Come fill your CANVAS: Online Training

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James Madison University
Provide three reasons to use online training as described by the presenters.

Articulate how learning outcomes for training can be assessed utilizing online assessments.

Describe at least three areas that are appropriate for online training as described by the presenters.
Why online training?

- **Time efficient**
  - Lecture type training topics
  - Learn at your own pace
  - Leaves more time for practical skills

- **Accountability for the material through assessment**
  - Confirmation of training (risk management)
  - Learning outcomes

- **Makes certain content more interactive**
  - Incorporate more learning styles
  - As a staff manual (policy/procedures)
Example 1: Climbing Wall
### Example 1: Climbing Wall

<table>
<thead>
<tr>
<th>Polices and Procedures Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will be able to explain all climbing wall policies as described in the manual and complete the assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please read the manual and complete the assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Staff Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Protection for Staff</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>General Policies Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climber check in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Management &amp; Emergency Procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk Management &amp; Emergency Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Use and Inspection Learning Outcomes: 1. Staff will be able to demonstrate the correct use of all equipment...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment Use and Inspection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vario_Harness_InfoTagWEB.pdf</td>
</tr>
<tr>
<td>ABCGuideHarness.pdf</td>
</tr>
<tr>
<td>OUISTT1.pdf</td>
</tr>
<tr>
<td>Inspecting harnesses</td>
</tr>
<tr>
<td>Black Diamond ATC.pdf</td>
</tr>
<tr>
<td>D14-GRRGB2.pdf</td>
</tr>
<tr>
<td>Inspecting Belay Devices</td>
</tr>
<tr>
<td>BD_LockingBiner.pdf</td>
</tr>
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</table>
Learning Outcome

Learning tool

- Errors video
After viewing the Error detection video please complete this quiz.

**Question 1**

Identify the error in this picture

- Carabiner not locked
- Carabiner cross loaded
- Belay device installed incorrectly (strand towards stomach)
- Belay device installed incorrectly (keeper loop not clipped)
- Belay device installed incorrectly (Rope through both holes)
- Rope-knot tied incorrectly
- Rope-knot tied to incorrect place on harness
# Assessment

![Image of a Canvas grading interface showing student grades](https://canvas.jmu.edu/courses/1247662/gradebook)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Secondary ID</th>
<th>Routes Setting</th>
<th>Climbing Wall EQ</th>
<th>Risk Management &amp; Emerg</th>
<th>Error Detection Quiz</th>
<th>General Policies Quiz</th>
<th>Written Delay Test</th>
<th>Testing Procedures</th>
<th>Technique Quiz</th>
<th>Assignments</th>
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<td>13</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>15</td>
<td>1</td>
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<td>3</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>12</td>
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<tr>
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<td>13</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
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<tr>
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<td>13</td>
<td>3</td>
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<td>2</td>
<td>15</td>
<td>1</td>
<td>12</td>
<td>88.0%</td>
</tr>
<tr>
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<td>13</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>11</td>
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<tr>
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<td>13</td>
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<td>4</td>
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<tr>
<td>Rin Vinod</td>
<td>vinodha</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>10</td>
<td>88.0%</td>
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</tbody>
</table>
Example 2: TEAM Challenge Course
FACILITATION
The Seven Step Facilitation Model

This model provides easy-to-remember keywords and guidelines for facilitating activities such as icebreakers and teambuilders. The model can be applied to many other public speaking & group situations as well. Memorize the keywords for quick reference.

1. WHAT? Introduce the Activity.
   What is its title? What type of activity is it (e.g., icebreaker, teambuilder, brainstorm)?

2. WHY? Purpose of the Activity.
   What will participants learn? If part of a larger activity, such as a training schedule, how does this activity help meet the goals of training?

3. HOW? Give Instructions. Initiate the group setup if appropriate. Verbally explain how to do the activity and demonstrate. Outline what each person will be expected to do.

4. QUESTIONS? Check for Questions.
   Ask, “Does everyone understand? What questions do you have?”, and then wait for raised hands! Look for participants to nod.

5. BEGIN! Start the Activity. Stop, if necessary, to give further instructions; answer questions as you progress through the activity.

6. WATCH! Facilitate and Observe.
   Circulate among group members; make sure everyone is participating, has a partner (be the partner if necessary), etc. Watch for group dynamics, teamwork, leadership, individual reactions and group-think.

7. PROCESS! Discuss and Summarize.
   Ask the group for their reactions to the activity. Ask specific questions about your observations during Step 6. Tell them what they’ve just learned or experienced, restating the purpose from Step 2. To close, discuss how this activity applies to the group. For in-depth processing, see “Facilitation Bits: A Reflection Model for Facilitators”.

“The F Word: Facilitation Skills in Seven Easy Steps” @S. Baldwin and A.I. Russell
University of Puget Sound • Residential Programs
Shawn M. Baldwin • (206)735-3317 • sbal@ups.edu

...leaders are neither born nor made - they grow  —Mary Cox (1983)
Challenge by Choice

Challenge Course Philosophy

Challenge by Choice is the philosophy that guides our program. It states that participants have varying zones of optimal safety on a physical, emotional, and mental level. Each participant will have the opportunity to choose which level he or she will challenge themselves with in any given activity. This is not an option in or out but to what level are you able to support the team in each activity. Participants are encouraged to support each other in those choices which often can be an area of growth for everyone involved.


- Challenge by Choice (c by c) is simple in principle, but complex in practice and reality. The simple principle is that participants are invited to participate voluntarily in each of the various activities and challenges of a program.
- The Challenge by Choice principle is generally explained and understood as part of the Full Value Contract (FVC), to help create a group culture which genuinely respects the right of an individual to choose with regard to degree of participation in any activity. Challenge by Choice can be used to help reinforce the message that an individual is to exert and take personal responsibility choosing his/her behaviors and actions. Further, the principle recognizes that individuals potentially stand to learn and grow more by finding an alternative way to participate on occasions than unthinkingly and/or resentfully always participating (beyond his or her comfort zone).
- Our programs are designed to build that internal center of control within each person by giving individuals the choice on how they want to participate...encouraging each participant to set their own goals and definition of success. All of our training programs are conducted in a collaborative, cooperative and caring environment where choice is made by the individual and not as a result of peer pressure.
- As an adventure programming principle, Challenge by Choice can be compared and contrasted with the more hard-line "impel into challenge" principles, exhibited classically by Outward Bound programs and evident in the active character-building philosophy of the founder of Outward Bound, Kurt Hahn. Hahn's view was that youth were suffering from the demotivating ills of modern life and that it was the responsibility of educators to impel them into educative challenges.

Collectively, the... extent of participant choice... can be depicted on a continuum, like the one below:

<table>
<thead>
<tr>
<th>High Personal Choice</th>
<th>Low Personal Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Challenge by Choice</td>
<td>5. Force into Challenge</td>
</tr>
<tr>
<td>e.g., Project Adventure</td>
<td>e.g., Boot Camp</td>
</tr>
<tr>
<td>e.g., Project Adventure</td>
<td>e.g., Juvenile offender given choice of Wilderness program or incarceration</td>
</tr>
</tbody>
</table>
Challenge by Choice part 2 - Comfort Stretch Panic with charts

**Comfort Stretch Panic:** Explains when individuals are most likely to learn.

![Diagram showing Comfort, Stretch, and Panic zones with increased learning and risk/challenge](chart.png)

- When people feel comfortable, learning is low, when they are stretched, learning is at its highest, when they feel in panic it is very difficult to learn as fight or flight takes over and survival is their main concern.
- Physical signs of being stretched include faster heartbeat, sweating palms, hairs on the back of your neck sticking up, muscles tensed, and there is a sense of apprehension and even nervousness.
- Stretches lead to development. If you always do what you’ve always done then you’ll always get what you’ve always got.
- Experiences can move from stretch to comfort. Things that were once a stretch for individuals often moves into comfort after a few times of doing them. This can be one reason why practicing is important when learning new skills or behaviors such as receiving and giving feedback or compliments.
- Different people are stretched by different experiences. Activities will be the stretch for some people while for others sharing a room or expressing their thoughts to a group. Individuals are different, need different types of support, have different learning styles, etc.
- If you are continually stretched you’ll become stressed and worn out. People need to feel comfortable some of the time. Encourage individuals to manage this themselves on the course.
- Peer pressure can sometimes encourage people to step into panic, e.g. if everyone else has completed a high rope event an individual may feel they have to as well and so put themselves in panic. Warn delegates about this and reinforce that it is OK to say “No.”
- Challenge by choice can be a useful phrase when talking about this.
- Refer back to comfort stretch and panic during the course. For example, personal posters, are their disclosures a stretch for them? Is the feedback they are giving a stretch? Encourage people to make conscious choices regarding where they are operating.

**SUGGESTED QUESTIONS:**

- What do you anticipate being a stretch for you on this course?
- Have you ever got closer than you intended to panic whilst running a review?
- What has moved from stretch to comfort for you at work?
Tuckman’s Theory of Group Development

Tuckman’s Model of Group Development

**Forming:** in which the group is just coming together. It is often characterized by shyness, uncertainty and difference among the members, although extravert members may rapidly assume some kind of leadership. Maintenance concerns predominate.

**Storming:** in which, having been established, there is a period of jockeying for position, authority and influence among the members. In classes, this is the period of “testing-out” the teacher. Disagreements appear or are manufactured and roles are eventually allocated. The initial leaders may not survive this period; it is the most uncomfortable phase of the group’s life—a sort of group adolescence.

**Norming:** having sorted out its internal structure, there is then the issue of what the group stands for. What kind of behavior and contribution is acceptable and what isn’t? Members explore behind the power processes of storming and begin to form some idea of the group’s identity: the “group in the mind”. This is rarely done explicity, of course, and it can readily slip back into Storming.

**Performing:** after all that, the group can begin to get some work done, on the basis of a relatively stable structure.

**Adjourning:** This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognize what they’ve done, and consciously move on. Some describe stage 5 as “Deforming and Mourning”, recognizing the sense of loss felt by group members.


www.cheesemanconsulting.com/tuckman.htm
Assessing your Group- GRABBS

GRABBS Modality Checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>How does the activity relate to the group and individual goals that have been set? What do you want to achieve with this group? Is this a long term arrangement or short term? Is this a one-time experience?</td>
</tr>
<tr>
<td>Readiness</td>
<td>This regards levels of instruction (skills) and safety capabilities. Is the group ready to do the activity? Age of participants Degree of preparation beforehand Will they antagonise themselves and other? Do they have the ability to attempt or complete? What will you have to do to change the avant to compensate for lack of readiness?</td>
</tr>
<tr>
<td>Affect</td>
<td>What is the feeling of the group? What kinds of sensations they are having? What is the level of empathy or caring in the group? Emotional preparedness of the group Establishing the right context for challenge Ensuring that all participant’s wellbeing is catered for</td>
</tr>
<tr>
<td>Behavior</td>
<td>How is the group acting? Are they resistive? Disruptive? Agreeable? Are they more self-involved or group-involved? Are there any interactions that are affecting the group either positively or negatively? How cooperative are they? What backgrounds do these participants bring to the activity? How does the range of behaviors get catered for in ensuring that the affective domain is protected? (i.e. extraverts vs. introverts)</td>
</tr>
<tr>
<td>Body</td>
<td>What kind of physical shape are they in? How tired are they? Do they substance abuse? Are they on medication? How do they see their own bodies? Understanding who you have in your group – size, age, gender Being sensitive to the group design An appreciation of the mix of skills required</td>
</tr>
<tr>
<td>Stage</td>
<td>Which developmental stage is the group at? Groups will go through levels of functioning. Having a scheme to describe these levels will provide with another means of assessment. Ensure that you choose the right activities for the participants Remember not to over-emphasize the skills of participants – we want them leaving feeling confident</td>
</tr>
</tbody>
</table>
Soft Skills Quiz

You have 2 attempts to get at least an 85% to get paid for your time.

Quiz Type: Graded Quiz
Points: 14
Assignment Group: Assignments
Shuffle Answers: No
Time Limit: No Time Limit
Multiple Attempts: Yes
Score to Keep: Highest
Attempts: 2
View Responses: Always
Show Correct Answers: No
One Question at a Time: Yes
Require Respondent LockDown Browser: No
Required to View Quiz Results: No
Lock Questions After Answering: No

Due: UREC Adventure: TEAM Facilitator Training
Available from: Aug 1 at 12am
Until: -

Take the Quiz
TEAM Soft Skills Quiz

Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions
You have 2 attempts to get at least an 85% to get paid for your time.

Question 1

The philosophy we use on each program at the TEAM Challenge Course is called the [Select] philosophy. [Select]
- Change
- Challenge
- Choice
- Overcome

Next ➤
Question 2

Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions

You have 2 attempts to get at least an 85% to get paid for your time.

Question 2

TRUE or FALSE

As a facilitator you MUST follow the schedule as written.

☐ True

☐ False

Next
Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions
You have 2 attempts to get at least an 85% to get paid for your time.

Question 3

Select ALL of the CORRECT Answers

The 7 steps to facilitation are:

- What? Intro the Activity
- Why? Purpose of the Activity
- Who? Who is the leader of the group?
- How? Give Instructions
- Questions? Check for Questions
- Answers: Check that they have the right answer
- Begin! Start the Activity
- WATCH! Facilitate and Observe
- DOI Help them solve the problem
- Process! Discuss and Summarize
Question 4

Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions

You have 2 attempts to get at least an 85% to get paid for your time.

Question 4

Put these in order 1-5:

Tuckman's Model of Group Development:

- Storming
- Performing
- Norming
- Forming
- Adjourning or Transforming (transfer)

[ Choose ]
Question 5

Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions

You have 2 attempts to get at least an 85% to get paid for your time.

Question 5

Challenge by Choice is:

- Allowing the participants to opt out of each activity and make phone calls.
- Allowing participants to talk each in doing the hardest challenge.
- Allowing participants to choose their own level of challenge in everything we do in the program.
- Allowing participants to reprimand each other if they don't "win."

Submit Quiz
Soft Skills Quiz

⚠️ This is a preview of the published version of the quiz

Started: Nov 4 at 3:30pm

Quiz Instructions

You have 2 attempts to get at least an 85% to get paid for your time.

---

Question 6

There are many ways to debrief an activity. Pick 2 ways and explain how you would use that particular way to debrief an activity.

---

Previous

Submit Quiz
You have 2 attempts to get at least an 85% to get paid for your time.

**Question 1**

The philosophy we use on each program at the TEAM Challenge Course is called the **Challenge** by

**Answer 1:**

Challenge

**Answer 2:**

Choice

**Question 2**

TRUE or FALSE

As a facilitator you MUST follow the schedule as written.

- **True**
- **False**

There is constant assessment taking place. The program may change as much as it needs to for the group to accomplish its goals.
Question 5

Challenges by Choice Is:

- Allowing the participants to opt out of each activity and make phone calls.
- Allowing participants to talk each in doing the hardest challenge.
- Allowing participants to chose their own level of challenge in everything we do in the program.
- Allowing participants to reprimand each other if they don’t “win.”

Question 6

There are many ways to debrief an activity. Pick 2 ways and explain how you would use that particular way to debrief an activity.

Your Answer:

Key Ideas: 1. Have 2 different debriefs. 2. Relate either of them to: the activity- what happened? the group- how does the group function together? where the group is going- is there a big project coming up? group goals- why is the group out here doing a program?
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM Risk Management Quiz</td>
<td>Risk Management Module</td>
<td>5 pts</td>
</tr>
<tr>
<td>Group Information Quiz (What the participants need to know)</td>
<td>Reservations and Paper...</td>
<td>12.5 pts</td>
</tr>
<tr>
<td>Soft Skills Quiz</td>
<td>Soft Skills Module</td>
<td>14 pts</td>
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<tr>
<td>Low Elements Quiz</td>
<td>Low Course Module</td>
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<td>Gear Stations</td>
<td>High Course Module</td>
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<tr>
<td>General Staff Policies</td>
<td>Progression, Position De...</td>
<td>7 pts</td>
</tr>
</tbody>
</table>
Module Progress

Module Progress for Kevin Foley

- Progression, Position Descriptions, and Practical Exam: Complete ✓
- Reservations and Paperwork: Complete ✓
- Risk Management: Complete ✓
- Soft Skills: Complete ✓
- Low Course: Complete ✓
- High Course: Complete ✓
- Lead Facilitator Information: Complete ✓
What are you already doing for assessment of your staff pre or post training? Can you move it online?

What other areas of your program’s training could you put online?

What training are you currently doing online?

What online learning platforms are you using?

How can this help your different program areas to implement something like online training?