

## Six Virtual Design Tools: Empower Instructors, Engage Student, and Build Performance Support

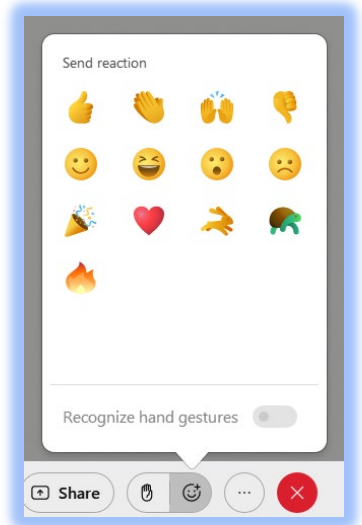
- Presentation by David Yakonich, Sr Transformation Consultant, National Nevada Security Site
- Delivered Tuesday, March 15, 2022

### Design to Inspire Instructors

- Design tools can include: using voice and ton, standing while delivering, using silence and reflection, and sharing analogies
- **Tool 1: Help Students SEE the Narrative**
  - SEE = Story, Experience, and Examples
  - Five-Step “Facilitating With Story” (from *StoryTraining: Selecting and Shaping Stories That Connect* by Hadiya Nuriddin)
    1. Come up with a story that supports your main point
    2. Develop your story’s focal point.
    3. Plan a timeline for your story.
    4. Structure your story and build it with attention-getting details.
    5. Deliver the story in the most commanding style.
  - Reflect on four sources to identify Experiences (from *Stories at Work* by Wade Jackson)
    1. Your professional career: What significant events shaped your career over the years?
    2. People in your life: What person has had the most beneficial influence on your life?
    3. Events in your life: What significant occurrences have affected you, for good or ill?
    4. Your values: What reinforces or undermines your values?
  - Ask for an Experience
    1. “Who else have had an experience when you ... ?”
    2. “Who can share an experience when...?”
  - Set up an Example. Provide a scenario and leave it open.
    1. “What will you do next?”
    2. “What will you say?”
- **Tool 2: Ask the Right Questions**
  - Ask open ended questions
  - Start with “what” and “how.”
  - Include multiple questions to your facilitator guide.

## Design to Engage Student

- Design tools can include: using polling, game and simulations, annotation tools, and whiteboarding.
  
- **Tool 3: Start Chatting and Keep Chatting**
  - Use good opening questions:
    1. “What are you expecting during today’s training?”
    2. “What burning questions would you like answered today?”
  - Use chat to help students come back from break:
    1. “What is your favorite season and what do you like about it?”
    2. “Where was your favorite vacation?”
  - Ask good closing questions:
    1. “What is the one key take away that you are leaving with?”
    2. “What are you planning on doing differently after the training?”
  - Post the questions or instructions in chat after instructor shares it verbally.
  
- **Tool 4: Encourage Reactions**
  - Reactions are the status indicators that you and students use to indicate feelings and readiness.
  - Use Reactions at the beginning of your training.
    - This could be part of your warmup activities or an early exercise. For example, “How are you feeling? Show it with a face emoji.”
    - If you introduce Reactions at the beginning and have them start using them, this will become a regular feedback mechanism
  - Use reactions to indicate they are ready.
    - Use if you are sharing your desktop or need confirmation.
    - Instead of asking someone to come off mute, have them use a reaction like “give me a thumbs up if you are ready” or “give me a thumbs up to confirm you can see my screen.”
  - Use Thumbs Up or Thumbs Down to encourage all learners to respond.
    - Use this approach to pick a side, “click Thumbs Up if you agree or Thumbs Down if you disagree” and watch the reactions in your participant panel.
  - Use emoticon to encourage appreciation for a response.
  - Use Speed Reactions to provide regular feedback on content.
    - You can check for your pace or understanding using the **turtle** to slow down and **rabbit** to speed up
    - Slow down = “Please explain more”
    - Speed up = “I understand. Move on.”



## Design to Build Performance Support

- Design tools can include: using job aids, resources, and participant materials. Partnering with SMEs/co-instructors, producers, and use of students can be tools for building performance support.
  
- **Tool 5: Create Participant Materials**
  - Provide effective materials instead of blank page, slides from training deck, or the generic 3-slides per page handout generated from PowerPoint handouts.
  - Detailed outline of slides as handout (this handout is an example of summarizing the contents of a 56 slide deck into a three page handout given after the training session).
  - Brief outline of content + key graphics with space for notes on the bottom.
  - Model or diagrams without labels where students complete as instructor walkthroughs model.
  - Fill in the blank sheet.
  - Checklist Summaries of the content framed.
  
- **Tool 6: Empower Students to Support Instructor**
  - This tool is especially useful for those instructors who do not have a producer. Here are some clever ideas to empower students to support instructors.
  - Chat Leader: Chat Leader reviews the chat responses and summarizes content.
    - Call on a Chat Leader.
    - Set expectations: They have a different role in the chatting exercise.
    - Chat Leader reviews the chat responses and summarizes content.
    - They need to pay attention and use analysis and identify themes.
  - Reactions Leader: Reactions Leader monitors the reaction count and identifies key responses.
    - Call on a Reaction Leader.
    - Set expectations: They should count the different reactions to a question.
    - Reactions Leader share the most responses or the different type of reactions for a given question.
  - Whiteboard Roles: Assign Students as a Scribe or Debrief Leader.
    - Call on a Scribe. Set expectations: They should annotate the whiteboard with key discussion points.
    - Call on a Debrief Leader. Set expectations: They should prepare to recap a discussion using what is on the whiteboard and key insights they captured separately.
  - Poll Leader: Reads the questions and options, reviews poll results, and identify key take aways.
    - Call on a Poll Leader.
    - Set expectations: They should read questions and options and take poll themselves.
    - When you close the poll and share the results, the Poll Leader reviews and share take aways.