld remote, pointer, technology prompts
- Deeper technical training on topic to handle questions
- Engagement surveys ✓
- Conflict resolution skills
- Public speaking class – Toastmasters ✓✓

Sheet 6 – How do you help train you instructors to stay on task & on time? (Q&A and storytelling can easily knock off a schedule.)

- Observation
- Instructor evaluations
- Surveys
- Schedule/Time table – be prepared ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓
 - Timeline on ppt deck
- Anchor breaks in presentations
- Time slide for breaks
- Well thought out Instructor Guide with objectives
- Keep main topic the main topic and avoid the nuances ✓
- Set expectations at beginning of class ✓✓✓
- Parking lot for questions ✓✓✓✓✓✓✓✓✓✓✓✓
- Build in time for Q&A
- Break topics into timed chunks
- Don’t reminisce
- FOCUS – Learn how to land the plane.
- Know your topic/slides ✓✓✓✓✓✓✓✓✓
- Redirect problem students – use to your advantage ✓

Sheet 7 – What techniques can you give your instructors to keep students engaged?

- Short videos – other media ✓
- Walk the room
- Control conversation – keep on track
- 2-way communication/conversation ✓✓✓
- Presentation as outline, not textbook
- Involve the students! ✓✓✓
- Keep them on their feet ✓
- Ask questions ✓✓✓✓
 - Give time for students to answer
- Eye contact
- Hands-on props ✓✓✓✓✓
- Do what is being taught
- In-time surveys/pools with smart phones ✓✓✓✓✓
- Stress the WIIFM
- Shorter sessions
- Lesson reviews
- Shut up (as the trainer) – let the students talk
- Move across the room
- Change lighting
- White board
- Change volume/tone
- Page #s in books (we are HERE)
- Keep it real world/applicable to them ✓✓✓✓✓✓✓✓✓✓✓
- Use open or engaging questions
- Group break-outs
- Mural – online white board