[On screen title: Using IFSTA Curriculum: Incorporating Interactivity in the Fire and Emergency Services Training Classroom]

Hello and welcome to "Using IFSTA Curriculum," today we are going to explore the benefits of using an interactive instructional approach in the Fire and Emergency Services Training Classroom.

[On screen image: Interlinked cog visualization of three principles: Content driven, Instructional Interaction, Visually Engaging]

IFSTA Curriculum materials are developed with three key instructional principles in mind.

[Cogs move together]

These three principles work together to build a classroom environment that is beneficial to both students and instructors. This video will explore how these principles are met in IFSTA's curriculum materials and give specific strategies to instructors on how to use these materials in the classroom.

[On screen title: Our first principle is that classrooms should be content driven.]

The first principle is to provide a classroom that is content driven. All IFSTA curriculum materials begin with validated manual content tied to an appropriate standard. Our style requires instructors to use the provided lesson outline

[On screen: Sample image of lesson outline flies in, pauses, then moves out]

in conjunction with the prepared presentation.

[On screen: Sample image of PowerPoint® flies in]

[On screen: Sample PowerPoint® slide and corresponding lesson outline section side by side. Content driven sub-title cog]

The lesson outline is prepared to cue the instructor to the information that needs to be taught.

This approach means that instructors will not see text on the slide to read from.

[On screen: Highlighting connects information on PowerPoint® slide to corresponding

information in lesson outline.]

Instructors should instead, preview the information in the lesson outline so that the cues in the

PowerPoint® are useful during class time.

[On screen: Sample PowerPoint® slide. Content driven sub-title cog]

The PowerPoint® is prepared to identify important content for students by using a title sentence

[On screen: Highlight label for Title Sentence] that identifies the main idea of the slide.

[On screen: Highlight label for Slide Content]

Then slide content reinforces and summarizes the information being taught by the instructor.

[On screen title: Our second principle is that classrooms must encourage instructional

interaction. Photo slideshow of instructor teaching class.]

The second principle for IFSTA curriculum is to encourage the instructional interaction needed

by today's learners. Student attention span decreases after a ten to twenty-five minute attention

window our curriculum components use various methods to create an environment that increases

student interaction by reactivating that attention window through a variety of methods.

[On screen: Sample lesson outline with Review Question box highlighted. Instructional

interaction sub-title cog]

Instructors can use review questions to allow students to discuss content in small groups.

[On screen: Photo of students in small group discussion]

These are identified in the lesson outline and presentation. Questions can be asked to an entire

class, or instructors can quickly pair students up for short discussions.

[On screen: Sample lesson outline with Instructor Note box highlighted. Instructional interaction sub-title cog]

Use instructor notes to generate large group discussions about key content. These are identified in the lesson outline.

[On screen: Photo of instructor and students in large group discussion]

Opening the manual and noting important information helps reinforce the need to know the content of the course text.

[On screen: Sample lesson outline with Video Clip thumbnail highlighted. Instructional interaction sub-title cog]

Use embedded video clips to tie content to real life situations.

[On screen: Enlarged Video Clip thumbnail from lesson outline]

These are identified in the lesson outline and the presentation with special markers.

[On screen: Sample embedded video, plays at reduced volume during next section]

To play a video, click the image, and allow the video to play.

[On screen: Video is paused]

You may want to stop the video and ask questions, or let the video play all the way and have a brief discussion. Click outside the video to advance to the next slide.

[On screen: Sample lesson outline with Interactive slide thumbnail highlighted. Instructional interaction sub-title cog]

 Use embedded interactive flash objects to tie large sections of content to a memorable visual.

[On screen: Interactive slide thumbnail enlarges]

These are identified in the lesson outline and in the presentation with special markers.

[On screen: Sample interactive object]

Scroll over the image to identify hot spots

[On screen: Mouse explores image, hot spot turns darker when selected] a

nd click to show content.

[On screen: Interactive object changes to highlight one section and present information]

Buttons can be selected one at a time or all at once.

 [On screen: Mouse selecting three buttons individually so information appears, then selecting

last button in a series so all information appears]

New hot spots will activate

[On screen: Mouse selects new hot spots and corresponding buttons until all information on

interactive object is displayed]

as instructors proceed through the information. At the end of an object use the reset button in the

bottom right to quiz students over information just covered.

[On screen: Mouse highlights reset button in bottom right and interactive object resets to original

state]

[On screen title: Our third principle is that classroom presentations should be visually engaging.

Image of sample PowerPoint® slide]

The third principle used in IFSTA curriculum is to create instructional presentations that are

visually engaging. Our PowerPoint® style uses a variety of visuals to allow students to see

relationships between ideas and recall information for assessments in a way that works with

various learning styles.

[On screen: Sample Illustration. Visually engaging sub-title cog]

Illustrations from the manual are used to tie content with a visual that can be easily remembered.

[On screen: Sample flash object. Visually engaging sub-title cog]

Flash objects are also used to show relationships between content and real life application.

[On screen: Sample video clip playing at reduced volume. Visually engaging sub-title cog]

Video clips create the opportunity to engage student's knowledge of a topic and help them tie new knowledge to existing knowledge. Note that you can control the volume of a video clip here on the play bar.

[On screen: Mouse moves to volume control]

[On screen: Smart Art example. Visually engaging sub-title cog]

Smart Art is used to show visual relationships presented in course content.

[On screen: Sample lesson outline with content highlighted. Visually engaging sub-title cog]

All of these visuals are drawn directly from the lesson outline content.

[On screen: Corresponding PowerPoint® slide to match highlighted section of lesson outline]

Instructors may notice that with less text on the screen student's note taking habits may change

[On screen: New section of lesson outline highlighted, corresponding PowerPoint® slide example changes]

because they will focus on writing what they need instead of vaguely listening for key words suggested by some types of guided notes.

[On screen title: Interactive Learning: Incorporating Interactivity in the Fire and Emergency Services Training Classroom]

Instructors should prepare students for this by providing note taking tips. These can be found in IFSTA's student video "Interactive Learning" included in your curriculum package. The student video gives specific note taking strategies to use and recommends other habits students can use to become interactive learners.

[On screen title: Thank you for your time.]

Thank you for taking the time to learn more about your IFSTA curriculum. We know these tips

will be useful for your classroom and hope you will replay this video as needed.