Engaging Your Audience: Onsite and Online

August 4, 2020

Summary of Chat *(somewhat modified and organized)*

Before webinar information conversation: Tips for engaging audiences:

- Poll Questions
    - Ask simple questions about the topic
    - Can be Yes/No
    - Polls are great for engagement AND confirming attendance for CEUs
    - Betsy showed us (a while ago) how to 'jump' to certain slides in PPT so you could poll folks to see what topics they want to hear/talk about
- Breakout Rooms
    - Use breakout sessions using white board options
    - Curious about breakout sessions and creating discussion topics
- Engage with the audience
    - Do quick introductions
    - Ask for input from audience—Allow them to control of their mute button
    - Make review questions a competition. Prizes aren't even necessary, but they do help!
    - Depending on group size, try to have dialogue with them
    - Allow the annotation option on shared screen - to allow for a "Circle the X" activity on an image
- Make it personal
    - Creative virtual backgrounds
    - Tell us your dog's name
- Turning Point and ZOOM
    - Use Turning Point tech clickers to create a series of questions that people answer for points—the quicker you answer, the more points you get
    - Applicators seem to like the competition
    - Some prefer asking audience to use clickers more than personal devices (in person meetings)
    - We developed our Zoom meetings using Turning Point web (Minnesota)
        - If you have license with clickers, you have access to TPWeb
    - Questions about cost, instructions given, and remote participation
        - Connect to Zoom first, then give instructions for connecting to Turning Point
    - Other options: Slido or Poll Everywhere for texting responses via cellphone, can be used live on Zoom or in person with Wi-Fi or internet connection
    - Turning Technologies Webinar https://www.turningtechnologies.com/news-and-events/webinars/using-turningpoint-for-virtual-learning/?utm_source=google&utm_medium=sembrand&utm_campaign=US_Branded&utm_term=%2Bturning%20%2Btechnologies

Communication: What tools resonated with you?

- Beginning Practices
  - Arrive early to communicate and resonate with participants
  - Be on time
  - Can do breakout at the beginning of the meeting just to give people a moment to say hi
  - Connect with the audience
  - Keep your bio short and sweet
- Presentation Mechanics
  - Always use a microphone
    - Lavalier mics are great because they allow presenter to move around
  - Make connection with audience
  - Get out from behind podium
  - Try to stand and present if possible
  - Look at the camera not at your screen (online presentations)
  - Have eye contact/contact with the audience
- Presentation Tips
  - Reminder of how to do what we do. Connect with the audience.
  - KISS – Keep it simple stupid
  - Keep the facts simple and not overly technical
  - Stick to the important points
  - Apply your experience
  - Good graphics and photos
  - Stay on time!
- Remember Your Audience
  - Have respect for the audience experience
  - Ask audience questions, you can learn from them especially with "boring" topics… helps them re-engage.
  - Asking questions is a good way to have peer-to-peer sharing
  - Hard to find ways to engage: Maybe plant questions, Different people have different perceptions
  - Try to learn something from people in the room
- Miscellaneous
  - Online is never going to disappear now, and it is very different from live teaching
  - Presenting and engaging online is almost a different skill set than in person education
- Ending the Presentation
  - We like the reminder about a conclusion, and using your experiences to connect with the audience
  - Our group related to the "in conclusion" statement
  - Don't like "in conclusion" but can still do conclusions. In conclusion is a queue.
  - I don't prefer "in conclusion", I prefer to ask a reflecting question and ask for responses, similar to what Brian just did.
  - Have a few simple take home points that you stress in your presentation.

Using images, videos, music in presentation or class
- Copyright issues on sharing tv shows, etc.? *(answered in webinar)*
- Concerns about "pop culture—Need to be sensitive about resources/references that may not be familiar to everyone in the audience
- Also beware of the YouTube autoplay feature and the ads that might pop up. Lots of places where sharing that content can go awry

Showing recorded presentations at a live webinar?
- We have recorded ones for speakers who can't make all of the live sessions, not ideal, but we still have a moderator
- Maybe pre-recorded just in case there is poor connectivity

Engaging audience during a webinar
- How do you match these engagement questions with your audience? I can see asking a group of Extension professionals some of these, but I can't see asking a group of commercial applicators the same question.
- Great leaders connect with their people!
- Applicators want REAL people talking to them, not at them.
- The questions should connect with the audience - make it relevant/pertinent to establish that connection
- Start presentation with "What's Your Passion?" slide include lots of photos they can choose from.
- May need to be careful keeping personal life out of trainings
- Unless you know the group very well, touchy-feely questions may not go well
- If attendees are coworkers or friends, you could ask one person to volunteer their friend to answer (and the friendship would probably end right there)
- A challenge is when you are not in charge of program and the time allotted is short. It seems the meetings I have been invited to folks are trying to make everyone do every topic as short story format versus more time, so time for connecting is problematic.
- TED talk - Simon Sinek "start with why" https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?utm_campaign=tedspread &utm_medium=referral&utm_source=tedcomshare
- Your own style is important
- I'm not sure that singling out a student in an audience and asking them a point-blank question is an effective teaching strategy. Seems like if they don't know the answer, it will embarrass them, detracting from the learning experience. Not everyone is comfortable (or able) to answer questions when asked randomly. *However, speakers need to help if person is struggling.*
- Allow online folks to ask a question anonymously (zoom setting) has drastically increased folks asking questions. This allows them to ask without fear of looking silly asking it.

Any specific tips to spice up asynchronous delivery? (fewer audience feedback/engagement options)
- Online Teaching - Critical Strategies for Engagement - https://youtu.be/-xWknO_vaWA
  Online Teaching - Include Everyone - https://youtu.be/_I_SHZ2HF2c

Online Teaching - 8 Opening Approaches - https://youtu.be/jHMsKpcp25A
Online Teaching - Ask Good Questions – https://youtu.be/ckG5bl9shOM
Online Teaching – Caring for Students & Self - https://youtu.be/dkOTljD5d_k

- In person, WE as presenters are the focus, we are telling them a story, the slide supports that. How have you adapted that online as WE don't get to be as animated with our face/body and need to keep them engaged during the content
- You can see hands if you have the participant window open
- How do you deal with referencing resources using a synchronous format
  - Post it in the chat—Like we did with the role sheet yesterday.

Zoom webinars/meetings/Camera on or off/Zoom bombing
- The best presentation I saw when we had a zoom boomer, they had a cohost that was able to kick them out and the presenter herself, did a great job ignoring the chat
- Webinar is superior for larger groups of "the public", however the cost is much higher. We have a publication in review at UF dealing with just that topic. As soon as we have the meeting vs. webinar approved I will share

BREAKOUT: How do you program for a mandatory 6-hour Pest Ed training online? Please share your "best ideas" or "Proven Practice" in the breakout rooms. What have you seen that works? Think about: Time of day? Breaks? Guest speakers? Interactive content?

Length of Time
- If possible, don't have the 6 hours in one day.
- Depends on whether it's multi-day; online will require shorter sessions; if training is not live, use interactive activities; for webinars, give them time limit to complete; incorporate polls and quizzes; use poll questions to prime their brains
- We discussed avoiding a 6 hour training on zoom if at all possible. Use more speakers. Take frequent breaks. Incorporate an activity. Use a local moderator if possible. Ask a poll question and use feedback buttons for answers.
- Combination of some who have taken the 6 hours and broken it into shorter 2 hours session and then hold them over 3 meetings
- Others who are working on 6 hour training include: video, polling questions, chat, multiple speakers with some recorded and some live, TP cloud (polling, open-ended questions, hot spot questions), take breaks

Break into Smaller Chunks/Smaller Groups/Breakouts
- Break the training in to multiple days, or provide long breaks
- Break up the material so that folks retain the information and aren't overwhelmed
- Breakdown to 1 hr segments, use video and polling questions,
- Breaks every 40-45 minutes; Hour Lunch; Short Videos 3-5 minutes; Multiple speakers – who speaks and when; Zoom Polling – interactive pesticide label quiz; Personal experience
- Break into smaller bites (20 minutes?)
- Breaking programming up with short sessions (around 20 mins) and then Q/A sessions to follow up.
- 4-5 minute presentation, 30s-2min break (with countdown timer), ask poll question, repeat.

- Break up with other speakers, exercises, interaction, videos.
- Break it down into shorter sessions but sometimes *have* to do a continuous session (regulated) or audience only willing to commit to one full session. Hybrid online + in-person options in small groups to break it up. Do part of it asynchronously or all asynchronously broken into modules; Incorporate videos
- We had good feedback on the use of Breakout Rooms which allows to interactions.
- Keep the groups smaller for more engagement and interaction
- Asynchronous has been a good fit. Buffering is a challenge. Breakouts can leave you in purgatory if you get kicked out

Speakers
- Use of several speakers/voices
- Use breaks between speakers
- Use different speakers and keep changing topics

Engagement
- Get them to be part of it! Actively engage them with worksheets (problems) or label exercises, etc.
- Use quiz questions to check for understanding and engagement. If using asynchronous training, offer a virtual office hours for questions.
- Keep routine poll questions VERY simple (reading comprehension). Skew toward "true" options in T/F questions to enforce learning correct behavior.
- We call the quizzes a knowledge check
- Ask breakout groups to come up with 1-2 quiz questions for the other groups.
- Holiday squares to see who is there adds to engagement (ZOOM screen arrangement for participants)

Mechanics
- Concern about Wi-Fi and internet access/bandwidth
- Can people access via smart phones?
- Have available for people to view at a later time.
- We have been doing 1-hour trainings and we need at least 4 people to get all of the items done.
- Have a tech-savvy person to assist, and someone to handle chats, questions.
- Need support people to help manage attendees

Miscellaneous
- Time the online sessions during heat of the day when audience would rather not be in the field.
- On-line course format, accessible over a longer time frame.
- Asynchronous allows for self-paced learning, time-stamped progression
- Also utilizing moodle or a similar platform for recertification

If you have to teach a mandatory Pest Ed training program online (whether 1 hour or 6 hours)... What ideas (from Fred and Brian) might work? What ideas (from Fred and Brian) might NOT work? Discuss and capture 2 or 3 bullet points to share with whole group.

NOT to Try
- Touchy Feely does not work

- Breakout rooms: Although we have enjoyed them today, we could not see how to use them for our audience
- If doing online recertification: full days are probably not the best; have live presenters as well as videos mixed in; having live-interaction (quick quizzes, quick response)...
- Calling on people can be risky.

To Try

What To Do with Long Sessions
- Break out large time requirements, change it up and add short videos or go to websites, quick demos (sprayer cleanout) add quizzes/questions!
- Breaking up training over 2 to 3 days (self paced)
- Break up with different delivery styles
- Employing multiple presenters to reduce monotony
- Offer breaks every 40-45 mins
- Take mini breaks to keep your energy; divide delivery content in small chunks and connect to check understanding

Breakout Rooms
- Random breakout rooms seem to work—meet more people
- Random rooms each time means more time for introductions
- What we might do to maximize 'break-out groups' is assign several of the participants to be leaders (co-hosts)… and give them brief instructions as to how to moderate the break-out group
- Issues with breakout room enforcement: 1. Are they doing what they are tasked to do? 2. Send out video in-between sessions to foster student involvement. 3. Limits of internet connections across rural areas.
- Love the groups

Mechanics
- Start the meeting early to review control panel
- Build in start time (don't call it early) for anyone needing certification verification or extra zoom practice.
- Provide instruction to participants on zoom protocol before they start a Zoom meeting so they feel comfortable with the experience Help participants experience the best instruction they can get in a changing world
- Having office hours when having asynchronous meetings
- The bandwidth issue is another reason for doing asynchronous for recert. I'd send people to our offices or libraries for access but this is limited during COVID times
- What to do when applicator doesn't have a camera on their system? Cameras aren't expensive but not everyone has one!
- Have had success with smart phones use for Webex and urge them to have fully charged cell phone or have them plugged into charger

Speaker Tips
- Relating to your audience and having them believe you have done what you are teaching will ALWAYS apply.

- Being energized and bringing positive energy to the course and exciting the participants
- Anecdotal sharing
- Standing and moving while on a webinar was new and a no brainer.
- Stand up during the virtual meeting and "walk the room"
- Watch yourself as you lecture to keep active
- Cadence of speaker (slower) is important
- Really like the idea of regional instruction or engaging diversity in instruction with similar materials
- Research contrasting attention on a computer screen vs. in person. How might this change our delivery of the same material?
- There is hope in persistence, people will adapt if they understand the mission, what is simple usually provides the best solution.

Engagement
- I liked the Start Time (not early time) that we had today and yesterday. It was a good way to make connections: among speakers and attendees.
- Polling for smaller groups
- Tools for interaction: Polling, quizzes, games, etc.
- Not personal but work related questions
- Sharing concrete examples of mishaps/accidents/violations that can be used as learning tools or experiences for audiences
- Use real life case studies based on enforcement actions that dept of ag inspectors had, like spill handling problem, drift case, or wrong product mix-up
- Encourage chat feature to keep participants engaged
- If doing online recertification: Full days are probably the best; have live presenters as well as videos mixed in; have live interaction (quick quizzes, quick response)…
- In more locked down webinars, it might be hard to see videos and interact with participants as directly.
- Enjoyed Fred's collection of photos as people across all generations would enjoy seeing the photos and being fascinated by them

Miscellaneous
- Loved learning about Zoom abilities, but would like to know tips and tricks of other platforms
- Alternates to Turning Point? Scratch, Kahoot?
- Need information on Turning Point licenses
- Seems like at least a few of us are trying out Moodle/TrainingHouse platforms in the next year instead of "live" sessions. Asynchronous or self-directed learning is better for areas of unreliable internet or to avoid long days in a single session
- Maybe bring in the regulatory needs for synchronous/asynchronous online training
- Offer both asynchronous and live webinars to accommodate the different learning styles
- How can we utilize Zoom or other platforms with low internet bandwidth
- Has anyone considered/used "go-pro" presentations (live) to teach/demonstrate practical tasks—such as a calibration, safe tank mixing, etc.
- For how to videos Loom is an amazing resource and if you are with a University. You get the paid version free. Lets you also gauge how many watched the video and create cloud based folders to host the "how to" videos in. We use a link to those videos as a precursor to people attending training.
- Sometimes have to go with University/Agency platform regardless of which is preferred

- o Opened up an inquiry for the use of drones

Complete this sentence... Right now life is teaching me...

- Compassion
- Count your blessings
- Each moment with family counts!
- Enjoy family while you've got them
- Gratitude and patience
- Growth and joy can occur during madness
- Not everything is that important
- Not to bite off more than I can chew
- Patience and flexibility
- Patience and what is important
- The big picture
- There is opportunity in chaos
- To breathe and enjoy!
- To enjoy the moment
- To practice self-care
- To roll with the unexpected
- To take a step back, realize what is important
- Understanding

From Gene Merkl:
There is hope in persistence, people will adapt if they understand the mission, what is simple usually provides the best solution.