Sharpening Your Webinar Facilitation Skills

Innovate! Teaching with Technology
June 2017

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YOUTH DEVELOPMENT – DISTANCE LEARNING TECHNOLOGIES

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Kari’s experience....
Karen’s experience....

- Second Monitor
- Mirror, lipstick, chocolate, cough drops
- Cell
- IT Goldy
- Laptop/Host
- Wired Connection
- Laptop stand
- Earbuds
- Presentation materials
- Coffee
- Water
- Pen
- Notepad
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.
What is your role?

- K – 12 Grade Educator
- Tech Professional
- Higher Ed Educator
- Other
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
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Virtual Facilitator Self-Assessment

Agree

Disagree
Key Webinar Components

1. Recruitment
2. Technology
3. Content
4. Organization
5. Delivery
6. Visual Aids
7. Participant Interaction

Webinar Quality

TEAMS webinar rubric
Version: November 2015
Recruitment

*Exciting participants before the event begins.*

- Audience – well defined
- Advertisement – in advance, multiple ways
- Invitation – confirmation email
- Registration – complete and accurate
Where is everybody?!? Less than half of the people who registered are signed on…

How to achieve Recruitment success

- Title that says it all
- Description that tells me what I get
- Well-defined audience
- Simple "Here’s how to participate"
Wrangling the software and hardware that bring us together.

✓ Tools
✓ Distractions
✓ Supplemental materials
Webinar in progress
Do Not Disturb
Kids interrupt dad's live TV interview.
Checklist for Planning and Hosting a Webinar

**Content:**

- Define what you need to accomplish
- Share information
- Teach skills
- Change behavior
- Reach remote audiences
- Reach broader audience
Starting with a solid foundation.

✓ Presenter Information
✓ Goals – Topic & objectives
✓ On task
✓ Relevance
How many Goals or Learning Objectives can you cover in a one-hour webinar?
Put the MEAT of the presentation at the beginning

Apply as you go!!!
What appeals to YOU as a learner in a web-based environment?

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn best with Illustrated ideas with Pictures, video</td>
<td>• Listen to description of bulleted point</td>
<td>• Learn through sense of touch</td>
</tr>
<tr>
<td>• Attentive to facial expression &amp; body language</td>
<td>• May read text aloud to self</td>
<td>• Prefer hands-on practice &amp; imitation</td>
</tr>
<tr>
<td>• Like to see presenter</td>
<td>• Prefer discussions &amp; debates</td>
<td>• Like demonstrations &amp; labs</td>
</tr>
<tr>
<td></td>
<td>• Like to hear &amp; tell stories</td>
<td></td>
</tr>
</tbody>
</table>

Questions to Ask?
Organization

Knitting everything together to make sense.

- Direction (for participants) – outline or agenda
- Outline Accuracy
- Information Chunking
- Structure - Organization
<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation Outline</th>
<th>Webinar Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 – 11:30</td>
<td>- Pre-Presentation: Music in background for participant&lt;br&gt;- Template Holder with “YD Webinar”</td>
<td>By Sharon or Kari&lt;br&gt;○ Welcome&lt;br&gt;○ Introduce YD Webinar Series (history)</td>
</tr>
<tr>
<td>11:30 – 11:45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How often should you take breaks?

- 1-hour session??
- 2-hour session??
- 2 ½ hour session??
- 3 hour session??
How often should you take breaks?

• 1-hour session:
  • No break

• 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
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

ONE AND DONE BREAK!

5 Minutes
• Caffeine
• Bathroom
• Check phone
• Read email
Not time for all!!!

Scripted but NOT Read
Strategies for watching the clock

YOU ARE ON TIME
Conveying a captivating message.

- Variety in presentation modes
- Reflection time for participants to absorb information
- Smooth Transitions
OK. I’m going to stop talking for two minutes and let you type…

In order to load up this document, expect it to be quiet from my end while I do that…
Expect that something will go wrong…
Stay Calm, fix it, move on!
HOW PRESENT ARE YOU AS A PRESENTER?
What is your “Um” word?

Um….. And um,
…… um…….,
um........, um......
And um, ........
But um, ........

Ahh….. And Ahh,
…… Ahh ........,
Ahh ........, Ahh
...... And Ahh,
......... But Ahh,

So…
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

This visual image of an apple is the referent for the word "apple."
✓ Slides are used to emphasize main points

Put the MEAT of the presentation at the beginning

Apply as you go!!!
Readability – Example #1

5 Delivery

Conveying a captivating message.

- Variety in presentation modes
- Reflection time for participants to absorb information
- Smooth Transitions
✓ Readability – Example #2

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✓ Scaffolding Information
☑ Visuals are clearly related to topic

Expect that something will go wrong…
Stay Calm, fix it, move on!
✓ Variety of visuals
Creating Slides ~ Finding the Balance

WHAT YOU WILL LEARN TODAY

- First thing you’ll learn
- Second thing you’ll learn
- Third thing you’ll learn
- Fourth thing you’ll learn
Time for Questions
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
How often should you interact with participants during a webinar?

- 4 minutes
- 8 minutes
- 15 minutes
- 25 minutes
Active Learning = Interactions and activities

Read  Type  Write  Reflect  Speak

Listen  Poll  Laugh  Small Group Work  Stand, Stretch
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.
Thank you for participating today!

Please contact us with any questions:
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Karen Matthes – Director of Training – klm@umn.edu