Facilitator Guide
Group # 6
Title: Interactivity in the Classroom

Audience for this Module:	This module is for "training the trainers". That is, those who are responsible for training phone interviewing staff will benefit from this module as well as others in the series.
Goal of this Module:	Trainers will be able to: • define interactivity and how it is used in training • develop specific interactive techniques to use in the company's training classes • understand how interactivity in training sessions reduces drop-out rates and increases learning

Logistics: Materials, Room type/setup, Time needed, etc.)	**You will need:**
	• PC/Laptop and LCD projector
	
	• Small rewards (stickers, small wrapped candies, novelty pencils, novelty erasers, novelty pads, etc.)
	
	• For the **POST**-PowerPoint activity, you will need:
	
	   - Other units/modules from the CMOR-MRA interviewer training OR other training materials
	
	   - Flip chart and markers for each group of 3-4 participants
	
	Room Set-Up:
	No special room set-up is needed for this module.
	
	Time Needed:
	You will need about 2 hours for the PowerPoint presentation.
	
	You will need about 1-½ to 2 hours for the Final Activity. It is suggested that you block out enough time so that the Final Activity takes place immediately after completing the PowerPoint.

How to make the most of this Module	Prepare for the module by going to www.vark-learn.com and click on "Questionnaire." Click on "download the form" for a printable version of the "How Do I Learn" questionnaire. Click on "advice to teachers" to obtain a scoring sheet. Or, if you have

| | enough laptops and Internet connectivity, have each participant do the questionnaire online where it will be automatically scored.

The presentation is customizable to meet with your company's standard procedures and protocols, as long as it does not substantively change the content or nature of the training modules. You should view the full presentation to decide if you wish to customize any slides. |
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| How to assess learning | The results of the Final Activity will help you gauge how well the class had grasped the concept of interactivity and can put the concept into action. |

**Group VI:
"Interactivity in the Classroom"**

Facilitator Guide

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Interactivity in the Classroom

OVERVIEW

The days of a Trainer just standing in the front of the room instructing a class are over. Trainees have changed: the younger employees come into the workplace accustomed to a high level of entertainment in their environment, have a shorter attention span, and face a more extensive level of knowledge and skills to be learned in an ever-increasing demanding job. Trainers today must know how to keep the attention of a class with such a profile, in order to ensure a speedier and more solid transfer of knowledge from teacher to student.

This module gives the Trainer of today's telephone interviewers a valuable tool to complete the learning process: the skills to achieve a high degree on interaction with the class participants. A high level of interactivity assists the Trainer in getting and keeping the attention of today's employees and in winning their respect and confidence so that Trainees are open to learning, and can verify that the training has been successful.

Effective use of interactivity in the classroom will earn the Trainer high marks in Trainees' evaluations, as well as better personal evaluations from turning out well-prepared interviewers to the interviewing floor.

OBJECTIVES

At the end of this session, Trainers should be able to:

- Define what interactivity in the classroom is and how it is used in training.

- Develop specific uses of interactive techniques for the company's training classes.

- Understand how interactivity in training sessions reduces drop-out rates and increases learning.

MATERIALS
- PC/Laptop and LCD projector
- Small rewards (stickers, small wrapped candies, novelty pencils, novelty erasers, novelty pads, etc.)

For the *POST*-PowerPoint activity, you will need

- Other units/modules from the CMOR-MRA interviewer training OR other training materials
- Flip chart and markers for each group of 3-4 participants

Timing

You will need about 1-½ to 2 hours for the Final Activity. It is suggested that you block out enough time that the Final Activity take place immediately after completing the PowerPoint.

ACTIVITIES & SUGGESTIONS

Slides 1-3: The Trainer discusses these slides to explain the objective of the course. Before reviewing slides 1 - 3, the Trainer should ask the class to first answer these two questions:

-Think about the most boring, deadly class you've ever taken in school or at work. What made that class so deadly? What did the instructor do or not do?

-Now think about the best, most exciting/interesting class you ever took. What did the instructor do or not do to make it lively and attractive?

After comparing the different points of the boring/fun class, theTrainees should conclude that the difference between the two experiences was the use of a high degree of interactivity between the instructor and the class.

Slide 3: At the end of this slide, the Trainer should ask the class to define "interactivity in the classroom." Participants can volunteer their concepts of what the term means.

Slide 4: This slide explains the definition of interactivity used in this module. After revealing this definition, the Trainer should ask the class why interactivity would be important in the classroom.
As the class volunteers its answers, the Trainer should begin to "interact" with the class by rewarding small tokens for answers: penny candy, inexpensive pins, smiley faces, etc.

Slide 5: The Trainer reviews the reasons why interactivity is important; many of the points should coincide with the class' answers.

Slide 6*:* Since Slide 5 mentions that interactivity helps determine learning styles in the class, the Trainer introduces the four learning styles used for this module: VARK.

Slides 7-11: These slides are a continuation of relating each learning style in VARK to the types of material and presentation style that can be used in class. At the end of these four slides, the Trainer can ask the class to think about what style they each believe themselves to be. There is also a short self-test that can be found on VARK-LEARN.com that confirms the learning style. Go to VARK-LEARN.com and click on "Questionnaire". The survey can be taken and scored online OR if you don't have enough computers for everyone do this/internet connectivity for all, click on the "download the form" link imbedded in the fourth paragraph under "How Do I Learn Best". You can print it out and administer it at

this point. Click on "advice to teachers" in the same section to print out a scoring sheet.

Slides 12-13: These two slides cover the last reason interactivity is beneficial in the classroom. The Trainer can hold a brief discussion with the class on how they felt when they were in a new job and in a training class for the first time, then ask the class to list their experiences on a flip chart and suggestions to make new employees feel more comfortable in the class.

Slides 14-16: These slides introduce how interactivity is attractive to multiple generations. The Trainer should make sure first on slide 14 that the participants understand what is meant by the three generations mentioned, that is, Generation X, Generation Y, The MTV Generation, The Computer Generation and Baby Boomers. Here are definitions to which you can refer:

A **Baby Boomer** is someone who was born during the period of increased birth rates when economic prosperity arose in many countries following World War II. In the United States, the term is iconic and commonly applied to people with birth years from the span 1946 to 1964, which may comprise more than one generation.

Generation X referred to the generation that was coming into an awareness of its existence as a separate group but feeling dwarfed and overshadowed by the Boomer generation of which it was ostensibly a part. Generation X was born between 1961 and 1981 and is usually viewed as the generation whose teen years were touched by the 1980s, although this excludes the oldest and youngest X'ers covered by the other definitions

Generation Y is the group of people born immediately after "Generation X", though the term is itself controversial and is synonymous with several alternative terms including The MTV Generation. Generation Y was born between 1977 and 1986.

The **MTV** Generation is a generation of teenagers and young adults influenced by fashion trends, music, and slang terms shown in music videos on the newly created cable channel MTV. The MTV Generation is a term describing a generation gap or sub-generation that includes the end of the Generation X yet importantly includes the elders of Generation Y. The MTV Generation was born between 1975 and 1985.

Computer or Internet Generation: The generation born primarily in the late 1980s and early 1990s (1986-1999) is referred to by several different terms. Among these are the Internet generation, the iGeneration, and the MySpace Generation.

Slides 17-18: The Trainer begins covering specific techniques for interacting with the class. Seven specific techniques are covered in detail in the slides that follow these two introductory slides.

Slides 19-48: On each of the slides that introduces one of the seven techniques, the Trainer should first ask the class for some examples of how to execute each technique (e.g. what are some games you could develop/use for our training classes?). Then the Trainer can go to the next slide and give the examples shown for each technique. There are three to four slides for each of the seven techniques, and the Trainer should ask the class for examples of each technique that relates to their particular company training. Then the Trainer follows up with the three or four slides that show more detail.

The slides on which the Trainer asks to create specific examples are: 22, 23, 24, 37, 38, 40 and 50. The Trainer should remember to "reward" the class for their answers using small gifts.

Slides 49-56: This series of slides introduces seven new aspects of effective training that are supported by interactivity. The seven aspects bolster the need for interactivity, as each one promotes training as needing to be fun, interesting and lively.

Slide 57: The Trainer reminds the class of why interactivity will make them more dynamic Trainers. They are a combination of all of the points shown on Slide 57.

Slide 58: The Trainer continues the "pitch" to the other Trainers that interactivity will make them more effective.

Slide 59-60: The Trainer "closes the sale" on using interactivity by pointing out the rewards of that approach.

Slide 61: Final Exercise. The Trainer will have chosen an existing company module or one of the CMOR-MRA modules in advance. The Trainer also will have divided that module into enough sections to cover the number of groups the class can break into, if each group has 2-3 members. The Trainer then assigns a section of the module to each group. The instructions given are to have each group come up with suggested interactive activities for each part of their section. Allow 30-45 minutes for this exercise. When all groups are done, have each group present their suggestions aloud to the class.

At the conclusion of the module, the Trainer will invite the class to now plan how they will introduce interactivity in their classrooms. After brainstorming some general ideas everyone can use, the class will select specific assignments that each Trainer will address. These assignments will introduce interactivity specific to each training module. After a plan is developed, the training team develops an implementation timeline and execution of the new concepts. The Training

Manager/Senior Trainer visits each class/module once implementation has occurred to evaluate/provide feedback on how well the interactive techniques have been introduced.

** Please note that an exam is also provided with the Facilitator Guide to assess learning from the course. **