

Come fill your CANVAS: Online Training



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Learning Outcomes

- ☞ 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

The screenshot shows a web browser window displaying a Canvas LMS course page. The browser's address bar shows the URL <https://canvas.jmu.edu/courses/1247662/modules>. The page title is "Course Modules: UREC Ad...".

The left sidebar contains a navigation menu with the following items: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, **Modules** (highlighted), Conferences, Collaborations, Attendance, Blackboard Collaborate, Chat, and Settings.

The main content area is titled "Climbing Wall Training" and features a "View Progress" button and a "Create a Module" button. Below the title is a list of modules, each with a three-dot menu icon, a title, a status indicator (green checkmark), and a settings gear icon. The modules are:

- Polices and Procedures Learning Outcomes: Staff will be able to explain all climbing wall policies as described in the m...
- Polices and Procedures: Please read the manual and complete the assesment
- General Staff Policies
- Fall Protection for Staff
- General Polcies Quiz (4 pts)
- Climber check in
- Testing procedures
- Testing Procedures (3 pts)
- Risk Management & Emergency Procedures
- Risk Management & Emergency Procedures (4 pts)
- Equipment Use and Inspection Learning Outcomes: 1. Staff will be able to demonstrate the correct use of all equipment ...
- Equipment Use and Inspection
- Vario_Harness_InfoTagWEB.pdf
- ABCGuideHarness.pdf
- OUISTITI.pdf
- Inspecting harnesses
- Black Diamond ATC.pdf
- D14-GRIGRI2.pdf
- Inspecting Belay Devices
- BD_LockingBiner.pdf

Learning Outcome

The screenshot shows a web browser window displaying a Canvas LMS course module page. The browser's address bar shows the URL: <https://canvas.jmu.edu/courses/1247662/modules>. The page lists various learning outcomes and activities, each with a status icon (green checkmark or red X) and a settings gear icon. The following table summarizes the items shown:

Item	Status	Points
OUISTITI.pdf	✓	
Inspecting harnesses	✓	
Black Diamond ATC.pdf	✓	
D14-GRIGRI2.pdf	✓	
Inspecting Belay Devices	✓	
BD_LockingBiner.pdf	✓	
Inspecting Carabiners	✓	
Inspecting Ropes	✓	
GRIGRI2.pdf- You will need to download this.	✓	
Climbing Wall Equipment Quiz	✓	13 pts
Error Detection Learning Outcomes: 1. Correctly identify all 5 errors presented in the training module.	✓	
Error Detection	✓	
Climbing Wall Error Detection Video	✓	
Error Detection Quiz	✓	5 pts
Basic Climbing Skills Learning Outcomes: 1. Staff will be able to define all 10 techniques with 100% accuracy on the quiz.	✓	
Basic Climbing Skills	✓	
Technique 1	✓	
Technique 2	✓	
Technique 3	✓	
Technique Quiz	✓	12 pts
Teaching Climbing	✓	
Teaching Climbing	✓	
Belay Class Lesson Plan Fall 14.docx	✓	

Learning tool

 Errors video

Assessment

Quiz: Error Detection Quiz x error detection jmu - YouT... x +


https://canvas.jmu.edu/courses/1247662/quizzes/1715347/take

Discussions
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After viewing the Error detection video please complete this quiz

Question 1 1 pts

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

Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5

Time Elapsed: [Hide](#)
4 Minutes, 42 Seconds

ITEMS: 27 100%

Assessment

Gradebook - UREC Advent... error detection jmu - YouT...

https://canvas.jmu.edu/courses/1247662/gradebook

Google

Guy deBrun Inbox 6 Settings Logout Help

canvas Courses Grades Calendar

UREC Adventure.Climbing Wall Training > Grades [Switch to Individual View](#)

Filter by student name or secondary ID

Student Name	Secondary ID	Route setting Out of 1	Climbing Wall Equipment Quiz Out of 13	Risk Management & Emergency ... Out of 4	Error Detection Quiz Out of 5	General Polcies Quiz Out of 4	Written Belay Test- Note this is th... Out of 15	Testing Procedures Out of 3	Technique Quiz Out of 12	Assignments
Catherine Ambrosi	ambrosca	1	13	3	5	2	15	1	12	88.9%
Hayden Hughes	hugheshc	1	13	3	4	2	15	1	12	86.7%
Katrina Lauer	lauerkm	1	13	3	3	2	10	1	12	73.3%
Corey Murphy	murphyci	1	13	3	4	2	14	0	12	82.2%
James Rollin	rollinjg	1	13	3	3	2	14	1	12	82.2%
Elizabeth Schaefer	schaefea	1	13	3	4	2	14	1	11	84.4%
Isaac Shickel	shickeic	1	13	4	4	4	14	2	12	93.3%
Stephanie Shickel	shickekr	1	13	3	5	2	15	1	12	88.9%
Peter Strickland	strickpn	1	13	3	3	2	15	1	11	84.4%
Sydney Sumner	sumnersl	1	13	3	4	2	14	1	12	84.4%
Fnu Vinod	vinodnx	1	12	4	3	3	15	2	10	88.9%

Example 2: TEAM Challenge Course



Modules

Canvas Courses ▾ Grades Calendar

UREC Adventure: TEAM Facilitator Training

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Settings

UREC Adventure: TEAM Facilitator Training > Modules

View Progress Create a Module

Progression, Position Descriptions, and Practical Exam

- General Staff Policies for the TEAM Challenge Course
- General Staff Policies (7 pts)
- JMU Challenge Course Training Progression.pdf
- Adventure TEAM Facilitator PD-New.docx
- Adventure TEAM Facilitator_Lead_PD-New.docx
- TEAM Practical Exam.xls

Reservations and Paperwork

- TEAM Contact Checklist and Fee.etc.
- TEAM Challenge Course Questionnaire.pdf
- Participant Information Guide
- Participant Contact and Medical Information.pdf
- Group Information Quiz (What the participants need to know) (12.5 pts)

Risk Management

- The Basics
- Facilitator Role in Risk Management
- Weather

Soft Skills Module

canvas Courses Grades Calendar

UREC Adventure: TEAM Facilitator Training

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Settings

UREC Adventure: TEAM Facilitator Training > Modules

View Progress Create a Module

- Progression, Position Descriptions, and Practical Exam
- Reservations and Paperwork
- Risk Management
- Soft Skills
 - 7 Steps to Facilitation
 - Challenge by Choice
 - Challenge by Choice part 2- Comfort Stretch Panic with charts
 - Tuckman's Theory of Group Development
 - Assessing your Group- GRABBS
 - Soft Skills Quiz 14 pts
- Low Course
- High Course
- Lead Facilitator Information

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

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...leaders are neither born nor made - they grow. –Mary Cox (1983)

Challenge by Choice

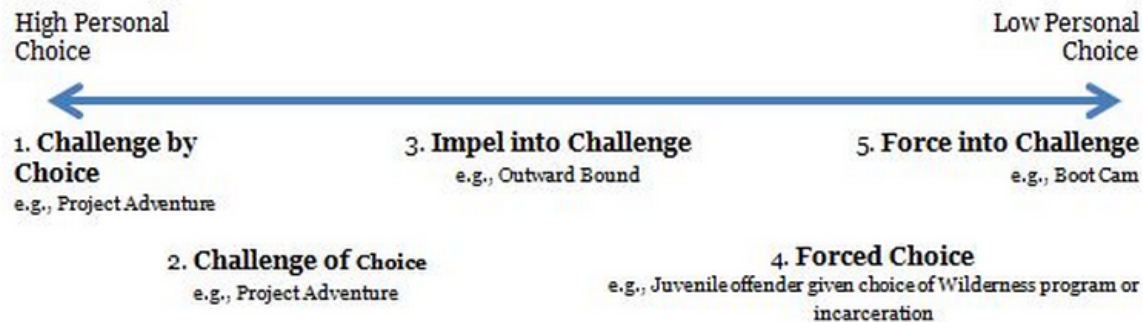
Challenge Course Philosophy

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 every given activity. This is not opt 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 further explained by James NEILL, published in: <http://wilderdom.com/ABC/ChallengeByChoice.html> ↗

- 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.



Challenge by Choice part 2- Comfort Stretch Panic with charts

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

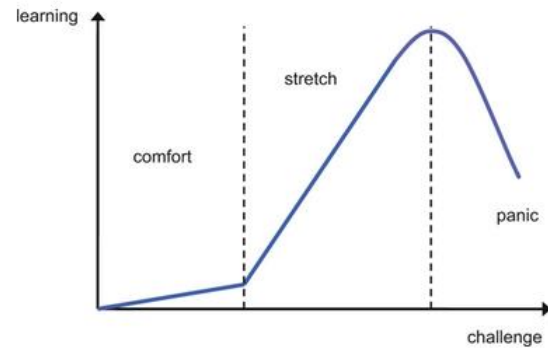


- When people feel **comfortable**, learning is low, when they are **stretched** learning is at its highest, when they feel in **panic** it is very difficult to learn as fight or flight takes over and survival is their main concern.
- Physical signs of being stretched include: faster heartbeat, sweating palms, hairs on the back of your neck sticking up, rashes round your neck. Adrenaline flows 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?



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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 diffidence 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 explicitly, 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.

Adapted from: ATHERTON J S (2003) *Learning and Teaching: Group Development* [On-line] UK: Available: http://www.dmu.ac.uk/~jamesa/teaching/group_development.htm Accessed: 2 July 2004
www.chimaeraconsulting.com/tuckman.htm

Group Development - Tuckman.pdf

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Assessing your Group- GRABBS

GRABBS Modality Checklist

Goals	<ul style="list-style-type: none"> • 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 onetime experience?
Readiness	<ul style="list-style-type: none"> • 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 endanger themselves and other? • Do they have the ability to attempt or complete? • What will you have to do to change the event to compensate for lack of readiness?
Affect	<ul style="list-style-type: none"> • 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
Behavior	<ul style="list-style-type: none"> • 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)
Body	<ul style="list-style-type: none"> • 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
Stage	<ul style="list-style-type: none"> • Which developmental stage is the group at? Groups will go through levels of functioning. Having a schema 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-exaggerate the skills of participants – we want them leaving feeling confident

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 Respondus LockDown Browser	No
Required to View Quiz Results	No
Lock Questions After Answering	No

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

Take the Quiz

TEAM Soft Skills Quiz



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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.

✎ Keep Editing This Quiz

Questions

- 🔍 Question 1
- 🔍 Question 2
- 🔍 Question 3
- 🔍 Question 4
- 🔍 Question 5
- 🔍 Question 6

Time Elapsed: [Hide](#)
1 Minute, 22 Seconds

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Question 1 2 pts

The philosophy we use on each program at the TEAM Challenge Course is called the [Select] by [Select] philosophy.

[Select]
Chewing
Force
Choice
Challenge

[Select]
[Select]
Change
Challenge
Choice
Overcome

Next ▶

No new data to save. Last checked at 3:32pm

Submit Quiz

Question 2



Courses ▾ Grades Calendar

UREC Adventure:
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🏠 > UREC Adventure: TEAM Facilitator Training > Quizzes > 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.

✎ Keep Editing This Quiz

Questions

- ✓ Question 1
- ? Question 2
- ? Question 3
- ? Question 4
- ? Question 5
- ? Question 6

Time Elapsed: [Hide](#)
8 Minutes, 45 Seconds

Question 2 1 pts

TRUE or FALSE

As a facilitator you MUST follow the schedule as written.

True

False

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Quiz saved at 3:39pm

Submit Quiz

Question 3



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✎ Keep Editing This Quiz

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Soft Skills Quiz

Announcements

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

Assignments

Started: Nov 4 at 3:30pm

Discussions

Quiz Instructions

Grades

1

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

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Questions

- ✓ Question 1
- ✓ Question 2
- 🔍 Question 3
- 🔍 Question 4
- 🔍 Question 5
- 🔍 Question 6

Time Elapsed: [Hide](#)
9 Minutes, 48 Seconds

Question 3 3.5 pts

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
- DO! Help them solve the problem
- Process! Discuss and Summarize

◀ Previous

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Question 4



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Settings

🏠 > UREC Adventure: TEAM Facilitator Training > Quizzes > 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.

✎ Keep Editing This Quiz

Questions

- ✓ Question 1
- ✓ Question 2
- ✓ Question 3
- ❓ Question 4
- ❓ Question 5
- ❓ Question 6

Time Elapsed: [Hide](#)
11 Minutes, 35 Seconds



Question 4

2.5 pts

Put these in order 1-5:

Tuckman's Model of Group Development.

Storming

[Choose] ▾

Performing

[Choose] ▾

Norming

[Choose] ▾

[Choose]

2

4

1

3

5

Forming


Adjourning or Transforming(transfer)

[Choose] ▾

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Question 5

 **canvas** Courses ▾ Grades Calendar

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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 1 pts

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 chose their own level of challenge in everything we do in the program.
- Allowing participants to reprimand each other if they don't "win."

◀ Previous Next ▶

Quiz saved at 3:44pm

 Keep Editing This Quiz

Questions

- ✓ Question 1
- ✓ Question 2
- ✓ Question 3
- ✓ Question 4
- ?** Question 5
- ? Question 6

Time Elapsed: [Hide](#)
13 Minutes, 20 Seconds

Question 6



Courses ▾

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UREC Adventure:
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Home > UREC Adventure: TEAM Facilitator Training > Quizzes > 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.

Keep Editing This Quiz

Questions

- ✔ Question 1
- ✔ Question 2
- ✔ Question 3
- ✔ Question 4
- ✔ Question 5
- ❓ Question 6

Time Elapsed: [Hide](#)
14 Minutes, 18 Seconds

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Question 6

4 pts

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

B *I* U A ABC

← Previous

Not saved

Submit Quiz

Submit



Courses ▾ Grades Calendar

UREC Adventure: TEAM Facilitator Training

► UREC Adventure: TEAM Facilitator Training ► Quizzes ► Soft Skills Quiz

Published Preview Edit ⚙

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Soft Skills Quiz

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

Take the Quiz Again

Attempt History

	Attempt	Time	Score
LATEST	Attempt 1	less than 1 minute	10 out of 14 *

* Some questions not yet graded

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 Respondus LockDown Browser	No
Required to View Quiz Results	No
Lock Questions After Answering	No

Due	For
-	UREC Adventure: TEAM Facilitator Training

Take the Quiz Again

Correct answers are hidden.

Score for this attempt: 10 out of 14 *
Submitted Nov 4 at 4:15pm
This attempt took less than 1 minute.

Question 1 2 / 2 pts

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

Answer 1:

Answer 2:

Question 2 1 / 1 pts

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 it's goals.

Norming

3

Forming

1

Adjourning or Transforming(transfer)

5

Question 5

1 / 1 pts

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 chose their own level of challenge in everything we do in the program.
- Allowing participants to repremand each other if they don't "win."

Question 6

Not yet graded / 4 pts

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?

Quiz Score: **10** out of 14

TEAM Assignments



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☰	🟢 TEAM Risk Management Quiz	Risk Management Module	5 pts	✔	⚙️ ▾
☰	🟢 Group Information Quiz (What the participants need to know)	Reservations and Paper...	12.5 pts	✔	⚙️ ▾
☰	🟢 Soft Skills Quiz	Soft Skills Module	14 pts	✔	⚙️ ▾
☰	🟢 Low Elements Quiz	Low Course Module	12.5 pts	✔	⚙️ ▾
☰	🟢 Gear Stations	High Course Module	7 pts	✔	⚙️ ▾
☰	🟢 General Staff Policies	Progression, Position De...	7 pts	✔	⚙️ ▾

Module Progress

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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 ✓

STUDENT PROGRESS ✕

- Steve Bobbitt
- Henry Buchanan
- Katelyn Colvin
- Guy deBrun
- Kevin Foley**
- Sarah Golibart
- Roger Greer
- Carly Harrison
- Cassidy Harvey
- Eric Henkel
- Molly Koeneman
- Camden Kurtz
- Erica Larson

Small groups

- ☞ 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?