VIRTUAL TRAINING GUIDANCE

CONTENTS

PREAMBLE

Multimodal Integrated Technical Training (MITT)'s mandate is to lead all activities related to the planning, analysis, design, development, implementation and evaluation of all technical core, specialized and recurrent training in Safety and Security as well as other programs within the department with an oversight function. This training aligns with multimodal and modal learning continuum and provides the mandatory training required for oversight personnel to gain and maintain their credentials and execute their duties in support of the TC mandate.

To date, most of the training developed by MITT was delivered in person, or via e-learning platforms. Over the last couple of years, MITT initiated work on considering possibility of introducing a new method of class delivery, via virtual platforms. However, with the most recent changes world-wide, that need was significantly expedited.

The public service had to adapt its day to day operations by implementing new policies, programs and processes in order to adjust to an evolving situation, while ensuring continuous service delivery to Canadians.

At Transport Canada, this meant that the focus was to develop and implement innovative ways to ensure the safety and security of the transportation system, while maintaining the safety and health of its employees. Within Safety and Security Group, the most oversight activities were being postponed or done remotely, while the majority of the employees continued delivering their priorities through telework.

Multimodal Integrated Technical Training (MITT) also had to adapt to new ways of developing and delivering technical training. In order to respect the current Government of Canada and Transport Canada Guidelines, and ensure the health of safety of their employees, stakeholders and clients, some technical training had to be converted to a virtual delivery.

OBJECTIVE

This guide aims to support robust delivery of technical training virtually, outline roles and responsibilities of key parties, and provide practical steps to develop, plan, schedule, and deliver a virtual course.

This guide is applicable to Technical Training Specialists (TTS) and those for whom they develop and deliver training (including subject matter experts (SMEs)).

The guidance presented herein will be updated as best practices, technology and programmatic requirements evolve.

AUTHORITIES

Course Administration Directive (RDIMS 10432427)
E-Learning and Digital Training Products Development and Delivery (RDIMS 10432242)
Exemptions and Equivalencies (RDIMS 12698339)
Safety and Security Multimodal Integrated Technical Training Policy (RDIMS 10834579)
Safety and Security Multimodal Learning Continuum (RDIMS 11793546)
Training Policy (RDIM 10834579)

GUIDING PRINCIPLES

The following guiding principles are particularly important when designing, developing and delivering virtual training:

Engagement: Virtual classrooms will be designed to ensure participation through engagement. Design strategies for creating activities will encourage learners engage in the virtual environment and promote learning through virtual collaboration.

Andragogical theories and praxis: Training specialists will implement learning concepts and theories when designing and developing training and the necessary supporting materials; they will also consider the concept and components of a blended program to deliver a meaningful learning experience.

Technological Readiness: Technology will be leveraged to provide innovative ways to deliver training. However, learners' virtual acceptance is important factor to the successful delivery of virtual training. MITT specialists will prepare participants to learn with technology while addressing barriers and potential resistance, and discussing accountability to learning in the virtual classroom.

ROLES AND RESPONSIBILITIES

Roles and responsibilities outlined in Course Administration Directive (RDIMS 10432427) will be applicable to this guidance document.

In a virtual training environment the following additional roles and responsibilities must be followed.

LEARNER
- Respond to an invitation to attend virtual training in a timely fashion;
- Inform manager of course requirements, including pre-course/independent learning time necessities

- Ensure that the IT equipment is functioning (e.g. tablet, camera, microphone), and latest updates installed;
- Ensure that the internet connection will be sufficient to last for the duration of training;
- Attend the training at a requested time, and respect the scheduled timeline throughout the course (e.g. break-out session, breaks);
- Actively engage in the virtual course;
- Avoid performing other tasks during course, in order to continue being engaged; and
- Complete a virtual assessment without assistance of others.

LEARNER'S MANAGER
- Support/Approve learner's attendance in timely fashion;
- Respect the time assigned to the course pre-reading/delivery/independent learning (e.g. do not request tasks/urgent responses from learner during course); and
- Ensure employee has required tools and equipment required for efficient virtual course delivery (e.g. tablet, functioning camera).

TECHNICAL TRAINING SPECIALIST (TTS)
- Work with program area subject matter expert (SME) to determine and recommend whether training can be delivered virtually;
- Engage necessary stakeholders (i.e. SME, IT) to design virtual courses, or to convert existing "in class" training to virtual delivery;
- Design the course to fit the required learning environment and recommend the appropriate learning activities;
  - In an effort to maintain consistency between federal departments, MITT is leveraging the use of Immigration, Refugees and Citizenship Canada's Classroom Training to Virtual Training Manual (see Annex A);
  - Ensure that the training is engaging for everyone; and
  - Present a mix of different teaching approaches and ensure that sufficient practice time is allocated.
- Provide coaching/training to SME on how to deliver the course virtually;
- Be accessible through out training to answer questions and assist presenter(s)/SME(s);

SUBJECT MATTER EXPERT/PROGRAM SPECIALIST
- Collaborate with the Technical Training Specialist (TTS) to provide content related to the course ;
- Ensure that the IT equipment is functioning (e.g. tablet, camera, microphone), and latest updates installed;
- Ensure that the internet connection will be sufficient to last for the duration of training.
- Participate in practice delivery sessions; and
- Be accessible through out training to answer questions and assist additional presenter(s)/SME(s).

PLANNING A VIRTUAL CLASS

PLATFORM

Given that Transport Canada's current virtual working platform is Microsoft Teams (MS Teams), and that all TC employees have adapted to the functionality and use of MS Teams during pandemic's teleworking period, the delivery of virtual classes will continue through the same platform.

Should MS Teams functionality not be sufficient for the respective course, only then another platform may be chosen, with appropriate approvals from MITT management.

Microsoft Teams has the ability to integrate many applications that have as a goal to increase collaboration and interactivity. The use of such applications should be considered carefully keeping in mind user experience, comfort level with technology and consistent approach across MITT virtual courses.

SCHEDULING (TIMINGS/DURATION)

Flexible scheduling is vital for ensuring availability of all participants attending the class from across Canada.

Virtual learning requires ongoing motivation to remain engaged. When a learner is not surrounded by persons (classmates, instructors) in a physical setting, it may be difficult to maintain continued "on screen" focus and it may be tempting to get distracted with other activities. In the absence of non-verbal cues from both facilitator(s) and participants, the intense focus on the verbal and written communication and screen-time exposure can tire a learner more quickly than in-person training.

It is, therefore, not recommended to make an eight-hour classroom session into an eight-hour virtual classroom session.

In addition, the size of the group may also impact productivity and delivery of the class. MS Teams has different functionalities available and the suitability of each should be considered in light of the audience and the learning objectives.

> MS Teams Live events: Information session that caters to large groups with minimal participant interaction. Up to 10,000 attendees with a maximum duration of 4 hours.

> MS Teams with use of channels: Dedicated MS Teams section organized by specific topics, projects or disciplines and accommodates up to 250 members.

It is recommended that a virtual class/session through MS Teams channels does not have more than 12 participants per instructor in order to ensure active participation and engagement in activities, discussions and formative evaluations. For example, it is recommended that a group of 24 participants have a minimum of 2 instructors. The size of the group in the channel should depend on numerous factors, including but not limited to:
- course objectives

- course interactivity/engagement requirements
- number of instructors

MS Teams Channels with the use of Breakout Rooms: Sub group of the MS Teams Channel where the main group can be split into divergent sessions for smaller group discussions/activities. It is not recommended to have more than 12 participants per instructor in each breakout room. Following options should be considered prior to finalizing the date/time of the virtual class:
- number of participants required to attend the class, and time zones in which they are located;
- availability of facilitators; and
- duration of session required to communicate all course material.

During course development, identify whether the course/sessions can be delivered in:
- one day (e.g. 4 hour session over two segments)
- over multiple days (e.g. 2 hrs/day over one week or 4 hrs/day over few days/week)
- over multiple weeks

In order to keep participants/learners engaged, in all situations, the course content will not be delivered over a full day of live instruction. The instruction should be broken down and delivered as a blend of pre-reading and shorter virtual sessions. The following is the recommended approach for virtual sessions:
- Ideal duration is between 60-90 minutes (1.0-1.5 hours);
- Avoid exceeding 150 minutes (2.5 hours), where possible; and
- Schedule and provide a10 minute break after each hour of training.

For example, divide the course into 20 minutes of theory and discussion, 20 minutes of small group work, and 20 minutes of review(TTS presents, SME validates). 1/3 presentation and 2/3 application and feedback.

Participants are less likely to be distracted if they know in advance that they will have a 10-15 minute break to themselves at the end of each part of the session. This will also allow them to plan out their coffee/snack/rest breaks.

TIME ZONES (PST, MST, CST, EST, AST)
A virtual class may require inclusion of learners located across Canada, and different time zones. Main challenge will be to determine class time that would be suitable for every learner. In some scenarios, it could be difficult to schedule one training for all located in different time zones. Advance planning will be key in determining most appropriate time.

For participants that are located in same or close time zones (e.g. EST and Maritime), it is recommended that the virtual class (or multiple sessions) start in the morning.

For participants from multiple time zones, it is recommended that a virtual class session (or multiple sessions) be scheduled to start around 11-12 EST in order to accommodate different time zones from east to west and not start the meetings too early, nor end too late. It is possible that some participants or facilitators might have to participate in a virtual session at an inconvenient time (e.g. over their lunch hour). Therefore, it will be important to provide advance notice and draft agenda to participants, in order for them to plan their day accordingly. For virtual sessions that are delivered over multiple days, it would be ideal that start or break times are rotated, in order to prevent the same participants to always be inconvenienced.

SCHEDULING A VIRTUAL CLASS

It will be important to create MS Teams channel for your virtual class. In order to ensure complete functionality of the channel, organize the settings in your MS Teams channel and double check those settings prior to the course. Add manuals and other documentation (pre-course reading material) to an appropriate tab icon.

The training invitation should include a detailed agenda for the course, and outline clear instructions on how to join the virtual class. This should include brief guidance (info-sheet) on how to use the platform.

It is recommended that a pre-course test is completed to test the platform (take your time, especially with break out room) and to identify any technical problems.

In preparation for the class, the TTS and SME should ensure that they:
- have a USB or wireless connected headset;
- organize their speaking notes;
- build a Troubleshooting tips tool (I cannot log in to the virtual classroom, the file share or web links will not open, the shared content is too small, I cannot connect to the audio, I cannot hear the audio, etc.) to help the participants or they could ask help from the facilitator; and
- practice the course delivery before the course date.

PREPARING SMES & PARTICIPANTS BEFORE TRAINING START
In advance of the scheduled course, the TTS and SMEs should agree upon an acceptable contingency plan in case of unforeseen technical failures (ex. connect by telephone to determine best course of action according to circumstances, such as reconvening after a break, postponing training, etc).

The TTS should advise the participants and SMEs that they will be required to read all material distributed in order to be prepared to participate effectively. Participants should be encouraged to provide feedback in advance of the course, on materials read in advance.

Three to five days before the start of virtual class, share a check-list with participants in order to ensure they are appropriately prepared for the session in advance:

Participant Check-list	
Required pre-course reading/assignments is completed	☐
Equipment meets the minimum technical requirements of virtual class. NOTE: It is the responsibility of each participants to make sure that they have a functional and reliable Internet connection for virtual training	☐
Participant Manual is saved to the computer OR manual is included in the course MS Teams channel	☐
Supervisor and colleagues are informed of participation in Virtual Class, and that employee will not be available to respond to other requests. An appropriate Automatic Reply has been set up in Outlook	☐
Hands-free headset has been tested	☐
Participation in virtual class demo session	☐

One to two days in advance of a virtual class, it will be beneficial to create a forum/channel for pre-class discussions, polls, questions and ideas. This will allow for early engagement, and a possibility to get to know the instructor and other participants.

This is specifically beneficial in situations when a course takes place over a longer period (e.g. several weeks). This forum/channel can be used to post reminders, share ideas or distribute pertinent information in preparations for the upcoming sessions.

The day of the virtual class, participants should be reminded to:
- Have completed the required pre-course reading/assignments;
- Find a quiet work space away from co-workers, family, pets, etc. (if possible)
  - Post a Do Not Disturb sign to ensure you are not interrupted during the session;
- Reserve a space at least 30 minutes before and after the Virtual Class so they have adequate time to set up equipment, organize materials and space;
- Send a friendly reminder to their supervisor and co-workers that they will be unavailable for the duration of each online session, including approximately 15 minutes before and after each session;
- Reschedule all computer updates of virus scans that may be scheduled to occur during the online session(s), and turn off pop-up blockers from the internet browser;
- Ensure equipment, such as a laptop and wireless phone, is fully charged or plugged in;
- Prepare computer by closing all non-required applications, including email and instant messaging;
- Have a pen and paper or any other tool ready to take notes;
- Access the virtual classroom 10-15 minutes before each session to resolve any potential connection issues and to get ready to start on time;
- Turn off telephone notifications, including call waiting and ringers, and set all wireless devices to silent 15 minutes prior to joining a virtual classroom;
- Disconnect from GCSRA, Cisco and Citrix (MyDesk) before joining the event, and ensure home network is activated; and
- Contact Technical/IT Support for help if needed.

DELIVERING A VIRTUAL CLASS

ATTENDANCE

In order to ensure training compliance, it will be important to take an attendance of all participants. That can be done, manually, by confirming that each member listed is present (e.g. roll-call) OR you can view and download a meeting attendance report on Microsoft Team. This information can be retrieved in the Participants pane of the meeting, by clicking the download arrow as shown below. You can download the report as a .CSV file (text format).
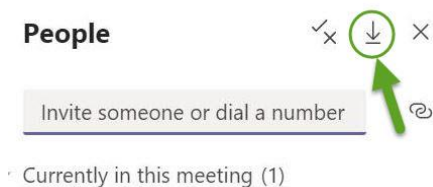
It is important to note that the MS Teams attendance report can be downloaded only during the meeting.

LOBBY

By enabling this feature, participants are admitted to the meeting at a specific time. You can begin your welcome and introductions when you already have a group of people gathered. This helps you avoid silences at the beginning of the meeting.

RECORDING

The use of the recording feature must be considered in light of the goal of the training.

Live events/Plenary Session/Job Aids

Recordings are intended to be used as a reference or job aid. Plenary/live events are often recorded so participants can refer to the recordings and they can be used as a resource. Due to the nature of these sessions, participation is limited to the chat feature (cameras and mics are disabled by the administrator).

Virtual Training Session

It is MITT's position that virtual training sessions not be recorded where learners are required to participate and ask questions. Participants can be more reticent to engage when they know they are being recorded. In order to foster an environment where learners are encouraged and feel comfortable to ask questions and take risks in their learning, removing barriers to their participation is key.

If recording is required the following must be implemented:

- Students and instructors must be given notice, typically upon confirmation of registration. Notice of intent to record must outline the purpose of the recording, its potential uses, and students' options for opting out.
- Students and instructors must be given the option to opt out of recorded classes. Students must be able to opt out without penalty. Students can switch off cameras and instructors/TTS must provide an alternative means of participating and asking questions (e.g. by email/text).

WELCOME AND INTRODUCTIONS

Introduce yourself and the SMEs, and if possible, do a very brief round table.

Ask the participants to provide a small introduction (e.g. their name, role, location).This would encourage pre-class interactions.
- Call out the name of each participant, and prompt them by asking short questions: what is your job' or 'how long have you worked at TC'.
- If unable or not comfortable to provide a verbal update, they should be encouraged to type out their answers in a chat section. In these situations, TTS would read out the answers and welcome them to the class.

This forum may be ok for smaller groups of participants. But for larger groups, participants can be invited ahead of the meeting to post a short video or type out a short introduction in the chat section.

Highlight to participants that the course is designed to be every bit as interactive as what they would expect from a traditional classroom-based course, so encourage them to discuss, collaborate, and share.

Interactive virtual classes should begin with immediate engagement with participants and continue throughout the class.

It is important to recognize that continuous engagement may be difficult, and capturing the attention of the participant may be difficult over long periods of time.

FUNCTIONS

Decide on 2 or 3 functionalities that you will be using and make sure that everyone knows how to use these ahead of time.
- Don't select too many functionalities because this adds to user anxiety of technology and user-fatigue. Keep it simple.
- Use a cheat-sheet: Send out a cheat sheet ahead of your class/meeting explaining the functionalities: chat, raise your hand or emoji. Your cheat sheet should also include camera etiquette, microphone etiquette, using backgrounds and uploading a photo. (See Annex B)

Briefly remind the participants of the controls or functionality of your meeting platform at the beginning of your session. Refer to the cheat-sheet they were provided in advance of the class.

For an overview of key functions, see Annex C.

RULES OF ENGAGEMENT

Explain to participants rules of engagement, including the virtual class etiquette, and:
- inform them on how they should get your attention (e.g. raise your hand);
- request that they identify themselves before speaking, so it is known who is addressing the group;
- inform them on how they can ask questions. The chat is usually a good way to ask questions or get the attention of the hosts;
- remind them to close down their email and put their cell phone on silent mode;
- request that they keep microphone on mute when not speaking, as background noise can interfere with the audio quality of a call and can be distracting; and
- if they need to step away, advise the moderator/ facilitator in the chat or private chat.

Explain to participants that in order to participate/interject they can:
- unmute their microphone;
- use the 'raise your hand' button;
- put their question/ share the resources in the chat; and
- switch on their camera to ask their questions.

It's easy to feel like an invisible participant in a virtual class, especially when a camera is off or there is a large group of participants/learners.

As a TTS, your job is to ensure that everyone has a chance to engage and understands how to engage. Advise the learners that you will be inclusive and engage everyone.

If you're in a small group of up to 10 people, you can easily engage people by name. If you are faced with silence, don't be afraid to prompt participants by asking a specific question, directed at a specific participant (ask a specific person to unmute their microphone and provide input).

At the end of an important topic, instead of asking if anyone has any questions, ask the participants to take a minute to come up with a question. At the end of the minute, ask if anyone would like to share theirs.

If you are not able to see everyone during your class, please make regular use of your feedback icons to encourage each other with applause, laughter, etc. Engagement in the virtual classroom is the attention, interest, curiosity, and involvement shown by a learner during a virtual course.

Provide participants with instructions in case they get cut off from the group or locked out of the meeting, including: email address and telephone number of TTS, telephone number for Service Desk, etc. Provide this information outside of the virtual classroom platform, in case participants do not copy the information down and then do not have access to it when they need it most.

CHECK-IN BEFORE TAKE-OFF

Verify with the participants that audio is working and receive a confirmation that they are connected and ready for session to start.

- Participants can respond by typing 'ok' in the chat, giving a visual 'thumbs up' (if they are on camera), or raising their hand in MS Teams.
- If any participants require further assistance, you can continue to communicate with them in a private message to not disturb the rest of the group.

AGENDA

Agenda should be shared well in advance of the virtual session. However, once the session starts, it will be important to review the agenda outline and explain what will be covered during the session.

- Explain when and how separate working groups/teams will need to be formed during the class
- Explain when the breaks will be taken
- Explain what is the intended outcome of the training

PARKING AND DIVERSIONS

Some questions may take a little longer to address or perhaps the participants are not satisfied with your response. You can use the whiteboard in OneNote to create a parking lot, or the MS Teams channel, so that the question can be seen by all participants and others can add to it.

Otherwise, you can ask the person to contact you by phone/email later.

BREAKOUT ROOMS

Note: Breakout rooms is not fully enabled in MS Teams at TC as of yet. Workarounds to create breakout room environments can be created.

Creating break out rooms is a good way to increase participation and engagement. Rooms should be set up ahead of time.

You can identify/name the rooms so that learners can easily associate their break-out room ahead of time. Facilitators can drop into rooms also to make sure that learners/participants are able to complete their task, or check to see if they have questions.
 Also, in order to make sure everyone keeps engaged during sessions and remains focused on the task, if possible, one SME should be assigned each break out room.

TASKS/SCENARIOS

If participants are expected to work on tasks which require lots of reading or are compiled of multiple documents; these must be provided ahead of time so that they can familiarize themselves with the task or the background reading.

A task or planning tool should be added as a tab in MS Teams, so that the participants can see which tasks need to be completed.

EXAMINATIONS

ADMINISTRATION OF EXAMINATIONS

As is the case with in-person courses, learning can be evaluated in numerous ways. The method of evaluation for each course needs to align with the course objectives, level of application of learning, security requirements (protected status of information), etc.

TTS must work directly with the SMEs, and take into consideration any program requirements (including security status), when determining the evaluation strategy/ies to be implemented for their virtual course. As with all training, ensuring the exam questions and responses are kept secure and confidential is of utmost importance.

TTS may want to consider the following options:

- Creating a new learning evaluation (exam) for each virtual delivery
- Discussing the importance of ensuring that the details of the learning evaluation (exam) are not shared by the participants

Where security needs necessitate the requirement for a virtually proctored exam, the TTS must consult with the Chief, MITT as well as the program instructor/SMEs/management to establish the steps to be taken to ensure the security and confidentiality of the exam material are upheld.

In addition to the above, TTS should:

- Provide participants written email regarding the administration of the learning evaluation as well as security/confidentiality/support guidance prior to the exam. An example of the guidance is listed below:

  GENERAL:
  1. The material for the exam will be sent to you (insert timing, ie the morning/the day before/etc).
  2. When you receive your material for the exam please confirm receipt via email to (insert TTS name).

  SECURITY / CONFIDENTIALITY / SUPPORT:
  1. All information is confidential and should not be shared with others prior or post the exam.
  2. There is to be no communication amongst candidates during or after this exam regarding its contents.
  3. Should you encounter difficulties, you may contact (insert TTS name).

- Include a statement on the top of each exam stating the following;
  SECURITY / CONFIDENTIALITY / SUPPORT:
  1. All information is confidential and should not be shared with others prior or post the exam.

2. There is to be no communication amongst candidates during or after this exam regarding its contents.

3. Should you encounter difficulties, you may contact (insert TTS name).

ARCHIVING OF EXAMINATIONS

Copies of submitted exams (original, from participants) and corrected exams (marked up), will be archived in RDIMS in a course folder, with access restricted to the TTS and their manager/chief (read/write), and the correcting instructor (read/write of corrected copy while correcting, then read-only afterwards).

ANNEX A

Guide for Converting Classroom Training to Virtual Training RDIMS 17017704
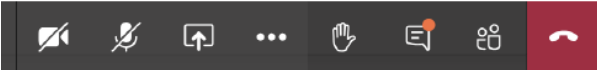
ANNEX B

CHEAT SHEET

This course will be delivered using MS Teams.

Please find below a brief list of the most common features and troubleshooting solutions.

Join the meeting	**Join**	There may be more than one way to join the meeting • Click on the MS Teams link in the Outlook meeting invitation or • Click Join through the MS Teams Calendar link
Access the course Material		Course material may be distributed in the following ways: 1. Presentations may be available in 'files' in the MS Teams Channel. • Click on the MS Teams Channel assigned for the course • Click on Files or 2. Presentations may be sent to participants via Outlook email.
Problems or Locked out?		Send a message to the TTS in a private chat message, or call their work number included in their signature block. Most TTS will have disabled VPN for the duration of the training, so email may not be readily accessible.
The Meeting Toolbar contains all the features you need to participate in the meeting.		
Video (Turn camera on/off)		Click the slider to have no camera on you, or to turn the camera on.
Audio (Mute)		Click the slider to mute the audio or to unmute the audio to speak.
Share your Screen		Only share your screen when you have stated or been asked to do so.
Raised Hand		Click to show that you have raised your hand to ask a question or comment on the subject matter. We encourage the use of this feature because it helps to easily determine who wants to talk next. Lower your hand afterwards by clicking on the same icon.
More options ellipsis		Show device settings • Shows the settings of your audio (mic) and video (camera). Blur my background

		• Blur your background when in a high traffic area, or there is a busy background behind you.
Show conversation		Displays the chat window for the meeting. In this window you can chat with attendees while someone is speaking. This is useful if someone has a link they need/want to share, or if someone wants to post a question to the team. NOTE: when you post a message to chat, all you are added to the team will see the post.
Show participants		Displays the participants in the current meeting.

ANNEX C

INTERACTIVE TOOLS
Use interactive tools to maintain motivation and engagement

Keep it simple. Interactive tools don't have to be complex to create engagement. A presenter can even just put a question on a PowerPoint and have participants answer in the chat.

If you have larger groups; 15 people or more, you will find it more effective to use tools such as Slido, Polly or MS Forms to enhance motivation and engagement.

Some applications are more complex than others. Generally, the more dynamic the app, then the more work you have to do; signing up, getting students to sign up, management, user-orientation etc.

Here are some suggested tools:

MS CHAT
Participants can use the MS chat to:
- Ask questions or interact with hosts during presentations;
- Drop documents or images; and
- Speak to other participants privately

MS FORMS
You can use MS Forms (similar to Google Forms) to create a new form to collect responses, show survey results, or conduct a quick poll

POLLY
Polly is a simple tool to show real time results. The free version of Polly allows you to send polls in the moment or at a specific time that you schedule. Upgrade to the paid version to use the templates which allow you to save and send later.

DOCUMENTS
Within each team there are channels. Each channel has its own file folder where you can share files for that specific channel. Drop files into MS Teams. This can be done ahead of the class. Teams can work collaboratively on the files.

ONENOTE
From the Teams application, select the + symbol and select "OneNote" to make the Notebook accessible to the Team members. The OneNote Notebook will appear as a tab within the Teams application for everyone to access and you can even post the update to the Team thread

conversation to update other members. OneNote can be used for exercise, review and as a whiteboard.

PRAISE
A fun app that allows you to send praise to colleagues or participants in a channel or meeting.

GOOGLE TOOLS
Without installing anything, you can share your desktop during a video conference and display these animated Google tools to demonstrate speaking points or add interest:
- Google Earth An animated map to show terrain, geographical points, airports, railway tracks etc.
- Google Trends: gives you instant data on various trends such as aviation accident and incidents

Google public data explorer: makes large datasets easy to explore, visualize and communicate. Charts and maps animate over time.