Appendix B

Typical Criteria to Apply to Virtual Delivery (Webinar) Aviation Regulatory Training to Small Groups of Students

Introduction

When providing Virtual Aviation Regulatory training to small groups, the classroom and its setup must cater to specific needs and criteria to ensure optimal learning and comprehension.

The goal is to create an environment conducive to learning. The specifics can vary based on the nature of the training, the audience, and the available resources.

The mentioned criteria ensure that learners are comfortable, engaged, and can easily access the necessary materials and equipment to get the most out of their training experience.

General Notes Concerning the Virtual Classroom

Virtual classroom instruction requires the students and the instructor to interact equally. In this regard, active participation, collaborative work, and communication are encouraged.

- The instructor creates opportunities for both independent learning and learning from one another and guides the students in developing and practicing the skills they need.

Virtual Webinar Instruction

Virtual webinar instruction is acceptable with appropriate level of communication and interaction.

Here's a list of typical criteria that would apply:

- Recommended Maximum – 12 persons
- The virtual instruction should provide real-time instructor-led learning where students can interact, communicate, view, and discuss presentations.
- The training provider should maintain reliable records for the completion of training.
- Maintain continuously an active and simultaneously exchange between instructor and student(s):
    - Dynamic and two-way flow of communication without delay.
- Able to share relevant training material as specified for the appropriate lesson, unit or course in the training manual.
- Maintain a "video and audio" interactive communication by taking into account non-verbal communication cues (tone of voice, facial expression …);

- Establish a policy for the use of the virtual classroom instructions such as "raise your hand, question, …"
- Monitor what the instructor's screen displays.
- Procedure to enable participants to provide feedback on the training to continuously improve the delivery method and content.
- Ensure that students have tools to present learning content in different formats, as well as to implement collaborative and individual activities.
- The instructor should have the particularly important role of the facilitator who guides the learning process and supports group activities and discussions.

Virtual Classroom Instruction – Appropriate Equipment and Tools

- The equipment/tools needed for the virtual classroom instruction should ensure an acceptable level of communication without technical interruption during the virtual classroom instruction.
- The equipment should ensure the students' identification (visual when needed) and, a continuous assessment of the level of communication with all students.
- The equipment should permit the instructor to achieve the same training objectives and quality of instruction compared to instruction within face-to-face classroom instruction as defined by the training provider.

Important Note - Generally, smart phones are not considered adequate for presenting video and images, although they may be very effective for attending a lecture.

Virtual Classroom Instruction Student Best Practices

- Creating positive learning environment, engaging students and encouraging active participation helps students achieving the learning objective.
- During the virtual classroom instruction, there should be opportunities for frequent interaction between student and instructor, student and other students, and student and content

Note - Instruction in a synchronous virtual classroom can only be successful with the active participation and engagement of the students.

- This creates a positive learning environment and helps the students achieve the expected outcomes

Virtual Classroom Instruction — Acceptable Level of Academic Effectiveness

- Training design should take into account that students may find virtual classroom training more tiring than traditional classroom training and the daily training hours may therefore need to be reduced.
- A break of reasonable time should be planned for every hour of virtual classroom instruction.

Virtual Classroom Attendance Records

- The instructor delivering the virtual classroom instruction should be responsible for the attendance records of the students by ensuring the students are in the virtual classroom instruction with the appropriate level of communication during all the virtual classroom instruction.

Concerning Interruption of connection, loss of communication

- Interruption of connection and loss of communication amongst individual participants can happen during a virtual classroom session.
- The training provider should develop a policy on the progress of such a session, repetition of instructed training element and re-involvement of participants affected by the temporary loss of connection.
- Non-attendance should be managed in accordance with the "non-attendance" policy as in a face-to-face classroom instruction.

Examinations/Evaluations

When examination or evaluation is necessary in virtual classroom, positive identification of students should be assured. Oral exams or remote forms could be used, provided the system used is the same for all students.

Training System Feedback Loop

The training provider should ensure that:

- The participants report strengths and weaknesses of the training system (training environment, training programme, assessment/evaluation) and suggest improvements;
- The instructor keeps an effective time management;
- Discussions among classmates is facilitated;
- Feedback system for student is elicited.

Oversight by Organisational Compliance / Quality Assurance and Regulatory Authorities

Organisational Compliance / Quality Assurance and Regulatory Authorities should have an open invitation to access to the virtual classrooms and sample the training.