# INTERACTIVE TECHNIQUES

Interactive techniques can be most effective when used to enable participants to further understand and learn the training subject matter. Below you will find examples along with reminders for immersive interactive engagement.

**FACILITY**
- Visit the facility prior to the class to estimate engagement possibilities from the standpoint of activities and exercise space (safety).
- Evaluate the area for teaching and delivery modality. Environment will be an issue.
- Develop a plan for the methodology of engagement with awareness of course content, learning methodology, exercise and assessments requirements.

**COURSE DELIVERY**
- Appropriateness of learning activity expectations must always be factored into delivery.
- Factor in subject matter, your delivery style and even personality to determine best interactive mechanisms.
- Assessment of participants mastering the objective(s), material, and current topic can be measured through interaction to determine if they understand and have mastered the event/interactivity.
- The nature of assessment can be derived through various interactive engagements.

**COURSE LECTURE/GENERAL "STANDUP" DELIVERY**
- Always encourage questions from the participants. Have a plan to respond or "relay" for further participant interaction.
- Find mechanisms to personalize interaction in a structured and positive intention.
- Analysis of Training Needs and Audience background will help formulate ideas and means to offer beneficial interaction.
- Strive to have interaction support the skills, abilities, and knowledge growth of your participants.

**VIRTUAL COURSE PARTICIPATION**
- Effective use of questioning – respond verbally, in the chat or raise of hand (icon) should be appropriate for the subject matter.
- Finding means to successfully engage the participants through physical interaction (demonstration – participation - replicating) is critical for engagement.

**COURSE INSTRUCTOR ACTIONS**
- Accelerate desired learning through session "boosts" – timely identification of periods of possible lull – by using music, video or other technology which can easily reinvigorate the training.
- Facilitate roundtable discussions that share course content and include everyone to some extent.
- Create mechanisms to capture what has been done to reflect on/review later in the training – "Parking Lots" or "Think Tank."
- Express inclusion by sharing content through different mechanisms – story folders, graphic sequencing, or portrait captures.

**COURSE PARTICIPANT ACTIONS**

- Develop mechanisms to draw out individual effort to inspire participant contribution to the learning – "Mind Dump," "Focused Listing," or "Gallery Walk."
- Facilitate polling mechanisms or techniques to gauge participant awareness/knowledge of goals/objectives.
- Initialize your lesson with videos or special visual graphics generate immediate participant enthusiasm for the subject matter.
- Engage participants with surprises – unannounced guest speaker or performer, virtual classroom, or digital applications.

**COURSE PARTICIPANT-PARTNER ACTIONS**

- Seize opportunities for participant co-presentation – for knowledge sharing or collaboration of experiences.
- Focused partner delivery time-periods for insights, advice, or learning/moving moments.
- Utilize breakout time for networking and interactive sharing of subject learning experiences.
- Leverage instruments that can be co-shared by pairs in response to course content – i.e.. surveys, reports, or research.
- Arrange small group interactive activities/exercises to change the dynamics of your content absorption.
- Incorporate elements where there could be "controlled" competition to provide levels, badges, awards and/or leaderboards.
- Explore other opportunities for group interaction by rotating/changing group make-up.

**COURSE ICEBREAKER ACTIONS**

- Introducing interaction in your training can/should begin at the "first" of the session, but also randomly throughout the course.
- Active engagement at the beginning of training allows for "setting" the tone of your session.
- Activities that provide for partnerships – "Something in Common," "Three Words (to describe your partner)," "What's in a Name" are wonderful Ice-Breaker examples and provide for each participant to speak at the beginning of training.