

CANSO ACADEMY

# ATS Training: What We Learnt from COVID-19

**Thursday 24 February 2022**

13:00 – 14:30 CET



## **Ms. Kerstin Sjöbeck**

Director of Development / co-Chair Operational Training Task Force

Entry Point North / CANSO

# CAN SO OPERATIONAL TRAINING TASK FORCE

- New CAN SO global task force formed in 2020
- 35 members from 25 organisations
- Task Force has following objectives:
  - serve as a platform to share learnings and identify best practices;
  - promote the adherence to best practices by broader CAN SO Membership;
  - investigate future trends in training and the expected evolution of jobs in ATM, and advise on evolving training methods and requirements;
  - identify and support advocacy efforts aimed at influencing training regulations and other requirements and programmes.

# TODAY'S WEBINAR

## ATS TRAINING: WHAT WE LEARNT FROM COVID-19

- Discussion of a study undertaken by the OTTF examining
  - The experiences of students and instructors during the pandemic.
  - The impact of using technology to learn remotely.
  - How lessons learnt during the last two years may shape training and learning in the years to come.



**Ms. Elizabeth Lakoff**

Manager, ATS Learning Validation

NAV CANADA



**PLEASE VOTE**

# THE CHANGING CLASSROOM





# TEAM MEMBERS

**Filip Jurčić**

Head of Training  
Organization  
Croatia Control Ltd

**Krishnan Kathirvelu**

Chief, School Of Air  
Traffic Services  
Singapore Aviation  
Academy

**Elizabeth Lakoff**

Manager, ATS Learning  
Validation  
NAV CANADA



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# RESEARCH QUESTION

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Using evidence from  
ATCO and ATCO ab initio  
feedback what forms of  
learning technology and  
tools do learners prefer?

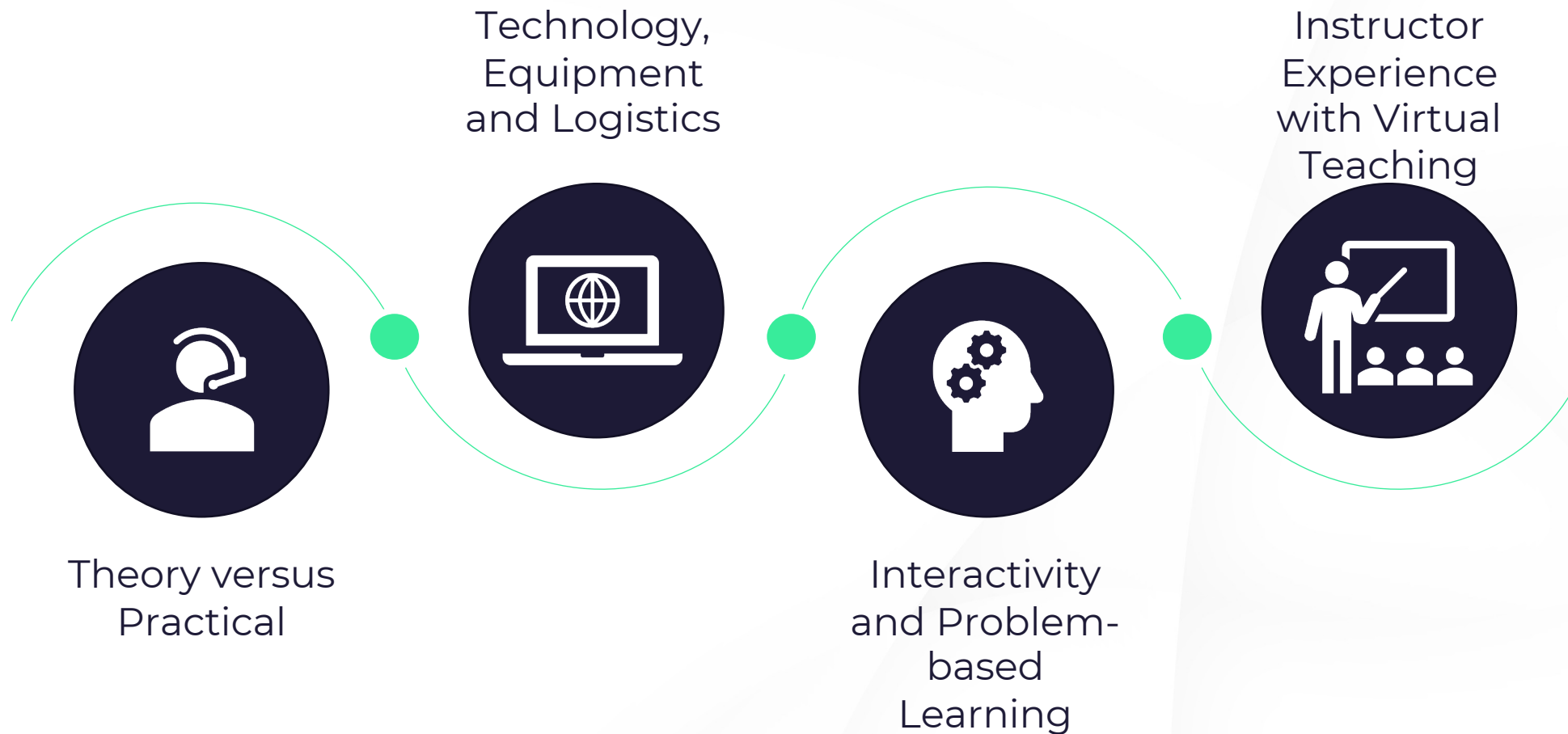
# DATA SOURCES

**17 responses from  
Croatia Control Ltd  
trainees and 235  
responses from NAV  
CANADA students**

**84 responses from NAV  
CANADA instructors**

**Existing research in  
related fields as well as  
anecdotal information  
gathered by members  
of the working group**

# FINDINGS





## Theory versus Practical

- Lack of simulation equipment for the practical part of training
- Learning theoretical concepts was possible as well as low-fidelity simulation activities
- Without high-fidelity forms of simulation, instructors and students said it would be difficult to consolidate advanced skills in complex scenarios



**PLEASE VOTE**



**PLEASE VOTE**



## Technology, Equipment and Logistics

- Regulatory restrictions and requirements on class size, duration
- Bandwidth and connectivity issues created frustration and inhibited learning
- For the international classes, time differences can be an issue
- Importance of video – see students' reactions, gauge understanding
- Positive reactions to both synchronous and asynchronous learning



## Interactivity and Problem-based Learning

- Without high-fidelity simulation, students appreciated any opportunity to practice skills - mock briefings, case studies, practicing airport identifiers, weather reports
- Students asked for more interactivity and opportunities for problem-solving





**PLEASE VOTE**



**PLEASE VOTE**



## Instructor Experience with Virtual Teaching

- Instructors often demonstrated flexibility and creativity when converting lessons for online learning
- Instructors were learning new tools and techniques that they had never used
- Difficult to take traditional classroom lessons and teach them virtually

# FUTURE OPPORTUNITIES

1

Students need access to proper equipment and technology to ensure that they can participate fully in instruction, but training organizations need to assess cost-effectiveness, feasibility, and readiness before moving to virtual learning or blended approaches.

2

Instructors also need the right tools to facilitate virtually. This includes lessons designed for online delivery that include problem-based learning opportunities and enhanced interactivity. We must acknowledge that online learning requires different instructional strategies and provide our instructors with support.

3

In the future, if the simulator system can support remote learning, we need to understand the periodic “checkpoints” available in the remote system in order to monitor trainee performance and assess the effectiveness of it.



# THANK YOU





# PANEL DISCUSSION



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**Mr. Ian Dugas**

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**Mr. Filip Jurčić**

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# PANEL DISCUSSION



# CONTACT US

For inquiries or questions regarding today's material, or to join the CAN SO Operational Training Task Force, email

**[Strategy@canso.org](mailto:Strategy@canso.org)**

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# THANK YOU

