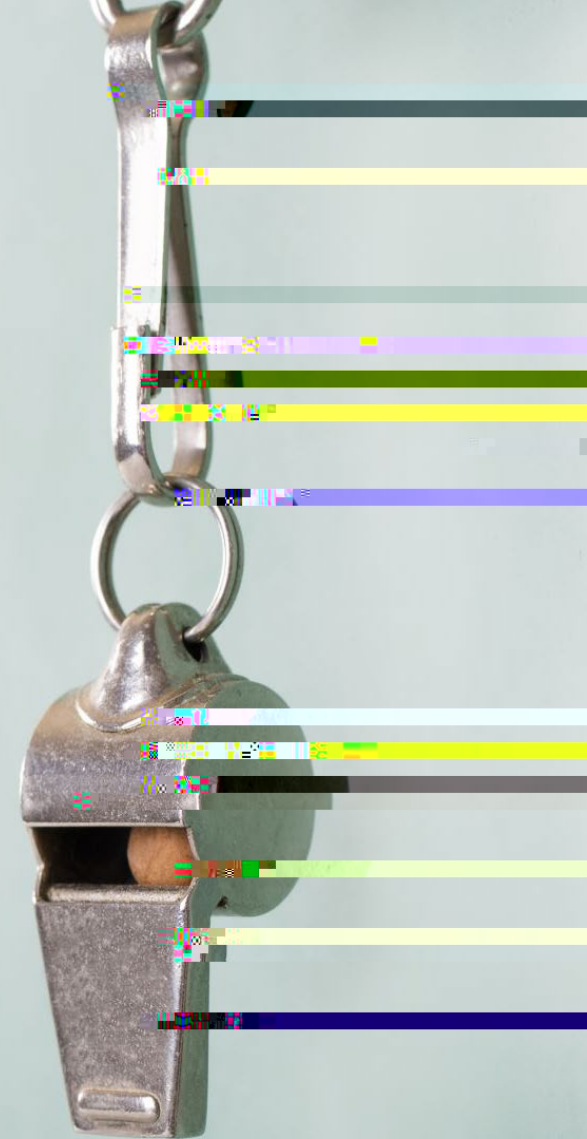# Best practices in training delivery

ITU Centres of Excellence (CoE) Virtual Global Meeting

5 – 6 May 2021

Dr André ONANA

Lecturer and ITU CoE Coordinator at ESMT

Agenda

Training delivery methods

→

How do trainers reinvent good classroom practice (physical and virtual)?

→

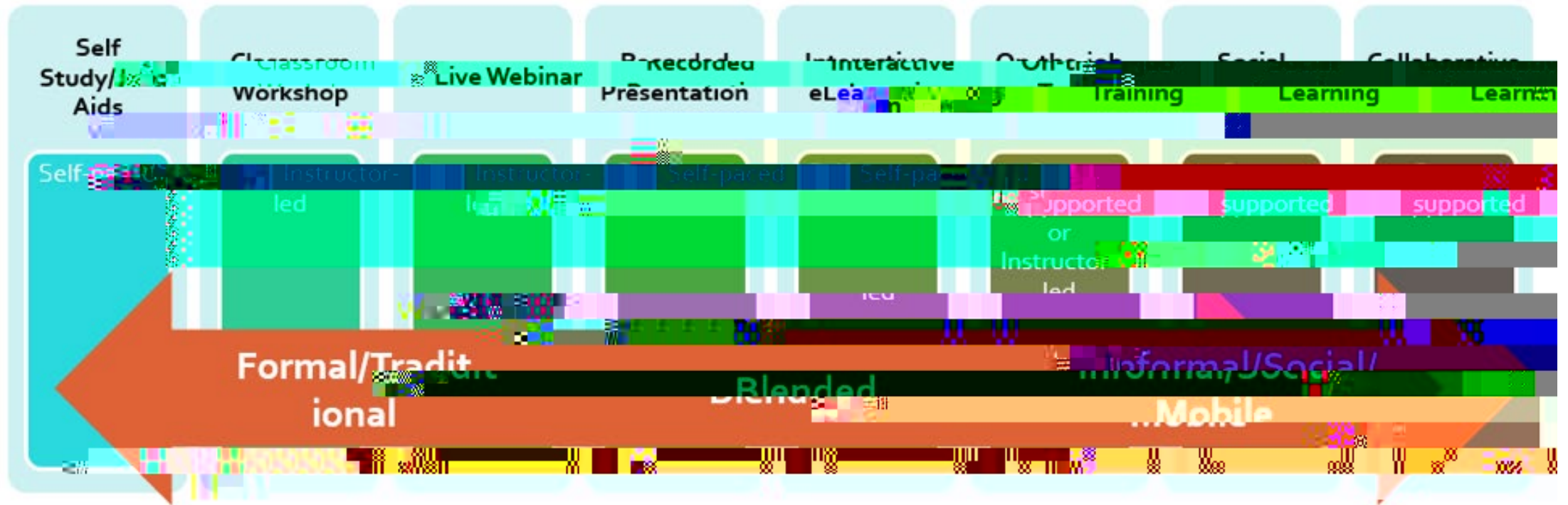What can trainers do to create a great learning experience for face-to-face training?

What can trainers do to make online training attractive and more interactive?

Deliver training

Training delivery methods

Training delivery methods

Asynchronous distance course

Distance course that offers activities that the student performs at their own pace, within a defined schedule. The student is supported by a teacher and in interaction with his cohort
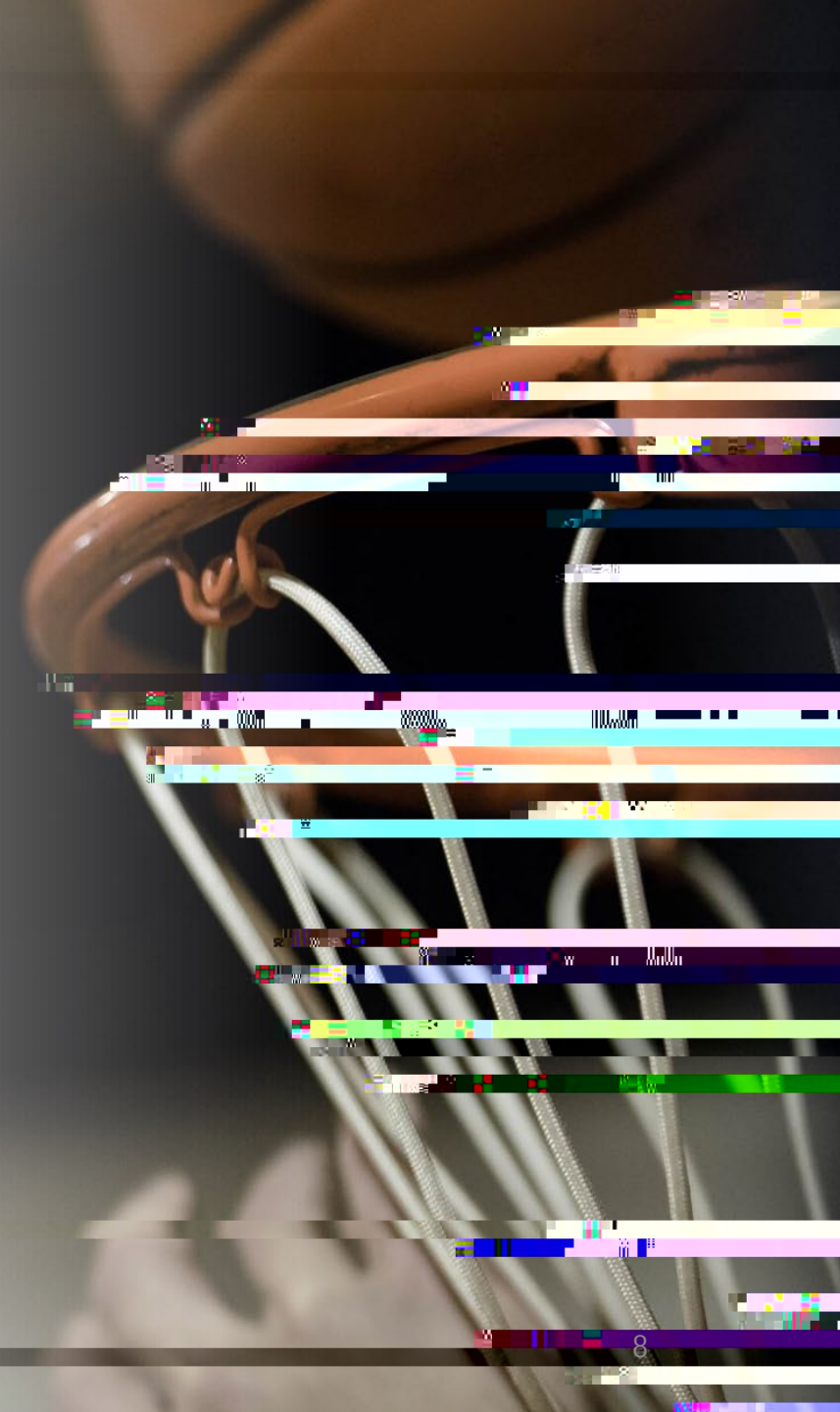
- **Physical presence not required;**
- **Online presence at set time not required.**

Synchronous distance course
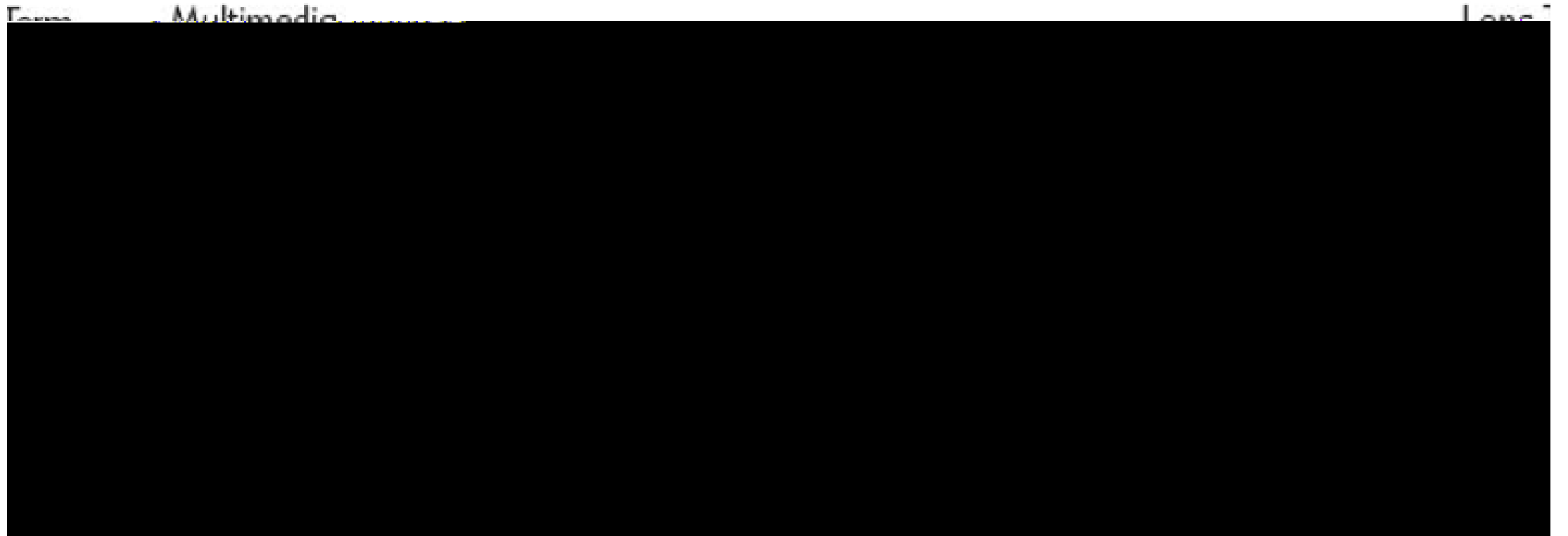
Synchronous

How do trainers reinvent good classroom practice (physical and virtual)?

Cognitive Theory of Multimedia Learning

Audio and video content

- Audio capsules as an educational tool

- Being 18aedu 18aedu 18aet Tw a

Multimedia content

When using multimedia resources to support learning, it is important to consider **cognitive load**.

Cognitive load theory suggests that memory has several components. First, sensory memory transiently collects information from the environment. This information is selected for temporary storage and processing in **working memory, which has a very limited capacity.**

The processed information is ultimately encoded in long-term memory. Since **working memory is limited, the student must be selective in the information that comes from sensory memory.** This has very important implications when using multimedia educational resources.

Offer interactive activities

Benefits of interactivity

- Verify students' prior knowledge (eg survey);

- Break the monotony of a lesson and rekindle attention (eg ad hoc questions);

- Punctually diverting the attention of students, in order to take a break (eg image with clickable areas integrated into text);

- Work on a specific notion (eg in a simulation);

- Support student engagement by keeping their interest and motivation;

- Promote retention of acquired knowledge (eg quiz, ideally repeated at intervals);

- Foster the development of high-level skills (Metiri Group, 2008; eg in an interactive case study).

Tools for interactivity

Interaction tools	LMS	Videoconferencing	Cloud
Announcement (news)	X		
Blog	X		Blogger, WordPress
Instant message	X	X	MS Teams, Skype, Remind
Email	X		Gmail, Outlook Live
Audio-video exchange		X	MS Skype, Google Hangouts, Apple Facetime, Facebook Messenger
Emoticons, raised hand		X hand hand	

Use of voting boxes

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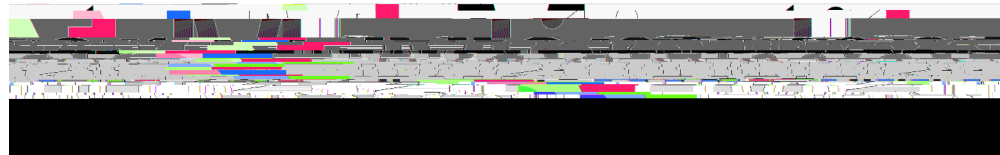
Collaborative work tools

# Invite and prepare students for a synchronous course

- It is suggested that you **write an email to all your students a few days before a remote meeting.**

- **It can also be useful to provide the netiquette that prevails in the course up front, before the meeting. This is a reminder of how to behave in a synchronous classroom.**

Netiquette example

Capture the attention of your audience
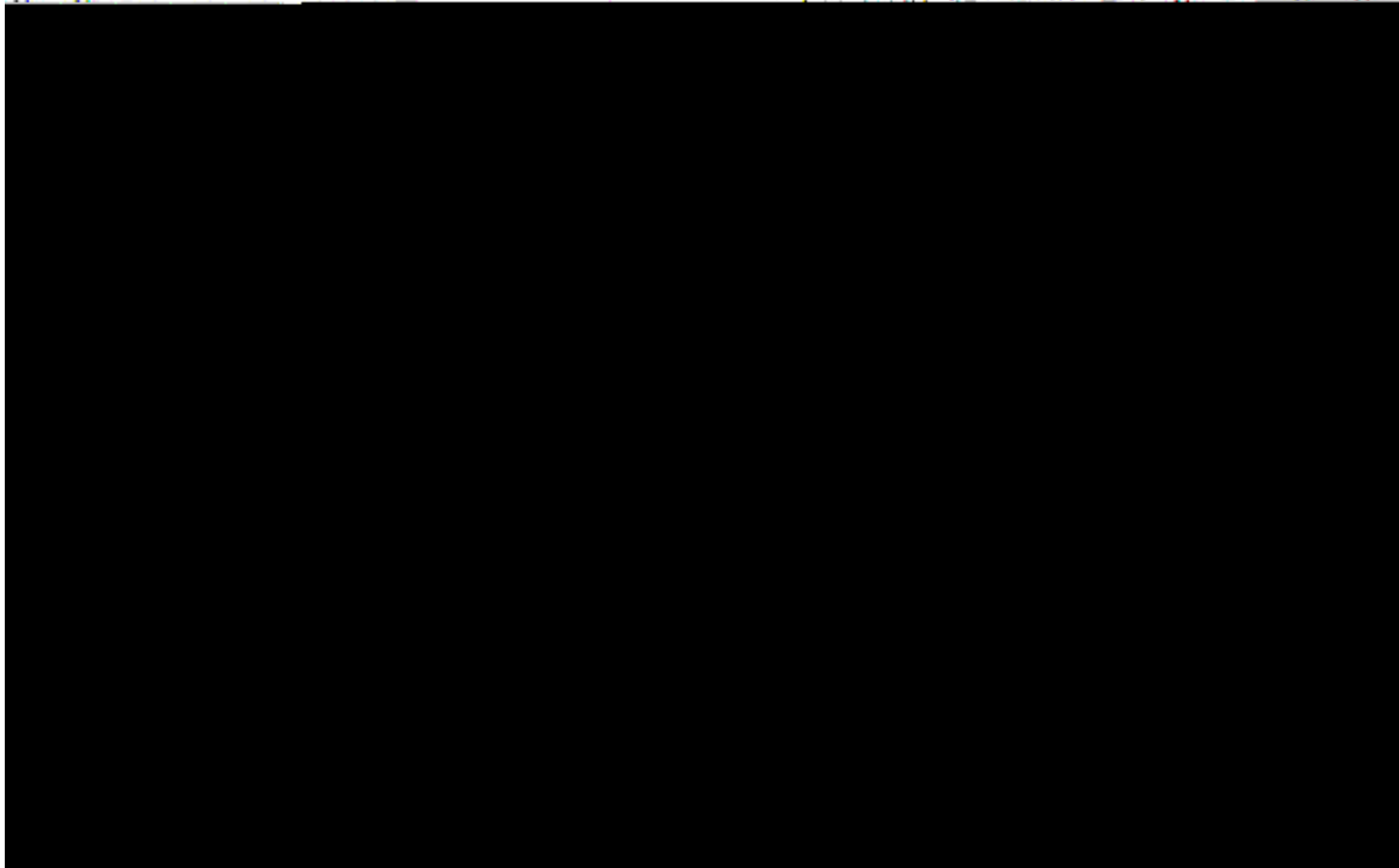
Capture the attention of your audience

Integrate activities and engage students at certain intervals.

In some videoconferencing tools, a functionality to create sub-groups is available.

This allows you to create workshops where students can get involved in an activity with some of their colleagues.

Practical advices

- Be brief
- Prepare yourself well
- Give structure
- Prepare the students
- Give short homework before and after, and demand that it be submitted to you
- Use the online resources available

Kirschner, P. A. (2020, 30 mars). Tips for effective teaching if yoc 0 E.8fott8..7 (e)he aoeasstz/M88 d q7922 0 l188.02

Pedagogical methods

Design the course syllabus in advance and present it to students during the first session of the course
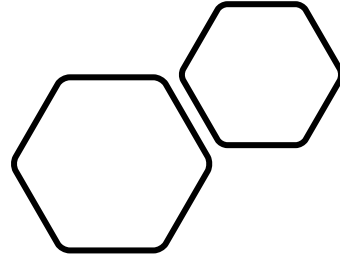
Use one of the following teaching methods:

1. **Classroom Feedback Techniques (CRT)**
2. **Project-based learning (PBL)**
3. **Reverse class (RC)**
4. **Simulation (serious game)**

Classroom Feedback Techniques (CRT)

Project-

Reverse class (RC)

The reverse classroom is a mindset, a way of rethinking face-to-face time with students in order to optimize it.

Its interest is:

- outsource the transmissive part that previously took place during lessons.

- to use the free face-to-face time with students so as to support them in the "difficult" part, that of learning.

Serious games

A serious game or applied game is a game designed for a primary purpose other than pure entertainment.

The "serious" adjective is generally prepended to refer to video games used by industries like defense, education, scientific exploration, health care, emergency management, city planning, engineering, and politics.

What can trainers do to make online training attractive and more interactive?

Best Practices for Teaching Online
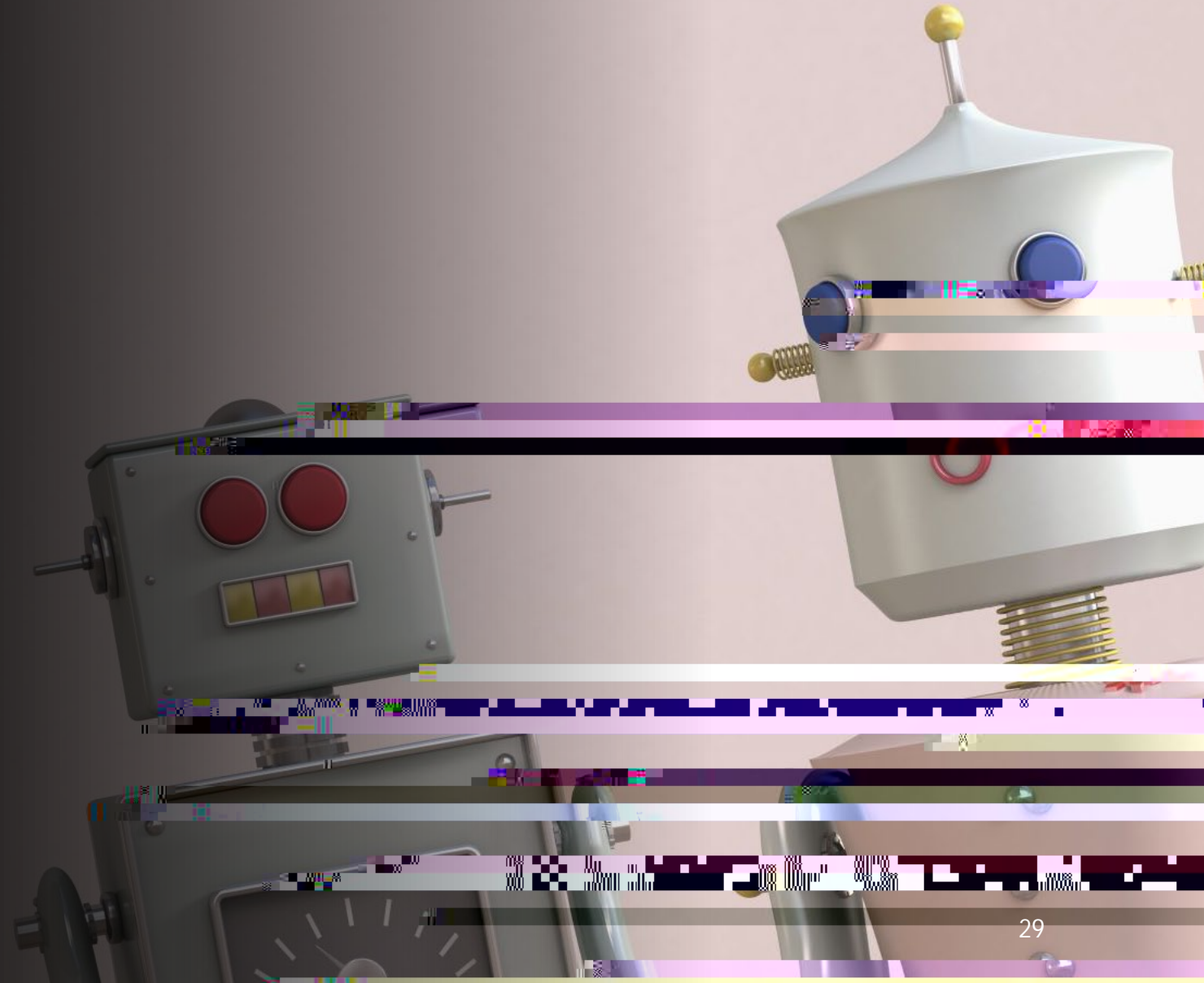
INSTRUCTOR PRESENCE

Establish teaching presence early & often:

- Post announcements, upload video, & participate in discussions
- Show your personality, passion & expertise

CLEAR EXPECTATIONS

Help students dive right into the content by providing them with:

- Due dates & schedule
- Clear assignment directions

(Learning Objectives)

- Course content aligns with objectives & assessments
- Extra content not directly supporting the learning objectives is removed or made optional

PROMPT FEEDBACK

...student outcomes...

...concepts and skills...

...the course...

REAL WORLD APPLICATIONS

Motivate students by making a real world connection:

- Show students how they will apply what they are learning

TEACH FOR ONLINE STUDENTS

Orient students to the online course:

- Break learning into smaller chunks. Establish a pattern of activity & due dates
- Describe expectations for online participation, communication & netiquette
- Provide technical support information

ENGAGE STUDENTS

- Quality interaction between students
- Create educational experiences enriching and that extend academic abilities
- Provide students with opportunities to interact with peers, such as through discussion

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Andrew Salcido and Jessica Cole. "Best Practices for Teaching Online." *TeachOnline*, 22 Aug. 2018, 2 Aug. 2019, teachonline.asu.edu/2018/09/best-prac...

Thank you!