



Minnesota eLearning Summit

Minnesota eLearning Summit

2016

Jul 28th, 3:00 PM - 4:00 PM

Sharpening Your Webinar Facilitation Skills

Kari A. Robideau

U of M Extension, robideau@umn.edu

Karen Matthes

U of M Extension, klm@umn.edu

Follow this and additional works at: <http://pubs.lib.umn.edu/minnesota-elearning-summit>

Kari A. Robideau and Karen Matthes, "Sharpening Your Webinar Facilitation Skills" (July 28, 2016). *Minnesota eLearning Summit*. Paper 7.

<http://pubs.lib.umn.edu/minnesota-elearning-summit/2016/program/7>

The Minnesota eLearning Summit conference proceedings are produced by the University of Minnesota Libraries Publishing. Authors retain ownership of their presentation materials. These materials are protected under copyright and should not be used without permission unless otherwise noted.





UNIVERSITY OF MINNESOTA | EXTENSION

Sharpening Your Webinar Facilitation Skills

Youth & U – March 2016

<p>KARI ROBIDEAU EXTENSION EDUCATOR YOUTH DEVELOPMENT – DISTANCE LEARNING TECHNOLOGIES</p>	<p>KAREN MATTHES DIRECTOR OF TRAINING EXTENSION INFORMATION TECHNOLOGY</p>
---	---

© 2016 Regents of the University of Minnesota. All rights reserved.

Setup:

WebEx Training Center

Several laptops logged into meeting room

Load: Presentation, Map (no, within presentation) Qualtrics, Poll

KARI

Welcome! Join us in our meeting room -- computers around the room -- share

Interactions to add:

Qualtrics at beginning - Paper copy for participants

Things to use:

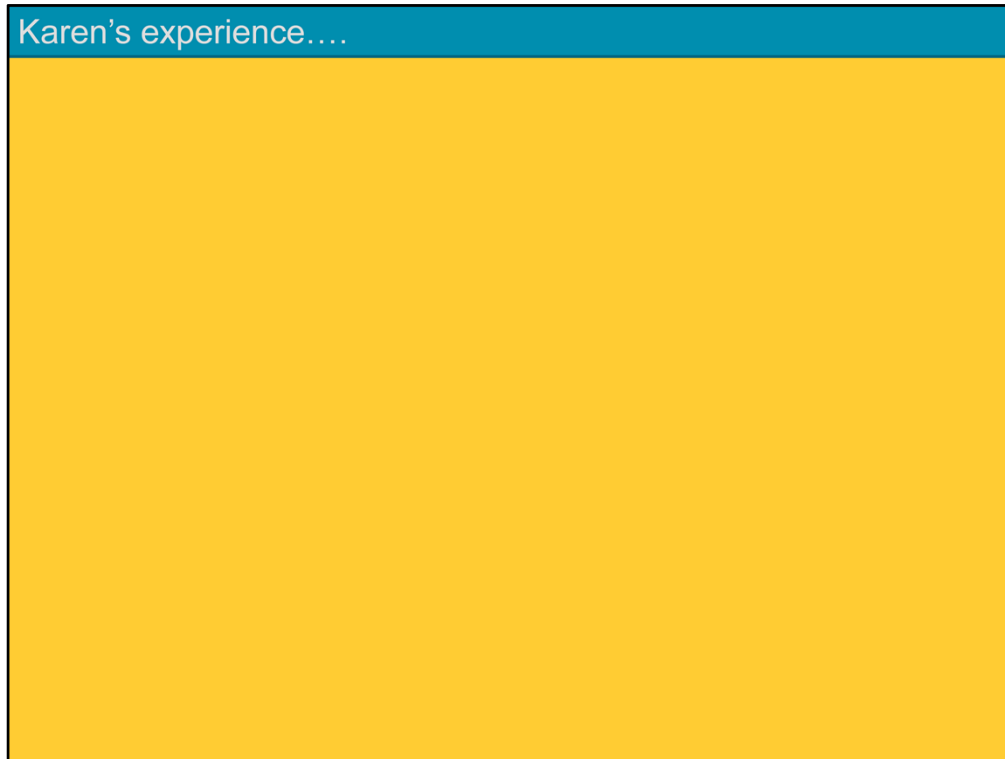
Quick Poll (check mark)

Poll



Context of how I got to where I am today in my role in distance learning technology in youth development.

- Since starting in the educator role in 2008 – I have had a focus on distance learning.
- Due to many colleagues telling us they'd like to attend F2F offerings but couldn't travel or afford to go – we tried a Webinar in February 2010, we had 87 sites... maybe this is a good way to teach.
- Since then have I helped facilitators in over 20 webinars, ranging from local to an international audience.



KAREN

Supporting Webinar technologies in Extension since early 2000's.

In Extension we've used Telenet, Adobe Breeze, Adobe Connect, Google Hangouts, Google Hangouts on Air and WebEx.



KAREN

Describe where pointer is.

Click on the pointer, then click on the area of the state you work in.

Goals for today...

- Increase understanding of research related to teaching in distance learning environments
- Recognize techniques for engaging audiences in online learning environments
- Determine teaching tools and techniques for distance learning

 UNIVERSITY OF MINNESOTA | EXTENSION

5

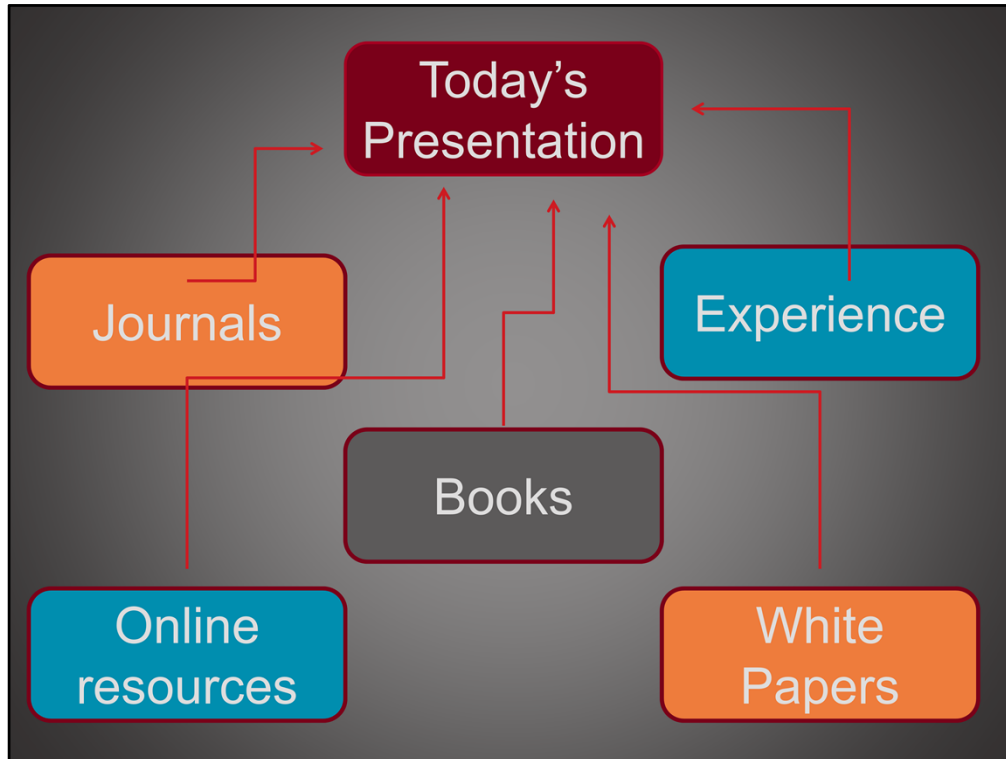
KAREN

FYI before we get started:

We are teaching by example today – meaning within the information are tools, strategies, activity ideas for you to consider when hosting a webinar. We’ve designed the presentation to be filled with a variety of strategies, including ideas of how to design slides.

Questions: We will have specific times where we will stop for questions - please keep your questions for that time. This is recommended for when teaching webinars. You have specific times where you look at questions in a chat box, or open up for audio. Again, simulating a webinar environment where getting interrupted with questions can be distracting.

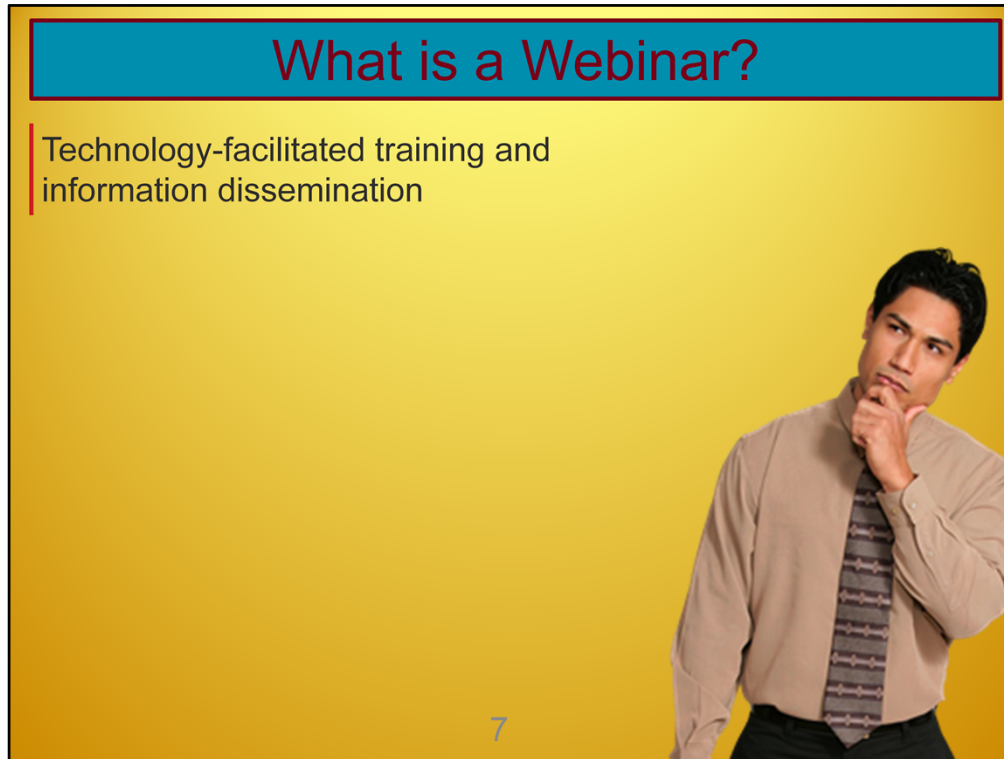
I am simulating a webinar presentation today, even though we are in the room together. We’ll assume that it is a presentation that we will be using both audio and poll/chat options.



KAREN

HANDOUT: Resources

Kari and I have brought together the many resources we both have studied and researched about webinars, online engagement, teaching online and our own experiences. Hopefully this will be a workshop filled with ideas and resources that help you with your own webinar journey.



KARI


The term "webinar" was created by Eric R. Kolb in 1998 (Yahoo! Answers; U.S. Registered Trademark No. 75478683, 2000) to describe the online meeting service his company developed. Derived from two words, "web," referring to the World Wide Web, and "seminar," webinars are synchronous, real-time online meeting events that gather people together at a specific time to listen to, observe, and participate in a presentation. Webinars are "virtual" seminars.

Lande, L. (2011). Webinar Best Practices: From Invitation to Evaluation. Stout, WI: University of Wisconsin. Retrieved from <http://www2.uwstout.edu/content/lib/thesis/2011/2011landel.pdf>.

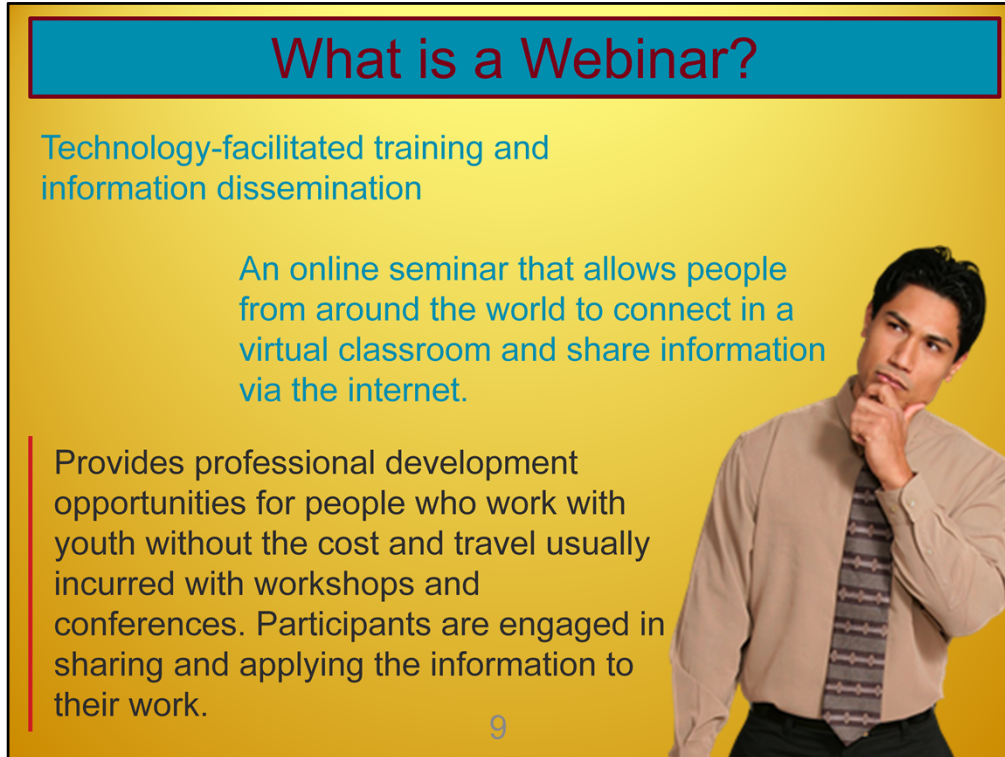
What is a Webinar?

Technology-facilitated training and information dissemination

An online seminar that allows people from around the world to connect in a virtual classroom and share information via the internet.

A photograph of a man with dark hair, wearing a light-colored button-down shirt and a patterned tie. He is looking slightly to the right with a thoughtful expression, his right hand resting on his chin. The background is a solid yellow color.

KARI



What is a Webinar?

Technology-facilitated training and information dissemination

An online seminar that allows people from around the world to connect in a virtual classroom and share information via the internet.

Provides professional development opportunities for people who work with youth without the cost and travel usually incurred with workshops and conferences. Participants are engaged in sharing and applying the information to their work.

9

KARI

Taking these definitions into account... what platforms fall under these definitions? Is it only WebEx?

Point is: The information we will be going over today is applicable to other platforms. Google Hangout, for example. But what they have in common is that you are communicating via distance LIVE (Synchronous)

The image shows a self-assessment form titled "Virtual Facilitator Self-Assessment". The title is in a red banner at the top. Below the title, there are two buttons: a blue button labeled "Agree" on the left and a yellow button labeled "Disagree" on the right. A vertical red line is positioned between the two buttons, extending downwards. The rest of the form is a light gray area.

KARI

(Go through the self assessment to help everyone gauge where they are at – **what are your perspectives on the opportunities for successful learning transfer in the virtual classroom.**)

Put your “pointer” under agree or disagree as I go through the statements.

I believe that people learn well in virtual classrooms

I find it difficult to facilitate virtually because I can't see the learners' body language or facial expressions

Virtual training is a more efficient use of time because you can give learners the information quickly and they can get back to work



KARI

Questions

Quick pause for questions. Example that we just went through a “chunk” of information - good place for questions, but we’ll move on.



KARI

TEAMS Webinar Rubric
November 2015

HANDOUT this rubric – These are components NOT STEPS

As you can see, this rubric is dated Nov 2015 – When Karen M shared this resource with me, I was excited! The points I wanted to make fall under each of these.

It is not designed for specifically for non-credit adult learners – our Extension audiences. Therefore there are tweaks that need to be made. BUT – very helpful. As with any rubric, you can know that if you have high marks in these areas... you will have a high quality presentation.

We will walk through each of these, and I will be adding additional comments, suggestions, tips – based on (as mentioned earlier) the resources I've chosen to highlight and my experience.



KARI

Each component of this rubric includes 3-5 indicators - You have the rubric in your hands

What we are going to do, is insert tips into each of the component to give you ideas and context for achieving a high quality presentation.

We start with #1 – Recruitment: The indicators are:

Audience The webinar is advertised to an appropriate audience.

Advertisement The webinar is advertised sufficiently in advance and on multiple occasions.

Invitation Content The invitation provides complete and accurate information about the webinar.

Invitation Format The webinar invitation is easy to read, stylistically appropriate, and visually engaging.

Registration The registration process provides participants with complete and accurate information about how to access the webinar.



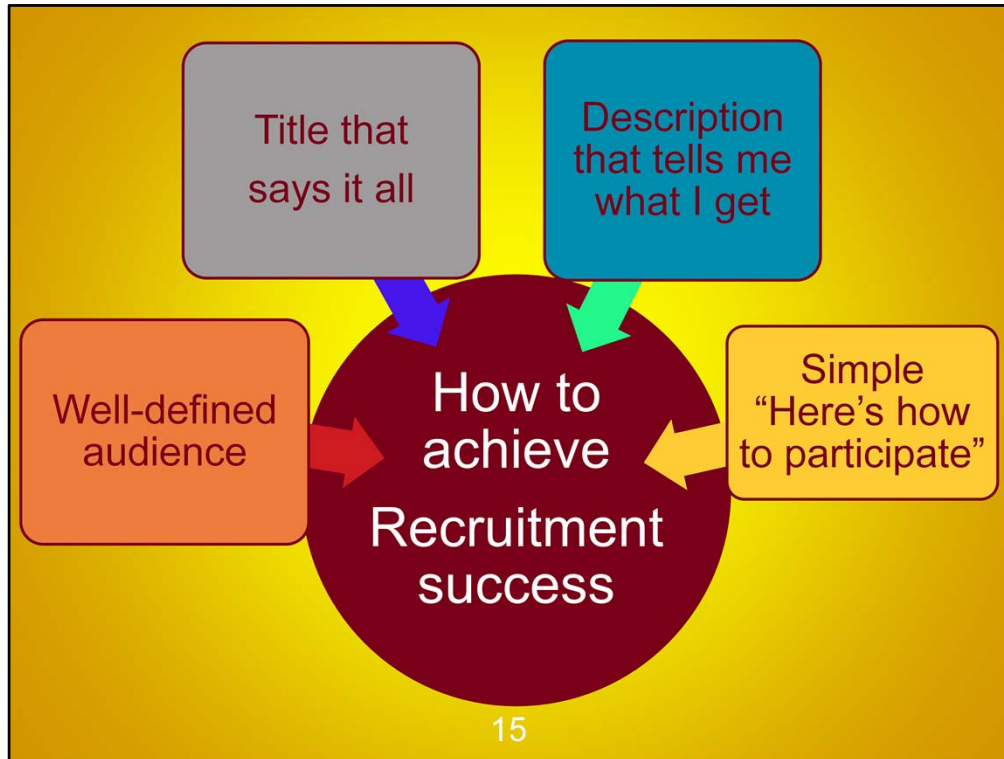
(from source on slide) *Don't be disappointed if your attendance numbers are only at 40-50% of your registration numbers, that's the industry standard for attendance at Web events.*

According to the rubric user guide – 30% attendance of those registered should be considered a good turn out

I have found with our presentations that 1/3 to ½ - accurate for our audiences too.

What helps encourage people to show up????

(Next slide)



KARI

This may sound simple, but ends up to be one of the things I have worked with presenters the most on!

The 7 components aren't necessarily in order of how you do things – as you will identify your content area before any of this...

Audience: Every presentation cannot be everything to every body. Communicating who your primary audience is, is SO important. It determines every other part of development. (Give example of developing to a primary audience and then wanting to teach to another). Especially in a webinar – short amount of time – know WHO you are developing it for!!!

Title: Don't make me guess what this is going to be about! The title should, if I fall in your primary audience, lead me to your description. Fluff is great – until no one knows what your presentation is about.

Description: Give me a sentence or two on what the content is – but TELL ME WHAT I WILL GET OUT OF IT. Why should I take the next step to register? Short - Succinct

Here's how to participate: Instructions. Simple as possible. Make sure I know who to contact if I don't get it – tech problems turn people off quickly



2 Technology

Wrangling the software and hardware that bring us together.

- ✓ Tools
- ✓ Distractions
- ✓ Supplemental materials



KAREN

SCREEN SHARE RESOURCES: supported web conferencing tools, WebEx Checklist - UMN and Extension IT websites

Tools: Presenters provide an overview of the technology platform being used for the webinar prior to or at the beginning of the webinar. Today's example -- by showing participants how to use the pointer in our Icebreaker activity (the map), participants know how to use it on the assessment slide (so you don't have to pause and lose momentum when working on content).

Distractions: The webinar is free of distractions. Distractions include things like cell phones ringing, people/pets coming in and out, presenters not knowing how to use the software, or presenters being positioned directly in front of a light or a distracting background/picture.

Supplemental Materials Clear instructions are provided to participants on how to access the archived webinar recording and other supplemental materials.

Before webinar

HANDOUT: U of MN Supported Web Conferencing Tools

HANDOUT: WebEx Checklist (Karen M) – not to hand out, but to reference

We often jump to the tool – and then create the learning environment. Instead, envision your learning environment and THEN choose the best tool.

Here's how you can become proficient.....

OUT LOUD COMMENTS FROM PARTICIPANTS: What questions do we need to ask ourselves to do this?

Audience and type of presentation:

Who is your audience?

What is your relationship with them?

How comfortable is the audience with the tool?

How many people will it be?

Do you need to present it more than once?

Is it a 1-way communication?

How engaged will the participants be?

Do you need to record the presentation? Where does the recorded presentation need to be housed?

Or is an on-going event/meeting?

These questions determine many things about your planning, such as.

How many tools you use


Interaction options

Participant Audio or no audio

3 Content

Starting with a solid foundation.

- ✓ Presenter Information
- ✓ Goals – Topic & objectives
- ✓ On task
- ✓ Relevance



KARI

- Presenters introduced with backgrounds, credentials relative to topic (As we did at beginning. We both gave you examples of our work as it relates to this presentation)
- Content and objectives or goals are clearly communicated
- Content matches those objectives/goals – stays on track to content you said you would cover
- Topic is relevant to audience – learn a new task, skill, knowledge

How many Goals or Learning Objectives can you cover in one webinar?

1
3
5
10

UNIVERSITY OF MINNESOTA | EXTENSION

KARI

Add poll -

How many learning objectives can you cover in 1.5 hours?

- 1
- 3
- 5
- 10

Discussion on content that can be covered in one setting –

Let's look at different types of presentations – from in-person to online.

If you don't teach all of the goals, learners get really frustrated, especially if one of the goals is to apply the information (this is the area I see most often as left out, as Extension audiences THAT'S what they want)

SO –

It takes longer to teach in this environment than



KARI

This happens so often.....

- Too much talking about fluff at the beginning – not related to goals/learning objectives
- All content, then try to apply and no time at the end (that's what Extension participants want)
- Sometimes we write webinars like journal articles.....

Attending to Learning Styles

Which learning style is MOST like you?

<u>Visual</u>	<u>Auditory</u>	<u>Tactile</u>
<ul style="list-style-type: none">• Learn best with Illustrated ideas with Pictures, video• Attentive to facial expression & body language• Like to see presenter	<ul style="list-style-type: none">• Listen to description of bulleted point• May read text aloud to self• Prefer discussions & debates• Like to hear & tell stories	<ul style="list-style-type: none">• Learn through sense of touch• Prefer hands-on practice & imitation• Like demonstrations & labs

20

Clay, Cynthia (2012). *Great Webinars: How to Create Interactive Learning That IS Captivating, Informative, and Fun.* (page 35)

KARI

Let's consider how you can incorporate learning styles into you webinar presentation. We begin with a self reflection – which learning style is MOST like you?

POLL: Which learning style is MOST like you?

Visual

Auditory

Tactile

After reviewing poll results – next slide

Attending to Learning Styles

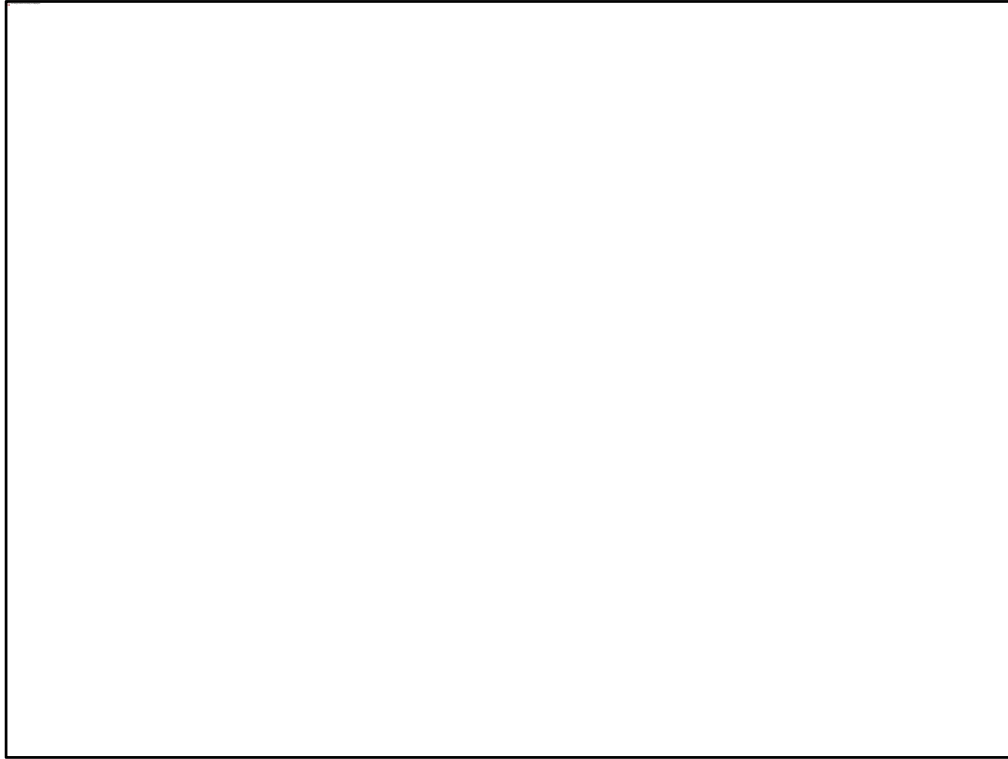
Interactivity Tool	Visual 60-70% of people	Auditory 8-10% of people	Tactile 20-30% of people
Chat	Medium	High	High
Polling	Medium	Very Low	High
Presenter's Video	Very High	Medium	Low
Video	High	Low	Medium
Whiteboard	High	Very Low	Very High
Status Icons	Medium	Very Low	Medium
Audio	Very Low	Very High	Very Low

Clay, Cynthia (2012). *Great Webinars: How to Create Interactive Learning That IS Captivating, Informative, and Fun.*

KARI

Consider how you develop presentations. Which learning styles are you accommodating?
Comments?

Do you tend to teach to your own learning style?



Pause for questions

4 Organization

Knitting everything together to make sense.

- ✓ Direction (for participants) – outline or agenda
- ✓ Outline Accuracy
- ✓ Information Chunking
- ✓ Structure - Organization



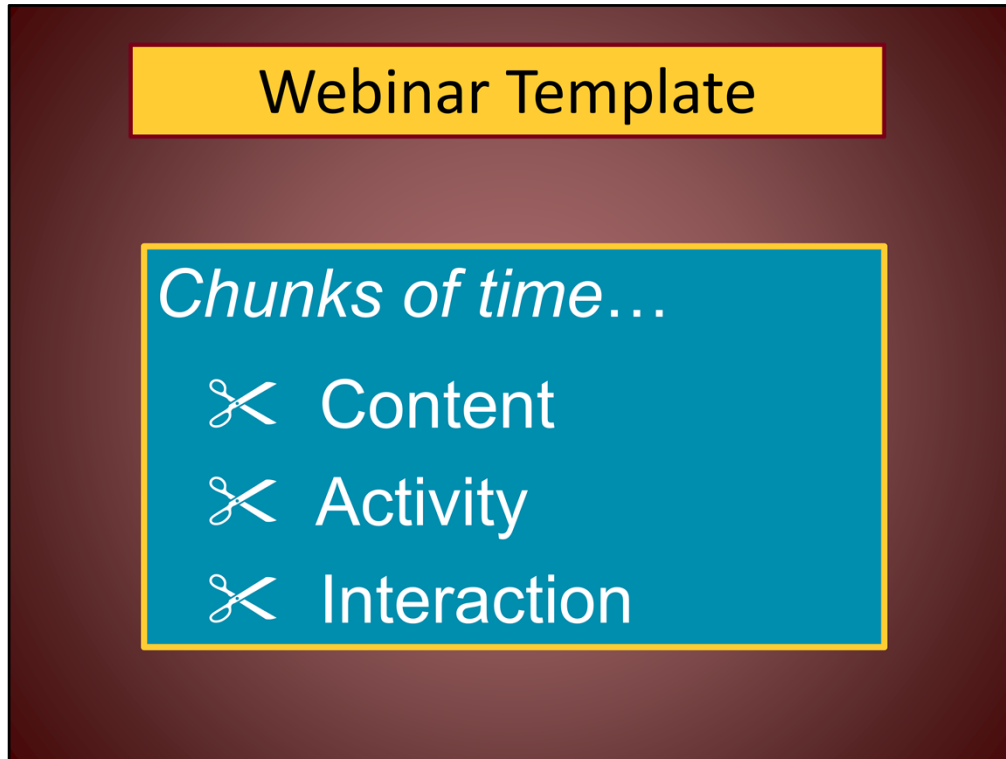
KAREN

Direction – give participants a “road map” of how the presentation is layed out.

Keep to the outline (we’ll talk about scripting)

Information Chunking – this helps you with the “meat up front, apply as you go”

Structure – relates to how organized the webinar is, how well you stay on task



KAREN

HANDOUT: Webinar Template - Karen Matthes developed this – I tailored it for our Brown Bag Presenters

If you use this, it is much easier to format and/or repurpose your presentation. See the information chunking

When should you take breaks?

2-hour session: 6-9 min break at 60 min

2 ½ hour session: 9-10 min break at 75-90 min

3 hour session: 11-15 min break at 90 min or 2 shorter breaks at 1 and 2 hour marks

Here's an example of a break.





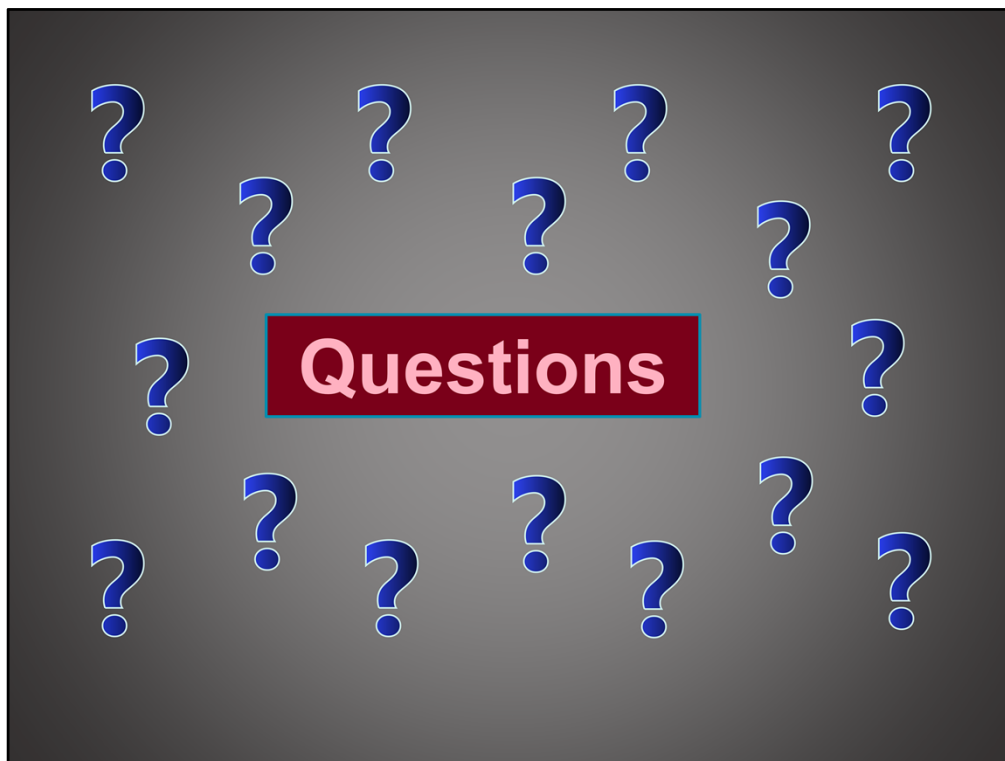
KAREN

Manage time:

Having a producer
practice

putting time in your slides

Don't cram too much in - stick to your objectives



Any Questions?

5 Delivery

Conveying a captivating message.

- ✓ Variety in presentation modes
- ✓ Reflection time for participants to absorb information
- ✓ Smooth Transitions



KARI

Delivery refers to the manor in which content is conveyed to participants

Variety – shifts between presentation modes regularly throughout

Reflection – time to absorb new idea or key information before moving on to new ideas

Transitions – smooth, minimal transitions throughout

Let's start with how we think about using our tech tools

USING TOOLS THAT ENGAGE PARTICIPANTS

- Plan beyond content...
consider engagement strategies!
 - How do we create and measure engagement?
 1. Deep Attention to the learning tasks and activities
 2. Activation of Effective Cognitive Processes
 3. Social Context in collaboration and collaborative learning activities



UNIVERSITY OF MINNESOTA | EXTENSION

© 2015 Regents of the University of Minnesota. All rights reserved.

KARI

Brief story of why we started intentionally implementing engagement strategies. In the YWMOL course – during the first 2 offerings, the evaluations revealed that people were learning content, application was ok - but were NOT feeling a part of a learning community.

Over the years I have found, in other engagement books and papers – that these three pretty well cover what is thought to engage learners.

Describe 3 strategies

1. Deep attention to the learning tasks and activities at hand. The time participants are willing to cognitively spend on a task indicates how likely they are to learn the information.

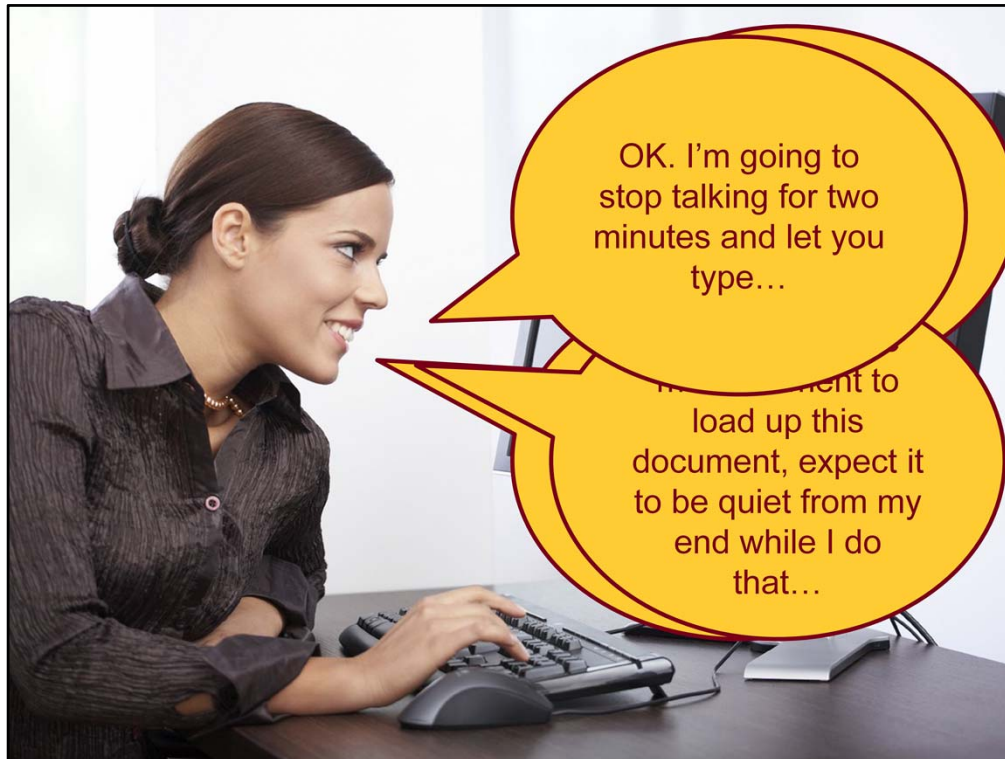
Example: The number of times participants add content to forum discussions through an original post or a response to an existing post.

2. Activation of effective cognitive processes that improve both performance in the tasks and learning. Effective cognitive processes are those which help the individual solve problems, learn the material and accomplish other cognitive goals. This happens when participants:
 - connect what they are learning to things they already know (apply),
 - elaborate on the material, by creating new examples and drawing conclusions, and
 - organize new material in their own ways by utilizing tools, such as concept mapping and outlining.

Example: Guided forum discussions that encourage participants to apply what they have learned in the session to their work. Active participation in the discussions affirm the participants comments, gain feedback from others and help increase perspective and use of information.

3. A social context in collaboration and collaborative learning activities. Participants will engage in collaborative and cooperative learning, both in student to instructor and student to student interactions.

Example: A Voice Thread application that promotes a collaborative activity by creating a series of contributions around a given concept learned in the course. The participants demonstrate shared learning by posting an original thought and then comment and expand on other participants' posts.



KARI

Smooth Transitions:

Communication is different – silence is different – talk through what you are doing, let the participants know if something will take a moment.

Tell them something will take a moment

“OK. I’m going to stop taking for two minutes and let you type...”

If working as a team-teaching, communicate with each other – don’t whisper! Except maybe a timekeeper.



KARI

Be ok with waiting for a response – keep in mind how long it takes the participants to THINK, then TYPE



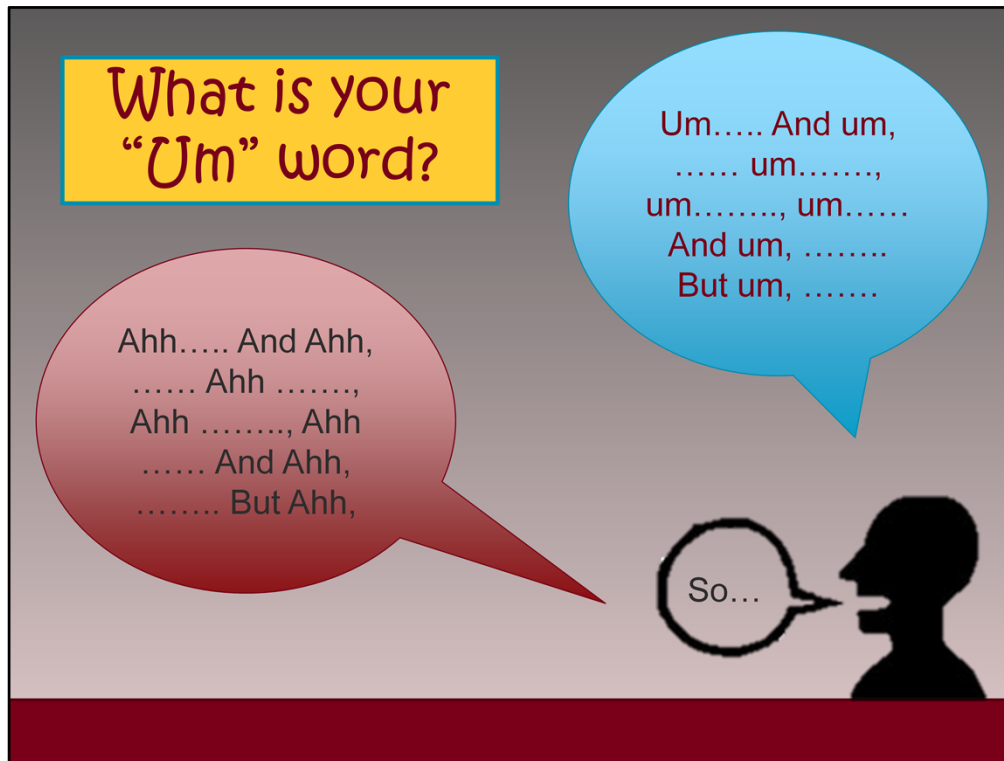
KARI

Chances are – something will go wrong

Anticipate it, expect it – so that when something happens you do not get visually shaken

Communicate the issue, that it isn't a big deal, “

NEVER get flustered. NEVER tell them you can't show them something cause you lost it.
NEVER tell them you can't get through everything.



KARI

his goes along with comfort of silence for me, being able to pause and collect thoughts without an "um" word as I call it.

I've worked hard on not using UM, but I find I now say, "so"

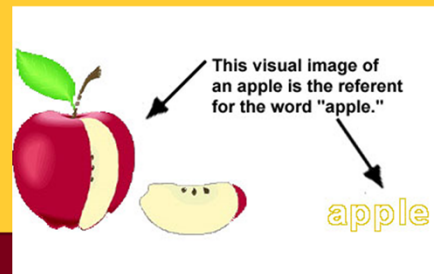
They are transition words.

When something is recorded... you really hear it.

6 Visual Aids

Stimulating both sides of the brain.

- ✓ Slides are used to emphasize main points
- ✓ Readability
- ✓ Scaffolding Information
- ✓ Visuals are clearly related to topic
- ✓ Variety of visuals



KARI

Visual Aids

- ✓ Slides are used to emphasize main points, not a script to read
- ✓ Readability
- ✓ Scaffolding Information – one component at a time – if complex idea, introduce part at a time
- ✓ Visuals are clearly related to topic
- ✓ Variety of visuals to enhance cognitive processing and maintain audience focus

Stimulating both sides of the brain.

And taking into account varying learning styles.

CULTIVATING A GROWTH MINDSET: APPLICATIONS

A

Hypothetical Situation 1



At Thanksgiving dinner, Uncle Pete asks his nephew, Nick, how middle school has been going. Nick says that he has been doing really well and even made first chair trumpet in the band. Uncle Pete says, “Atta boy! I’m not surprised. Your dad always had a lot of musical talent, too.” Do you see any problems with Uncle Pete’s response? If you were Nick’s parent, how would you respond?

Hypothetical Situation 2

Your teenage daughter loses her tennis match. “I’ll never be as good as the other players,” she laments. “I practice and practice, but I still lose.” How might you respond in a way that promotes perseverance and a growth mindset?




I’m going to show you 3 quick examples of how a little color or use of blocks can change how a participant reacts to your presentation.

EXAMPLE A


Cultivating a growth mindset: Application

B



Hypothetical Situation 1
At Thanksgiving dinner, Uncle Pete asks his nephew, Nick, how middle school has been going. Nick says that he has been doing really well and even made first chair trumpet in the band. Uncle Pete says, “Atta boy! I’m not surprised. Your dad always had a lot of musical talent, too.” Do you see any problems with Uncle Pete’s response? If you were Nick’s parent, how would you respond?

Hypothetical Situation 2
Your teenage daughter loses her tennis match. “I’ll never be as good as the other players,” she laments. “I practice and practice, but I still lose.” How might you respond in a way that promotes perseverance and a growth mindset?



EXAMPLE B

This is showing an example of drawing people’s attention to what you want them to look at.

You may say, “lets read the green situation first”

GOALS FOR TODAY

A

- Define the construct of grit in accordance with current scholarship.
- Describe the relationship of grit to other constructs related to achievement.
- Understand the limitations of current research, as well as criticism of the “grit narrative”.
- Identify factors beyond grit that can help youth experience success.
- Apply your understanding of growth mindset to everyday situations.



UNIVERSITY OF MINNESOTA | EXTENSION

© 2015 Regents of the University of Minnesota. All rights reserved.



LEARNING GOALS B

Define the construct of grit in accordance with current scholarship.

Identify factors beyond grit that can help youth experience success.

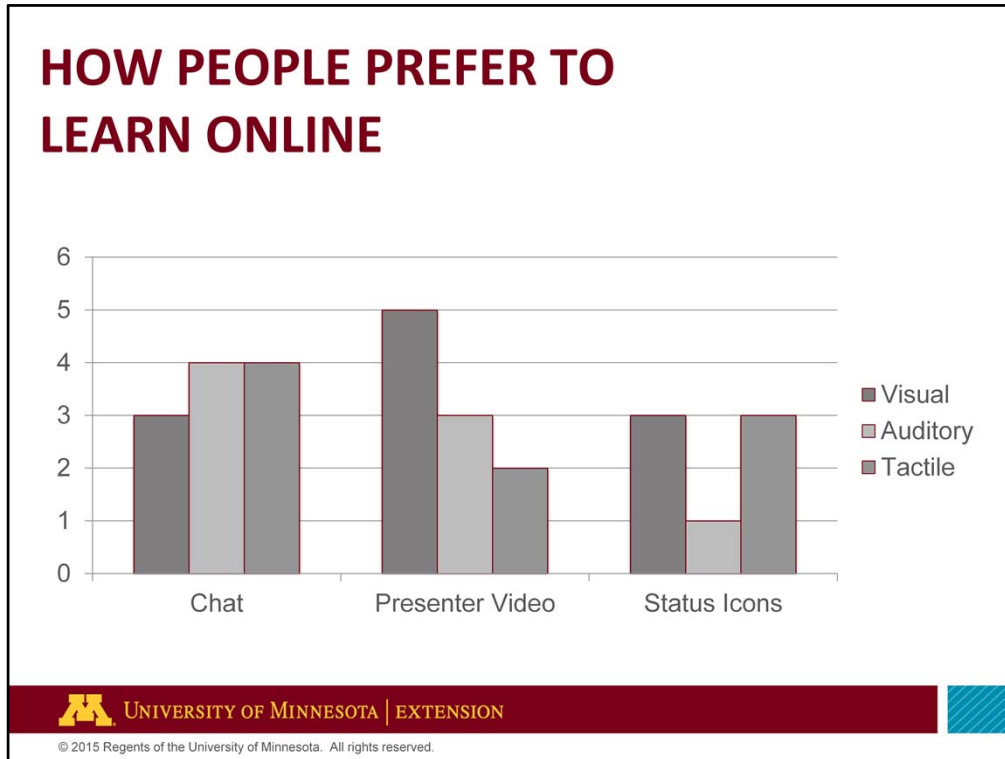
Apply your understanding of growth mindset to everyday situations.

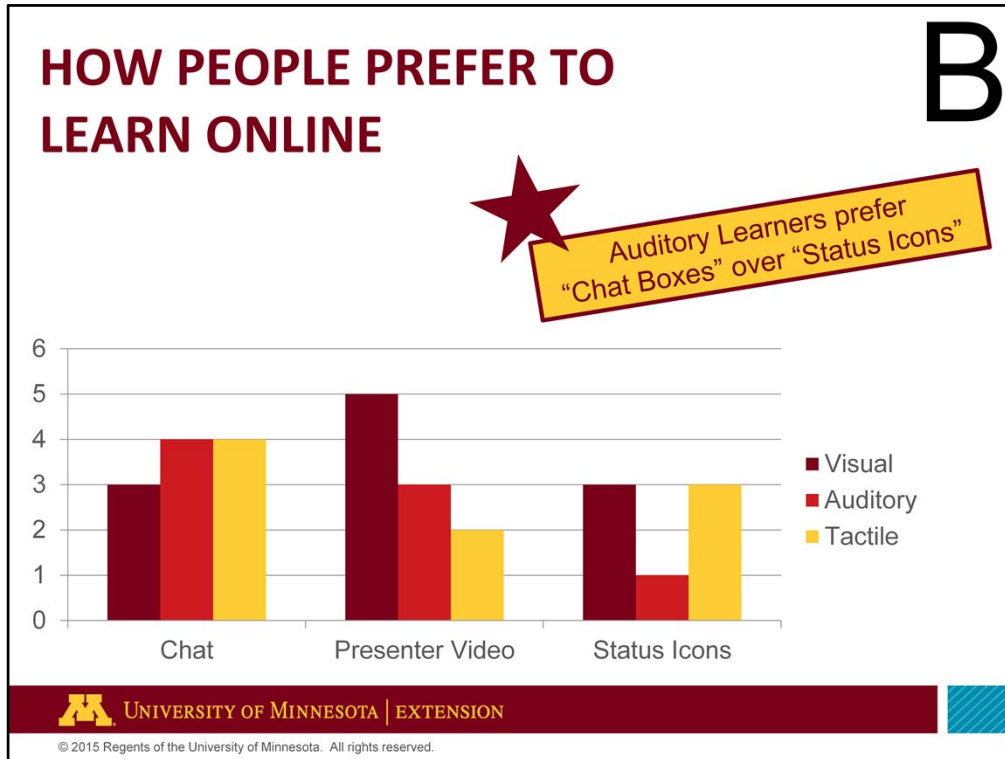
41

 UNIVERSITY OF MINNESOTA | EXTENSION

© 2015 Regents of the University of Minnesota. All rights reserved.

(Goal/Objective font is 24)





A slide titled "Sportsmania Break" in large red font. The background is dark gray. On the left and right sides, there are clusters of various sports equipment including a basketball, a soccer ball, a football, a baseball, a tennis ball, and a volleyball. In the center, there is a yellow rectangular box with a red border containing a list of activities. At the bottom left of the slide, there is a small text source attribution.

**Sportsmania
Break**

- Shooting a jump shot
- Running through tires
- Batting a baseball
- Skiing downhill
- Throwing a football
- Shooting an arrow
- Shooting a hockey puck
- Swimming underwater
- Dunking a basketball

Activity Source: Pike Pluth, Becky (2010). *Webinars with Wow Factor: Tips, Tricks and Interactive Activities for Virtual Training*.

Training notes:

- Put up this slide when participants start to fade
- Text chat your favorite sport to play or watch and one of the movements done in that sport
- Create your own or take one from the screen
- It's time for a "Sportsmania Break" To the motion that you chatted for 30-45 seconds.
- (facilitator demonstrate and participate as well)
- After timer is done – ask participants to text chat how they are feeling now and compared to before they took their sports break.
- NOTE: This could be a slide you have on hand for the moment you need it, or planned part of presentation.

7 Participant Interaction

Bringing the best out of the people in the virtual room.

- ✓ Active learning approaches
- ✓ Expectation of Participants
(active or passive participation)
- ✓ Question opportunities throughout webinar



KAREN

Active learning approaches – active learning and interactive activities

Expectations – presenter clearly communicates participant expectations, including active or passive communication

Questions – Opportunity to pose questions throughout webinar!!

You tell me!! What have you experienced today that addresses these???

Evaluation

To evaluate the presenter/content:

- My understanding and knowledge of this topic increased
- The facilitator's overall effectiveness as a webinar presenter is high
- The facilitator's knowledge of this subject...

To evaluate the webinar learning environment:

- I would recommend the YD Webinar Series to others
- There was a good balance of interaction and content

To evaluate level of engagement:

I was able to share my comments, experiences and/or ideas with others
I will be able to apply what I learned to my work
The webinar kept my attention

The amount of time distractions (email, phone, other work) "took me away" from the webinar was about: 0 – 5 min, 6 – 15 min, 16 - 30 min, More than 30 min

Describe how this webinar has impacted how you think about your work.

KARI

Finally – how do we evaluate a webinar?

This is my example – that's been tweaked through the years.



UNIVERSITY OF MINNESOTA | EXTENSION
Driven to DiscoverSM

Thank you for participating today!

Please contact us with any questions:
Kari Robideau - Extension educator - robideau@umn.edu
Karen Matthes – Director of Training - klm@umn.edu

© 2016 Regents of the University of Minnesota. All rights reserved.
The University of Minnesota is an equal opportunity educator and employer. This PowerPoint is available in alternative formats upon request. Direct requests to 612-624-2116.

MAKING A DIFFERENCE IN MINNESOTA: ENVIRONMENT + FOOD & AGRICULTURE + COMMUNITIES + FAMILIES + YOUTH