

Training Tips

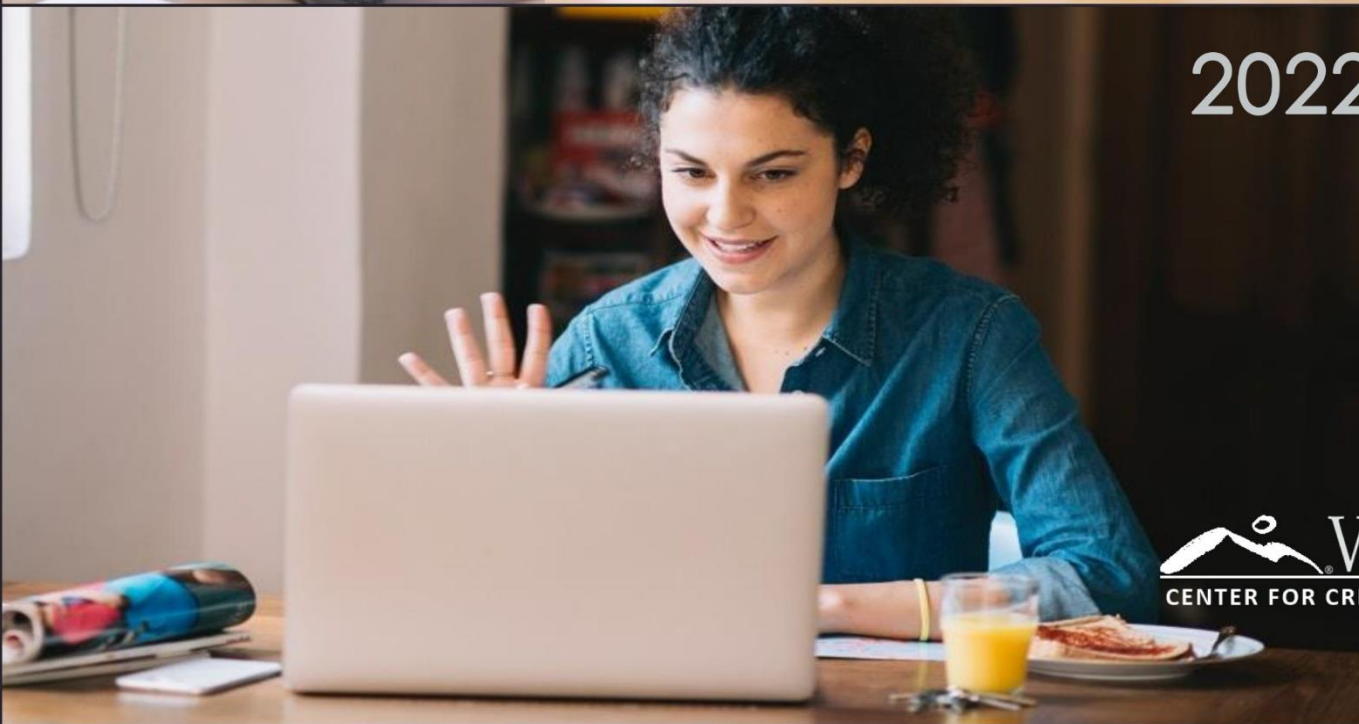
A guide for Subject Matter Experts



Vermont Virtual Victim Assistance Academy



2022-2023



 VERMONT
CENTER FOR CRIME VICTIM SERVICES

WELCOME!

This guide is intended to be a support document for Subject Matter Experts (SMEs) who are offering their expertise to Vermont's Virtual Assistance Academy as a training facilitator.

We are thankful for your dedication to the education of Vermont's Victim Service Providers!

1. OVERVIEW

As an agency with a pulse on the needs of service providers within Vermont and nationally, a transition to online learning is the only appropriate way to accommodate everyone's needs at this time. We plan to ensure that all participants are given opportunities to connect with colleagues through various online platforms. Our goal is that the powerful connections made with face-to-face training are not lost in the migration. Lastly, we strive to ensure that all participants will graduate the program feeling that their victim services toolbox has been strengthened.

We recognize that it is not possible to transition course work created for in-person training to an online platform without modification. To do this effectively we have created this guide to aid our SMEs to create meaningful, engaging, and valuable sessions.

How To Teach Online like an Award-Winning Instructor

@joelgardner

Design a high quality course	Facilitate engaging learning	Assess student learning	Evaluate course and experience
<ul style="list-style-type: none">• Be systematic in how you design.• Align technology, outcomes, activities, and assessments• Organize the course logically with modules• Meet specific student needs• Plan positive student interaction (e.g. collaboration, discussion, and peer review)	<ul style="list-style-type: none">• Respond to students within 24 hours• Give timely feedback• Be available to your students• Establish presence through voice and video• Weekly announcements and class meetings	<ul style="list-style-type: none">• Use a variety of assessments (e.g. reflection, self-assess, peer assess, papers, exams, projects)• Make learning a habit - do it until it is automatic.• Use traditional and authentic assessments• Use rubrics	<ul style="list-style-type: none">• Use quality assurance process (e.g. designer support, editor review, Subject Matter Expert review, etc.)• Gather and review student and peer feedback (e.g. student surveys, LMS data, online course reviews, peer observations)• Adjust and improve

Adapted from: Kumar, S., Martin, F., Budhrani, K., & Ritzhaupt, A. (2019). Award-Winning Faculty Online Teaching Practices: Elements of Award-Winning Courses. *Online Learning*, 23(4), 160-180.

2. LEARNING MODEL

CCVS will use the RASE (Resources, Activity, Support, Evaluation) model to create classes that are expertly designed for optimal learning online in conjunction with the [Six Principles of Adult Learning](#) pioneered by Global Learning Partners.

The Six Principles of Adult Learning Are:

1. Immediacy
2. Respect
3. Relevance
4. Safety
5. Engagement and
6. Inclusion



RASE LEARNING MODEL

The elements of the course design for the VVVA will follow the RASE learning Design Model:

R: Resources: *Resources are technology based multi-media content specifically designed for education and training purposes.*

Resources should be *authentic* and *relevant*. For instance, current events and real-world problems. The more resources are relevant, the more they will be retained.

A: Activity: *Activities should be intentionally created and/or selected by SME to provide experiences and opportunities for learners to construct and use knowledge from digital resources.*

S: Support: *Academic and non-academic support is essential for online learning to assure retention and avoid feelings of isolation that can happen in online learning spaces.*

Types of support connections are Participant to Participant, Participant to Content, and Participant to Instructor, and can be achieved through the following outlets:

- Forums
- Email
- Chat
- Social media
- Message board

E: Evaluation: *Expectations of attendance and engagement will be conveyed to participants in advance of the course. Additionally, CCVS will distribute an evaluation survey to each learner at the end of each session and results will be shared with the SMEs.*

Resources:

- ✚ Ebooks
- ✚ Web content
- ✚ Educational Videos
- ✚ Animation
- ✚ Simulations
- ✚ Podcasts
- ✚ Interactive multimedia
- ✚ Polls
- ✚ YouTube
- ✚ iTunes

The Virtual Vermont Victim Assistance Academy will provide:

- A safe and supportive environment in which to learn.
- Relationships that encourage professional development and peer support.
- A greater understanding of the criminal justice system in Vermont.
- The centering of services for traditionally underserved populations.

CCVS will provide the technology for interaction between SME and participants as outlined below in the “Learning Platform” section.

3. TENATIVE SCHEDULE OUTLINE & SME EXPECTATION:

- Each trainer will prepare a training based on their assigned subject matter.
- The training will last approximately **30 – 90 minutes** depending on topic and scope of learning.
- SME may **host virtual “office hours”** at their discretion.
- SME will utilize whichever presentation platform (e.g., PowerPoint, Prezi, Etc.) they are most comfortable with for delivery of content through Zoom. CCVS will provide technical assistance when needed.
- An **outline of the training will be provided to the Center for Crime Victim Services** in advance of the presentation date.
 - This basic outline will also be shared with other trainers in the session so other trainers can tie the subject matter together and make creative transitions between presentations.
- Ideally, training must **include 2-3 resources from the list above (pg. 2)** to maintain participant participation.
- Prior to the Academy session, each participant will complete a Learning Needs and Resource Assessment. SME will be provided the results from each participant so the results can be incorporated into the presentation. The results of the assessment can offer very valuable insight into needs and learning styles of each participant in the cohort.



A Tip from an Expert

Expert online instruction is marked by SMEs that know their content and materials but also evaluate their online course and teaching method based on feedback from the learners. The ability to be nimble and react based on participant needs is the mark of an expert instructor. These teachers are classified as challengers, affirmers, and influencers.

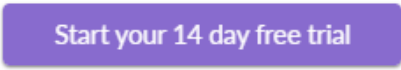
In addition to creating a presentation and choosing activities, each trainer may assign homework before the training.

- The assignment given prior to the training should prepare learners for a discussion on the topic(s) that they will be learning about in the session.
- This assignment will be provided to the learning group in advance of the first day of the first session.

4. LEARNING PLATFORM:

The Vermont Virtual Victim Assistance Academy will use **Ruzuku** or a similar platform for material storage and correspondence. Trainings and presentations will be offered through **Zoom** or similar platform.

Any trainers unfamiliar with the platform will have the opportunity to go through a training prior to the live VVVA. Also, *Ruzuku.com offers a 14-day free trial*. Simply go to Ruzuku.com and in the upper right-hand corner, click the violet “Free trial” button (shown here) if you wish to try it out on your own!



5. COMPENSATION:

CCVS is a non-profit, state-based agency. SMEs have historically participated voluntarily. However, compensation may be arranged on an individual basis. If you plan to request compensation for your work on the VVVA, please indicate at the beginning of our conversations.

6. SUPPORT:

You are not alone; we are here to help!

Every module and training session that happens as part of the VVVA will have at least one support person present and involved from the practice or dry run until the end of the webinar.

The support staff for this online academy is the person present and involved in the online learning experience but whose primary function does not involve teaching or leadership. The support role is responsible for the administrative side of the meeting, such as managing participants or starting/stopping the recording and troubleshooting so that the trainer can focus specifically on the content matter.

Primary functions of the CCVS support staff during a live presentation include:

- Start and stop recordings.
- Manage in-meeting security features.
- Admit participants from the waiting room.
- Manage participants, including muting microphones or lowering hands.
- Share their screen, even when participants are not allowed to do so.
- Start and manage breakout rooms.
- Responsibility for supporting specific technical needs, troubleshooting and requests.

In addition to providing technical support to the participants and the trainers during the online portions of the academy, the support role will coordinate all the details from the planning stage through evaluation.

Support staff role also includes (but not limited to):

- Recruiting participants through listserv blasts, event posting, press release, sharing information with subgrantees and Advocate Coordinators, and other outreach.
- Maintain records of all applied participants and individual needs.
- Application processing.
- Administering the Learning Needs and Resource Assessment (LNRA) to participants including collecting all responses, organizing the results, and sharing them with the trainers.
- Updating the learning platform with homework assignments, supporting documents, handouts and collecting assignments.
- All administrative and background work.