



How Do You Feel About Web Training?

April 20, 2020

Closed Captioning Transcript

>> Hello everyone and welcome. My name is Sarah and I'm with the National Council of Juvenile and Family Court Judges and facilitating today's presentation. Before we begin I want to provide you with a brief overview of how the webinar system works and how you can interact with today's presenters and with each other. To the right of the PowerPoint we have the public chat box. Feel free to leave questions or comments you might have here. Please note that names of individuals will be removed from this checkbox in the final version of this recording. You will also find the PDF copy of today's presentation in the box below. To download, select the file and click the download file button. A new browser window will open and when you confirm the download will begin. Please note due to increased services Adobe says there has been technical difficulties on their end. If you experience any technical or audio issues, please let me know in the public chat box and I will contact you directly. With that being said, thank you again for joining us. I will now turn it over to the presenters and we can get started.

>> Thank you, Sarah, for walking us through the tech and welcome everyone to How do you feel about what training? Brought to you by FUTURES Institute for Leadership in Education Development team which is Jennifer White and I. My name is Rebecca Del Rossi and I am the program assistant here with the legal team at FUTURES. I will let Jen get herself a quick introduction.

>> Hello, everyone, my name is Jennifer White, I'm the Program Director for Curriculum Development and Program Design at FUTURES. Welcome to our web workshop on "How do You Feel About Web Training?" It is great to be here with you all. And I see a lot of familiar names and I wish I could

see your faces but I can imagine them. And I'm excited to chat with you all today.

>> Thank you, Jen, I'm excited, too. Before I begin I want to give a special thanks to the Office on Violence Against Women. They are the funder for this grant. They have been great, you know, and working with us, with the program office, developing and talking over this webinar. So, before we begin, I would like to invite you all to participate in a little chat in the chat box to the right of the PowerPoint. Please answer the question, how do you feel about what training? We posed this question to members of our own staff about a week ago and we have some pretty interesting answers. Please be as honest as you want, this is a completely safe zone to share any thoughts, positive or negative, about web training.

>> I'm already seeing a lot of answers. If I must absolutely do it, this is a great first one because I think a lot of people feel that way. A lot of answers coming in, really fast. It makes me feel old, someone said.

>> As a learner, I prefer in person training.

>> Sometimes it feels pointless, to be honest, I think that's a lot of folks feel that way. I feel that way, sometimes. Danielle says it depends on the goals and what we're trying to achieve.

>> I'm seeing an engaging remotely question, I think that is a great question.

>> Sandy says they find it difficult when I can't see the attendees to read the room. That's a really good point. I often feel that way. I've love to see Rebecca today because I feel much more comfortable and I can see Rebecca, at least. Then we can talk to each other and kind of you all. Certain topics, do not lend themselves to web training, that's right, we will talk about that today.

>> It's a great option for those with teams across great distance, that's true for Jen and I. We work you know, as a team together but work a couple hours apart, where we actually live. It's very true.

>> Let's see. Mostly I feel good about it but I wonder how many people have it in the background, a common concern. A legitimate concern with folks often multitasking. Right now, especially, right? We have a lot of

individuals working from home with a lot of competing responsibilities, right? It can be hard to focus for any length of time.

>> It's easy to check out and get distracted. Largely inaccessible to a large degree. Let's see. That's true. Kelly from Hawaii, state coalition says our state does not lend itself to in person training because of the islands. So yes, a challenge that you have out there.

>> Appreciative and especially for the follow-up training, that's great.

>> Find it boring. Very true. Sometimes it can be and we will talk over that.

>> I think we are pretty good. I see typing and chatting has slowed down but thank you all for providing your honest and candid responses. That's very important for us to talk to you all and you know, actually engage and see what your thoughts and feelings are and get a sense of the experience in the room and the interest from the room. And the struggles and challenges that you will they have that maybe we can address as we go on throughout this hour. So, with that said, I am going to move us along to the learning objectives for today's training. So, as a result of this online training or webinar, participants will be able to assess whether your educational goals and objectives lend themselves to virtual education delivery. Identify common and avoidable mistakes in web workshops. And, translate educational activities designed for in person workshops, for use in web workshops. That will be the framework of what we are working with today and how we will be participating and moving throughout the training. Any questions before we get going? I would like to invite you all, whenever you have a question, it does not need to wait until the end. Put it in the chat box and Jen and I will be alternately monitoring it for you so we can kind of have an ongoing discussion as we go on throughout today's hour.

>> If there's anything we don't get to today, we can always, we will be reviewing the comments later to get back to you after if there's anything we can't cover during this one hour.

>> Exactly. So, what are some issues that you might run into, something that might be lost in translation when you move from an in person training to an online training? First and foremost it is not nearly as simple as just uploading your PowerPoint that you were going to do in person and putting it on to a webinar format. In this time and age, as you know, most of us are

probably working remote, working from home because of COVID-19. And many, many people are juggling responsibilities from family, friends, children, four-legged family and friends in my case, and it's not practical to offer a two to three day training, nine to five when people are trying to juggle different considerations. Also there's a big issue around safety when it comes to translation, web translation from in person to online. So, for example, we have seen often in the news, that domestic violence and sexual assault has been on the rise from COVID-19, mainly because people are stuck at home with people who are using violence against them. And that can raise some safety concerns if you have people who you know, maybe you're living at home with someone who is hurting them and trying to access this webinar or other web trainings that you may be offering to them. You also may have safety and sensitive content concerns around people who are trying to disclose because you can't specifically set up that safe space like in person training. Creating that comfort level in the room and that safety in the room to make sure that if someone wants to share something tough about their own personal experience they can and do so in a safe way. And lastly, something you may have seen on your own terms and something we have talked with our staff here at FUTURES is what happens if someone gets on to your web training who is not supposed to be there? And they might be using it and posting like sensitive or graphic content as a way to abuse people, to disturb people. There are a lot of different concerns when it comes to safety and security of what the participants and survivors can maybe engage in weather with the materials.

Also, some activities are easier and seem to be more fit for a web version than in person training. For an example we give a lecture and we will go into a little bit more as to why lecture should not be the end-all of what training. And once again, going back to the safety measures, there is no replacement for having people face-to-face working together in that type of learning and transformation. You know, you can't replicate that on the web no matter how hard you try.

Other things to take into consideration is that it may take you longer or maybe harder or challenging to translate your in person training onto web training. I like to liken this to using Google translate. Per say, if you're trying to translate from English into Spanish, let's just say. If you use Google translate the translation you get will not just be accurate if you just you

know, type it into they are and press enter. It will be grammatical mistakes, there will be potentially like, what's the word? Misconstruing different words and stuff. So, it doesn't necessarily work very well. You know, that is why if you're doing language translation you want to make sure that someone who is certified interpreter or translator who understands languages and nuances and that is the same thing with translating over to the web version. Some activities may take longer. Maybe shorter. You have to adjust your timing. You will have to come up with creative ways of engaging and interacting with people. Some ways that we, that Jen and I have been talking about is, we use the hand raising functionality for doing polling or web cam, something we talked about a couple days ago, how to make this more of an engaging thing.

>> Also, something that can be hard to translate as well, skill, really trying to test the knowledge of the learner. That can be a little bit challenging to translate to web. You have to get pretty creative with how you will do that. It really comes down to you know, muscling through the awkward and scary feelings that you might have and what it involves. And something that may not look super familiar to us.

>> So, our goal here is to make sure that there's always a learning transfer. In all of the trainings. And that refers to something called stickiness. This is whether or not something really gets involved in your brain and basically sticks there. What I like to think about is really changing just you know, descriptions of things and using it as an experiential hands-on way that is applicable into your own life. That is when adults learn the best, if something is applicable and is relevant to them in the future or in their own line of work so, what I'm thinking of is you know, from college, like one lecture I have that I can remember is because it was transformative and that is the goal of stickiness, you have to go through this knowledge transformation to really have it ingrained in you. If you have any questions about that, feel free to put it in the chat box and Jen and I will be happy to answer it.

>> Keeping with your face-to-face fundamentals, generally talking about that a little bit more, really face-to-face and really those can be translated into a web training and we should be aiming to do that because our goal is

to make sure that people learn. That we don't just disseminate information and stop there.

>> Ilicic in the chat box that there are conversations about how to do online training? You know, online options that can be sensitive. And the looks like we're having some folks talk about that and considerations about how to do it when it comes to monetary constraints.

>> So, you can try to talk to people who you know, might be putting on these web trainings. Or in person trainings and potentially moving them on to a virtual platform. An example of that, on a personal level is that Jen and I were actually going to be holding two trainings, one in March and one in April, actually today, and tomorrow. But of course, like I think many of you on this call, we have to postpone them or cancel them. We actually talked to our program officer over at the Office on Violence Against Women about the possibility of potentially putting our two trainings we were going to host online to make sure we could get them within the 2020 year. So big shout out to the familiar names I see on this call who will be attending the training and thank you for showing up today. I promise we will be having the in person training eventually. But this is part of the conversation that we are having. Whether or not we could kind of repurpose and reconstruct our two trainings, one of which was a two day training and one was a 2 1/2 day training. Whether or not we could construct them to be good and useful for web training. After talking to our program officer for a couple days about this, whether the objectives made sense to translate to an online delivery, we decided to stick with them for in person and talk about how we came to that decision. That was actually kind of a formative moment in creating this webinar. Figuring out, I would like to see if there are some people on this call, is anyone here who may be is funded by OVW, if you have considerations or if you have tried talking to your program officers and what the thoughts are for them and whether or not you should keep your training in person or if you should move them online? We've been getting a lot of requests from people you know, from both advocacy agencies, victim service agencies and other technical assistance organizations to whether or not they should move training online. We want to throw that out and see what you all have been hearing and experiencing from the audience.

>> I was going to say Suzanne said we have nine regional meetings that have gone online with approval and Amy said they said to do the best you can do and that sort of a judgment call. And, we've had some of the technical assistance request, a lot of calls saying that grantees were interested in moving their longer, in person trainings to online and what to think about for doing that and I think you know, obviously, the first step is definitely speaking to program managers. Because, they have thoughts about whether or not what you intended to do initially will work well online, whether it's objectives and also there may be other things they can do to help you so that you can do it the way you originally considered doing it. Nancy says I'm a grantee in New York, everything had to go virtual because of the governor. Yes, I'm in your state too, Nancy, I hear you. I'm sorry, the chat is moving very quick.

>> It is. Yes.

>> My agency got a version of WebEx that we are using. And then Zoom, obviously, if you're not using videos. It can work a little bit better if you're using the nonpaid one. Nancy said moving some online, moving some of the in person to online, Kelly said we've been considering this for deliverables to have OVW, they are interested in having this conversation. For sure. With you because we have had a number of conversations with them around this and I would suggest checking in with your program manager to see what they think. I feel like we lost Rebecca. Are you still there?

>> Yes. Hello. I am back. If you can hear me, I think my Internet just went out. One other consideration to take into --

>> Great -- We totally planned that --

>> Yes, some people the Internet might not be stable. Those are thoughts and considerations for folks who maybe haven't had that conversation is funding their training. That the consideration you have to have. What are some of the traps and things that are easy to fall into when it comes to web training? Or virtual vice if you will, if you like alliteration, as we do.

>> I love it.

>> Yes, me too. So, first eliminating experiential exercises also known as death by lecture. I am positive almost everyone has been there. We had a

bunch of people say that these types of trainings can bore you, right? And that's really not the best way to teach adult learners. Adults learn mainly multimodal, they prefer a mixture of audio, visual, engagement, hands-on, discussion based activities, or polling options. Are there polling options and questioned options on zoom? Yes, there are. That's a good option to have to do experiential versions. Rather than just lecturing straight. The first polling goes, sometimes we do use polling to do quizzes to test learner knowledge. And that can be a really great way to see how well people are understanding and comprehending the information and the stickiness but polling is a great way to also engage people and make sure they are paying attention and keep their focus on the webinar rather than perhaps on their phone or what's going on around them. Polling can also be used to get a sense of who's in the room and the experience in the room. And light, like we said, we are encouraging participants had. Feel free to chat with each other.

>> We can still see you, Rebecca, we just miss you.

>> You can hear me? I think I got kicked out of the meeting. I can still go.

>> Okay.

>> Let me pull up the PowerPoint. Sorry about that. There we go. I am good. I'm back on. We are totally good. I would also adding limiting questions to the end. We want to make sure that this is engaging where we can stop and chat and really engage with each other. To kind of free up the environment to try to have an in person training. And Jen, if you can move to the next slide, part two.

>> We are on it.

>> Perfect. Advice to avoid would be reading off of a script. I'm sure many people have been on trainings where you hear someone and you can tell that it was just typed out and they are reading line by line. And for me, personally, that puts me to sleep almost immediately. So, really keep that in mind when you think of engaging. Also to eliminate the use of personal stories disengages the learner. Really, another way to keep people engaged and keep the learner active is to talk about personal stories. For example, what I did as I mentioned that I have a really hard time paying attention when someone is reading off of a script and I hope some of you

are also thinking to yourself, oh, man, that happens to me, too, man, you know, maybe that helps with that notion to stick more in their brain. We also have not using or using complex graphs. A lot of times graphs that have a lot of stuff going on can be really inaccessible for most people to read and comprehend. And there isn't really a safe space for learners to ask intensive questions about what the graph means and how to break that down. Next we have not focusing for attention and that really talks about like using the learning objectives to make sure and checking in to make sure that the participants are with you saying hey, this is where we are, this is where we are going. And kind of giving that roadmap as we go. And lastly we have advice, forgetting about access. As we talked about earlier, language access is just as important for online training as it is for in person training. I will give a quick plug, Jen and I actually did a web training on webinar, a couple months ago, with the lovely Ana Paula from the Asian Pacific Institute on Gender-Based Violence, I'm not sure she's on the call today. That was about how to have a multilingual, accessible space for language access in person. So, if you're interested more in that check it out. And access can also talk about people who have disabilities. What type of access that they have to your training. Whether that is font size or the type of font that you use itself, closed captioning, etc., to remember that those things are just as important when you are online as you are in person. With that, I will pass it back to Jen to talk about adult learning fundamentals. And I am going to try and get back on to the platform.

>> Thank you, Rebecca. I want to take a little step backwards about the access issue. Especially with respect to individuals with various disabilities. And the reading, the size aspect. It can be important to read the slides, as well, as you are noting, in the chat box, for purposes of individuals with disabilities, that is something important to think about. More so, we were talking about the reading off of a script, that can be sort of offputting for people. If you have your entire presentation typed out but the reading of the slides can be important for folks following along and for different individuals with disabilities, as well as reading out the chatboxes. So, because it's important to take a moment to be able to read the chat comments as well for the same reason, and that can be difficult sometimes to keep up as you can see what folks are really typing furiously and fast. Often, as an example that Rebecca gave, when the closed captioning isn't really, is not

capturing what's going on in the chat box. So that's another important consideration and something to balance. Thank you for those comments. Jeanette and George and Jill are making those comments, thank you for that.

>> We will talk a little bit about adult learning fundamentals. The reason we will talk about them is that because this idea that the best way to maximize the learning stickiness or learning transfer when you're doing any kind of training is to always go back to remembering what are the fundamentals of how adults learn, right? These come from Malcolm Knowles and others, learning education theories, collectively, they have contributed a great deal toward understanding how we, as adults, come to the learning environment and so, some of this key fundamentals that we think about when we are designing education for adults are these eight ideas. So, safety, right? The idea behind that is that adults need to have this sort of sense that they can contribute, they can actively contribute in a learning environment and it will be safe to do so. This idea of social comfort which is not only the fact that it is set up with peers in mind, but you can learn from your peers, that the social aspect of it. But also physical comfort. Are you in a place where it's too cold or too hot or there's not enough air or the seats are too close together? And there's not enough room for individuals to get through and you are all on top of each other, all those kinds of considerations. Engagement. So, when we think about engagement we think about things like engagement with each other, right? The peer side of it, but also with the materials that you are teaching. And with the facilitators or the teachers, whoever is there. Adults like their education to be active. To be based on some need, most adults come to the learning environment because they need to get the information, either to improve something in their personal life, in the business, professional life, they're coming for a real need. It's important to sort of ascertain what those needs are. Learners have goals. The education is relatable. Also relevant. Also practical. And there's opportunity to do self-reflection or some kind of personal evaluation. These are sort of the fundamentals that we come to the learning environment with. Right? Will we design for adults, these are the kind of core things that we think about as we are designing our instruction. It doesn't matter what it is, right? But we tend to remember to do those things when we are creating in person training and sometimes we forget when we are doing it virtually.

>> This first one is to connect your objective to the delivery. So, typically, when you are designing some kind of education program, right? You have some kind of goal in mind. And it's probably aspirational, probably pretty vague at first, maybe you know you have a certain number of people you want to train. On a topic. You have a category of professionals you are trying to reach. And that is sort of your goal, right? And from there, what we typically advocate is that you do some kind of a needs assessment so thinking about what to the learners in your audience need to know? And writing objectives, right? But I would urge you to do at that point is to take a step back, look at that information, and think about various ways that you can then deliver that education. Is it best to deliver it in person because of the sensitive nature of it? Because it's going to involve a lot of hands-on work? A lot of skill building work? A lot of constant peer engagement work? Is it something that can be delivered virtually and if so, does it need to be done together? Like this? Where we are engaging at the same time? Or can it be done so that you are going to be creating something that can be accessed on demand like a recorded audio or video or podcast or something of that nature? Is it technical assistance that you need to do? Is it not a training at all? Is it some kind of toolkit, some kind of document? As we get to that point, where you have figured out what your objectives are, that you are taking to achieve that goal that you have in mind, think through the different options. You will come back to that sort of process of thinking through the different mediums when you are designing activities, learning activities, but it is really important to take a step back, especially right now when we are in this environment that all we can do is virtual training, right? And think about what if your training can be done in person, what if it needs to be done in person, what if it can be done virtually and then, how? Virtually, how? We tend to default a lot of times to webinars. And there are a lot of other sort of virtual opportunities, courses and things that are different approaches that you can also think about and we will talk a little bit more about that.

>> This idea of engagement, right? I will ask you all in the chat box to weigh in on this. Think about engagement on a webinar. What does that mean to you? What thoughts come to your head in a webinar when you think about engagement? Polls, yes. Two way conversations. Polls. Active chat. Opportunity for a breakout room.

>> Word clouds. I like that. That's a really cool idea.

>> You can ask questions as you go. Video. Hearing from other participants, hearing examples, reflections. Using videos to break up the PowerPoint. Yes. Raising hands. So, if you all would take a look at the left-hand side of your screen does a person there. And if you click where it says set status you can raise your hand, you can agree or disagree. That is one way to do that. Lori says it's challenging and I agreed because especially with the chat box it goes so fast, it's hard to follow. Breakouts. I'm going to try using Kahoot for an upcoming training. I think that's like testing, right? A testing application, is that right? Like quizzing and things? I could be wrong about that. For online, okay. Poll everywhere, yes. That's a great one. We use that sometimes in webinars and training, in person training. Other folks, for Kahoot.

>> Kahoot can be a lot of fun. You can create usernames and do prizes and stuff. That can be a fun way to get adults engaged and involved. People are still pretty competitive, regardless of what age you are. That can be fun.

>> Yes. A couple things about, what were mentioned in the chat box, this is, there are 100 people on this particular webinar that we are on. This is more like a sort of traditional webinar because there are so many people, right? We webinars and somebody mentioned this in the chat box before that they are able to reach so many more people with some of the trainings that they've been doing because you can have like 400 people on a training, right? Some of the more interactive applications like the breakouts, like being able to unmute people, doing role-playing, talking about some of that stuff works a lot better if you do more of a web workshop. By that I mean keeping your participants down to more like 25 to 50 people. You can really engage with individuals the way you would in person. And so, there's a couple reasons for that. One is because you can manage the interaction better. You can manage the chat better. All of those things. But, you can use your cameras in most cases. The number one technique to make individuals feel connected on a web workshop is through using the camera. So, you can only really use the camera for the facilitators if you have a big webinar like this of 100 people because the platform can't handle it for everybody to have their video on. But if you do it for those smaller meetings

or smaller web workshops where you actually are engaging in doing a lot of hands-on work, it can be very useful to be able to see each other. That is something to think about. Like the pod, the breakout pod for instance, like zoom says they can do something like up to 50 pods with 100 people in a pod or something like that. But, whether or not it is actually manageable when you do it and whether or not the system will be able to uphold that, not crash, and collapse and things is sort of questionable. I would suggest if you're going to do stuff like that to keep it to a smaller group.

>> Think about the sage on the stage to the guide on the side. These are, when you do your in person training, right, you're thinking about the fact that the learner is coming with a lot of their own experience. And a big piece of that learning transfer is getting individuals to have the opportunity to translate that experience into sort of collective knowledge, right? Getting people experience out so that they can then share it and people can use it and apply it, right? That is what we have facilitators usually incentive lectures. It's harder in this environment. Is anyone, if you can use the raise your hand feature above, raise your hand if you have been let's say in the time since we've been home working from home, have you participated in a web work sharper you really felt like it wasn't mostly lecture? Raise your hand if you have experience that. Okay. I'm seeing a lot of folks have been able to participate in virtual conversations, virtual web workshops where it's not just lecture. This is great. Now, it's still populating. Hold on, Folks can take a second, he said yes, they have had very interactive experiences where it wasn't just lecture. Were those smaller meetings or big, 200 people? If folks want to take a second to take that in. 300 attendees. That's awesome. Smaller. Smaller. I will have to talk to I think it was Lori about 300 people. That's great.

>> Yes.

>> And they did breakout sessions. Okay. 300. Yes. Tony, sorry. I thought it was Lori. I done some larger ones but they were liberating structure trainings. Yes, it was great. Wonderful. All right.

>> Really cool.

>> This idea of adults like choices. The supplies as you design really thinking about to what extent you can deliver what you are trying to deliver in a multimodal way using different mediums. So, for instance, if you were

to follow Malcolm Knowles approach, right, for even in peace and training you wouldn't have an agenda. Right? You come to a training and you would say this will be based on what the learner needs. Okay? That is up your anthropological approach to adult learning's. That's often not practical or permissible with our limitations, right? But the degree to which you can build in some kind of choices, so, whether it is giving people the opportunity to listen to something beforehand, do some work beforehand, and then actually, really engage and be able to talk to each other and use the chat box or use a different function of the web platform. The choice component is a lot more instrumental if you're able to design even simple courses. So one thing I've used has been Blackboard, a free or low-cost version of black board that you can use to create simple courses called CourseSites. I've done that and that is something where you can give the learner a little bit more choices depending on how you set up your course so that is also something to think about.

>> There are different considerations when you are doing web training regarding access for individuals with a variety of disabilities as well as language access. Right? You want to think about closed captioning, you want to think about how you use imagery. How you are describing the images through the alt text function, for instance, the screen readers can read. The images and no what you're showing at times when you're showing images. Things like that that you may not always think of when you are doing in person training. There are some considerations and there are great resources from Vera and I saw some folks on here who have excellent resources for helping you really open that window in your mind about thinking through some of those considerations.

>> Preparation. Preparation in advance and right before. I was laughing about the fact that we are using the web camera. Because, you know, it is one of the more effective ways to feel connected with your audience, even a large audience is. But, because of that, I had to sit here with the lighting and the camera and my background before, my background was my shoes, all you could see was my shoes. And that was terrible. Unless you are really into shoes, it was probably not appropriate. There is preparation, just for the simple things like that, the camera. Not to mention your materials. Thinking through activities, all that kind of stuff. It can take longer than maybe you anticipate.

>> Some of the tips, right? The most important part. If you are going to be, as I said, doing a lot of this work, specifically if you're going to be translating longer trainings because you talk to OVW and they want you to stick to virtual delivery or you were already thinking of doing that for whatever reason, you're going to want to think about the different ways that you can maximize people's time together. So, one way to do that is to have your lectures be more delivered asynchronous so if you can upload even using something like zoom, a 20 minute lecture, and have individuals be able to view that lecture and then when you get on the webinar, have that time be for conversation and questions. You can do that through podcasts if you're into podcasts. You can do just audio recordings. You can use one of those simple sites like I mentioned and have individuals read things and then use a shared doc and discuss some key questions and then get on a web platform and any number of web platforms, maximize the engagement piece. Using activities that test the knowledge. Individuals on the chat have mentioned Kahoot which is a cuisine but also other uses. Using the polling. Do folks have other really interesting ways that they've used sort of activities that test what you have been teaching on a web platform? We said Kahoot and polling. Anything else?

Nancy is typing. [Silence]

>> Small group discussion. Okay. Yes. In addition to online training through coalition manager and attempting to do a hybrid online and soon webinar. Okay. [Silence]

>> That the comment. We are assigning tasks in the online section and have broken our training into several sessions. Okay. Okay. [Silence]

>> Only had one session so far so we want to see how it works. Keep us in the loop, we want to see how it goes. We talked a little bit about the breakout sessions, right? And then there's also this can be an accessibility consideration, too. I would suggest you review some of the excellent resources from Vera on this but folks also use white boards sometimes on the web platforms and can do it well. Role-playing. Something I have seen done pretty well recently and again, this is something that I tend to like to do in a web workshop. So, not a big webinar where it's hundreds of people, necessarily, but a smaller group. And where you can feel comfortable that you can unmute people and you can have people do any number of things,

you can have them do role-playing, you can have them practice a skill. You know, if you are as an example, wanting to demonstrate an effective intake process, you can speak to two of your participants in advance and give them a script if you want or even set the stage for them so that they are prepared. When you get online you can unmute them and have them do that. And then you can have participants weigh in via chat. Or Micah is saying I use role-play a lot which translates easily on line. Great. That's a really simple use of the mute and unmute function. Have other folks use, raise your hand if you've used any kind of role-playing or practice type of exercise online. I would love to see how many folks are doing that. Again, if you want to raise your hand, look at the top of the screen there's a little person and you can raise your hand. I don't see a lot. That is something to think about as you get comfortable with whatever platform you will rely on, figure out what is the best way to manage the platform and test out some of these things. Using the chat to either ask opening questions or use the polling function or the raising hands type function to ask yes or no questions and specifically ask individuals to expound on your answer in the chat. That is one way we have done, you know, if you say I see Micah said, Micah, I hope I am pronouncing your name right, I apologize them at, saying they used role-playing, that is one way, I did it wrong, I'm sorry. And Mica has also been in online training work people must post and also reply. Wonderful. I enjoy being in some of the web training or use breakouts, I will say, going back to the breakout conversation, it's important to have a host with each of the breakouts and it's important to make people come back to sort of be brief so those are sort of considerations to have as well is kind of practicing those things in advance. Things will go wrong online just like in person. Sometimes you will lose Internet access. Sometimes you will lose video --

>> Example here --

>> Video, we lost Rebecca, unfortunately. But we got to keep her on at least. Sometimes you lose everything. You know, life goes on. We keep trying right? We keep practicing. It's important to sort of prepare as much as you can and then keep your face on and power through, things will go wrong. And then sort of keep your promises, right? About not going overtime and things like that. The last thing I will say and then we will have five minutes for questions, because you can have hundreds of people in a

room for these web workshops, webinars, does that mean you necessarily should? It doesn't mean that people are actually getting what you are teaching. Just because we say it out of her mouth, right? If you don't have an opportunity to engage and do something, which often you can't do with hundreds of people, it really doesn't matter how much you say, it doesn't matter how many words you have gotten out because the individuals in the room probably haven't gotten it. I think it's important to think about that when you think about how large you want to do these workshops. And then, not to keep people on the phone for more than I'm sorry, on the web for more than 90 minutes. 60 to 90 is the optimal time. So questions? We have five minutes for questions. And then we will also, for sure, take questions after, via email or calling or anything you all need. I would love to just sit here and talk to you all all day. I'm having fun chatting with you and hearing what you're doing.

>> We have multiple attendees typing. I'm excited to see what you all have to say.

>> Suggestions for managing awkward silences and pauses when trying to facilitate dialogue and conversation in smaller group webinar settings, a great question.

>> It is a great question. Goodness, gracious, I hate silence. My first thought was my mentor, he used silence so brilliantly. I have that need to fill every space. Silence is something I think whether it's in person or online that you have to get used to. And practice with it. I really, honestly do because it can be an effective teaching tool. But it is intimidating and for some of us, more than others. But a lot of revelation can happen in those spaces. Is a practice, I really think so.

>> Yes. Okay.

>> Amy is asking, what happens if folks are talking over each other during discussion.

>> Yes. This is hard. That's another reason why if you are doing like a web workshop with smaller people, if you can get people to use the camera and the platform can manage it, and you can have people unmute have people use the raise your hand hand function, it makes the facilitation so much easier, otherwise I like to take a running tally of who's on a call and calling

people because it can get really difficult to facilitate when people are talking on top of each other.

>> When people stop for multitasking?

>> Is a good question from Tony. They are hosting the first webinar this week, any tips for being a good host when someone else is training?

>> When you say host, I'm thinking you made, mean, what you mean about hosting? Are you doing introductions? And then someone else is doing the content? Or are you also doing the tech piece?

>> I will put our emails up as Tony is typing. You can always answer, we are getting cut off in a few minutes. Yes, we are doing the tech piece and someone else -- Tony, I will send you a chart I have about sort of delineation of roles. When you have a content, something, subject matter expert and someone assisting or a tech host person. We tend to think through who is going to monitor the chat, who's going to monitor raising hands, and I will send that out to everyone. Other people are interested in it. But yes. Please email us. We want to do this quick so we had to do it in one hour and there is so much more to say and it was fun to chat with you well. I wish we could spend more time chatting. That I would be violating my own rule. Of how long to stay on webinar.

>> Yes, feel free to reach out to either one of us.

>> Thank you so much for your wonderful participation. This is like excellent to see everyone. And also hear from everyone. To chat, thank you OVW and Rebecca for being with me today.

>> Absolutely. And our wonderful host NCJFCJ.

>> Yes.

>> Thank you everyone for joining.

>> Everyone, stay well and healthy. Take care of yourselves.

[event concluded]