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| Microsoft Certified Trainer Best Practices for Delivering role-based ILT course:  AZ-900T01: *Microsoft Azure Fundamentals* |

From the Author:

This document is meant to give Microsoft Certified Trainers additional guidance in how to approach the delivery of the AZ-900T01: Microsoft Azure Fundamentals course. This course contains video tutorials in the place of official structured labs. The main reasons for this are:

1. Course duration >> it’s a one-day course and there is a limit to what you can do within a day. You want to be sure the students understand the general concepts and get a feel for the breadth of services, and a small bit of detail about some individual services.
2. Audience >> The targeted audience is a breadth audience, so you could end up with a wide mix of skillsets which could make labs difficult and eat up time in a class; you might also spend time on topic areas that a student has little interest in or will never use again. The course provides flexibility and discretion for MCTs to be able to customize it as they need.
3. Design >>MCTs are best positioned to choose where and when to include hands on time based on their audience needs and their own experiences. MCTs could conceivably offer a course that has students spending a lot of hands on time – finding, following, and creating as they go, or not, again depending on the audience.

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|  | **Hands on >>** |

The recommended approach for hands on is as below > also in the Trainer Prep Guide.

* Following topics in Azure – We would recommend that you encourage students to sign up for a free Azure account at the start of the course. This way they can try out some of the areas as you come across them in the course. There is a Demo available in Module 0 which provides a walkthrough of how to set up an Azure free account, which may be of use to students.  You could choose to ask students to create a free Azure Trial Account at the start of the course and encourage them to use that free account during the course.
* Walkthroughs – The course contains several “walkthrough” topics in Module 2. These are step-by-step guides for completing a particular task in Azure. Students can just read through the tasks and get a feel for how they work, or actually step through them like a lab task.  Another option could be to complete all or some of the walkthroughs at the end of the module together, like an end of module or even end of course lab. How you approach this may depend on your available time.
* Additional items to consider for hands-on – MCTs could set challenges to students to find a service or to find a particular component of a service when introducing it.

We would also recommend you take the time to demonstrate some topics as you go, and as discussion comes up and evolves around subjects. So, yes MCTs should demo as they go. This would be important to do to avoid the course just being a very long list of services and what they do… so to make it interesting the MCT should really show the services as they go, provide some context and background, relay their own experiences and anecdotes to try to bring the technology to life and make it relevant for the audience, some of whom could be from a finance/marketing background as well as a beginner technical student.

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|  | **Video >>** |

There’s a good bit of video, and MCTs again have discretion on how best to use it. Some examples are:

* Use very little of the video and instead demo the services as you go through the course. It is not compulsory to use the video, rather it’s provided as an additional resource to use as you need or see fit.
* Filler for time management >> If there’s an area no one has particular interest in, you could skim through it more quickly using the video provided, or ask students to watch the video at home for more details, thus still covering it for exam purposes but minimizing the time spent on it in class.
* Pre / During / Post /  >> Assign video to students to look at either before, so you can hit the ground running, during lunch break to dig more into an area that was skimmed over or as an intro for areas coming up in the course, or after the course finishes at home to brush up on areas.
* Study aid >> A video could also be a study aid for students; after the class and before the exam it can be a quick refresher on areas in which they need further study.
* Structure >>MCTs could also re-arrange the video, i.e. do a video at the start of a lesson/topic as an intro, then talk about it with the slide themselves. They could even play a video at the end of a Lesson or Module; maybe pick out all or some of the videos to watch as a refresher at the end of the Lesson/Module. The videos could also be used as an introduction for a discussion during a review session, i.e. watch it as a refresher later in the day, after lunch, etc., stop on particular points and chat about it, ask students questions about it. MCTs could perhaps use the end of module review questions as discussion points, also in tandem with the video.

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|  | **Audiences >>** |

* Students who intend to take the exam – for this audience the MCT needs to cover all areas of the course, as there will be questions on all areas in the exam….
* Students who don’t intend taking the exam - could be Finance/Marketing/Legal folks who just want to get a feel for Azure as they come across it in their day to day work, or beginner tech or someone from another tech area background i.e. AWS/Google cloud etc. looking to broaden their skillset or knowledge. These students may have particular areas of interest that they want to know more about. MCTs can identify this at the start of the class and focus their attention on these areas, i.e. additional demos/hands-on/discussion etc.

A generally important point to re-emphasize is that this is only a one-day course…. The course provides resources and the MCT chooses how best to utilize those resources. There is plenty of flexibility for how an MCT teaches the course and the more experienced they become teaching it the better they’ll be able to make those decisions and customize their delivery based on audience need.