



American Association of Pesticide Safety Educators Annual Conference  
August 4, 2020 - Online!

### Teaching Pest Ed Online: Tools for Engagement.



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### Objectives Today:

STRATEGIES TO BECOME MORE ENGAGING  
ONLINE

- Online examples (briefly)
- Making your audience feel safe (Maslow shift)
- Implicit diversity
- Bloom's taxonomy ...sounds academic... but it ain't.
- Andragogy vs. pedagogy (reminder)
- **Activities / experiments to engage** (especially in online teaching)



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### Safety:



Do we really need to make our students  
(audience) feel safe in class?

*(We do if we want them to learn.)*

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### Maslow's hierarchy can shift.

First, remember that some of your folks do not have base needs met. *(This is more difficult to see / notice when distancing.)*

You may be trying to teach someone struggling to pay their cell phone bill.

#### Recognize the shift:

When your physiological needs have been met, they no longer dominate... and no longer DRIVE behavior. *Other higher-order needs grow.*



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### Maslow's hierarchy

How do you do create safety?

Do what Fred talked about. Build trust. Be real. Be honest. Be vulnerable. SHOW how much you care... about your people first... THEN your subject.

Safety in online participation →



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Add color. Show diversity... *(including in your language).*



Be deliberate. This hops workshop includes very diverse audience members!

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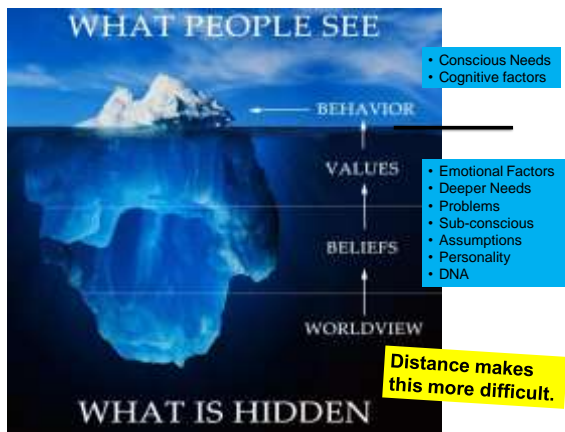
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**Check your approach:** (adult audiences vs school-aged youth)

**Andragogy v. pedagogy**

**Pedagogy:**

the learner is dependent on the teacher for guidance, evaluation, and acquisition of knowledge.

**Andragogy:**

the methods and approaches in adult ed; directed towards personal growth, life experience, problem-solving, practical.

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**Andragogy**

Malcolm Knowles: 6 principles of adult learning:

1. Adults are **internally** motivated and self-directed
2. Adults bring **life experiences and knowledge** to learning experiences
3. Adults are **goal oriented**
4. Adults are **relevancy oriented**
5. Adults are **practical**
6. Adult learners like to be **respected**

Good and bad experiences: "My grandfather never wore a respirator."

**With online learning...** it's more difficult to see / discuss their experiences. But you can do it. Pause. Ask them to unmute. Ask them to share in Chat.

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Pedagogy vs. Andragogy		
	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> <li>The learner is dependent upon the instructor for all learning.</li> <li>The teacher/instructor assumes full responsibility for what is taught and how it is learned.</li> <li>The teacher/instructor provides structure.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is self-directed.</li> <li>The learner is responsible for his/her own learning.</li> <li>Self-motivation is characteristic of this approach.</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>The learner comes to the activity with little experience that could be tapped as a resource for learning.</li> <li>The experience of the learner is viewed as irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>The learner brings a wealth of relevant and useful experience.</li> <li>Adults are a good resource for one another.</li> <li>Collaborative experiences increase diversity in groups of adults.</li> <li>Experiences become the source of self-direction.</li> </ul>
Readiness to Learn	<ul style="list-style-type: none"> <li>Students are not yet able to have to learn in order to advance to the next level of mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Andragogy is based on a learner's readiness to learn.</li> <li>The need to learn is based on the learner's ability to solve a problem or solve a problem in order to advance to the next level of mastery.</li> <li>Ability to address gaps between where one is, now and where one wants and needs to be.</li> </ul>
Orientation to Learning	<ul style="list-style-type: none"> <li>Learning is a process of acquiring structured subject matter.</li> <li>Content is delivered according to the logic of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Learners want to perform a task, solve a problem, find an answer, identify a need.</li> <li>Learning must have relevance to real-life tasks.</li> <li>Learning is organized around the learner's objectives, rather than subject matter.</li> </ul>
Motivation for Learning	<ul style="list-style-type: none"> <li>Primarily motivated for external pressures, cooperation for grades, and the consequences of failure.</li> </ul>	<ul style="list-style-type: none"> <li>Internal motivation, self-esteem, recognition, satisfaction of the self, confidence, self-actualization.</li> </ul>

Source: <https://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html>

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**Bloom's Taxonomy (orig.)**

A hierarchy of increasingly complex intellectual skills.

- **Knowledge** – recall data or information
- **Comprehension** – understand meaning
- **Application** – use a concept in a new situation
- **Analysis** – separate concepts into parts, distinguish between facts and inferences 4H: "Learn by doing."
- **Synthesis** – combine parts to form new meaning
- **Evaluation** – make judgments about the value of ideas or products

Source: Fries-Gaither, J. (2008). Ohio State University. Online at: <http://beyondpenguins.ehe.osu.edu/issue/energy-and-the-polar-environment/questioning-techniques-research-based-strategies-for-teachers>

**With online learning...** we still want to get past the first few layers. "Connection" is key. *Let's talk activities* →

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**#1: Do what you would do in class**

Explain how learning materials and courses activities achieve your learning objectives.

*[In class, you introduce and contextualize materials... so do that online.]*

**How did I start this class?**  
I shared actual photos of programs... context... and then asked if "going online" could achieve the same results... could it work for our audiences?

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**Facilitate active learning and engagement**

Create interactions for students with the content, with you, and with each other.

*[Keep active learning going by bringing discussion and collaboration online.]*

**Right now, I could break you into groups... etc.**

**My online grad classes:**

- I divided a 22-student course in half for discussion boards.
- I assigned GROUP PROJECTS and presentations.

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**Even if your program is scripted (mandated)...**

**Your language, your demeanor, your humility, your care all show through.**



**Please add:**

- Storytelling
- Safety
- Diversity
- Andragogy
- Engaging experiments

*Scripted?  
No Problem.*

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**So how can you create (encourage / enable) an *online* community that is engaged and learning?**

**Here are 4 Quick Tips:**

1. **Basics of online engagement** (synchronous vs. asynchronous) (quick video tips)
2. **Frame experiments** (vs “activities”)
3. **Have fun!**
4. **Connection before content**

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### What **engages** an audience in an online class?

**NOTE:**  
If we had more time... I'd pause and do this experiment to re-engage you...  
...maybe even using breakout rooms!

*Think. Pair. Share.* ← Tell why

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### If you film your programs...



Choose your teaching locations based on the subject.  
Teamwork lecture @Ohio Stadium

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### And... vary your outfits (*fit the topic*)



I use "on location" strategies for formal and non-formal online lectures. (No green-screens!)

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**Experiments (vs. activities)**

**YOUR introduction (your words / framing) matters:**

**Do not say, "Let's do an icebreaker."**

**Nor, "Let's do an activity."**

**Instead... → frame the connection as an "Experiment".**

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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**Online #1 Premise:**

**Do what you would do in person.**

**Props: at any time, you can...**

**STOP**  
**Go analog.**

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**Connection Before Content**

**Online Mantra: "Connection Before Content"**

Key points:

- 1. Activities relate to your **purpose**.
- 2. Connection allows participants to connect to **each other**.

**"The question is not, 'How can we make the engagement as if we were in person?' Instead, let's ask, 'How can we make it better?'"**

**-- Chad Littlefield**

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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**Reflections reinforce learning...  
This works with online classes.**

**Cementing learning:**

1. Jot down 2 or 3 key points that you learned today.
2. Describe how you might use one of these in the next week.

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**Reflection Assignment / "Minute Paper"**

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You can do this via Chat: Answer one of these questions in the Chat Box.



What are 3 points you learned?  
 What's definitely squared away?  
 What's still circling in your mind?

Describe how you might use something you learned in the next week.

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**Key Takeaways:**

1. Focus on engagement
2. Frame experiments (vs "activities")
3. Have fun!
4. Do "connection before content"

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American Association of Pesticide Safety Educators Annual Conference  
August 4, 2020 -- 1:00 – 1:15 p.m.

## Opening “Experiments” for online trainings



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### Connection Before Content

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### Connection Before Content

Online Mantra: “Connection Before Content”

- **Unofficial start**

- Draw an image showing your definition of leadership. Have others interpret.
- Find an object on your desk that describes \_\_\_\_\_.

*These are any type of activity that might engage folks prior to the official start of the webinar.*

**Play music. Ask in Chat: Type your favorite song title!**

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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### Connection Before Content

#### Online Mantra: "Connection Before Content"

- **One-word Chat box:**
  - *Type one word describing how you're doing right now.*
- **Scavenger hunt:**
  - *Who has an \_\_\_\_\_ in their camera shot?*
- **Rename yourself:**
  - *Type your first name, hyphen, and something a close friend would describe you as.*
- **Get out of your bubble:**
  - *Next slide...*

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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### Connection Before Content

#### Online Mantra: "Connection Before Content"

- **Get out of your bubble:**
  - *Run to your kitchen... grab your favorite food and bring it back. (don't show it yet)*
  - *I'll count to "3" and have everyone share at once.*

**(You're MOVING people! Getting blood flowing.)**

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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### Connection Before Content

#### Online Mantra: "Connection Before Content"

- **Engagement questions:**
  - *What is one thing life is teaching you right now?*
  - *What is taking up lots of your brain space right now?*
  - *What brings you joy?*  
 Don't bulk at this one. *Whether your talking with a classmate, a CEO, or your teenage daughter/son, this question is powerful and can set a positive tone for an entire conversation / meeting / semester.*

**Then (critical p...)**

Source: Adapted from Chad Littlefield. Online resources at <https://weand.me>



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**Connection Before Content:  
Introductory Question**

What is something  
life has been  
teaching you these  
past few months?

Modify for online:  
"Type in Chat Box" →

**Think. Pair. Share.**

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**Connection Before Content:  
Introductory Question**

What is something  
life has been  
teaching you these  
past few months?

Please type in the Chat Box. Then, please read through some of the comments.

**Key Question:**  
*What strikes you? As you see (read) what others in our online community are saying, what stands out?*

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**Thank You.**



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