December 17, 2020

Unmuted
What works, what doesn’t, and how we can all do better when working together online.*

*As told by the people doing it every day
WELCOME!

Andy Goodman
Director
(he/him/his)

Celia Hoffman
Associate Director
(she/her/hers)
Before we begin | Copy of slides to follow

North American Association for Environmental Education

December 17, 2020

Unmuted
What works, what doesn’t, and how we can all do better when working together online.*

*As told by the people doing it every day
If you don't have to rush off, Andy and Celia will be staying online after class for any participants with questions, comments or other business.

Just remain connected.
1. **Context**: How we got here (and where, exactly, are we?)

2. **Defining Terms**: Web meetings, Webinars and Webcasts

3. **Nine Takeaways**: What we learned from the research

4. **Resources**: A little more help for our friends at NAAEE
1. **Context:** How we got here (and where, exactly, are we?)

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Great Recession of 2008 led to major surge in videoconferencing.
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Conducted research to identify problems and trends.
• Great Recession of 2008 led to major surge in videoconferencing.
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• Launched ”The Webinar on Webinars” (2009) to share best practices.
• Great Recession of 2008 led to major surge in videoconferencing.
• Conducted research to identify problems and trends.
• Launched ”The Webinar on Webinars” (2009) to share best practices.
• Logged hundreds of hours teaching and learning from students (2009-2020).
And in March 2020, everything changed...
...and everything we did started to look like this.
1. **Context:** How we got here (and where, exactly, are we?)

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4. **Resources:** A little more help for our friends at NAAEE
DEFINING TERMS | CATEGORIES OF ONLINE CONVENINGS

WEBINAR
Information Sharing/Teaching or Training

WEB MEETING
Discussion, Decision-Making

WEB CONFERENCE
Comprised of all three categories

WEBCAST
Speech/Presentation
1. **Context:** How we got here (and where, exactly, are we?)

2. **Defining Terms:** Web meetings, Webinars and Webcasts

3. **Nine Takeaways:** What we learned from the research

4. **Resources:** A little more help for our friends at NAAEE
The adventure begins here.

Keeping people focused and actively participating is your first and foremost challenge. There are plenty of tools to help you do both.
### WHAT MAKES AN ONLINE CONVENING A POSITIVE EXPERIENCE?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging Presentation/Facilitation</td>
<td>45%</td>
</tr>
<tr>
<td>Designing and Following a Clear Structure</td>
<td>37%</td>
</tr>
<tr>
<td>Using Platform Tools to Promote Interaction</td>
<td>31%</td>
</tr>
</tbody>
</table>
### WHAT MAKES AN ONLINE CONVENING A NEGATIVE EXPERIENCE?

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
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<tbody>
<tr>
<td>Technical Problems</td>
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</tr>
<tr>
<td>Lack of Engagement</td>
<td>17%</td>
</tr>
<tr>
<td>Too Long</td>
<td>15%</td>
</tr>
<tr>
<td>No Structure</td>
<td>15%</td>
</tr>
<tr>
<td>Poor Facilitation</td>
<td>15%</td>
</tr>
</tbody>
</table>
**SURVEY DATA**

**#1 ENGAGEMENT & PARTICIPATION**

**RESPONDENTS ARE MULTI-TASKING IN THE FREQUENTLY-ALWAYS RANGE AT LEAST 47% OF THE TIME.**

**HOW OFTEN DO YOU FIND YOURSELF MULTI-TASKING DURING:**

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MEETINGS</td>
<td>1%</td>
<td>13%</td>
<td>40%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>1%</td>
<td>7%</td>
<td>34%</td>
<td>45%</td>
<td>13%</td>
</tr>
<tr>
<td>WEBCASTS</td>
<td>1%</td>
<td>7%</td>
<td>35%</td>
<td>41%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Provide something to do right from the start.

MEETINGS for people who hate MEETINGS
POINTS TO PONDER (while we wait for everyone to log on)

“We surveyed 182 senior managers in a range of industries:

65% said meetings keep them from completing their own work.

71% said meetings are unproductive and inefficient.

64% said meetings come at the expense of deep thinking.

62% said meetings miss opportunities to bring the team closer together.”
Provide something to do right from the start.

Look for ways to ask questions.

“We recorded how 232 users looked at thousands of Web pages. We found that users' main reading behavior was fairly consistent across many different sites and tasks. This dominant reading pattern looks somewhat like an F.”

Jakob Nielsen, *Alertbox*  
April 17, 2006
RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Pop Quiz: Question 2

According to eye-tracking studies, your eyes are most likely to follow which pattern?
Provide something to do right from the start.

Look for ways to ask questions.

Use polls
RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms
Given a choice of techniques and tools to create more engaging and interactive online convenings, survey respondents ranked creative use of the chat box first among all tools available.

“Unmuted” report
# RECOMMENDATIONS

## ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

- Share links
- Conduct snap surveys
- “Chat Storms”
RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.
RECOMMENDATIONS

#1  ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

• Share links
• Conduct snap surveys
• “Chat Storms”
• Post footnotes or citations
• Ask questions to “read the room”
RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

---

Syracuse University • Storytelling 201
Story Structure Worksheet

Choose a story that will bring to life one of the four pillars — something that actually happened, whether it’s an incident in which you were involved, something you observed, or simply a story you heard about from a colleague.

Follow the directions below and answer the questions in the spaces provided to outline your story. You do not need to write out the entire story word for word.

YOUR AUDIENCE

To whom would you tell this story? (Your audience determines how you tell the story – i.e., the wording you choose, the protagonist with whom they are likely to identify, and which parts you need to emphasize, so be clear on this first and foremost. Even if the story is appropriate for multiple audiences, pick one.)

THE POINT

What one point do you want your audience to take away upon hearing this story? (While this may not be evident to them until the end of the story, you must be clear on your intended message from the beginning. This is your "north star" as you work on your story.)
Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

Take questions frequently (and call on people.)

Design slides to remind participants how to ask questions.
Questions about using platform tools:

1. In general, do you prefer to have your camera on or off?
2. In general, do you prefer asking questions out loud or submitting via chat?
3. In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
4. In general, do you read chat box comments as they appear? (Yes or No)
### HOW OFTEN DO YOU PREFER ASKING QUESTIONS OUT LOUD AS OPPOSED TO ENTERING ALL QUESTIONS IN A CHAT OR Q&A BOX?

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MEETINGS</td>
<td>2%</td>
<td>10%</td>
<td>39%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>14%</td>
<td>37%</td>
<td>32%</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>

- **WEBINARS:** Prefer to chat
- **MEETINGS:** Prefer to speak
QUESTIONS & COMMENTS

Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute.
Our virtual welcome mats need some work.

While attention is being paid to making online convenings more inclusive, there is plenty of room for improvement, particularly where accessibility is concerned.
### How Often Have You Seen Convening Leaders or Facilitators Say or Do Things Specifically to Create an Inclusive Space That Acknowledges and Adjusts for the Diversity of All Participants?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6%</td>
<td>33%</td>
<td>43%</td>
<td>17%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Should Something This Fundamental Be a Sometimes Thing (Leaning Towards Rarely)?**
Give participants a chance to check in, formally or informally.

Introductions

Please share your name and one word or statement to describe how you are feeling or thinking about the work at this moment.
Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Agreements

• Try on new ideas and ways of doing things
• Okay to disagree
• Be aware of both intent and impact
• Practice BOTH/AND thinking
• Move up/move up
• Manage our technology
• We are accountable to these agreements & each other
Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?
HOW OFTEN HAVE YOU SEEN CONVENING LEADERS OR FACILITATORS CREATE GREATER ACCESSIBILITY FOR THE CONTENT (E.G., CLOSED CAPTIONING, LANGUAGE TRANSLATION) FOR:

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL CONVENINGS</td>
<td>43%</td>
<td>38%</td>
<td>15%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>WEB MEETINGS</td>
<td>34%</td>
<td>41%</td>
<td>16%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>24%</td>
<td>37%</td>
<td>18%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>WEBCASTS</td>
<td>22%</td>
<td>41%</td>
<td>25%</td>
<td>10%</td>
<td>2%</td>
</tr>
</tbody>
</table>

ACCESSIBILITY IS ADDRESSED FREQUENTLY-ALWAYS 12% OF THE TIME AT BEST
Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform’s accessibility tools.
RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY

Communications Network Virtual Conference (September 23-25, 2020)

ASL INTERPRETERS

COMPUTER ASSISTED REALTIME TRANSCRIPTION (CART)
Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform’s accessibility tools.

Discover PowerPoint’s accessibility tools.
Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform’s accessibility tools.

Discover PowerPoint’s accessibility tools.
Get training. Get some help. And get better at the basics.

Leading and facilitating online is hard enough as it is. Learning by doing and trying to do it yourself are not recipes for success.
SURVEY DATA

<table>
<thead>
<tr>
<th>HOW WOULD YOU DESCRIBE THE TRAINING YOU HAVE HAD TO LEAD OR FACILITATE ONLINE CONVENINGS (CHECK ALL THAT APPLY)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>WEB MEETINGS</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>EMPLOYER PROVIDED TRAINING</td>
</tr>
<tr>
<td>ENROLLED IN TRAINING ON MY OWN</td>
</tr>
<tr>
<td>READ ABOUT BEST PRACTICES</td>
</tr>
<tr>
<td>STUDIED OTHER PRESENTERS</td>
</tr>
<tr>
<td>NO TRAINING</td>
</tr>
</tbody>
</table>

35% to 48% HAVE NO TRAINING
**How often did the online convening’s leader/facilitator provide sufficient instruction on how to use the videoconferencing platform’s various tools (e.g., muting/unmuting, asking questions, participating in polls)?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web Meetings</strong></td>
<td>4%</td>
<td>22%</td>
<td>37%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Webinars</strong></td>
<td>3%</td>
<td>17%</td>
<td>37%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Webcasts</strong></td>
<td>9%</td>
<td>24%</td>
<td>38%</td>
<td>25%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*57-71% provide instructions sometimes or less often.*
## Challenges to Leading Successful Online Convening

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Meetings</th>
<th>Webinars</th>
<th>Webcasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having enough time to prepare content</td>
<td>2.4</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Keeping participants engaged</td>
<td>2.9</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Paying attention to several simultaneous streams of information</td>
<td>3.1</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Ensuring participants know how to use all the platform’s tools</td>
<td>2.8</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Dealing with participants who talk or chat excessively</td>
<td>2.7</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>Dealing with technical problems</td>
<td>2.9</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>Knowing how to “read the room”</td>
<td>3.0</td>
<td>3.3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Survey Data**

**#1 / #1 / #2**
Watch tutorials on your platform or find trainings like this.
Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

---

**Webinar Team Roles**

For large webinars, it is best to have a team of people involved with the planning. Roles to consider for your webinar include:

- **Facilitator** – Coordinates the meetings and communication for the Webinar team.
- **Host** – schedules the webinar and manages the webinar settings on casey.zoom.us. This person will also launch and manage the recording and (unless there is also interactivity features such as polling) be responsible for moving the slides forward during the webinar.
- **Co-host** – can manage the Q&A during a large webinar, or interactivity, such as polling.
- **Panelist(s)** – will be speaking as a part of the webinar presentation. It is worth asking them ahead of time if they are familiar with the Zoom platform. If they are not, would they feel more comfortable if you scheduled a session to go over features with them?
- **Content Lead** – to prepare the slides and speakers and handle the moderator speaking role during the session.

---

**Rationale**

- **Work Unit Resources** – A selected group of Casey Platform or supervisory representatives, and likely the clients to be posted on Casey.org following the broadcast.
- **Resources**
  - **Client Workshops** – Use this document as a tool to help you decide the options of your webinar.
  - **Content Work Resources** – You may also contact Knowledge Management or other Casey work units to glean from their experience in producing webinars for Casey.
Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

Always cover the basics (unless you know all participants are familiar with the platform.)
TAKEAWAY #4  STRUCTURE

More time online requires more attention to structure.

As remote workers log more hours in videoconferences every day, their expectations that meeting and webinar leaders will make good use of their time are rising. Clear, concise agendas help meet those expectations.
AGENDAS ARE PROVIDED SOMETIMES (OR LESS OFTEN) 44% to 54% OF THE TIME.
Agenda

- Welcome and Introductions
- What’s the purpose of this synthesis?
- What progress is being made to advance health equity through outreach, education and enrollment?
- How are investments in health workforce and innovative models supporting development of a 21st century health system?
- What are the implications for the future?
Learning Objectives

After this session, participants will:

- Describe how concepts of teamwork are embedded in the PM within clinical casework and organizational performance
- Describe skills to work across differences to improve both clinical and organizational team performance
- Describe facilitation skills to improve both clinical and organizational team meetings
- Describe skills as a meeting participant that helps the team stay focused and productive
5 Core Ideas

1. Many students have had traumatic experiences.
#4 STRUCTURE

**Definition**
A trauma-sensitive school is one in which all students feel safe, understood, and supported and where addressing trauma’s impact on learning is a school-wide focus. At the center of this educational mission.

**Ecological Fit**

**Why We Need Trauma-Sensitive Schools**

**5 Core Ideas**
1. **Prevention:** A focus on promoting healthy brain development and adaptive learning strategies.
2. **Support:** Providing a safe and supportive learning environment.
3. **Resilience:** Developing students’ ability to cope with stress and adversity.
4. **Empowerment:** Enabling students to take ownership of their learning and well-being.
5. **Collaboration:** Building strong partnerships with families, communities, and other stakeholders.

**Systemic Change Approach**
- **Involvement:** Engaging all stakeholders in the process.
- **Continuity:** Maintaining consistent practices and supports.
- **Sustainability:** Ensuring long-term impact.

**Inquiry-Based Process**
A process for addressing trauma through collaborative and design thinking.

**Long-Term Objectives**
- **Measurable:** Establishing clear, achievable goals.
- **Growth:** Encouraging ongoing learning and improvement.
- **Impact:** Measuring the effectiveness of interventions.
Shorter and fewer, please.

The mental and physical wear and tear of meeting online coupled with the increase in meetings per day argue for shorter durations and fewer meetings.
Questions about length and frequency:

- How many hours per week (on average) do you spend in videoconferences?
- What’s the ideal length of time for a web meeting (e.g., team meeting)?
- What’s the ideal length of time for a webinar (e.g., presentation or training)?
- What’s the ideal length of time for a webcast (e.g., large-scale gathering)?
- How long should any online convening continue without a break?
OVER THE COURSE OF A TYPICAL WORK WEEK NOW (I.E., WORKING REMOTELY), WHAT IS THE TOTAL NUMBER OF HOURS YOU ARE SPENDING IN WORK RELATED WEB-BASED CONVENINGS?

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>1-5</th>
<th>6-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>40+</th>
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<tbody>
<tr>
<td>TOTAL</td>
<td>1%</td>
<td>22%</td>
<td>32%</td>
<td>27%</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

59% SPEND 6-20 HRS. ONLINE PER WEEK
Survey data

To what extent do you agree or disagree with the following statement: if a web-based convening has a skilled facilitator, offers activities that successfully engage participants, and includes regular and substantial breaks, I can remain focused and productive for any length of time up to and including 8 hours.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>10%</td>
<td>54%</td>
<td>44%</td>
<td>36%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Close to even split on question of remaining focused and productive up to 8 hours online.
TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: IF A WEB-BASED CONVENING HAS A SKILLED FACILITATOR, OFFERS ACTIVITIES THAT SUCCESSFULLY ENGAGE PARTICIPANTS, AND INCLUDES REGULAR AND SUBSTANTIAL BREAKS, I CAN REMAIN FOCUSED AND PRODUCTIVE FOR ANY LENGTH OF TIME UP TO AND INCLUDING 8 HOURS.

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>44%</td>
<td>1%</td>
<td>36%</td>
<td>46%</td>
</tr>
</tbody>
</table>

IF YOU DISAGREED OR STRONGLY DISAGREED WITH THE STATEMENT ABOVE, WHAT IS THE TOTAL NUMBER OF HOURS YOU CAN PARTICIPATE IN WEB-BASED CONVENINGS IN A SINGLE DAY AND STILL FEEL FOCUSED AND PRODUCTIVE?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<tr>
<td>3%</td>
<td>20%</td>
<td>32%</td>
<td>35%</td>
<td>7%</td>
<td>2%</td>
<td>.3%</td>
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</tbody>
</table>

87% PREFER 2-4 HRS./DAY MAXIMUM
### SURVEY DATA

#### #5 LENGTH & FREQUENCY

**Preferred Length Regardless of Format:**

**60 MINUTES (OR LESS)**

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<table>
<thead>
<tr>
<th>Format</th>
<th>30 MINUTES OR LESS</th>
<th>31-60 MINUTES</th>
<th>61-90 MINUTES</th>
<th>91-120 MINUTES</th>
<th>2-3 HOURS</th>
<th>4 HOURS OR MORE</th>
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<tbody>
<tr>
<td><strong>WEB MEETING</strong></td>
<td>22%</td>
<td>67%</td>
<td>10%</td>
<td>1%</td>
<td>-</td>
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<table>
<thead>
<tr>
<th>Format</th>
<th>60 MINUTES OR LESS</th>
<th>61-90 MINUTES</th>
<th>91-120 MINUTES</th>
<th>2-3 HOURS</th>
<th>4 HOUR OR MORE</th>
<th>6 HOURS OR MORE</th>
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<tr>
<td><strong>WEBINAR</strong></td>
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<td>30%</td>
<td>3%</td>
<td>1%</td>
<td>-</td>
<td>0%</td>
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<table>
<thead>
<tr>
<th>Format</th>
<th>60 MINUTES OR LESS</th>
<th>61-90 MINUTES</th>
<th>91-120 MINUTES</th>
<th>2-3 HOURS</th>
<th>4-5 HOURS</th>
<th>6 HOURS OR MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEBCAST</strong></td>
<td>68%</td>
<td>25%</td>
<td>4%</td>
<td>2%</td>
<td>.5%</td>
<td>0%</td>
</tr>
<tr>
<td>WEB MEETING</td>
<td></td>
<td>WEBINAR</td>
<td></td>
<td>WEBCAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>10-30 MINUTES</td>
<td>6%</td>
<td>10-30 MINUTES</td>
<td>8%</td>
<td>10-30 MINUTES</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>31-60 MINUTES</td>
<td>43%</td>
<td>31-60 MINUTES</td>
<td>51%</td>
<td>31-60 MINUTES</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>61-90 MINUTES</td>
<td>42%</td>
<td>61-90 MINUTES</td>
<td>36%</td>
<td>61-90 MINUTES</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>91-120 MINUTES</td>
<td>8%</td>
<td>91-120 MINUTES</td>
<td>5%</td>
<td>91-120 MINUTES</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>MORE THAN 2 HRS.</td>
<td>2%</td>
<td>MORE THAN 2 HRS.</td>
<td>0%</td>
<td>MORE THAN 2 HRS.</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

**Preferred Time Span Until a Break:**

30-90 MINUTES
Just arriving (or rejoining)? We’re on a 15-minute break. Please check in with Celia via the chat box to catch up.
SURVEY DATA

10 Minute Countdown Timer
Luis • 515K views • 7 years ago
http://timer-timer.com Possibly the easiest timer you'll ever use. Big easy to see numbers. Beeps when it

20 Minute Countdown Timer
Luis • 701K views • 8 years ago
For a version that beeps visit: http://youtu.be/Df: i0Vz7S7I About the Beep This video doesn't beep. I
**RECOMMENDATIONS**

#5 **LENGTH & FREQUENCY**

4 hour per day maximum for online convenings.

Limit convenings to 1 hour if possible; build in breaks if longer than 1 hour.

Schedule breaks every 30-45 minutes if possible, but definitely no further apart than 90 minutes.
QUESTIONS & COMMENTS

Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute.
It’s Zoom’s world. We’re just working in it.

Microsoft, Google, Cisco and other big tech players are becoming more competitive every day, but for now, Zoom is the top choice for all categories of online convenings.
## #6 Preferred Platforms

### Survey Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Platforms (listed in order of usage)</th>
<th>Use Most Often</th>
<th>Satisfaction (1-5 Scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Convenings</strong></td>
<td>ZOOM</td>
<td>97%</td>
<td>4.02</td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS</td>
<td>43%</td>
<td>3.41</td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR</td>
<td>36%</td>
<td>3.40</td>
</tr>
<tr>
<td></td>
<td>WEBEX</td>
<td>31%</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>GOOGLE MEET</td>
<td>29%</td>
<td>3.18</td>
</tr>
<tr>
<td><strong>Web Meetings</strong></td>
<td>ZOOM</td>
<td>91%</td>
<td>4.18</td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS</td>
<td>34%</td>
<td>3.67</td>
</tr>
<tr>
<td></td>
<td>GOOGLE MEET</td>
<td>19%</td>
<td>3.48</td>
</tr>
<tr>
<td></td>
<td>WEBEX</td>
<td>15%</td>
<td>3.54</td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR</td>
<td>12%</td>
<td>3.64</td>
</tr>
<tr>
<td><strong>Webinars</strong></td>
<td>ZOOM</td>
<td>86%</td>
<td>3.95</td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR</td>
<td>48%</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>WEBEX</td>
<td>34%</td>
<td>3.38</td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS</td>
<td>12%</td>
<td>3.46</td>
</tr>
<tr>
<td></td>
<td>FACEBOOK LIVE</td>
<td>7%</td>
<td>3.12</td>
</tr>
<tr>
<td><strong>Webcasts</strong></td>
<td>ZOOM</td>
<td>75%</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>YOUTUBE</td>
<td>34%</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR</td>
<td>33%</td>
<td>3.44</td>
</tr>
<tr>
<td></td>
<td>WEBEX</td>
<td>28%</td>
<td>3.46</td>
</tr>
<tr>
<td></td>
<td>FACEBOOK LIVE</td>
<td>22%</td>
<td>3.09</td>
</tr>
</tbody>
</table>

- **ZOOM** is the most used platform across all categories.
- **ZOOM** also has the highest satisfaction rating across all categories.
#6 PREFERRED PLATFORMS

RECOMMENDATION

Zoom, but…

Microsoft Teams “Together” Mode
Q. Should I turn my camera on or off?
A. Yes!

The kind and size of your online convening can provide useful guidelines, but whenever possible, let your participants decide for themselves.
### Questions about using platform tools:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, do you prefer to have your camera on or off?</td>
<td></td>
</tr>
<tr>
<td>In general, do you prefer asking questions out loud or submitting via chat?</td>
<td></td>
</tr>
<tr>
<td>In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)</td>
<td></td>
</tr>
<tr>
<td>In general, do you read chat box comments as they appear? (Yes or No)</td>
<td></td>
</tr>
</tbody>
</table>
### Survey Data

#### #7 Personal Video Feeds

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web Meetings</strong></td>
<td>2%</td>
<td>7%</td>
<td>26%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Webinars</strong></td>
<td>15%</td>
<td>30%</td>
<td>29%</td>
<td>18%</td>
<td>8%</td>
</tr>
</tbody>
</table>

(Because webcasts frequently have a built-in mechanism that automatically turns off personal video feeds and does not allow individuals to turn them on, we did not survey respondents in this category.)

**Webinars:** Prefer video off

**Meetings:** Prefer video on
ON for intro’s
#7 PERSONAL VIDEO FEEDS

ON for intro’s
OFF during presentation
ON for intro’s
OFF during presentation
ON for Q&A or comments
ON for intro’s
OFF during presentation
ON for Q&A or comments
ALWAYS give participants the option to choose for themselves
My boss makes us keep our video on. I’m on video 5 to 7 hours a day. *It is exhausting.* I hate looking at myself all day and fake smiling during Zoom meetings. My head hurts every day. **Please make it stop.**
Less text, more action, and always build.

Design techniques that make in-person presentations more eye-catching are essential in an environment where it’s easy to look away.
<table>
<thead>
<tr>
<th>WHEN PRESENTERS HAVE USED SLIDES, HOW OFTEN ARE THEY WELL-DESIGNED AND AN ENHANCEMENT TO THE EXPERIENCE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MEETINGS</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>WEBINARS</td>
</tr>
<tr>
<td>WEBCASTS</td>
</tr>
</tbody>
</table>

40% to 49% SAY SLIDES ENHANCE EXPERIENCE FREQUENTLY-ALWAYS
Reaching Out Supporting Families

Designing, facilitating and sustaining peer support networks

Melanie Stone & Aine Tubridy
3rd June 2020
Creating a safe environment for sharing

- Ground rules and shared values/principles
- Confidentiality
- Facilitation
- Training and education
- Shared activities
- Consider who leads peer support – peer/professional
Creating a safe environment for sharing

- The dynamic of peer support is very different from most people's experience of treatments and professional relationships, where people are seen as meeting ends and staff are seen as providing help.

- Sharing experiences with other members is a challenge for some people. Power dynamics within and outside the peer support network make people have difficulties expressing their views, or to understand their experiences as valid.

- Some ideas from the Handbook on how to create a safe environment:
  - Openness and shared principles help to endorse the position of the person being supported.
  - Keep all information and views shared during meetings confidential, unless required; ensure participation is frequent.
  - A facilitator may help to establish a positive environment.

- A facilitator can also support both knew participants and peer support volunteers.

- The enacted role of the peer support worker can influence the peer support worker's ability to understand others' needs; some groups because of lived experiences individually have greater trust in a peer group as a whole than in a structured group.

- Considering peer shared visions or interests can create a more comfortable and trusted sharing and learning process.
What is Rigor?

- Academic challenge
- “Academic rigor is about increasing the complexity of thinking—from simple recall and conceptual understanding to more challenging cognitive processes such as applying, analyzing, evaluating and creating.”

Sometimes you will want to have a lot of text on a slide. For example, when you want to include a lengthy **direct quote**. In those cases, stop and let the participants read the slide for themselves. The silence will get their attention (which is a good thing), and if you read it to them, you'll only be a nuisance because they're already trying to read it for themselves.
Our Vision

We envision an America where all young people can pursue and complete an education with confidence and without constraint.
Our Vision

We envision an America where all young people can pursue and complete an education with confidence and without constraint.
• We meet the protagonist and see his/her “world in balance.”

• “Inciting Incident” gives the protagonist a goal.

• Protagonist runs into barriers in pursuit of the goal.

• Protagonist eventually overcomes all barriers (or succumbs.)

• Resolution.
STORY STRUCTURE

PROTAGONIST

INCITING INCIDENT

INTERNAL/EXTERNAL

RESOLUTION

GOAL
Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.

Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), sobre la base de información de la Base de Datos Estadísticos de las Naciones Unidas sobre el Comercio de Productos Básicos (COMTRADE).
Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.

Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), sobre la base de información de la Base de Datos Estadísticas de las Naciones Unidas sobre el Comercio de Productos Básicos (CDMTRADE).
RECOMMENDATIONS | KEEP IT MOVING
1 hour = 130+ slides
It ain’t over when it’s over.

Post pandemic, working remotely will play a significantly larger role in how organizations function than it did prior to the pandemic.
### SURVEY DATA

**#9 LONG-TERM TRENDS**

**Prior to any shelter-in-place restrictions in your area, how often did you work from home (or other workspace) rather than a centralized workplace provided by your employer?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>23%</td>
</tr>
<tr>
<td>Rarely</td>
<td>38%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>19%</td>
</tr>
<tr>
<td>Frequently</td>
<td>11%</td>
</tr>
<tr>
<td>Always</td>
<td>8%</td>
</tr>
</tbody>
</table>
**SURVEY DATA**

## #9 LONG-TERM TRENDS

Prior to any shelter-in-place restrictions in your area, how often did you work from home (or other workspace) rather than a centralized workplace provided by your employer?

<table>
<thead>
<tr>
<th>Category</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23%</td>
<td>38%</td>
<td>19%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

During any shelter-in-place restrictions in your area (possibly including right now), how often did you work/are you working from home or other workspace not provided by your employer?

<table>
<thead>
<tr>
<th>Category</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>14%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### Prior to Any Shelter-In-Place Restrictions

**Question:** How often did you work from home (or other workspace) rather than a centralized workplace provided by your employer?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>23%</strong></td>
<td>38%</td>
<td>19%</td>
<td><strong>11%</strong></td>
<td><strong>19%</strong></td>
<td>8%</td>
</tr>
</tbody>
</table>

### During Any Shelter-In-Place Restrictions

**Question:** How often did you work/are you working from home or other workspace not provided by your employer?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3%</strong></td>
<td>3%</td>
<td>4%</td>
<td><strong>14%</strong></td>
<td><strong>90%</strong></td>
<td>76%</td>
</tr>
</tbody>
</table>

### When You Are Able to Return

**Question:** How often do you anticipate working from home or other workspace when you are able to return to an employer-provided workplace (or if you are already there)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4%</strong></td>
<td>12%</td>
<td>37%</td>
<td><strong>37%</strong></td>
<td><strong>48%</strong></td>
<td>11%</td>
</tr>
</tbody>
</table>
### Survey Data

**Question:**
Please rate your home or other workspace on how conducive it is to getting work done (e.g., amount of space, noise level, potential distractions) where 1 represents not conducive at all and 5 represents very conducive.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td>5</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Summary:**
- 70% of respondents fall within the 4-5 range.
Please rate the availability of resources in your home or other workspace (e.g., computer, printer, internet connection, etc.) where 1 represents little or no availability and 5 represents complete availability.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>5%</td>
<td>18%</td>
<td>36%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

77% in the 4-5 range
### Survey Data

**When working from home or other workspace not provided by your employer, how often does the speed of your internet connection negatively affect your experience during web-based convenings?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>41%</td>
<td>35%</td>
<td>10%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**46% Sometimes or More**
RECOMMENDATION

Ensure team members have sufficient Internet speeds to participate fully in online convenings.

www.speedtest.net
1. **Context:** How we got here (and where, exactly, are we?)

2. **Defining Terms:** Web meetings, Webinars and Webcasts

3. **Nine Takeaways:** What we learned from the research

4. **Resources:** A little more help for our friends at NAAEE
Create Accessible Presentations

How to create accessible Microsoft PowerPoint presentations.

**Microsoft PowerPoint 2016**

Guidance developed by the Accessible Electronic Documents Community of Practice (AED COP).

- [Microsoft PowerPoint 2016 Authoring and Testing Guide](MS Word, March 2019)
- [Microsoft PowerPoint 2016 Testing Checklist](MS Word, March 2019)

**Older versions of Microsoft PowerPoint**

The resources in this section were developed by Federal agencies, and shared here for your convenience. Note, much of this guidance predates the [Revised 508 Standards](#).

- [PowerPoint 2013 Accessibility Checklist](#) - Developed by SSA
- [How to Make Your PowerPoint 2010 Presentations 508-Compliant](PDF, December 2014) - Developed by HHS/CMS
- [Section 508 Quick Reference Guide – MS PowerPoint 2010](PDF, November 2013) - Developed by HHS/CMS
- [PowerPoint Document 508 Checklist](March 2013) - Developed by HHS

**Training Videos**

[How to Author and Test Microsoft PowerPoint Presentations for Accessibility](#) - By the Accessible Electronic Document Community of Practice (AED CoP).
We have web accessibility in mind

Expanding the potential of the web for people with disabilities by empowering individuals and organizations to create accessible content.

- **Accessibility Training**
  Whether here in Utah or on-site at your organization, WebAIM can provide web and document training to fit your needs.

- **Technical Assistance**
  Need assistance implementing accessibility? WebAIM’s expert staff can provide the assistance you need.

- **Accessible Site Certification**
  As a respected third party accessibility expert, WebAIM can evaluate and certify your site to established web accessibility guidelines.

- **Evaluation and Reporting**
  We can provide reports to help you know how accessible your site is and how to make it better.

- **Community**
  - WebAIM Blog
  - Newsletter
  - E-mail Discussion List
  - Twitter
The Presentation Podcast is produced by TLC Creative Services, Inc., and is a conversation among presentation design studio owners about presentation design, tools, tips, running a design studio and more. New episodes release on the 1st and 3rd Tuesday of each month.
episode 104: How are the Remote Presentation Meetings Going?  
JUNE 16, 2020

episode 103: Presenting with your Voice (with Jackie Gartner-Schmidt of Voice Now)  
JUNE 2, 2020

episode 102: Is PowerPoint Collaboration in Microsoft Teams Good?  
MAY 18, 2020

episode 101: Slide Design for Remote Presenting  
MAY 5, 2020

episode 100: 100 from 100 – our favorite tips and moments from the first 100 episodes  
APRIL 21, 2020
RESOURCES | BOOKS AND REPORT (thegoodmancenter.com)
QUESTIONS & COMMENTS

Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute.
One Simple Question That Can Make or Break a Videoconference

Should I turn my camera on or off? It seems like such a simple question, perhaps even trivial, but in the pursuit of engaging and productive videoconferences, you would be surprised how critical the answer can be. For some attendees, telling them to turn their cameras on can make them feel more included, more connected to other participants, and more focused on the matter at hand. But for an almost equal number, an activated camera can feel like an invasion of privacy, an unblinking spotlight that makes them physically uncomfortable and unable to concentrate fully.

We discovered this sharp divide in the research for our report, “Unmuted: What works, what doesn’t, and how we can all do better when working together online.” We also learned that there are different ways to answer this question depending on the kind of online convening you’re conducting. To make sure you’re providing the best answer for participants in your organization’s videoconferences, scroll down to read the excerpt entitled “Should I turn my camera on or off?” from our latest report.
Our highly interactive workshops give you the tools to reach more people with more impact.

TELL STORIES
Storytelling: Tapping the Power of Narrative
Nov. 23, 30, Dec. 7 & 14
9am - 10am PT
More information

GIVE PRESENTATIONS
Why Bad Presentations Happen to Good Causes
December 16 & 17
11am - 12pm PT
More information

PLAN CAMPAIGNS
Strategic Communications: Cutting Through the Clutter
November 5 & 6
11am - 12pm PT
More information

WORK ONLINE
Unmuted: The Webinar
October 20, 22 & 30
Times Vary
More information
FINAL THOUGHTS
FINAL THOUGHTS | “We are all Robert Kelly now.”
To Judy Braus, Anne Umali and everyone at NAAEE...
Questions?
Comments?
Other business?

stay for discussion after class
POCKET SLIDES
<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprofit/NGO</td>
<td>48%</td>
</tr>
<tr>
<td>Education</td>
<td>43%</td>
</tr>
<tr>
<td>Philanthropy (e.g., Foundations)</td>
<td>22%</td>
</tr>
<tr>
<td>Government Agency</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Commercial</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer Not to Answer</td>
<td>1%</td>
</tr>
</tbody>
</table>

(Note: total exceeds 100% since respondents could choose all sectors that applied to them.)
I know you’d didn’t cover this, but...
It occurred to me while you were speaking that...

Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute.
ADDITIONAL POINTS | Why you never end with Q&A

Where do you get off saying that thing about...
ADDITIONAL POINTS | Why you never end with Q&A

Any more questions? Anybody? Anybody?
ADDITIONAL POINTS | Why you never end with Q&A

Closing thoughts...
ADDITIONAL POINTS | Have a Plan B
Webinar class recording, feedback and further reading

Celia Hoffman <celia@thegoodmancenter.com>
Hi, all!
If you missed any part of class or would like to review it, here is a link to view the recording:
https://youtube.com/watch?v=U9pZ7
We will keep this available to stream through May 30.
We welcome your feedback! If you have any comments about what you liked about the webinar, please let us know.
Attached you’ll find our report Dialoging, Logging On, Nodding Off, as well as a copy of the webinar.
All the best,
Celia

2 Attachments

SurveyMonkey
Ask more, know more, do more.
Capture real voices and opinions and make sense of them at scale.

Ready to get started? SIGN UP FREE
TELEVISION
+10 POUNDS

RADIO
-10 to 20% CLARITY

ADDITIONAL POINTS | Overcoming “The Radio Factor”
In radio, they teach announcers to really emphasize or “punch” key words because the audience doesn’t have visual cues to help them understand, and because the higher and lower ends of the audio may be lost in the transmission. The telephone can be even worse. So, what may feel like over-emphasizing to you will actually sound normal to the listeners.
Consider leading meetings or hosting classes standing up.
• Standing desk  
  (VariDesk: $295)

• Broadcast quality microphone and pre-amp  
  (ElectroVoice mic: $100; Onyx pre-amp: $130)

• Additional lighting  
  (Lume Cube: $70)
I think I can see where you’re heading with this...

Let me see if I’ve got the main point here...
FAQ's: Participants who won't stop talking?

UM, EXCUSE ME