NHI Course No. xxxxxx

Course Title

Facilitator Guide

NATIONAL HIGHWAY INSTITUTE

IACET

Using the Facilitator Guide Template

This template provides the format and lists the required information for a Web Conference Training (WCT) Facilitator Guide. Use the template as a starting point for developing your guide. You may wish to supplement the information with course-specific resource lists, activities/exercises, review questions, etc.

- Replace all text in RED with the information indicated or delete if not applicable. Do NOT replace black text. It is boilerplate and represents NHI's curriculum-wide approach.
- New sections should always start on an odd-numbered page; leave a blank page with the text "Intentionally Blank" if necessary.
- Change text color to black after making modifications.
- Update the Table of Contents.
  - Select the Table of Contents
  - Press F9
- Reformat as needed, especially the font (Trebuchet 10 pt. for body text).
- Delete all template instructions.

Note that not all courses have pre-assignments and/or end-of-course exams, and not all courses offer Continuing Education Units (CEUs). Be sure to remove any information that does not apply to your course.

Note: Delete this page after completing your Facilitator Guide.

Table of Contents

Introduction

This WCT course, course title, provides participants with an introduction to/an understanding of/information about (insert information about content of course).

Course Content

This course presents material in a series of XX synchronous online modules, supplemented by a self-paced Web-based vignette. The modules are as follows:
Module 1 – module name
Module 2 – module name
Module 3 – module name
Module 4 – module name
Module 5 – module name
Module 6 – module name

Explain how participants will be given the opportunity to demonstrate mastery of course outcomes. If there is an end-of-course exam, state the score required to demonstrate mastery of the course content.

Target Audience

Provide as much information as possible about the desired audience for the course, including skills they should have and information they should know prior to attending the training. Describe the current job performances or tasks of targeted participants. The more information you can provide, the more likely the participants will have the appropriate skills and knowledge to fully benefit from the training.

The target audience for this course consists of individuals responsible for:
- Responsibility
- Responsibility
- Responsibility

Prior to taking this course, these individuals should be able to:
- Skill/ability
- Skill/ability
- Skill/ability

Prior to taking this course, these individuals should know:
- Information
- Information
- Information

The target audience consists of people in the following positions:
- Job title
- Job title
- Job title

About This Guide

This Facilitator Guide has been assembled as a companion to the PowerPoint files for the training course. It has been developed to assist facilitators in leading course presentations and managing communication with NHI and with learners. The Facilitator Guide mirrors the information presented in the Participant Workbook, but includes more detail on instruction and specific information about presentation of the material and facilitation of exercises.

The Course Content section of this Guide consists of the following items, organized by module:
- Learning outcomes
- A copy of the module pre-assignment, with answer key
- A description of the instructional method
- Layouts and pods used
- Time allocation for each module
- Practice exercises
- End-of-course exam answer key
- Review of learning outcomes

Course Schedule

The course schedule alternates between self-directed pre-module assignments and Web conference modules. The overall training is the equivalent of XX hours of instruction. Independent completion of the pre-module assignments and the end-of-course exam requires an additional XX hours.

A recommended course delivery schedule is provided, based on starting the course on a insert day and completing XX modules per day for XX days, concluding on a insert day. An alternate schedule can be used, with approval from the NHI Training Program Manager. The recommended schedule below provides the approximate starting time for each module. The actual times for each of these activities may vary slightly.

Recommended Delivery Schedule	
Day and Time	Event
Prior to day, time	Pre-Module 1 Assignment
Day, time	Module 1 Web Conference
Prior to day, time	Pre-Module 2 Assignment
Day, time	Module 2 Web Conference

Course Administration

Pre-Course Activities

Preparations for the course delivery began long before the first Web conference module.
The course developer created all course materials and set up a Web Conference meeting room; set up layouts and pods as prescribed by the course design; and uploaded participant materials to the meeting room. In addition, the course developer created asynchronous segments to supplement the synchronous learning sessions.

The NHI Training Team set up a curriculum in the Adobe online learning system to track participant participation, score, and completion.

Participants enrolled for a course via the NHI Web site (if not FHWA employees) or the DOT learning management system (if FHWA employees). Upon registration, participants received a confirmation e-mail that indicated how to access the FHWA online learning system – where first-time users set up a login and password. After registering a second time in the online learning system, participants received an e-mail with the link to the course curriculum page (i.e., a listing of the modules for the course in which they enrolled). Participants received information on how to access the first Web conference. In this communication, participants were also instructed to check their computers to ensure they were able to access the online learning environment (i.e., have the Flash player installed on their computers).

Because NHI is committed to making all training programs accessible to all participants, the NHI Training Team may have coordinated with participants' employers to ensure that they have the adaptive equipment they might need to fully participate in this course. The NHI Training Team notifies the Web conference Facilitator if learners with special needs have enrolled.

A Note about Online Learning

More is required of the participant in an online learning environment. The participant must become an active learner and take responsibility for his/her own learning. As a Facilitator, your role also changes. Your primary role is to provide encouragement as well as answer questions. Perhaps the hardest part of teaching adults in an online environment (many of whom have not previously participated in online learning), is maintaining their attention. Remember that the more technical the material being presented, the more the mind seems to wander. Short and concise modules with targeted interactions can help maintain a high level of interest and attentiveness. If you believe participants are not following or interacting with the content as designed, change up the interactivity. In the online environment, modules are designed for no longer than two hours.

Software and Equipment

The synchronous modules are delivered via Acrobat Connect Professional, FHWA's Web conferencing system. The tool is used to present the visuals (primarily PowerPoint slides) and participant interactions that explain concepts and engage participants with the content. Ongoing participant interaction with the Facilitator takes place via telephone and chat interactions while in the meeting room.

The Facilitator is responsible for running the Acrobat Connect meeting room during the synchronous module(s). Microsoft PowerPoint presentations are uploaded to Acrobat Connect Professional by NHI Training staff. The Facilitator connects to Acrobat Connect through an internet connection and a separate telephone connection for the audio portion.

To participate in this course, each participant must have his/her own computer/keyboard, telephone, and Internet connection (and adaptive equipment, if needed). In addition, the Flash player must be installed on each participant's computer. In order to receive CEUs, these equipment requirements must be met. A group of learners may not share one computer/keyboard

or one phone line because this greatly limits the participants' ability to interact with the Facilitator, with the other learners, and with the Web conferencing tools.

The asynchronous end-of-course exam is delivered via the FHWA online learning system. No additional equipment or software is needed to access the exam.

Acrobat Connect Meeting Room

The Acrobat Connect Meeting Room is open 365 days per year, seven days a week, around the clock. In the meeting room, the Facilitator and participants will find the following layouts:

- Housekeeping – this layout houses all of the administrative items associated with the course (e.g., File Share pods for downloadable files such as the Participant Workbook and Pre-Module Assignments). This layout should be displayed before and after each session of the course.
- Modules – this layout is used to share the slides for each module, as well as to keep track of attendees and facilitate ongoing chat discussions.
- Layout Title - this layout consists of one Share Pod containing a visual illustration of Blooms Taxonomy.
- Layout Title - this layout is used to quickly access seven Share Pods, each of which contains a short pre-recorded segment created in Adobe Presenter.

A representation of each layout used in this course is provided below.
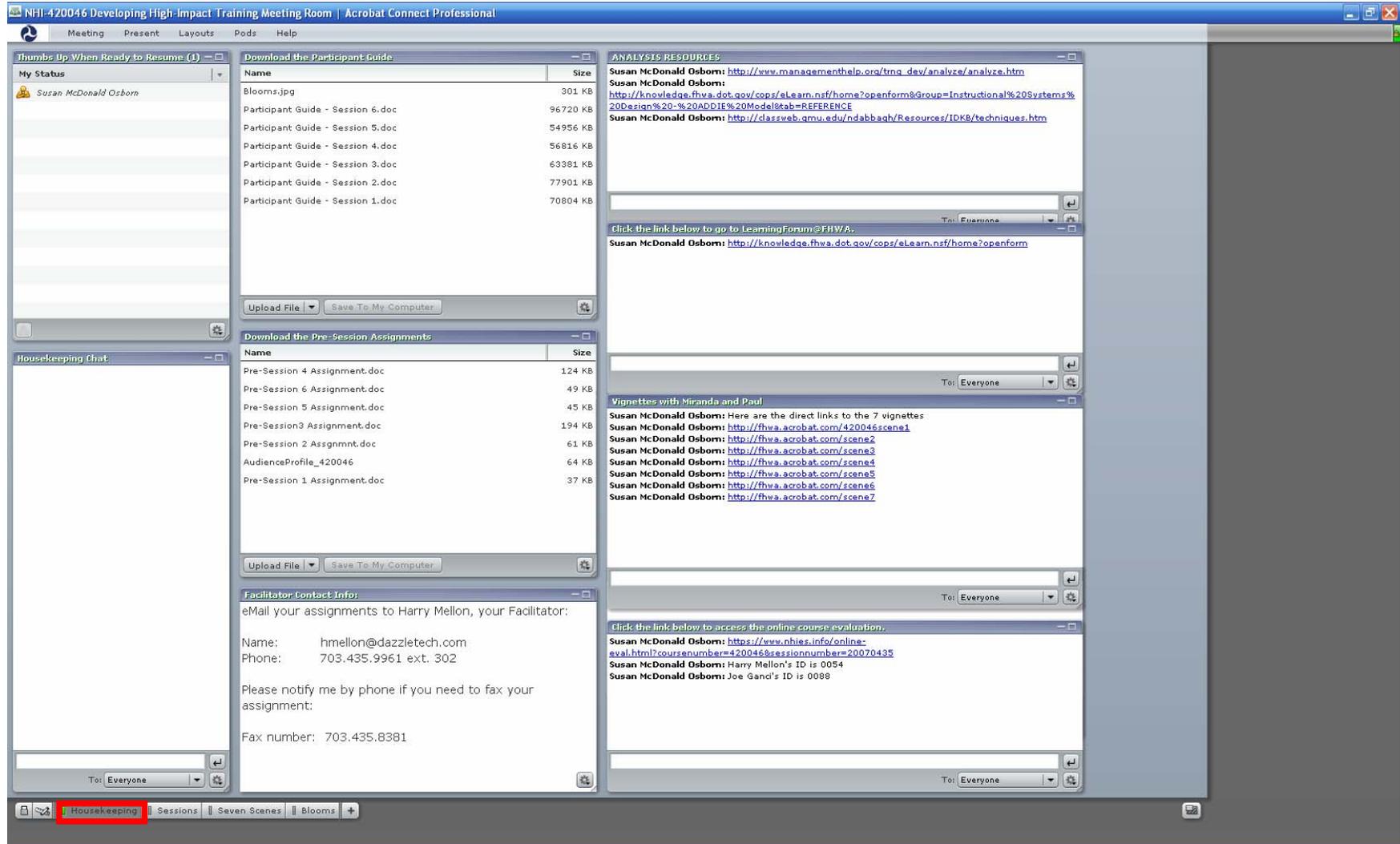
Figure 1 - Sample Housekeeping Layout

Figure 2 – Sample Module Layout

Figure 3 – Sample layout showing one Share Pod

Figure 4 – Sample Pre-recorded Segment created in Adobe Presenter
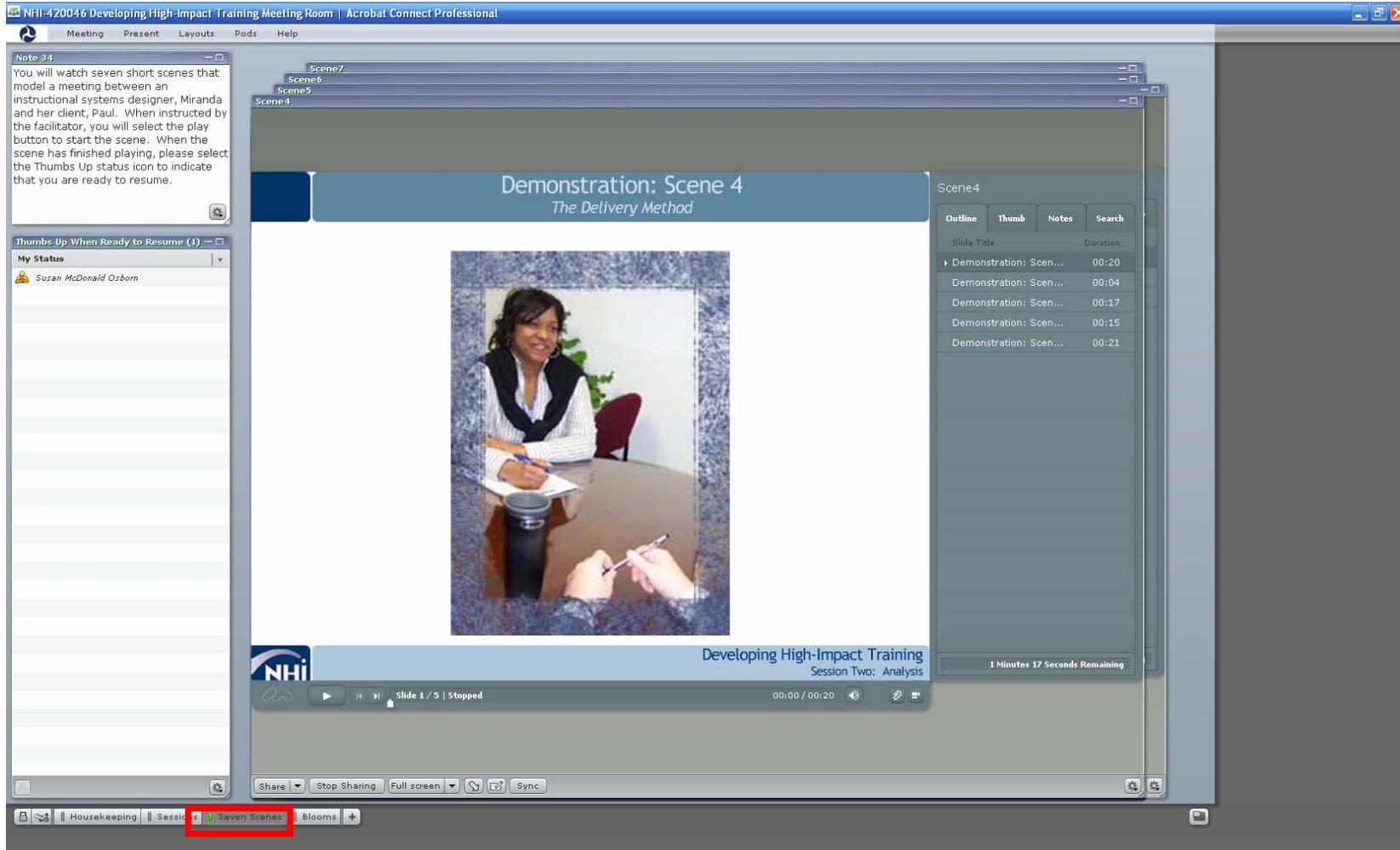
WCT Facilitator Toolkit

The WCT Facilitator Toolkit (http://www.nhi.fhwa.dot.gov/resources/wct_developer.aspx) contains a number of resources for Facilitators. Be sure to access the toolkit and, at a minimum, review the tutorials before the course starts.

The toolkit contains:

- Tutorial: Web Conferencing 101 – An Overview. This short online presentation defines Web conferences and provides examples of how a Web conference might be used for communication and training.
- Schedule a Web Conference. This provides a link to schedule a web conference.
- Tutorials: How to use Breeze Meeting features. These tutorials show you how to use Acrobat Connect Professional (formerly Breeze Meeting) to:
  - o Upload your PowerPoint Files. This tutorial demonstrates how to upload files as well as how to move forwards and backwards and show the sidebar with notes and script.
  - o Share a View of Your Desktop. This tutorial demonstrates how to share your computer screen, including the different views you can select. It also shows how to pause and annotate information on the screen.
  - o Customize Your Presentation. This tutorial discusses layout options and pods. The tutorial demonstrates how to select pod options, hide pods, and manage pods. It also shows the default layouts — sharing, discussion and collaboration — and demonstrates how to develop custom layouts.
  - o Manage Your Attendees. This tutorial discusses the Attendee List pod and shows the icons for meeting host, presenter, and participant. It also demonstrates the use of the My Status pull down menu and the pod options list.
  - o Use the Whiteboard Overlay. This tutorial demonstrates how to use the whiteboard overlay tool to draw or type within a share pod.
  - o Ask and Answer Questions. This tutorial demonstrates how to facilitate online collaboration by using the chat pod to send messages either to an individual, to presenters, or to everyone.
  - o Conduct a Survey. This tutorial demonstrates how to create a poll pod. It shows how to access vote tallies, close the poll, and broadcast the results.
  - o Make Documents Available for Download. This tutorial demonstrates how to upload documents to the file share pod for participants to download to their computers.
  - o Take Notes. This tutorial demonstrates how to use the notes pod to take notes during a collaborative meeting or capture comments during a presentation.
- Checklist for Web Conference Facilitators. This checklist delineates the preparation steps, in checklist format, that Facilitators should complete prior to a session.
- Accessibility: Section 508. This link provides guidance on compliance with Section 508 of the Rehabilitation Act.
- Adobe's Breeze Meeting Resource Center. Here you can find additional resources on the Adobe Presenter (formerly Breeze Presenter) tool.
- Instructor Development Course for Web Conference Training. This course provides formal instruction on the facilitation of NHI courses delivered via WCT.
- Web Conference Facilitator's Community of Practice. This link acts as an online gathering place for Facilitators of Web conferences.
- Related Links. Here you can find additional resources on the delivery of synchronous online learning.

Evaluations

NHI collects data at Kirkpatrick's Level 1 and Level 2. Data are collected in an online format for this course.

Course Evaluation

Participants link to the online course evaluation form (Level 1) when prompted by the Facilitator (prior to the taking the end-of-course exam). Results are collected automatically and reported out to NHI. Provide the following instructions before participants complete the evaluation:
- Name and address are optional.
- Additional feedback helps to improve the course.
- Be sure to submit the form when completed.

Course Exam

At the end of the course, an online examination is given to test participants' competency. The exam is designed to be completed in XX minutes, but participants may take as much time as necessary to complete it. Participants must work independently, but they may use any of the course materials to prepare their responses to the questions. Participants may only take the final exam once and will be provided their score upon completion of the exam. They will also be provided the opportunity to review the exam. A score of XX must be achieved to pass the course.

Those who score 70% or higher are eligible for Continuing Education Units (CEUs). Participants who do not reach the mastery threshold must re-register for the course and pass the end-of-course exam in order to receive CEUs.

Continuing Education Units (CEUs)

Participants who complete all the following requirements will be awarded CEUs:
- Attend and participate actively in every synchronous module
- Complete all pre-module assignments
- Complete every synchronous module
- Receive a score of 70% or better on the end-of-course exam

Participants may contact NHI at NHITraining@fhwa.dot.gov for a transcript of their CEUs.

Course Certificates

All course participants qualify to receive a certificate for attending the course (even if they do not access, attempt or pass the end-of-course exam). Participants access a downloadable certificate via a link provided by the Facilitator at the end of the last synchronous module of the course.

Updates to the Course Material

While a good deal of effort has gone into the development of this training course, it is inevitable that both Facilitators and participants will find errors, omissions or other shortcomings that need to be addressed. Please encourage the participants to bring to your attention any problems they experience with the course. You, the Facilitator, should communicate any problems that are identified to the NHI Training Program Manager. Corrections can be made in subsequent versions of the course materials.

About Facilitating

Over the years, a number of observations have been made about the successful presentation of an online NHI course. While all of the information is undoubtedly familiar to the course Facilitators, it is repeated here.

1. In an online learning environment, the only indication you are connecting with your participants is by the responses you are getting. Be sure you are giving participants ample opportunity to express their views, share their knowledge and ask questions.

2. Refer to the Facilitator Guide and rely on the script, *as long as you sound natural*. Rehearse the script several times so that you can paraphrase it in a natural way. To the degree the schedule allows, try to add information that supports or highlights the points being made in the slide (e.g., add examples from your own experience).

3. Don't be afraid to admit what you don't know. There may be a lot of questions for which you don't immediately know the answer. Ask the co-facilitator; see if anyone in the group has an idea; or suggest that you'll do some research offline and get back to the group with the answer. The worst possible approach is to try to hide your ignorance with an incorrect answer, as it will have the opposite effect.

4. Encourage participation. This can be accomplished by asking questions and by having the participants interact as directed. The proper use and monitoring of the chat feature encourages and engages the participants. The NHI recommendation is that chat be allowed and turned on. When a chat message is sent to all participants, it may help uncover areas of misunderstanding and prompt questions for additional learning opportunities.

5. Encourage participants to speak in turn. As the audio is coming from a teleconference line, common telephone courtesy should prevail. Participants should mute their telephone lines when not speaking.

6. Encourage participants to follow along in the Participant Workbook. As part of your preparation, become familiar with what is in the workbook and refer to it whenever directed by the Facilitator Guide.

7. At the end of a module, ask the participants what they remember. Let them summarize the major instructional points, if time permits.

8. Keep the atmosphere informal so that the participants are comfortable asking questions, participating in activities and sharing their knowledge or concerns.

Training Course Checklist

Two Weeks Prior to the Training Event:

1. Access your Acrobat Connect meeting room.
2. Become familiar with the layout as prescribed by the Facilitator Guide.
3. Read the Facilitator Guide; then read it again.
4. Familiarize yourself with the Participant Workbook.
5. Check with host to see if any participant with a disability needs a special accommodation.
6. Contact the NHI Training Manager to request:
    a. The roster of FHWA-employee-learners and external learners for the *current* module
    b. E-mail addresses for each learner enrolled in the *current* module
    c. The teleconference number and pass code for the *current* module
    d. The URL for the online Level 1 evaluation for the *current* module
7. Ensure that all pre-module assignments are in the appropriate File Share Pod and available to learners for downloading.
8. Ensure that the Participant Workbook is in the appropriate File Share Pod and available to learners for downloading.
9. Communicate with participants via e-mail, to introduce yourself and provide the course schedule (see sample e-mail at end of this section).

One Week in Advance, Minimally:

1. Access the course Acrobat Connect meeting room.
2. Practice conducting the module as prescribed by the Facilitator Guide.
3. Contact the NHI Training Manager to request the final roster of names for the module.
4. Ensure that the employer of any participant with a disability has arranged special accommodations for that participant.
5. Set up any pre-module online discussions prescribed by the Facilitator Guide; participate fully.
6. Review and provide feedback to participants for Pre-Module 1 Assignment. You are expected to provide immediate, constructive feedback using MS Word Track Changes. E-mail the file back to the learner as quickly as possible.

Twenty-four Hours in Advance, Minimally:

1. Ensure that all pods you will need to deliver the WCT course have been set up in the assigned meeting room.
2. Update the course schedule in the Module 1 slide deck; upload Module 1 slide deck to the meeting room.
3. Ensure that the slides for Modules 2 - X are accurate and uploaded to the meeting room. Note: you will need to update the schedule at the end of each slide deck.
4. Ensure that all items you want to share are either uploaded or ready to share from your desktop.
5. Clear every poll; ensure the Broadcast option is not checked.
6. Erase all screen highlights that may have been added during a dry run or a previous module.
7. Test all Web links (in particular, test the link to the Certificate of Completion).
8. Make sure you have the correct teleconference number and pass code; post in a Notes Pod.
9. Make sure you have the correct URL for the Level 1 evaluation in a File Share Pod.
10. Check in with the course host for any last-minute instructions or changes.
11. Review and provide feedback to participants for Pre-Module 1 Assignment.

During the Training Event:

1. Log in to the meeting room using your Adobe UserID (your e-mail address) and password.
2. Dial in to the teleconference early (at least 15 minutes prior to start time). Give yourself plenty of time to get organized.
3. Demonstrate desktop sharing and whiteboard drawing if participants are to use those features.
4. Start on time and stay on track. Always start on time, even if only one participant is in the room. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents, and back to the lesson.
5. Review and provide meaningful feedback to participants for pre-module assignments.
6. Be available for questions for a few minutes after synchronous modules.
7. At the beginning of each module, review the objectives. Make sure participants are fully aware of the topics to be addressed in the module. Then, at the end of each module, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met.

Two Weeks after the Training Event:

1. Request from NHI a copy of the Level 1 and Level 2 course evaluation data. Review data and discuss results with the Training Program Manager.
2. Send an e-mail to course participants to thank them for their participation and feedback.

Sample Pre-Event e-Mail to Participants

From: {Facilitator Name}
Sent: {Date}
To: {Participants' e-Mail Addresses}
Subject: {Course Title}

Hi, everyone,
I'm looking forward to working with you on the {course title} Course that begins {day, mm/dd/yy}. My name is {your name} and I'll be your Facilitator. {Short description of relevant experience.} Currently, I am {position} at {organization.} I look forward to facilitating this course and learning from you.
My co-Facilitator for the week will be {co-Facilitator Name} of {Organization Name}. {Short description of relevant experience.}
If you have not already done so, please log in to the Adobe Connect meeting room {provide link} and download:
- Participant Workbook (XX files)
- Pre-Module 1 Assignment (one file)
- Audience Profile Survey
Please e-mail me your completed Pre-Module 1 Assignment and Audience Profile *at least* two days before the start of Module 1.

The course schedule is shown below.

Course Schedule	
Day and Time	**Event**
Prior to day, time	Pre-Module 1 Assignment
Day, time	Module 1 Web Conference
Prior to day, time	Pre-Module 2 Assignment
Day, time	Module 2 Web Conference

Again, I look forward to working with all of you this week.
Thanks,
{Facilitator Name}
{Facilitator Title}
{Facilitator Organization}
{Facilitator Office Number}
{Facilitator Mobile Number}
{Facilitator e-Mail Address}

Add Course Schedule

WCT Facilitator Icons

The following table shows the icons used in the Facilitator Guide. The links are to tutorials on how to use the feature. These icons also appear on the slides as a cue to the Facilitator and learners.

Icon	Pod Name	Typical Use
	Camera and Voice	• Display photo or video image of presenter
	Attendee Pod	• Check for understanding or agreement • Survey participants • Solicit feedback on facilitation of meeting http://fhwa.acrobat.com/attendeelist
	Chat Pod	• Ask/answer open-ended question(s) • Post hyperlinks to Web sites • Provide further info to select attendees • Encourage attendees to share ideas with each other • E-mail contents of the pod https://admin.acrobat.com/chat
	Note Pod	• Capture discussion points • Provide a way for small groups to document their results • E-mail contents of the pod http://fhwa.acrobat.com/note
	Share Pod	• Demonstrate software • Share a view of your computer files • Allow another attendee to access your computer • Collaborate on a document • Navigate through a website http://fhwa.acrobat.com/viewshare
	Whiteboard Tool	• Edit illustrations, such as diagrams, charts, documents, maps, photographs • Record participant responses • Create visual examples http://fhwa.acrobat.com/whiteboard
	Poll Pod	• Ask multiple choice questions with one, or more, correct answer(s) • Gather opinions (i.e., conduct a survey) • Prioritize a list of text items http://fhwa.acrobat.com/poll
	Web Share Pod	• Share new content or resources • Instruct participants to search for information

Icon	Pod Name	Typical Use
	File Share Pod	• Share documents in formats that cannot be displayed in a Share pod (e.g., Word, .pdf, Excel, zip) • Post Participant Guide, pre- and post-assignments, agendas, and resource materials http://fhwa.acrobat.com/fileshare
	Phone	• Facilitate introductions • Ask/answer verbal question(s) • Explain new ideas, concepts, methods • Encourage learners to answer each other's questions

Course Content

This section contains the content for the course. For each module, provide:
- Module description
- Learning outcomes
- Interaction icons
- Slide thumbnails
- Information on Facilitator preparation and activities
- Facilitator script
- Module pre-assignment with answer key, if applicable

Module X: Module Name

This module focuses on ….(purpose of module)

This module will allow participants to… (what participants will do)

Learning Outcomes

Participants who participate actively in this module will be able to………..:(list learning outcomes for this module)

- Learning Outcome
- Learning Outcome
- Learning Outcome

Sample Content

The tables on the following pages are placeholders for the Facilitator Guide content. Different content and interaction types are shown, such as opening and welcome, objectives, polling and phone-in, video, wrap-up, and next module preview.

For each slide in your presentation, insert the following in the table:

- Left column: Interaction icon
- Center column: Thumbnail of slide, information for Facilitator on preparation and activities
- Right column: Script for Facilitator

Opening

Interaction	Slide and Notes to Facilitator	Script
 Insert interaction icon	Slide XX **Preparation** Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	

Welcome

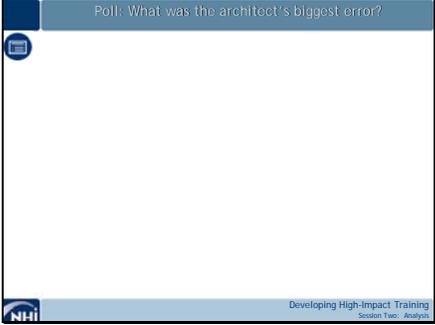| Interaction	Slide and Instructions	Script
Insert interaction icon	Slide XX **Welcome** 1. Today's Facilitator 2. Pre-Session 2 Assignment 3. Duration of This Session – 75 minutes 4. Housekeeping Questions? NHi — Developing High-Impact Training Session Two: Analysis **Preparation** Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	Welcome to Module One of our six-module series. My name is _____ and I'll be your Facilitator today. My co-facilitator is _____. This module will last about XX hours and XX minutes. If you have administrative or logistical questions that you'd like us to answer, please send your questions by using the Ask a Question feature in the bottom right-hand corner of your screen. I will send you a personal reply. Today's module focuses on (insert sentence about content of the module). Let's get started.

Objectives

Interaction	Slide and Instructions	Script
  Insert interaction icon	Slide XX **Preparation** Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	Take a few moments to read the objectives for today's module. You should be able to do each of these things at the end of the module. Any questions before we continue?

Poll Pod

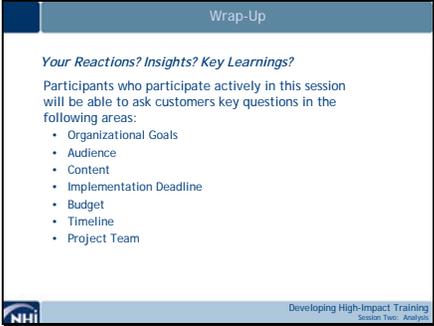| Interaction	Slide and Instructions	Script
Insert interaction icon	Slide XX Poll: What was the architect's biggest error? Developing High-Impact Training Session Two: Analysis **Preparation** Ensure the {Poll Pod Title} Poll Pod is built or cleared out from prior modules. **Facilitator Activities** Bring up the {Poll Pod Title} Poll Pod. Direct participants to respond. When participants have finished, publish the results of the responses. After participants have reviewed results, hide the poll pod.	Let me ask you a quick question. What was the architect's biggest error? Was it: • She designed a two-story house • She chose brick for the exterior • She failed to consult with the family • She designed a house that is too expensive Select your answer now. Exactly right. The architect's biggest error was failing to consult with the family. Let's continue.

Phone-In Question

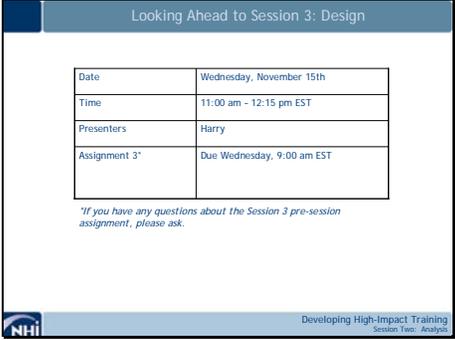| Interaction	Slide and Instructions	Script
Insert interaction icon	Slide XX **Questions Before We Listen In?** Using your **phone**… What questions do you have before we listen in on the meeting between the designer and her customer? Developing High-Impact Training Session Two: Analysis **Preparation** Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	Summarize responses from the group. If there are no immediate responses, provide a hint, such as… What questions do you have before we continue?

Video

Interaction	Slide and Instructions	Script
  Insert interaction icon	Slide XX Demonstration: Scene 1 *The Business Case* Developing High-Impact Training Session Two: Analysis **Preparation** Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	We'll now take a look at a short video on… Please put your phones on mute in order to view the video.

Wrap-up

Interaction	Slide and Instructions	Script
Insert interaction icon	Slide XX **Preparation** Insert any instructions the Facilitator should follow prior to proceeding. **Facilitator Activities** Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.	It's time to wrap up Module One. Thank you for your participation. You are always welcome to email anyone on the Facilitation Team should you have questions.

Next Module Preview

Interaction	Slide and Instructions	Script
Insert interaction icon	Slide XX	Let's take a quick look at what we'll be covering in our next module.

Thank you for your participation. |

Slide and Instructions (continued):

Looking Ahead to Session 3: Design

Date	Wednesday, November 15th
Time	11:00 am – 12:15 pm EST
Presenters	Harry
Assignment 3*	Due Wednesday, 9:00 am EST

If you have any questions about the Session 3 pre-session assignment, please ask.

Developing High-Impact Training
Session Two: Analysis

Preparation
Insert any instructions the Facilitator should follow prior to proceeding, such as clearing out a poll pod or preloading a share pod.

Facilitator Activities
Insert any instructions the Facilitator should follow for this slide. Additionally, this section can be used to expand on information, such as additional questions the Facilitator can pose.

Acronyms

Insert a list of all acronyms used in the guide with their full versions. Example:

AASHTO	American Association of State Highway and Transportation Officials

Bibliography

Include a bibliography if necessary. Example:

American Association of State Highway and Transportation Officials (AASHTO). 2002.
Transportation Asset Management Guide. American Association of State Highway and Transportation Officials, Washington, DC.

Glossary

Include terms used in the guide that may require definition. Example:

Asset

An asset is a physical item of roadway infrastructure that has value. Assets are sometimes referred to as roadway "furniture" or "features." An asset may be a single item, such as a sign, or a linear item such as a road or guardrail section. An asset may also be a spatial item such as a rest area or mowable acreage.

Websites

Include a listing of relevant Web sites. Example:

AASHTO Highway SCOM Homepage
http://maintenance.transportation.org

Attributions

Include a listing of the course developer(s) and subject-matter expert(s).