



# Online learning for driver training

This document outlines options for allowing driver training theory classes to occur in an online web-based format.

**Note:** These allowances are considered interim and will be reviewed and adjusted as required as we move forward.

Schools offering GLP, motorcycle skills, or air brake courses may apply to offer online training that meets the following requirements:

## Basic requirements

1. Theory instructors involved in facilitating or monitoring the training, and practical instructors delivering the practical lessons are listed on the certificate-issuing school's instructor list and adequate school bonding is in place.
2. Instructors and learners have adequate technology and workspace that includes
  - sufficient internet speed
  - computer or tablet with audio and video capability, and
  - a distraction-free environment to participate.
3. Live conference-style and virtual classes are limited to 10 learners per class to ensure adequate opportunity to engage with each learner. This limit will be monitored and may be adjusted later.
4. Attendance records are maintained as per Division 27 of the Motor Vehicle Act Regulations and the applicable driver certification agreement (GLP, motorcycle skills, or air brakes). Driver training schools must be able to verify the identity of each learner present during each of the modules offered online and attest to the participation of each learner throughout the whole duration of each module. A list of learners completing online learning may need to be provided upon request.
5. All of the theory training may occur before any practical training; however, if more than three months lapses between the end of the theory class and the beginning of practical lessons, the learner is required to take theory refresher training to prepare them for practical lessons. Each school must determine what is appropriate based on their learners and the time elapsed.
6. The entire course must be completed within the times set in the applicable agreement (GLP, motorcycle skills or air brakes), unless otherwise approved by ICBC on a case-by-case basis.
7. The school must provide each trainee with an opportunity to anonymously evaluate the online course, so that feedback may be used by the school for continual improvement and to monitor customer satisfaction. The school must provide the results of trainee course evaluations to ICBC upon request.

## Time allowances

There are certain time allotments allowed for different types of online learning.

**Note:** you may combine any allowed online learning with face-to-face theory sessions.

### Class 7 GLP course

Minimum 16-hour theory, 12-hour practical, plus 4-hour discretionary time. Total course time: 32 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none"> <li>• May offer entire theory via web-conferencing</li> <li>• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences.</li> </ul>
Self-paced e-learning	8 hours maximum time allowed – as part of the minimum required time

### Motorcycle Skills

Minimum 7-hour theory, 9-hour practical, plus 2-hour discretionary time. Total course time: 18 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none"> <li>• May offer entire theory via web-conferencing.</li> <li>• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences.</li> </ul> <p><b>Note:</b> some theory learning may take place outside in the parking lot.</p>
Self-paced e-learning	4 hours maximum time allowed – as part of the minimum required time

### Air Brake Certification

Minimum 16-hour theory, plus 4-hour practical for certification course. Total certification course time: 20 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none"> <li>• May offer entire theory via web-conferencing</li> <li>• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences.</li> </ul> <p><b>Note:</b> some theory learning may take place around an air brakes equipped vehicle.</p>
Self-paced e-learning	6 hours maximum time allowed – as part of the minimum required time

## How to apply

Note: approval to offer an online course must be received in writing from ICBC, otherwise online hours will not count towards the approved course.

1. Complete the Total [Online Course Hours Chart \(DTC413\)](#).
2. Complete the [Online and Blended Theory Lessons Outline \(DTC414\)](#) form.
3. Complete the [Rapid eLearning Outline \(MV2957\)](#) form – applicable to self-paced learning only.
4. Complete the Course Questionnaire.
5. Provide video, videoed classroom lesson information, or both, if applicable.
6. Email your application package to Dagny Olson at [dagny.olson@icbc.com](mailto:dagny.olson@icbc.com) who will assign a reviewer to your course. Your reviewer will provide feedback and suggestions to help ensure your course meets minimum requirements.
7. In advance of running the first online course, the instructors running and monitoring the course must demonstrate their ability to effectively use the technology to teach online. This will be done as a short mock class where the instructor will demonstrate the various online features used, with a reviewer participating.

Once the above steps have been satisfactorily completed, you'll receive written approval to offer a course. The first course will be monitored by an ICBC reviewer who will provide private feedback at appropriate times during the course.

**New approved course applicants** — If you do not currently have a driver certification or GLP agreement with ICBC, you are considered a new applicant. In addition to the requirements, you must submit all course materials for review. Please contact our office at 1-866-339-0363 and ask for an application package for the course you wish to offer.

**Note:** online learning is currently not available for instructor training.

If you have any questions or concerns, please email Nancy Anderson, driver education programs advisor at [nancy.anderson@icbc.com](mailto:nancy.anderson@icbc.com).

## Options for delivery

Principles of good teaching and learning apply just as much in an online environment as they do in a face-to-face classroom setting. Schools should be providing a variety of activities and learning opportunities that encourage learners to interact with each other. The school is responsible for the security and privacy of their participants in all online learning environments chosen.

There are different options you can use for online delivery.

## Web-conferencing

Instructor-led web conferencing programs allow for audio-video live streaming where instructors interact directly, in real time, with groups of learners or individuals. The instructor must be able to effectively use program functions and interact with learners.

Time restriction — A maximum of four hours of web-conferencing allowed in a day – with a minimum 15 minute break every 90 minutes.

At a minimum, the web conferencing application must allow for

- entrance by invitation or password only
- face-to-face interaction to ensure attendance and to confirm identity of the learners
- screen sharing for documents, websites, slides and videos, and so on
- “hand up” feature for learners to ask questions
- private and group chat feature — to allow learners to make comments and ask questions during the presentation and read the comments of others
- controlling mute and who can speak, and
- optional recording of the session so instructor and learner can review later — can be useful if you have a guest speaker, are having discussions that would be good for learners to review later, or for recording learners presentations. **Note:** prior to recording of any online sessions, schools must notify the trainees and obtain their written consent to be recorded.

## Interactive virtual classroom experiences

Interactive virtual classroom experience includes additional activities and ensures some learner-to-learner interaction. Schools may choose to use a variety of different platforms to achieve the virtual classroom experience.

At least 30% of web-conference lessons must include some interactive experiences. This does not mean that the entire lesson is an interactive activity but that the lesson is centred on an interactive activity. Alternately, you could teach the interactive portions of your course face-to-face in a classroom setting.

The following activities would be considered virtual classroom experience:

- **Breakout rooms** — Instructors break classes into smaller groups via virtual breakout rooms, where learners can share experiences, discuss strategies, and collaborate to solve problems. The instructor can pop in and out of the rooms to check on the discussion and give time warnings.
- **Interactive whiteboards** — Virtual whiteboards allow instructors and learners actively share information, make annotations, diagrams and so on.
- **Polling or online real-time quizzes** — There are a variety of programs and apps that allow for real time quizzes done on a computer, tablet, or phone. Polling is built into some applications providing instant group results. When quizzes are done in teams, the activity counts as interactive time.
- **Real-time online games and interactive simulations** — Can allow for individual or team results.

## How to calculate time that counts towards the 30% interactive experiences

**Example 1:** You are going to have learners discuss crash scenarios and determine strategies to avoid these. Time is calculated as follows:

- Intro and general discussion of common crash factors with whole class – 10 minutes
- Break out room activity – 15 minutes
- Discussion of results with whole class – 10 minutes.

Total lesson time – 35 minutes.

**Example 2:** You are going to have learners watch a video about wildlife collisions and then together answer some questions about what they learned. Time is calculated as follows:

- Intro to the topic. Learners and instructor share wildlife collision experiences or stories – 10 minutes
- Introduce and show the video – 10 minutes
- Break out room activity – 10 minutes
- Discussion of results in the whole class – 15 minutes.

Total lesson time – 45 minutes.

**Example 3:** You are going to give learners a test or quiz to complete as a team. Time is calculated as follows:

- Explanation and intro to the test – 5 minutes
- Online game activity – learner put into pairs or teams. Learners do the activity – 10 minutes
- Review team results in whole class – 5 minutes.

Total time – 20 minutes.

## Self-paced learning

Self-paced learning is learning that does not involve interaction with other learners or the instructor. Learners choose when and where to access the learning. If used, schools should determine how this learning fits into the total program. For example, do learners need to complete specific units before participating in a web conference? There are two types of self-paced learning allowed.

### Videos and videoed classroom lessons, with assignment

Up to two hours of videoed classroom lessons and other videos may be provided to learners to watch, on their own, at home and may count as self-paced course time provided there is a homework assignment associated with each video. Time is calculated as per length of the video. Homework completion time that may include questions, essays and so on does not count towards required course hours.

For approval, provide a list of videos used in this way including

- video title and length
- brief description of what it covers
- instructions for the homework assignment, and
- links to the videos.

### **Self-paced rapid eLearning**

A learning management system (LMS) that takes learners through the content. The amount of rapid eLearning allowed depends on the type of course. See time allowances section.

The delivery system must be web-based training (WBT) accessed through the internet, not computer based training (CBT) accessed through a CD or DVD.

Administrator and trainee access to the complete online course must be provided to ICBC for review.

You must plan for ways to assess learning obtained through this method outside of the LMS. For example, additional assessment would also need to occur during live web sessions, during face-to-face classroom or during practical training lessons.

Rapid eLearning must also meet the following requirements:

- Include an introduction that outlines learning objectives, course structure, assessment, and how to use the program, including technology requirements.
- Be password protected. Each learner must have an individual sign-on identifier and strong password.
- Require re-authentication after a period of inactivity – maximum 15 minutes.
- Does not allow more than one login to the same account at the same time.
- Is able to track learner progress and prove that a learner has completed the required content.
- Require learners to engage in content – not just click through it.
- Allows learners to go back and review previously completed units.
- Assessment is included throughout the course.
- Content is organized in a logical sequence and chunked into digestible pieces.
- Graphics, video, and sound are of professional quality and the overall design is simple and consistent.
- Use a variety of audio and visual methods to make the information interesting and engaging to meet different learning preferences such as action animation, games, pop-up boxes, quizzes, videos, and so on.
- Content level (complexity) is appropriate for the learners and content information is correct.

## **Other ways to connect with learners**

**Uploading of assignments** — either in a secure virtual classroom platform or by secure email, homework assignments can be deposited in a central location. These should be saved for auditing purposes.

### **Social media sites**

- Set up a private class social media page with specific rules and guidelines on use.
- Use social media to send notifications about upcoming classes to learners.

**Forums** — Set up a private online forum for learners to share content, comments, questions and even videos in a common environment where other learners can comment.

## Developing your online course

The school is responsible for any costs incurred in the development of, or revisions required to the online portion of a course. The school is also responsible for ensuring the privacy of participants and the security of the online environment chosen by the school.

**Note:** There may be existing online driver education materials available in the marketplace. The quality and appropriateness of these courses can vary. Schools are responsible for ensuring that online training developed, shared or purchased meets the requirements listed.

## Course questionnaire

As part of your application, please provide answers to the following questions about your online course.


1. What security measures and procedures are in place to identify the learner throughout the course?
2. How did you determine the assigned hours for the different types of online learning used?
3. Describe methods of assessment used for each type of online learning used.
4. If using rapid eLearning, what follow-up assessment is done during the live web-conference, face-to-face portions (class or practical), or other portion of the course to confirm that the learner has completed the online learning and attained the required knowledge and understanding?

## Appendix A: How to complete the Online Course Hours Chart (DTC413)

Complete the Online Course Hours Chart (DTC413) and include it with your application..

Figure 1 is an example of how to complete the course hours chart using an air brake course. **It does not represent a required or suggested air brakes course.**

Figure 1: Sample Online Course Hours Chart (DTC413)



### Online Course Hours Chart

**Section 1 School Information**

<small>DRIVER TRAINING SCHOOL</small> Test School	<small>DTC #</small> 9999	<small>CONTACT NAME</small> John Smith
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**Section 2 Course Hours Chart**

**Course Type**  
 GLP    MSA    Airbrakes

Complete the chart and include in your application.

Learning code	Type of learning	Estimated time (minutes)
1	Videos viewed at home with assignment	120
2	Self-paced rapid eLearning	180
3	Web-conference – direct instruction (lecture, presentations, video streaming, individual tests)	225
4	Web-conference with virtual classroom interactive activities	315
5	1:1 online conference with individual students (time calculated per student)	0
6	Face-to-face theory – could be outside of classroom environment	120
7	Practical training	240
8	Other (explain)	0
9	Other discretionary time – GLP only (describe)	0
<b>Minimum total hours</b> • GLP – 1920 min (32 hours) • MSA – 1080 min (18 hours) • Airbrakes – 960 min (16 hours - non-certification, or 1200 min (20 hours – certification)		1,200



## Appendix B: How to complete the Online and Blended Theory Lessons Outline (DTC414)

Figure 2 is an example of how to complete the Online and Blended Theory Lessons Outline (DTC414) form using an air brakes course. **It does not represent a required or suggested air brakes course outline.**

### Instructions

Provide an outline of the theory portion of your course including any planned face-to-face theory classes.

Information required for each column includes the following:

- Course type — Insert whether GLP, motorcycle (MSA), or air brakes.
- Unit or lesson number — An activity or chunk of time planned in the order it will be taught or introduced.
- Teaching method — List key teaching methods or platforms used in the unit.
- Estimated time — Insert the estimated amount of time it is expected the unit will take.
- Learning outcomes or main topics covered — Only describe topics and activities that are a main focus of the unit.  
**Note:** For self-paced rapid eLearning, complete the form Rapid eLearning Outline form (MV2957) rather than listing detailed content for that here.
- Learning code — Insert the number representing the type of learning as listed on the Total Course Hours chart.
- Total time – total of estimated time — This amount must meet the minimum theory hours required but may be longer: GLP 16 hours, MSA 7 hours, air brakes 16 hours.

Figure 2: Sample Online and Blended Theory Lessons Outline (DTC414)

## Online and Blended Theory Lessons Outline

For instructions and examples on completing this form, refer to the document *Online learning for driver training*.

**Section 1 School Information**

<small>DRIVER TRAINING SCHOOL</small> Test School	<small>DTC #</small> 9999	<small>CONTACT NAME</small> John Smith
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**Section 2 Course Hours Chart**

Course Type				
<input type="checkbox"/> GLP <input type="checkbox"/> MSA <input checked="" type="checkbox"/> Airbrakes				
Unit/Lesson Number	Teaching Method	Estimated time (minutes)	Learning Outcomes / Main Topics Covered (List if a main focus of the unit)	Learning Code
1	Joining instructions	0	Students emailed joining instructions, course policies, course overview, links to videos, assessment requirements and schedule when they register	
2	Videos at home	60	Safety videos on the importance of checking and maintaining air brakes systems and components with questions to answer and send to instructor	1
3	Web conference	45	Course intro, check student ID, instructor and student self-introductions Importance of air brakes pre-trips – discuss safety videos	3
4	Web-conference with breakout rooms	45	Overview of basic and dual air brake system. Breakout activities to discuss content (2 x 10 min). Discussion and demo of online course – students provided access	4
5	Self-paced rapid eLearning	180	Students begin online air brakes units. Provides overview of air brakes systems and components. Students must complete and pass	2
6	Web-conference with breakout rooms	90	Compressor, governor, air tanks and air dryers/AD-IS, gauges Breakout activities to review content (2 x 10 min)	4
7	Web conference	90	Foundation brakes, spring brakes, ABS Tractor and trailer protection systems	3
8	Videos at home	60	Air brakes pre-trip, enroute, and post-trip videos with questions to answer and send to instructor	1
9	Web-conference with breakout rooms	90	Slack adjusters and brake adjustments Breakout activities to review content (2 x 10 min)	4
10	Face-to-face training	120	With the instructor, students explore air components and systems on a single unit vehicle and practice brake adjustments	6
11	Web-conference with breakout rooms Online real-time quiz	90	General discussion and review. Assessment of air brake components using phone app (30 min) – students work in pairs or triads via breakout rooms	4
12	Web-conference Online real-time quiz	90	Individual assessment of key air brake knowledge items using phone app (30 min). Course review. Overview of practical training and what to expect with ICBC knowledge and pre-trip tests	3
Total time		960		

DTC414 (06/2020)