the
goodman center
where do-gooders learn to do better

The Webinar on Webinars

Key Slides

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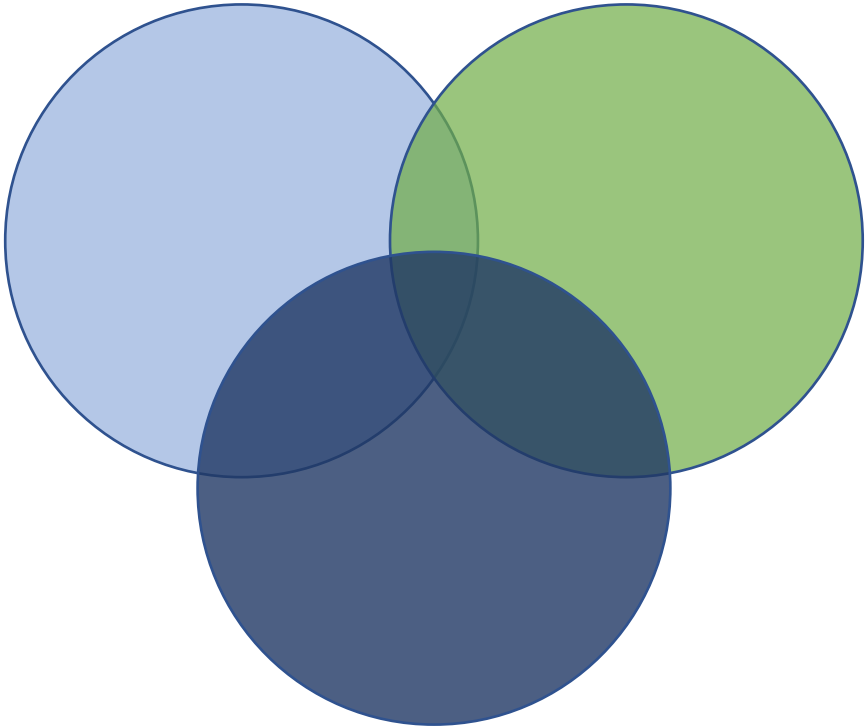
The Webinar on Webinars

- What exactly is a “webinar?”
- Why are they often so (a) boring (b) annoying (c) time-wasting (d) all of the above?
- How can we do better?

What exactly is a "webinar?"

WEBINAR
Information Sharing/Teaching or Training



WEB MEETING
Discussion, Decision-Making

WEBCAST
Speech/Presentation

The Webinar on Webinars

- What exactly is a “webinar?”
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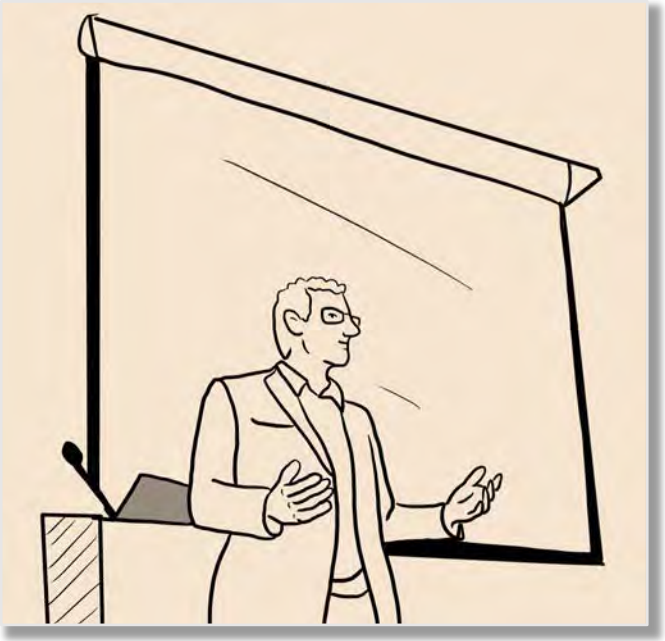
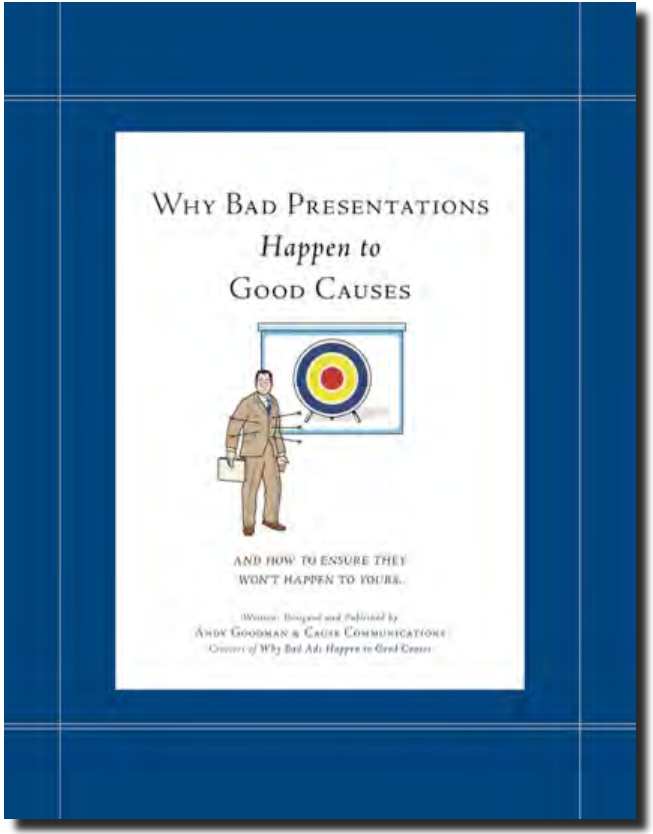
- How can we do better?

False Assumption: What's the big deal?

Look at the Data: Most presenters aren't very good





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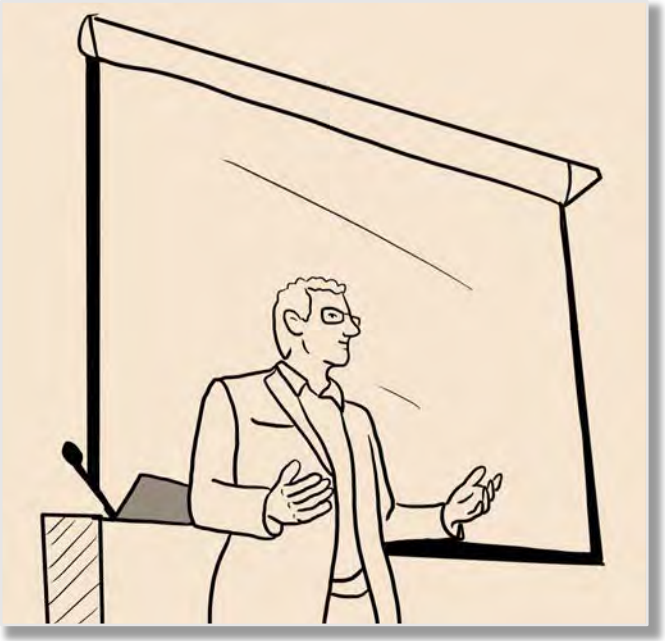
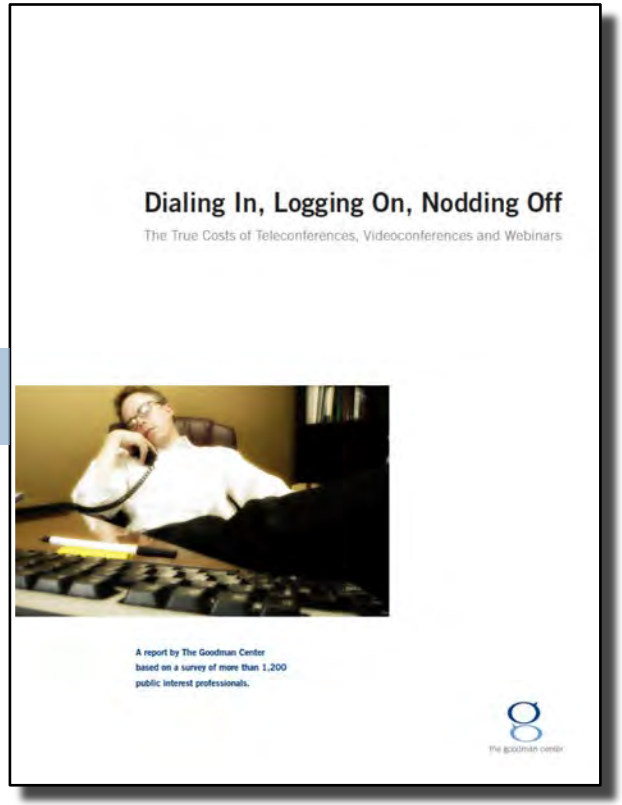


"The average grade public interest professionals gave to the presentations they attended was…."

C-

Look at the Data: Webinar leaders haven't been trained



Dialing In, Logging On, Nodding Off

The True Costs of Teleconferences, Videoconferences and Webinars

A report by The Goodman Center based on a survey of more than 1,200 public interest professionals.

Look at the Data: Webinar leaders haven't been trained

How many have <u>zero</u> training in how to use effectively?

72%

Look at Your Participants: This is where they live

Look at Your Participants: This is where they live

The First Problem to Solve: Participation

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

1. PEOPLE ON CALL DIDN'T PARTICIPATE
2. COULDN'T HEAR OTHER PEOPLE SPEAKING
3. POOR LEADERSHIP/FACILITATION
4. LACK OF AGENDA OR CLEAR OBJECT
5. TOO MANY PEOPLE ON THE CALL
6. DIDN'T RECEIVE SUPPORT MATERIAL

TELECONFERENCE

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

1. TECHNICAL PROBLEMS
2. PEOPLE IN VIDEOCONFERENCE DIDN'T PARTICIPATE
3. POOR LEADERSHIP/FACILITATION
4. LACK OF AGENDA OR CLEAR OBJECT
5. TOO MANY PEOPLE OR SITES CONNE
6. DIDN'T RECEIVE SUPPORT MATERIA

VIDEOCONFERENCE

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

1. BORING VISUALS
2. PEOPLE IN WEBINAR DIDN'T PARTICIPATE
3. POOR LEADERSHIP/FACILITATION
4. DIFFICULTY HEARING OTHER PEOPLE IN WEBINAR
5. LACK OF AGENDA OR CLEAR OBJECTIVE
6. DIDN'T RECEIVE SUPPORT MATERIALS FOR MEETING OR CLASS

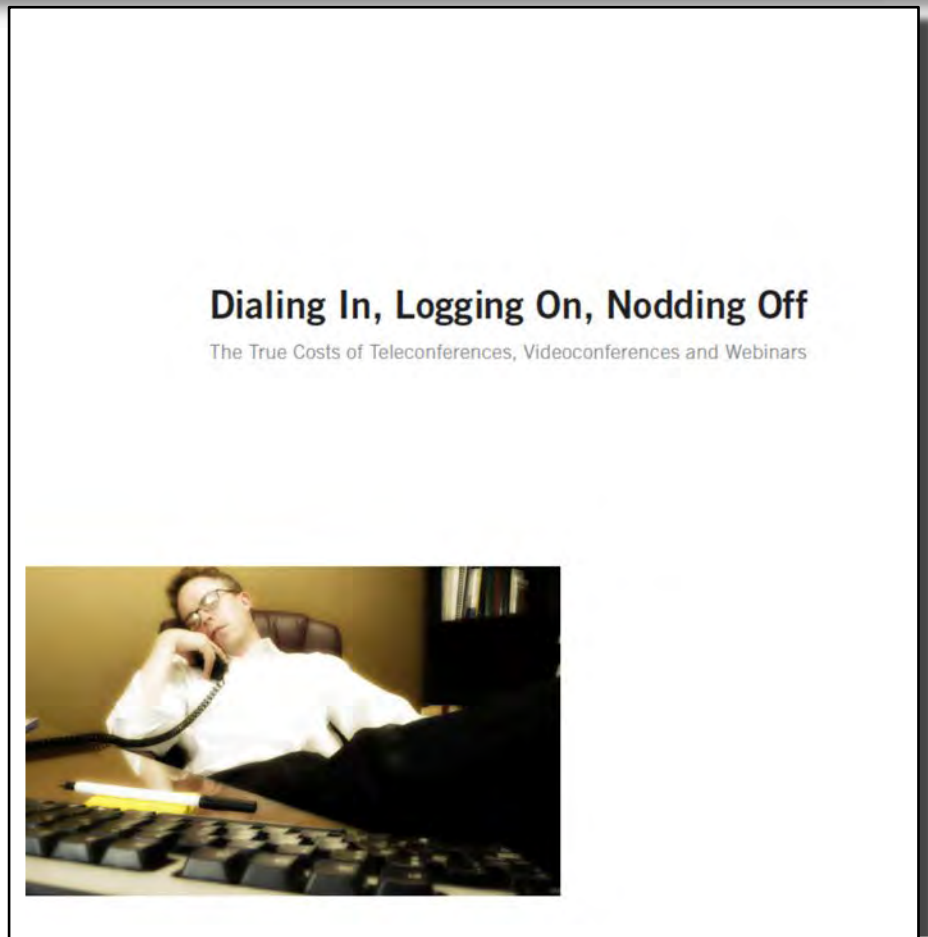
WEBINAR

The Webinar on Webinars

- What exactly is a “webinar?”
- Why are they often so (a) boring (b) annoying (c) time-wasting (d) all of the above?
- How can we do better?

How Can We Do Better?

- Research identified clear problems and trends
- Between 2009-2020 we have logged hundreds of hours conducting webinars
- Identified 5 guidelines for more engaging and effective webinars



Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving

Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving

Set Expectations Be explicit on how to use your platform

How to Participate

All audio connections are currently unmuted.

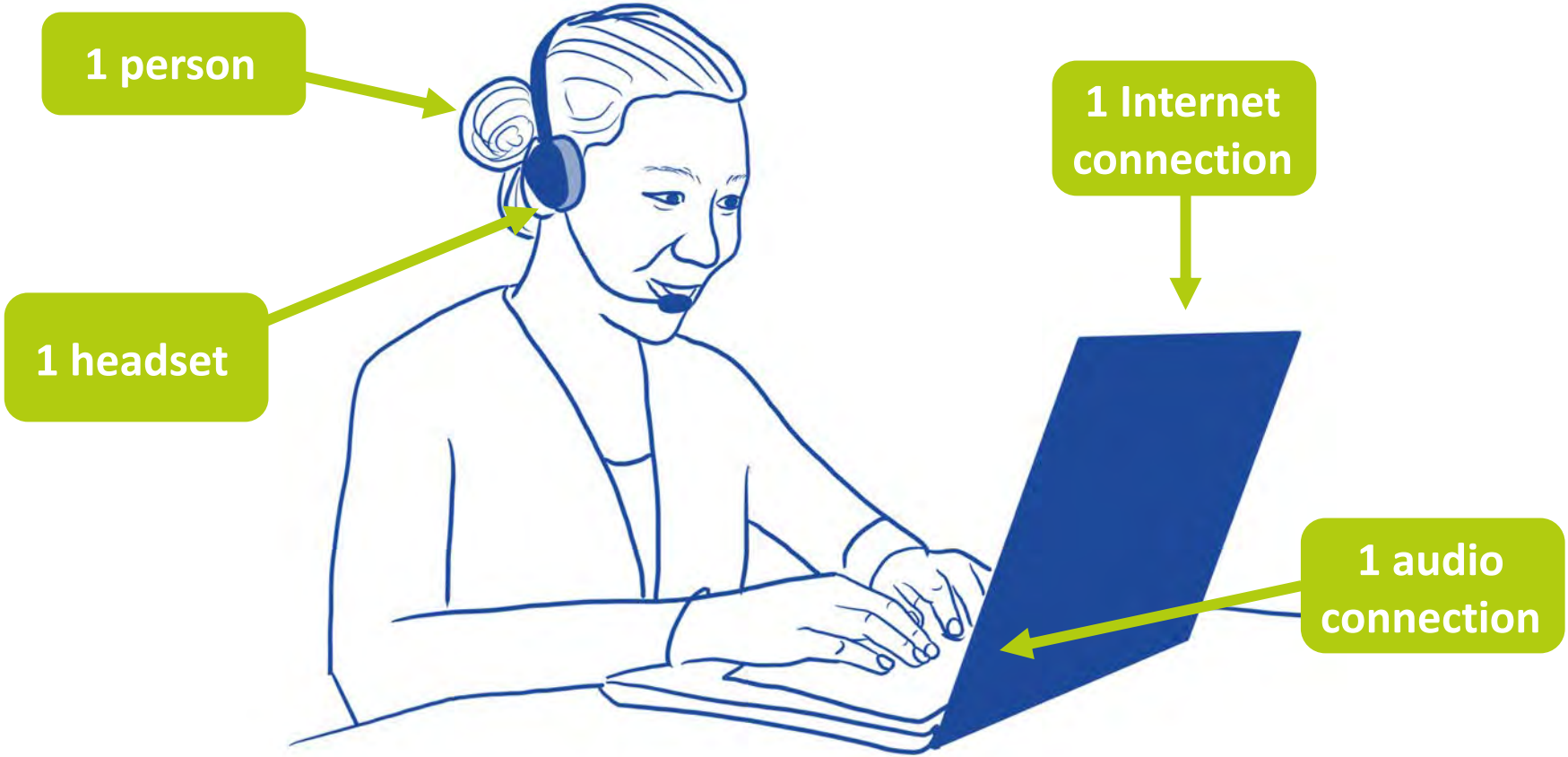
If you are receiving audio through your **computer** and would like to mute your connection, press the mute button at the bottom of your screen. To unmute, press the unmute button.

If you've joined via **phone** and would like to mute your connection, press the star key (*) and then 6. To unmute your phone, just press *6 again.

Set Expectations Avoid groups in conference rooms

Set Expectations Avoid groups in conference rooms, unless…

Set Expectations Encourage one-to-one connections



Set Expectations For smaller groups: leave lines un-muted!

All audio connections are currently unmuted.

If you are receiving audio through your **computer** and would like to mute your connection, press the mute button at the bottom of your screen. To unmute, press the unmute button.

*6

If you've joined via **phone** and would like to mute your connection, press the star key (*) and then 6. To unmute your phone, just press *6 again.

Set Expectations For smaller groups: leave lines un-muted!

Scroll of Truth

Set Expectations For larger groups: different rules…

For larger groups (25 or more), it may be impractical to leave the audio unmuted, so instruct participants how to mute and unmute their connections.

Set Expectations Prepare participants to interact

How to Participate

Michele, what do you think about that?

Be prepared to be called on. We firmly believe that interaction is a key to good webinars, so we like to call on participants from time to time. Please be prepared to un-mute your computer or phone when we call your name.

This webinar is being recorded. If you arrive late, leave early, or miss any part, you can watch what you missed at your convenience. We'll send you a link to the recording after this class.

Set Expectations Display an agenda

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?

engage

Set Expectations Display an agenda (that tracks progress)

Eligibility Programs

- Overview
- Veterans Pension and Survivors Benefit
- Supplemental Security Income (SSI)
- Supplemental Nutrition Assistance Program
- Medicaid
- Federal Public Housing Assistance
- Tribal Programs
- Income-based
- Retired programs and eligibility waivers

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Set Expectations Summary and Comments

Give explicit instructions

Avoid groups in conference rooms

Leave lines unmuted (for smaller groups)

Prepare them to interact (e.g., polling early)

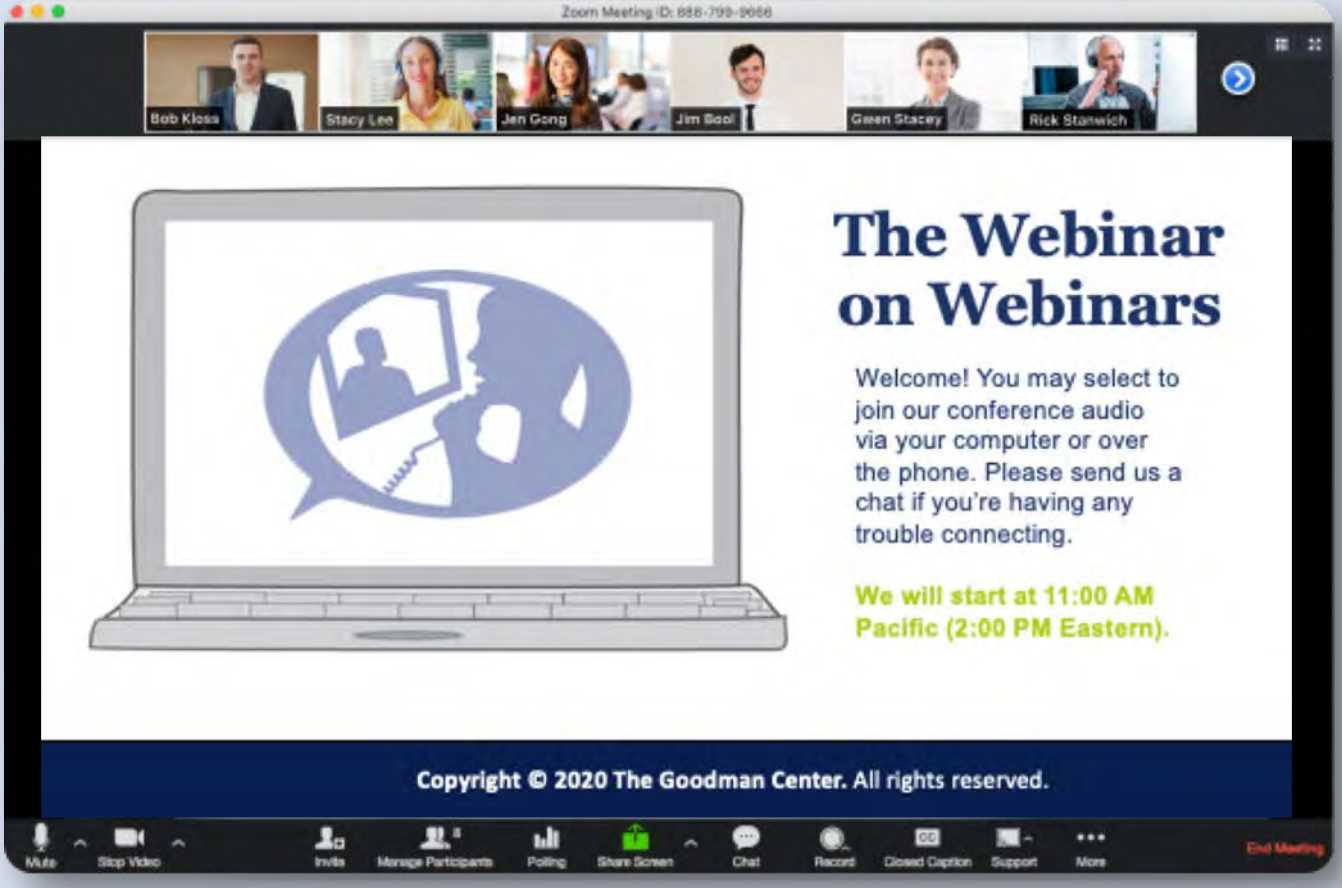
Display an agenda

Other techniques?

Five Guidelines for Better Webinars

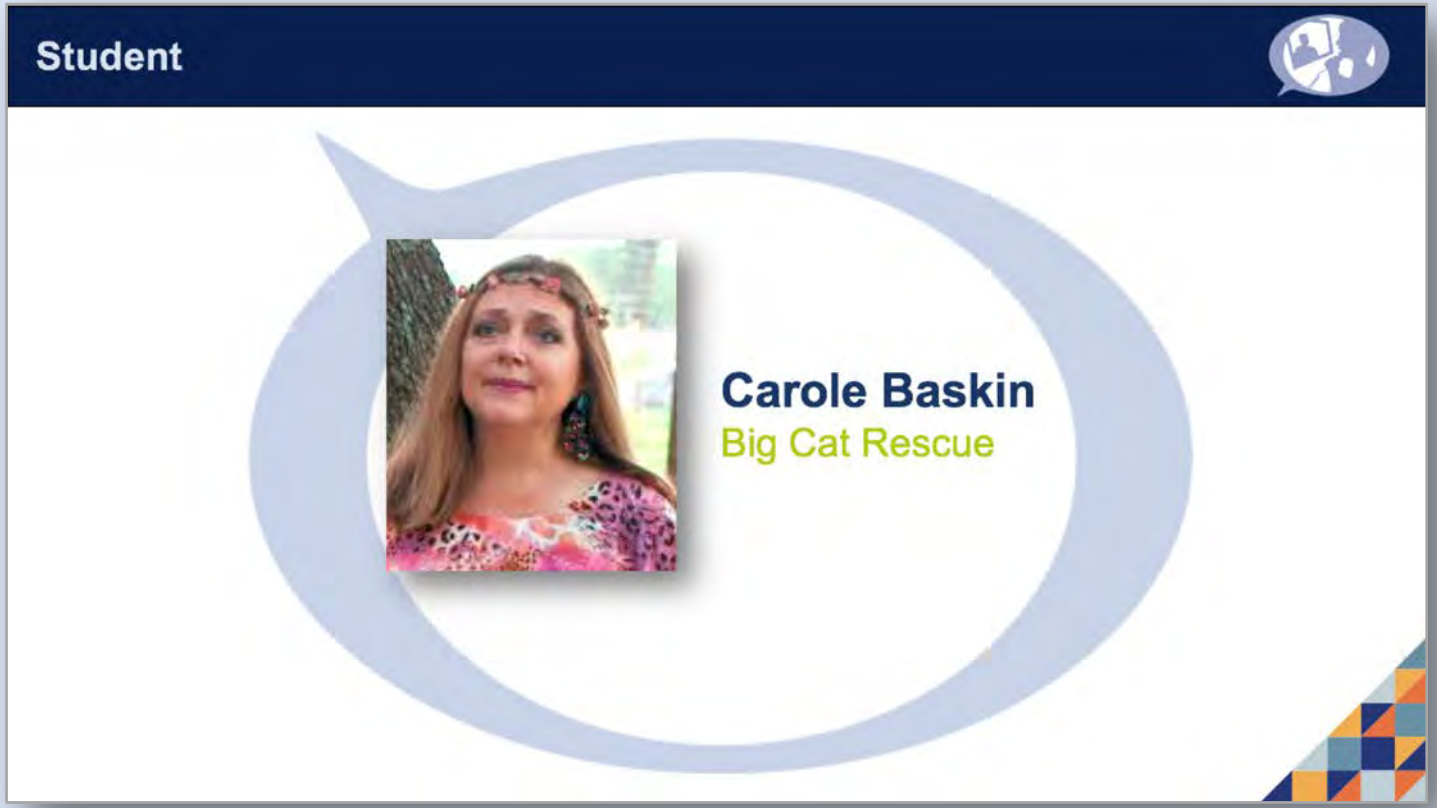
- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving

Keep It Personal If you have video for participants…



- ✓ **ON** for intro's
- ✓ **OFF** during presentation
- ✓ **ON** for Q&A or comments

Keep It Personal If not, create slides for participants



Keep It Personal Create slides for speakers

Keep It Personal Create slides for speakers

Keep It Personal Create slides for speakers

Anita

Anita Cruise
(C85)

From corporate buyout to public interest lawyer helping low-income families

NORTHWESTERN.
Alumni Association

ENCORE CAREERS

Keep It Personal Create slides for speakers

Introducing today's presenters…

Scott Denning

- Colorado State University
- Center for Multiscale Modeling of Atmospheric Processes

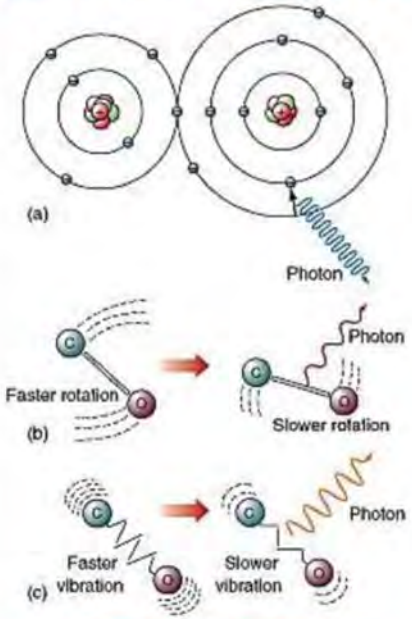
Randy Russell

- Spark, National Center for Atmospheric Research

NSTA WEB SEMINARS

Keep It Personal Create slides for speakers

Atoms, Molecules, and Photons

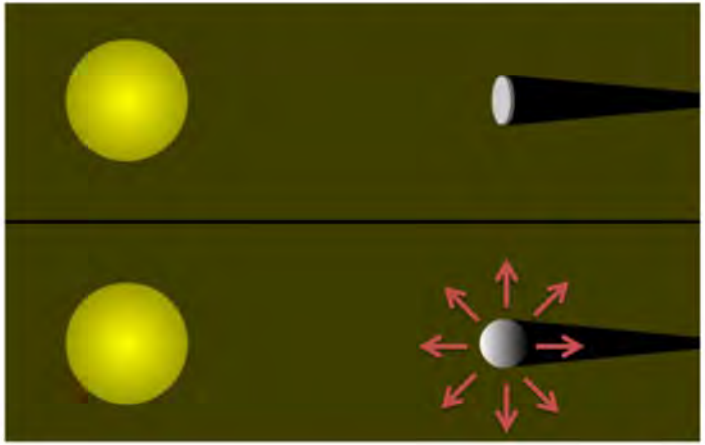


- Atmospheric gases are made of molecules
- Molecules are groups of atoms that share electrons (bonds)
- Photons can interact with molecules
- Transitions between one state and another involve specific amounts of energy

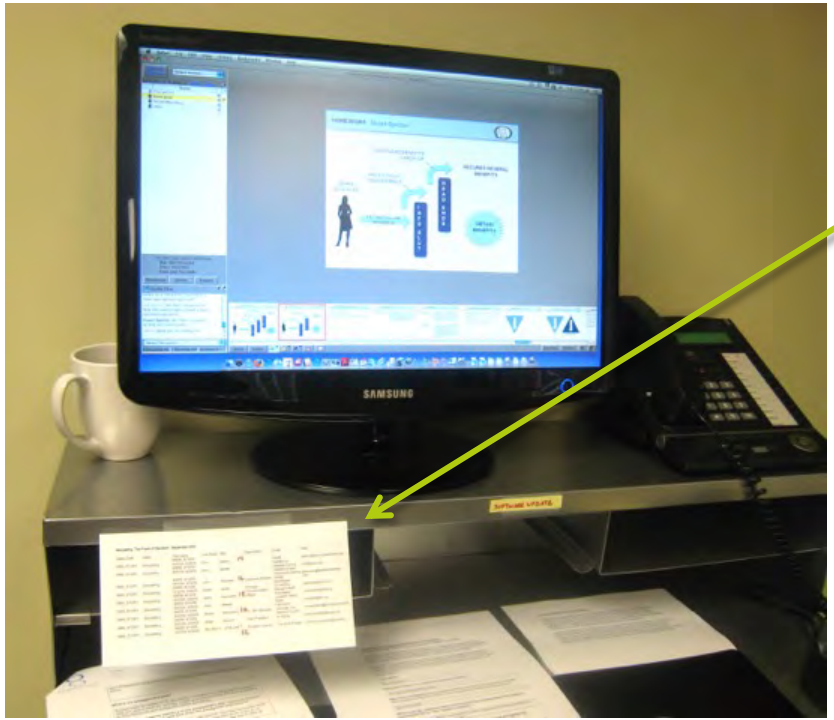
Keep It Personal Create slides for speakers

Energy In vs. Energy Out

- We can think of Earth as a circle when calculating sunlight absorbed
- We must treat Earth as a sphere when calculating energy emitted

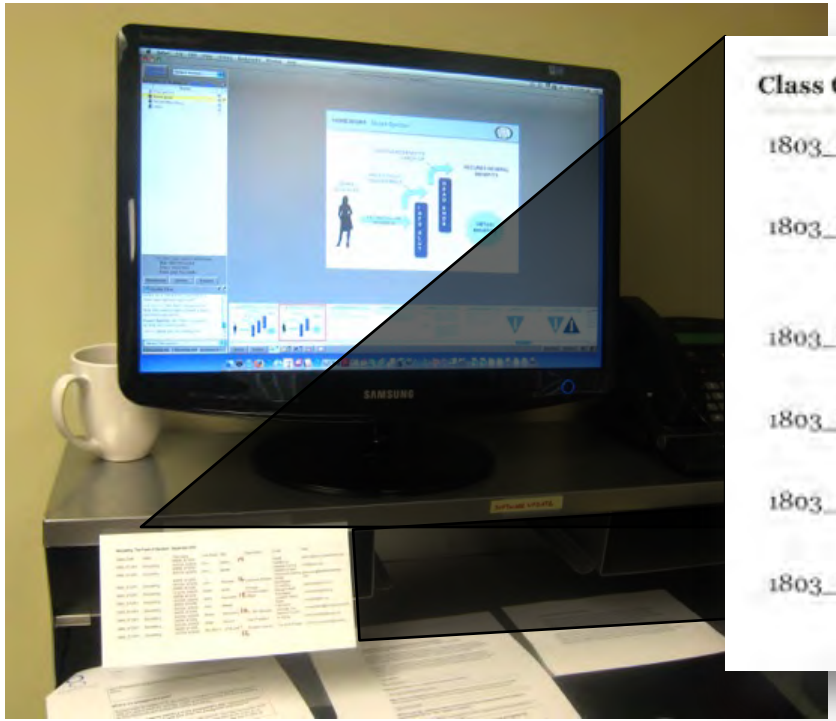


Keep It Personal Be prepared to show who's speaking



Post a list of speakers and participants with their respective slide numbers so you can toggle to their slide as they speak.

Keep It Personal Be prepared to show who's speaking



Class Code	Class	Dates	First Name		Last Name
1803_WOW	Webinars	03/09/18	Carol	22	Abrams
1803_WOW	Webinar on Webinars	03/09/18	Dave	23	Anderson
1803_WOW	Webinars	03/09/18	Nel	24	Andrews
1803_WOW	Webinars	03/09/18	Nate	25	Balis
1803_WOW	Webinars	03/09/18	Mike	26	Brannan
1803_WOW	Webinar on Webinars	03/09/18	Lara	27	Gueguen

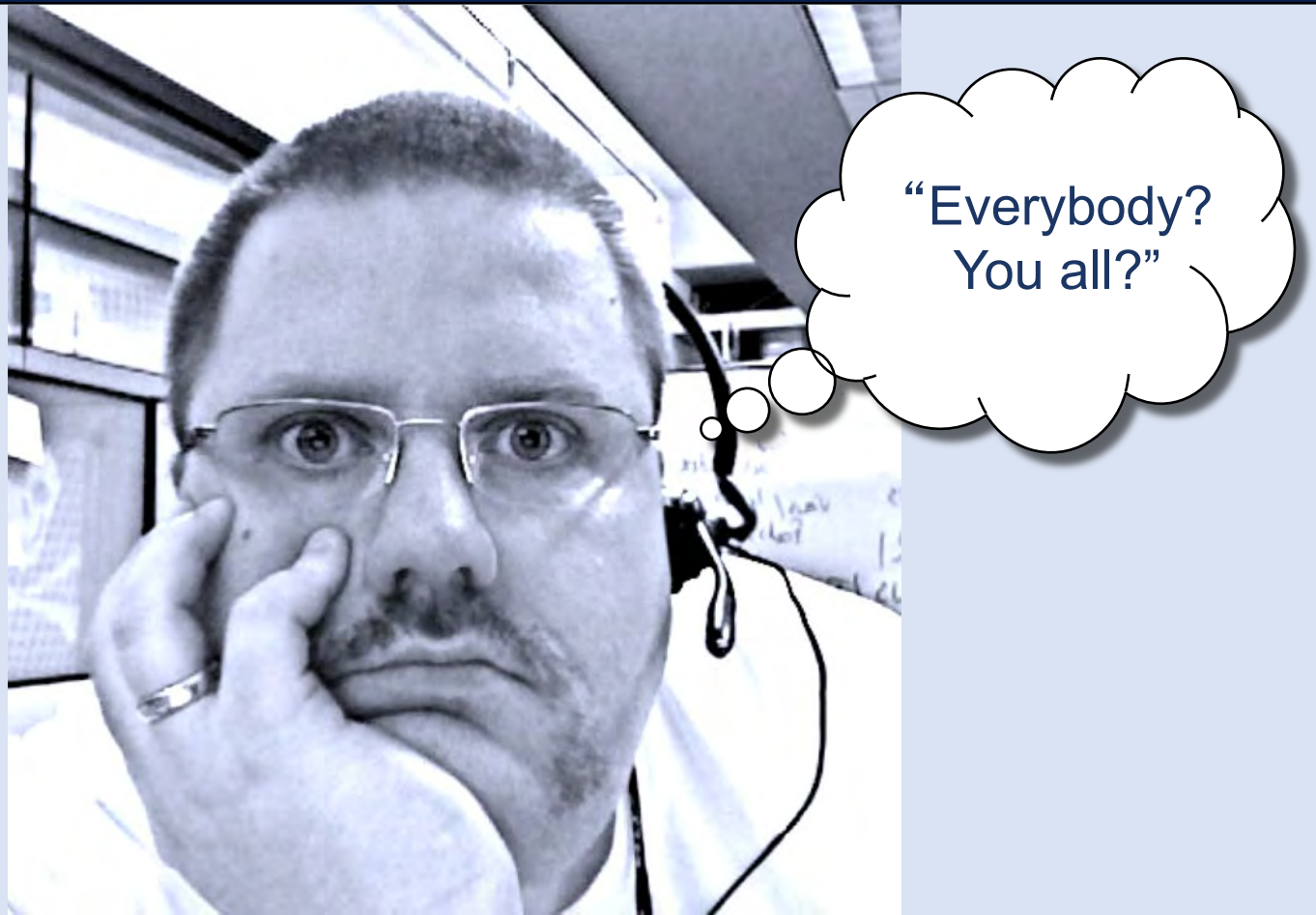
Keep It Personal Be prepared to show who's speaking

Type numbers (2, 3), press ENTER: **slide 23**

Keep It Personal Watch your language

What's the difference?

Keep It Personal Speak to individuals, not groups



Keep It Personal Summary and Comments

Create student slides

Create speaker slides

Talk to the individual

Limit class/meeting size

Keep It Personal Summary and Comments

Create student slides

Create speaker slides

Talk to the individual

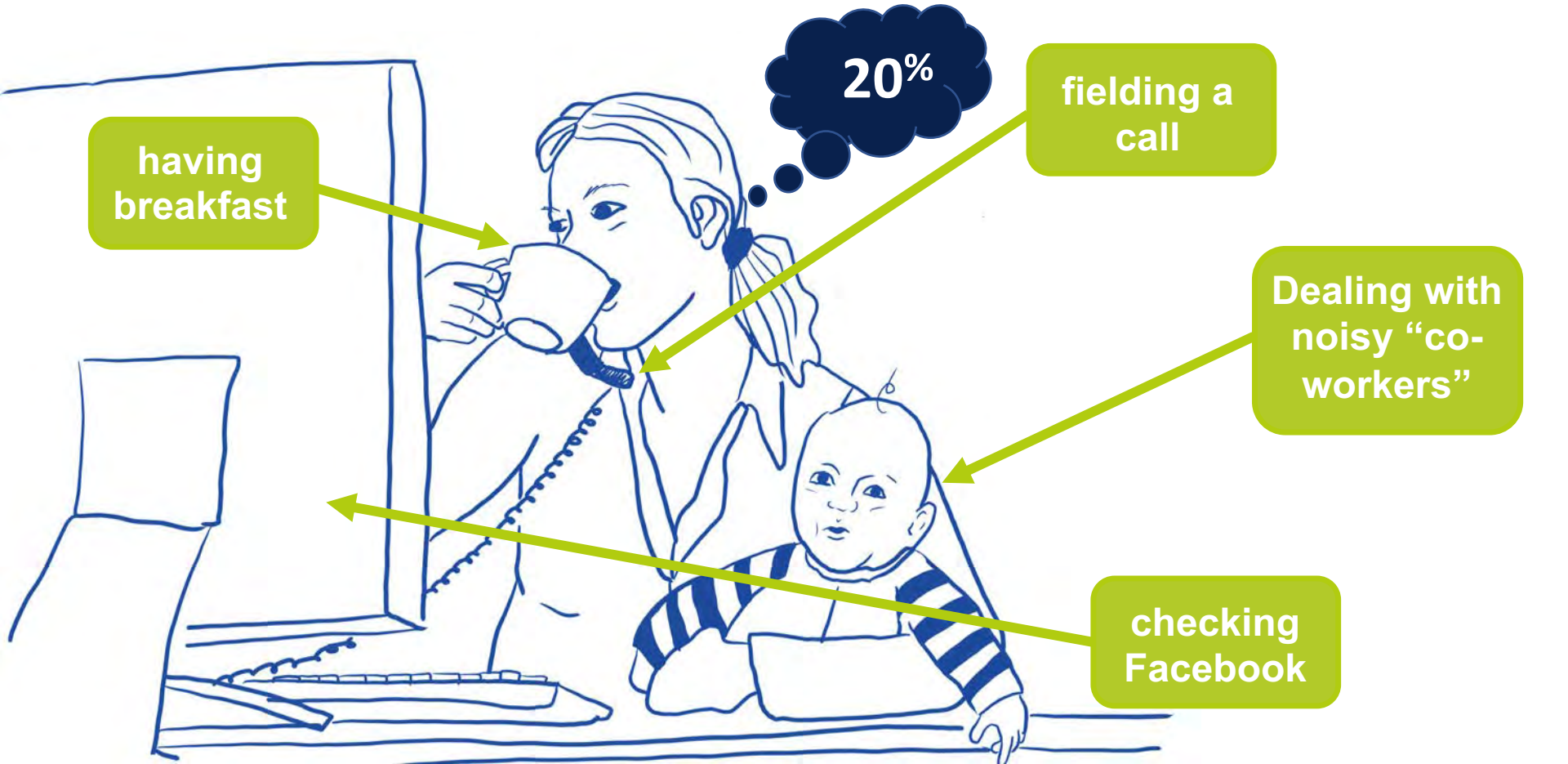
Limit class/meeting size

Other techniques?

Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving

Keep Them Busy Remember to whom you're talking…



Keep Them Busy First few minutes are critical

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."

Keep Them Busy First few minutes are critical

NSTA WEB SEMINARS

Heating and Warming: Sensitivity of Earth's Climate to Atmospheric CO_2

September 24, 2012, 6:30 p.m. Eastern time
Introduction for new users: 6:15 p.m. Eastern time

While you're waiting for the program to begin…

Read about today's topic

In this web seminar, participants will examine Earth's "energy budget" and see how changes in the amount of carbon dioxide in our planet's atmosphere alter global temperatures.

This web seminar introduces several new animations and interactives that can help students understand the Greenhouse Effect and Earth's energy budget on size scales from molecular to global.

Presenters: Scott Denning and Randy Russell

Underwritten by University Corporation for Atmospheric Research (UCAR)

Keep Them Busy First few minutes are critical

ACA PORTFOLIO: LEARNING & EVALUATION

INTRODUCTIONS AND MOTIVATIONS

1

Getting Grounded

1. Who is in the "room"?
2. What do you hope to learn in today's session?

engage

2

Keep Them Busy Look for ways to ask questions

Web Page Design

"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

Keep Them Busy Look for ways to ask questions

Pop Quiz: Question 2

According to eye-tracking studies, your eyes are most likely to follow which pattern?

Keep Them Busy Look for ways to ask questions

Managing	vs. Leading
•Keeps things running smoothly	• Provides vision for a viable future
•Accepts & maintains the status quo	• Questions the way things are
•Keeps others on track and accountable	• Inspires through trust and empowers others
•Works within context	• Masters their context
•Repeating what's worked in the past	• Creative adaptation to new situations

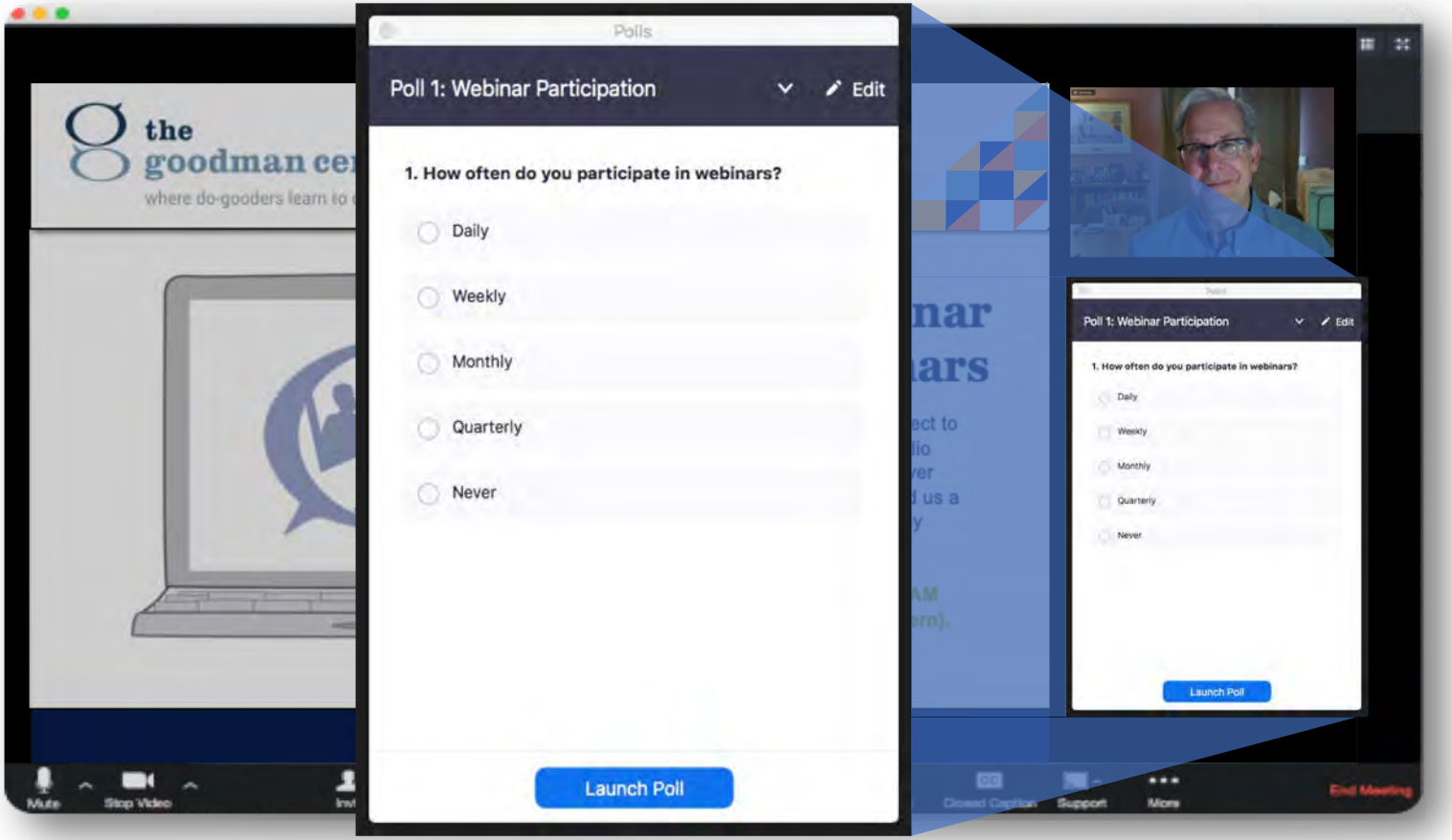
Keep Them Busy Look for ways to ask questions

Managing or Leading?

1. Keeps things running smoothly
2. Masters their context
3. Keeps others on track and accountable
4. Questions the way things are
5. Repeating what's worked in the past
6. Provides vision for a viable future
7. Works within context
8. Inspires through trust and empowers others
9. Accepts and maintains the status quo
10. Creative adaptation to new situations

Keep Them Busy Use polling (if technology allows)

Keep Them Busy Use polling (if technology allows)



Keep Them Busy Assign pre-work

Why Bad Presentations Happen to Good Causes

At the beginning of the workshop, we'll review results from a national survey in which people like you talked about the presentations they were seeing as well as those they were giving. Right now, please complete the columns below marked with an asterisk so you will be able to compare your answers with those from the survey.

General Observations About Presentations		Me*	Survey
Presentations I give generally run	*(apx. # of mins. or range)*		
The size of audience I usually present to is	*(apx. # or range)*		
I regularly use visuals such as PowerPoint	*(yes or no)*		
I regularly provide handouts with my talk	*(yes or no)*		
I leave time for Q&A with the audience	*(yes or no)*		
I have audience members interact with each *other*	*(yes or no)*		
As a letter grade I would give my average talk	*(A through F)*		

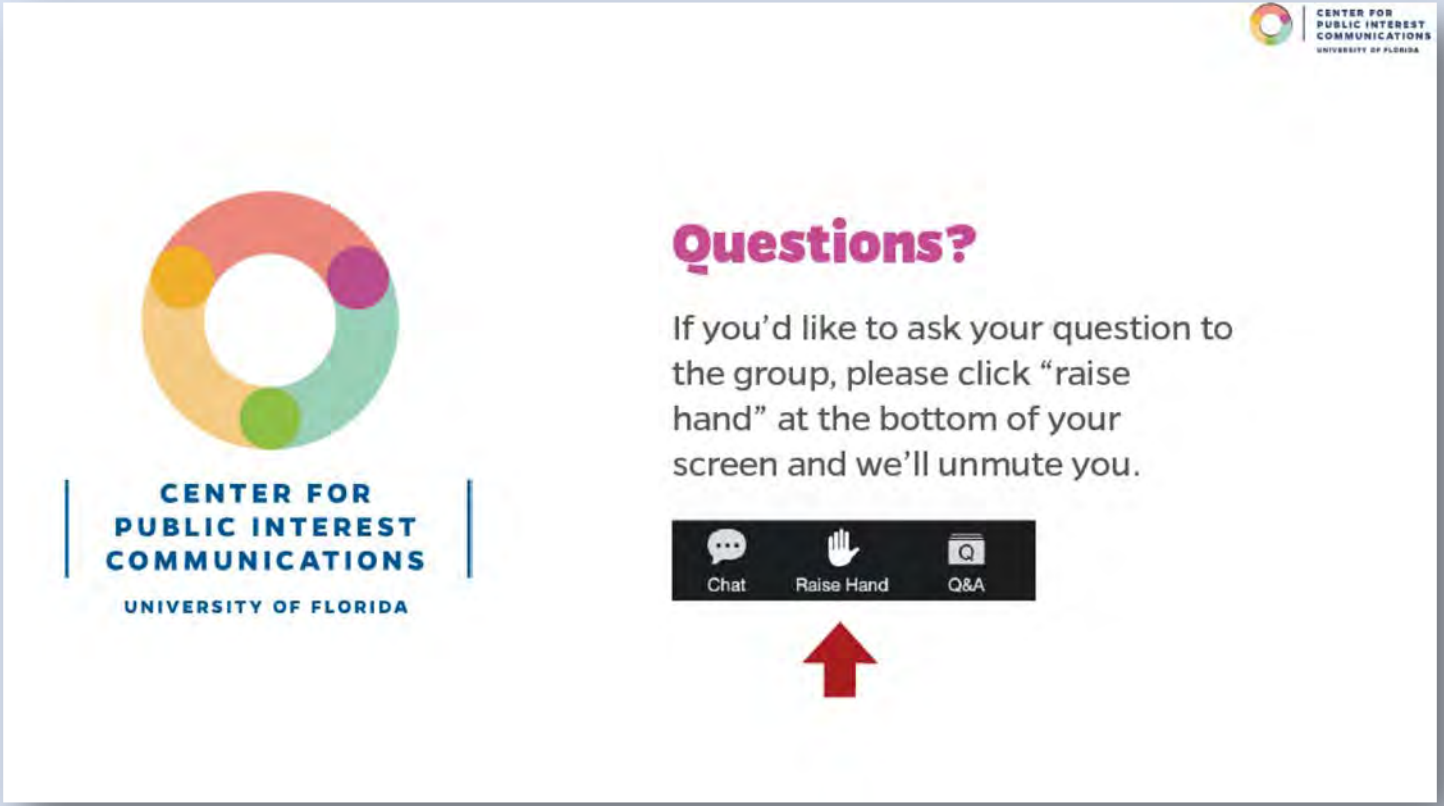
What makes a presentation bad?

	My Opinion*	*According to Survey*
#1		
#2		
#3		
#4		
#5		

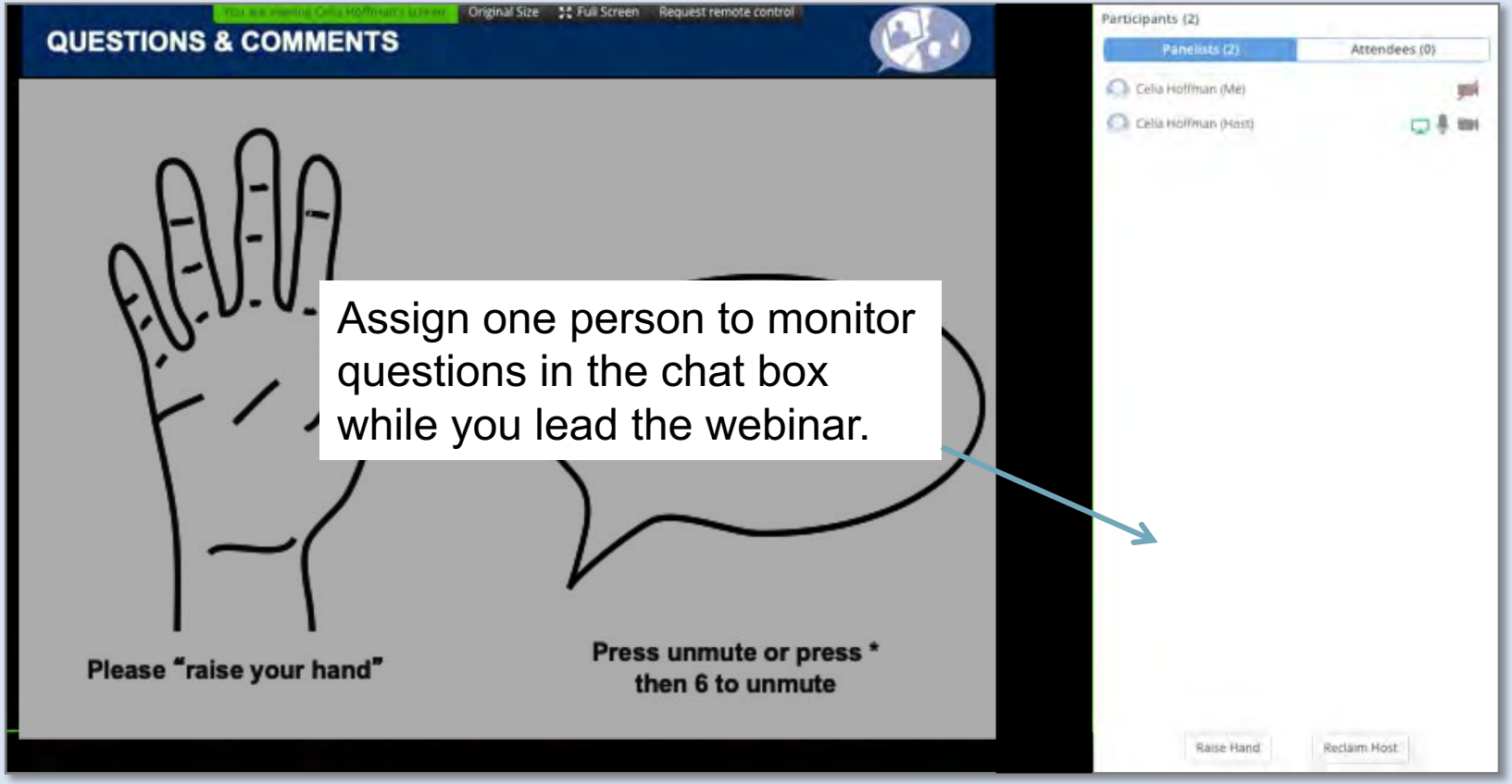
Keep Them Busy Stop and take questions frequently

And use slides like this to **send a visual signal** for Q&A as well as to remind participants to raise their hands, unmute phones, etc.

Keep Them Busy Stop and take questions frequently



Keep Them Busy Stop and take questions frequently



Assign one person to monitor questions in the chat box while you lead the webinar.

Keep Them Busy Use Q&A time to ask questions, too…

PAUSE & REFLECT DISCUSSION

MID-POINT REFLECTIONS

2

Reflections & Sense-Making

1. What lessons or insights stood out?
2. How can these insights inform TCE's work moving forward?
3. What questions are you still sitting with?

Keep Them Busy Summary and Comments

Give them something to do right from the start

Call on people (and use their “student slides”)

Ask questions instead of just providing information

Take questions frequently *(and plant a few!)*

Keep Them Busy Summary and Comments

Give them something to do right from the start

Call on people (and use their “student slides”)

Ask questions instead of just providing information

Take questions frequently *(and plant a few!)*

Other techniques?

Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
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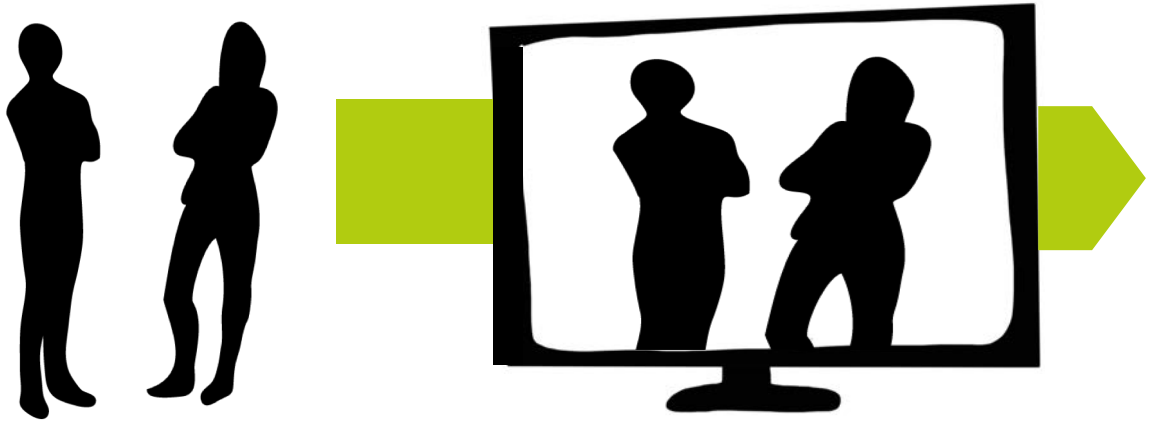
Use Your Assets Voice – The “Radio” Factor



TELEVISION
+10
POUNDS

RADIO
-10 to 20%
CLARITY

Use Your Assets Voice – 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.

Use Your Assets Voice – The “Radio” Factor

Consider leading meetings or hosting classes **standing up**.

Use Your Assets Voice – Don't let yours be the only one!

Another advantage of frequent breaks for questions and comments is that **other voices break up the monotony** of a single speaker.

Use Your Assets Visuals

Agenda

- General allocation and use requirements and guidance
- LIHEAP and CSBG
- Eligibility
- Match
- Property and improvements
- Carryover

4

CSBG Allocations

- Each state must allocate and use funds received from OCS as follows:
  - Must pass through at least 90% of its federal CSBG allotment to the eligible entities
  - May use $55,000 or 5% (whichever is greater) of its allotment for administrative costs
  - Remaining funds must be used for CSBG authorized purposes

Federal CSBG Act, 42 U.S.C. § 9907

5

State's Use of Allocation

- For the states, CSBG authorized purposes include, but are not limited to:
  - providing training and technical assistance
  - coordinating state-operated programs and services
  - supporting coordination and communication among eligible entities
  - analyzing distribution of funds to ensure targeted to areas with the greatest poverty needs

Federal CSBG Act, 42 U.S.C. § 9907

6

State's Use of Allocation

- For the states, CSBG authorized purposes include, but are not limited to:
  - supporting asset building programs for low-income individuals
  - supporting innovative programs and activities conducted by CAAs or other neighborhood-based orgs
  - supporting other activities, consistent with CSBG purposes

Federal CSBG Act, 42 U.S.C. § 9907

7

CAA's General Use of Allocation

- Generally, CSBG funds may be used to support:
  - Creation of new programs and services
  - Augmentation of existing programs and services
  - Organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community

OCS IM 37

12

Direct and Indirect Costs

- Direct: costs directly related to an authorized CSBG program or activity
  - Ex., salaries and benefits of program staff and managers, equipment, training, conferences, travel, contracts
- Indirect: costs that are not readily identifiable or assignable to a particular final cost in a program
  - Ex., costs associated with board development and training, executive director functions, accounting, budgeting, personnel, procurement, legal services

OMB Circular A-122; OCS IM 37 (1997)

13

Shared Costs

- An indirect cost rate is intended to implement equitable and reliable accounting procedures to apportion shared costs fairly across programs and grants
- OCS IM 20 (1997) follows the federal cost principles, OMB Circular A-122, and encourage states and CAAs to establish indirect cost rates
  - CAAs that don't receive direct federal funding should negotiate the indirect cost rate with their state CSBG agency or their State's Comptroller's office

14

LIHEAP & CSBG

- Remember, CSBG funds may be used to:
  - Create new programs & services
  - Augment existing programs & services
  - Support organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community
  - OCS IM 37 (1997)
- LIHEAP IM 2000-12 Costs for Planning and Administration - Updated Information.

15

Group Eligibility Determination

- Check with state CSBG office but CAA may not always be required to conduct individualized

Residency Requirement

- If residency in the CSBG service area is an eligibility requirement of the CAA and/or state CSBG laws, a

Groups NOT Categorically Ineligible

- No one is categorically ineligible other than those

Groups NOT Categorically Ineligible

- Non-citizens may not be barred unless exclusion authorized by another statute. See OCS IM 30 (1998)

Use Your Assets Visuals

Our Vision

EDUCATORS FOR FAIR CONSIDERATION

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

Use Your Assets Visuals

Use Your Assets Omit items that serve only as visual "noise"

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."

Source: Gray & Sams, *Before and after the walkthrough: What to do to improve instructional rigor*. http://www.edvantia.org/pdta/pdf/RigorWalkthroughsHandouts_TNLEAD9.10.pdf

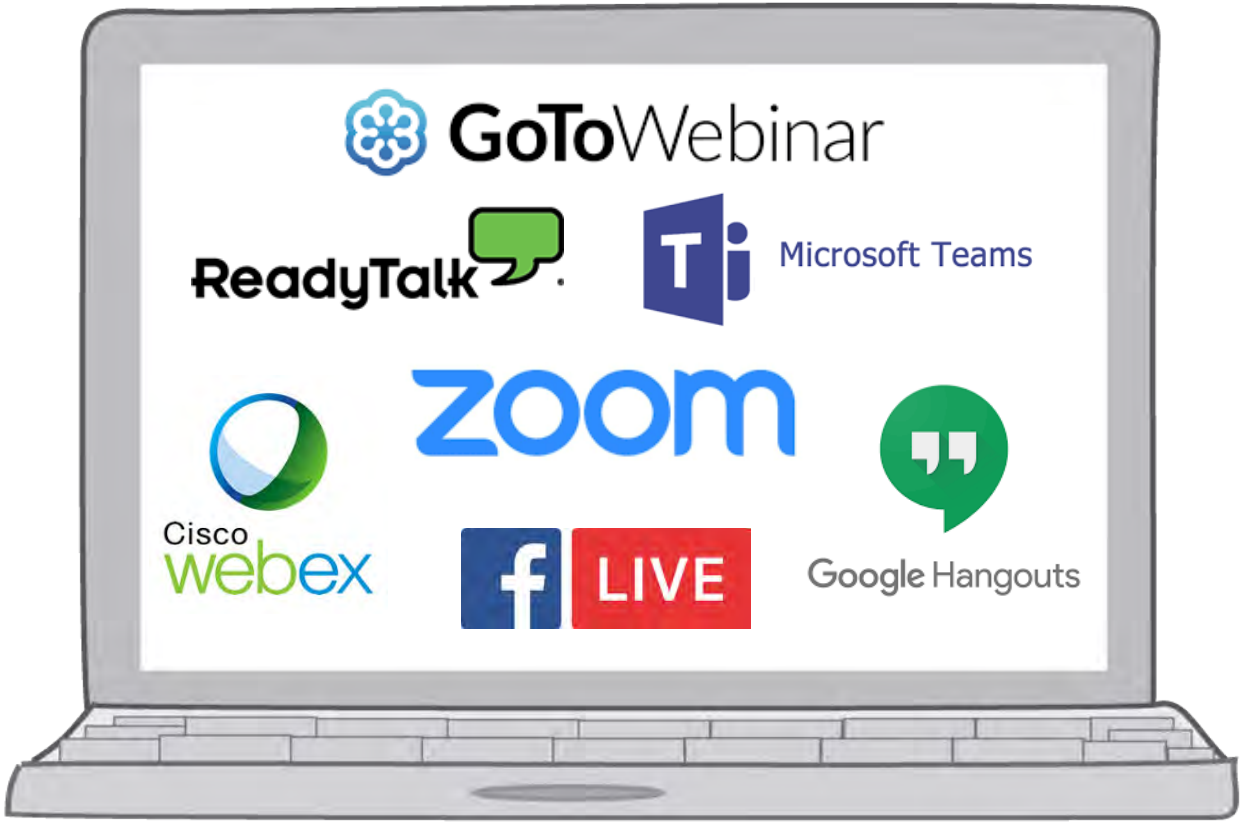
SCHOOL READINESS CONSULTING

OMIT FROM WEBINAR SLIDES

Use Your Assets Visuals – when you *must* have text

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.

Use Your Assets Video (of host and participants)



Use Your Assets Video – Avoid common mistakes

BAD LIGHTING

Use Your Assets Video – Avoid common mistakes

BAD
FRAMING

Use Your Assets Video – Avoid common mistakes

UNFLATTERING ANGLE

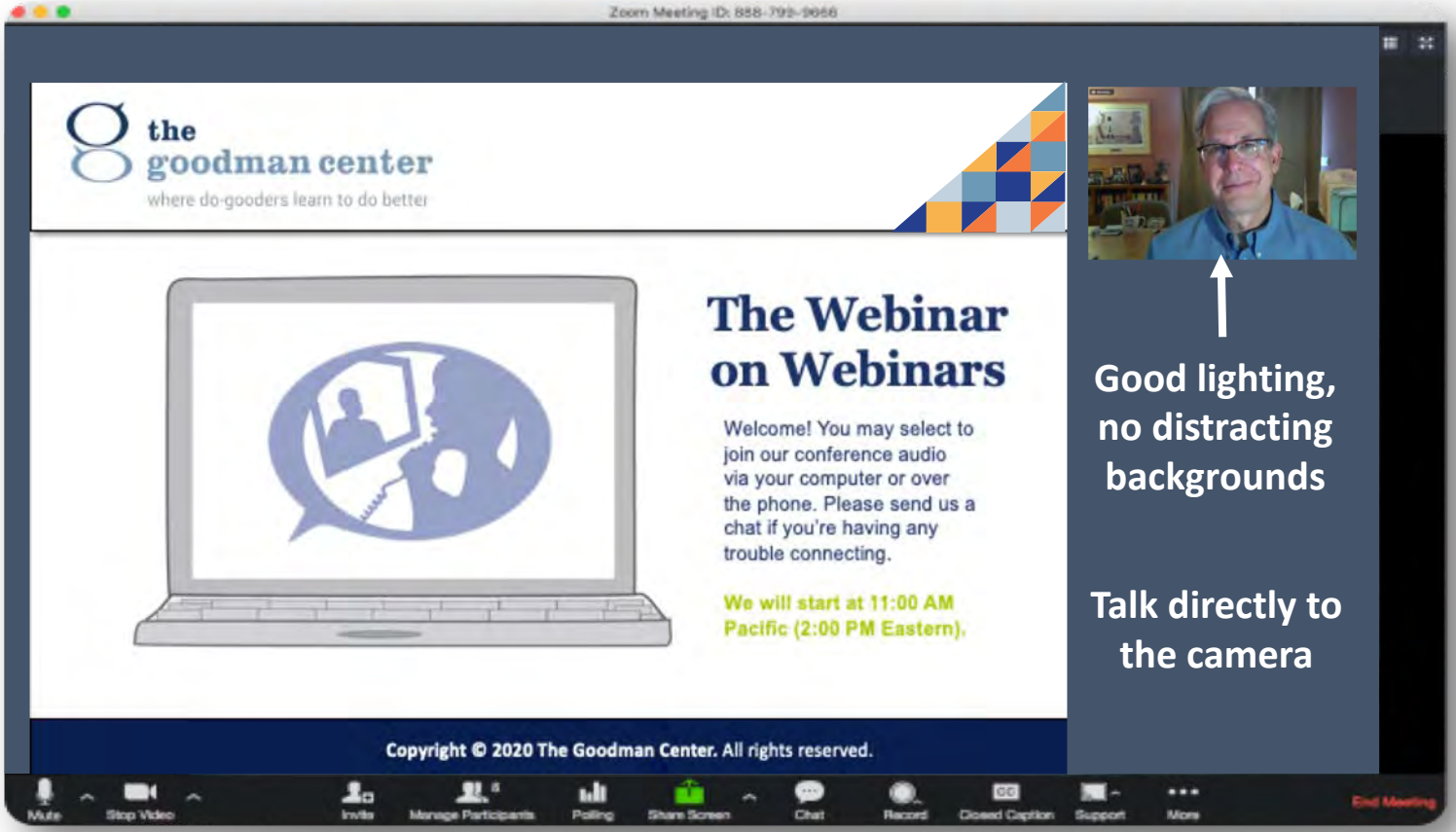
Use Your Assets Video – Avoid common mistakes

NO
EYE CONTACT

Use Your Assets Video – Avoid common mistakes

- ✓ LIGHTING
- ✓ FRAMING
- ✓ BACKGROUND
- ✓ EYE CONTACT

Use Your Assets Video – Appearances matter!



Good lighting, no distracting backgrounds

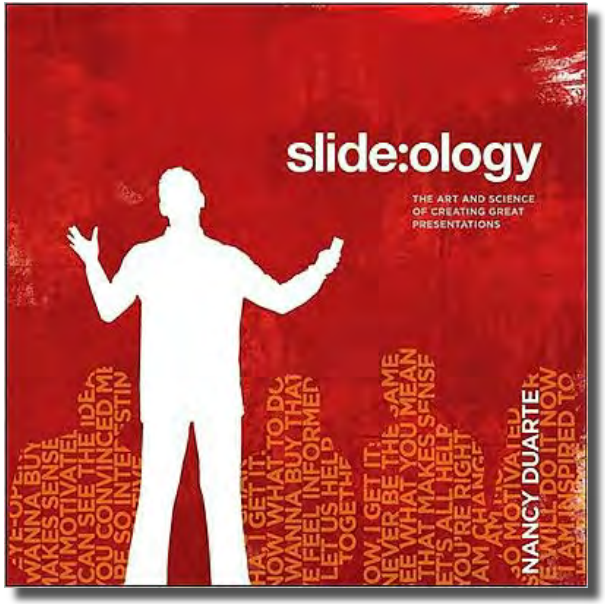
Talk directly to the camera

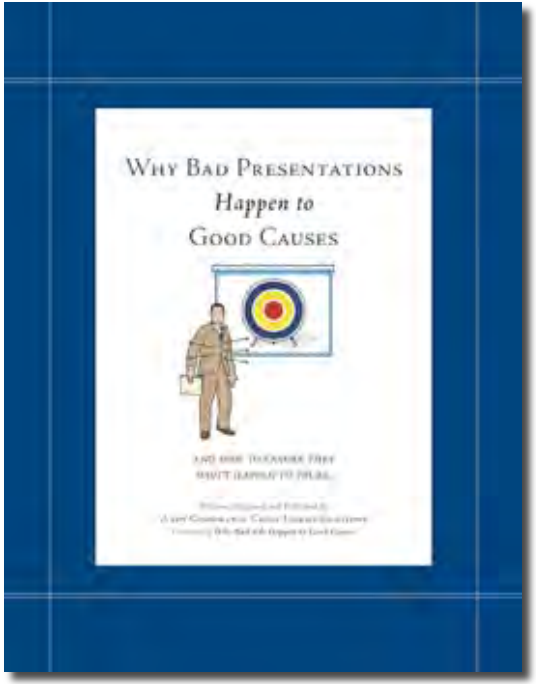
Use Your Assets Video

Use Your Assets Video

Set video to play **“full screen”** or center and place on **black background** to avoid clutter when viewing.

Use Your Assets Visuals – guidelines on good design





Use Your Assets Summary and Comments

Compensate for “the radio factor”

Bring in other voices to break the monotony

Visuals: appearances matter, fewer words, more images

Other techniques?

Five Guidelines for Better Webinars

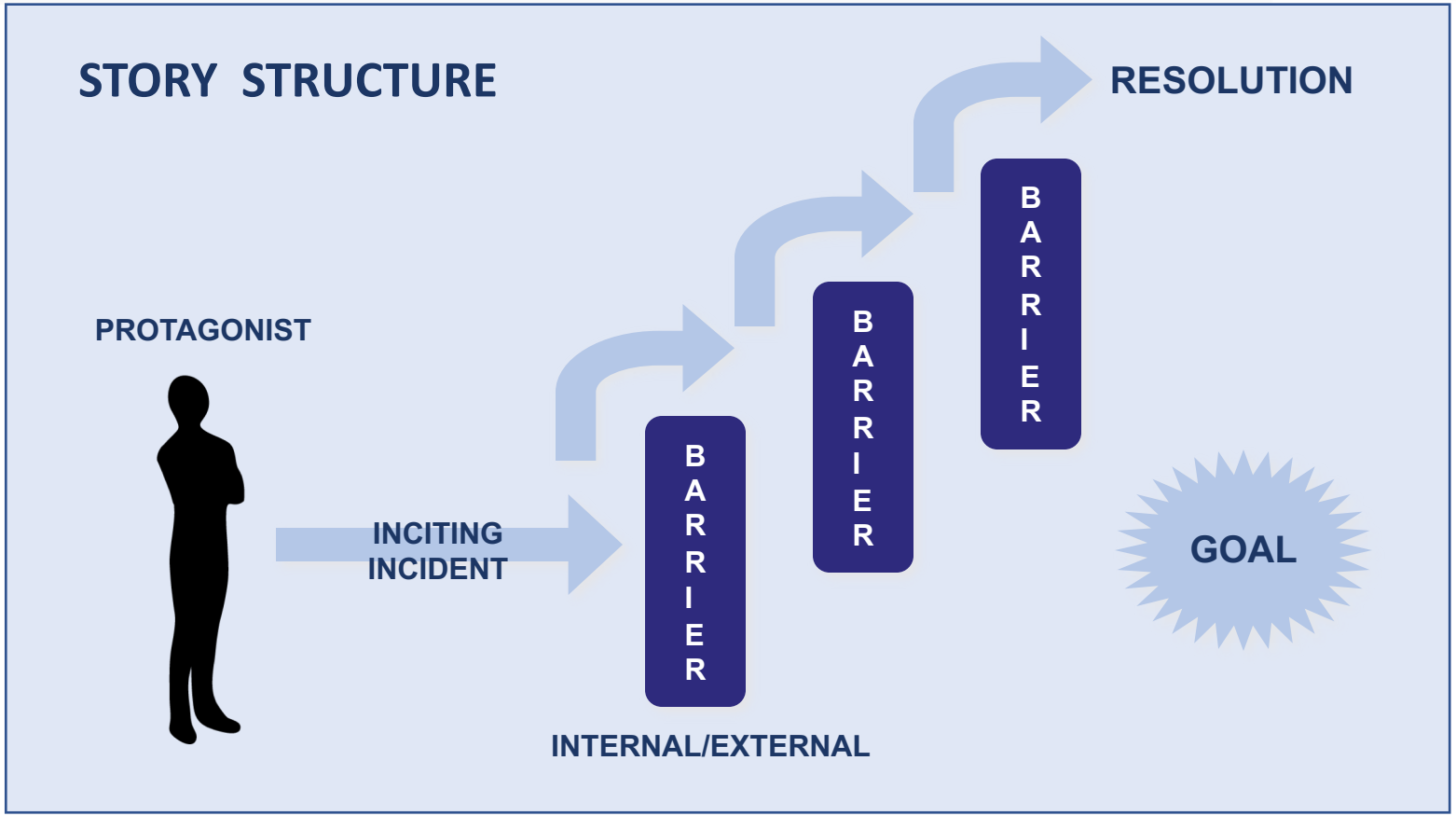
- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving

Keep it Moving Always build

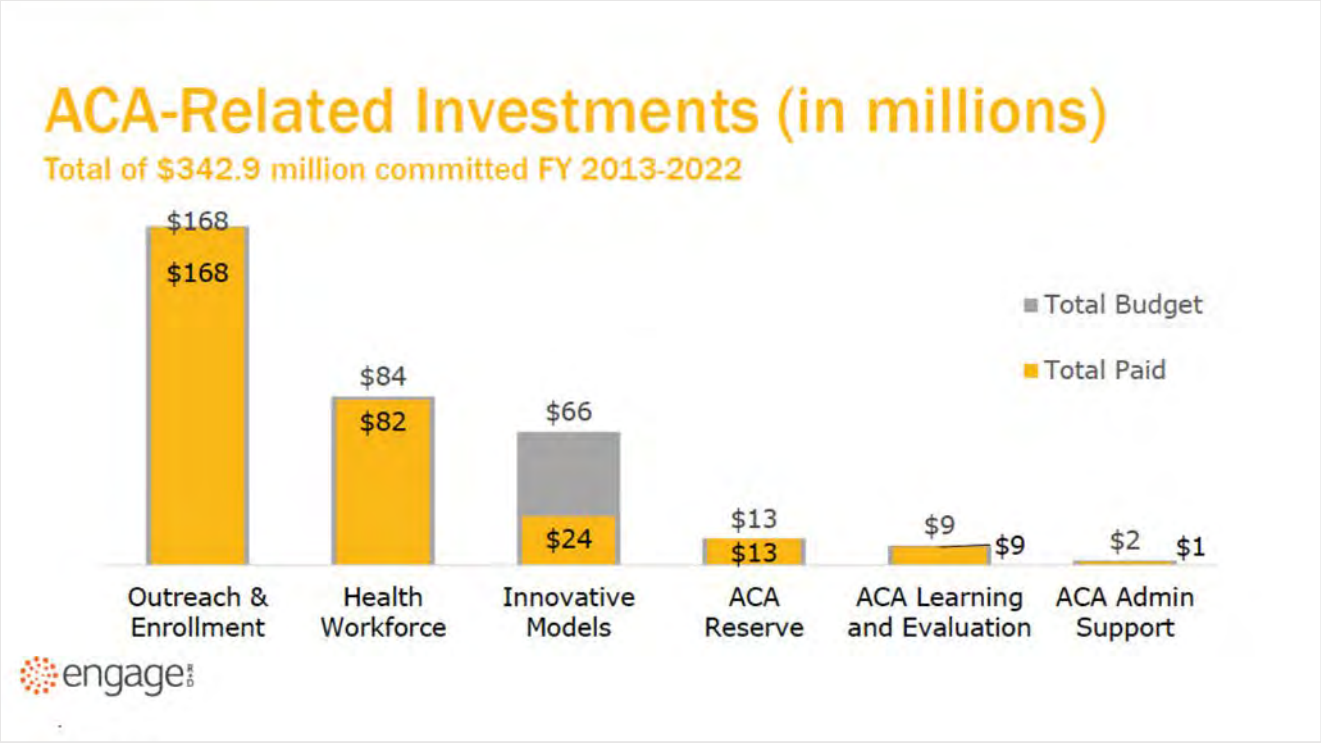
STRUCTURE

- 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.

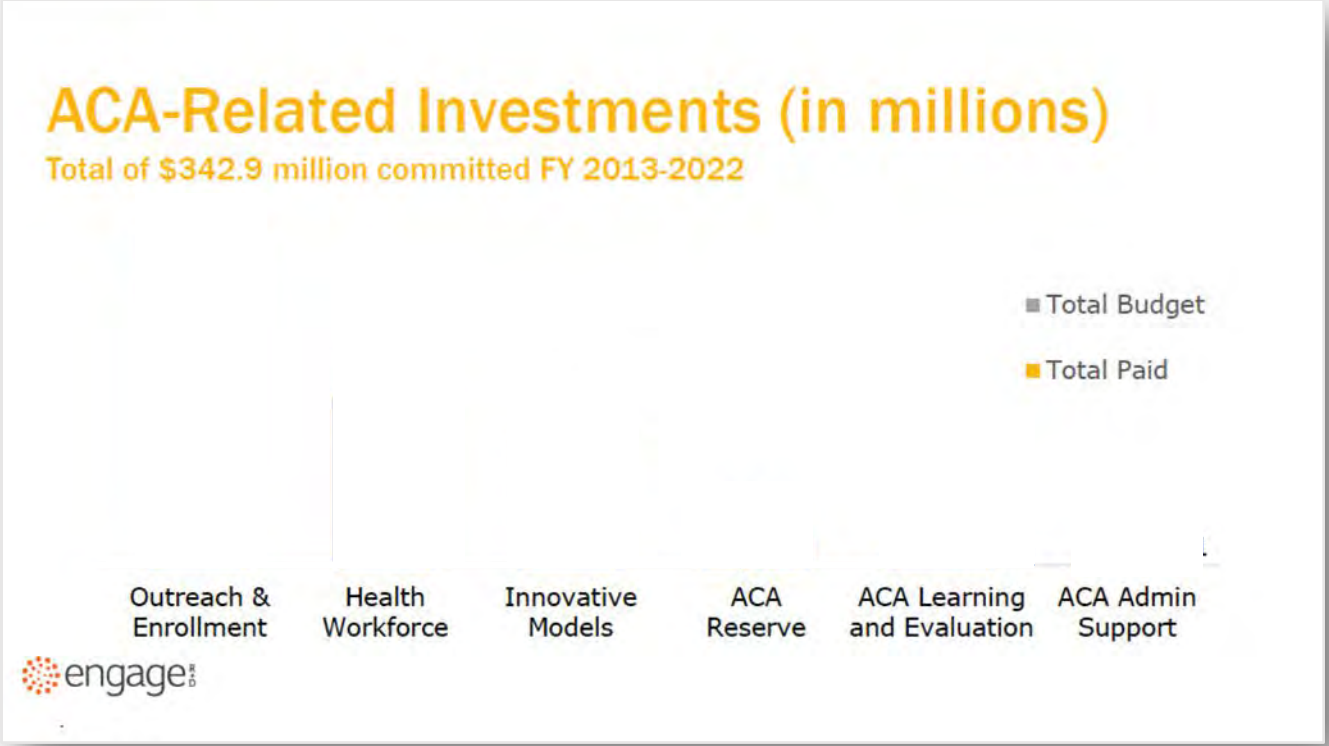
Keep it Moving Always build



Keep it Moving Always build



Keep it Moving Always build



Keep it Moving (because if you don't…)

TIME ON-SCREEN - **3:26**

Keep it Moving (because if you don't…)

TIME ON-SCREEN – 4:23

Keep it Moving (because if you don't…)

Wendi Kallins

Program Director, Safe Routes to School (Marin County)

TIME ON-SCREEN – **15:43**

Keep it Moving (because if you don't…)

TIME ON-SCREEN – **15:43**

Keep it Moving (because if you don't…)

Wendi Kallins

Program Director, Safe Routes to School (Marin County)

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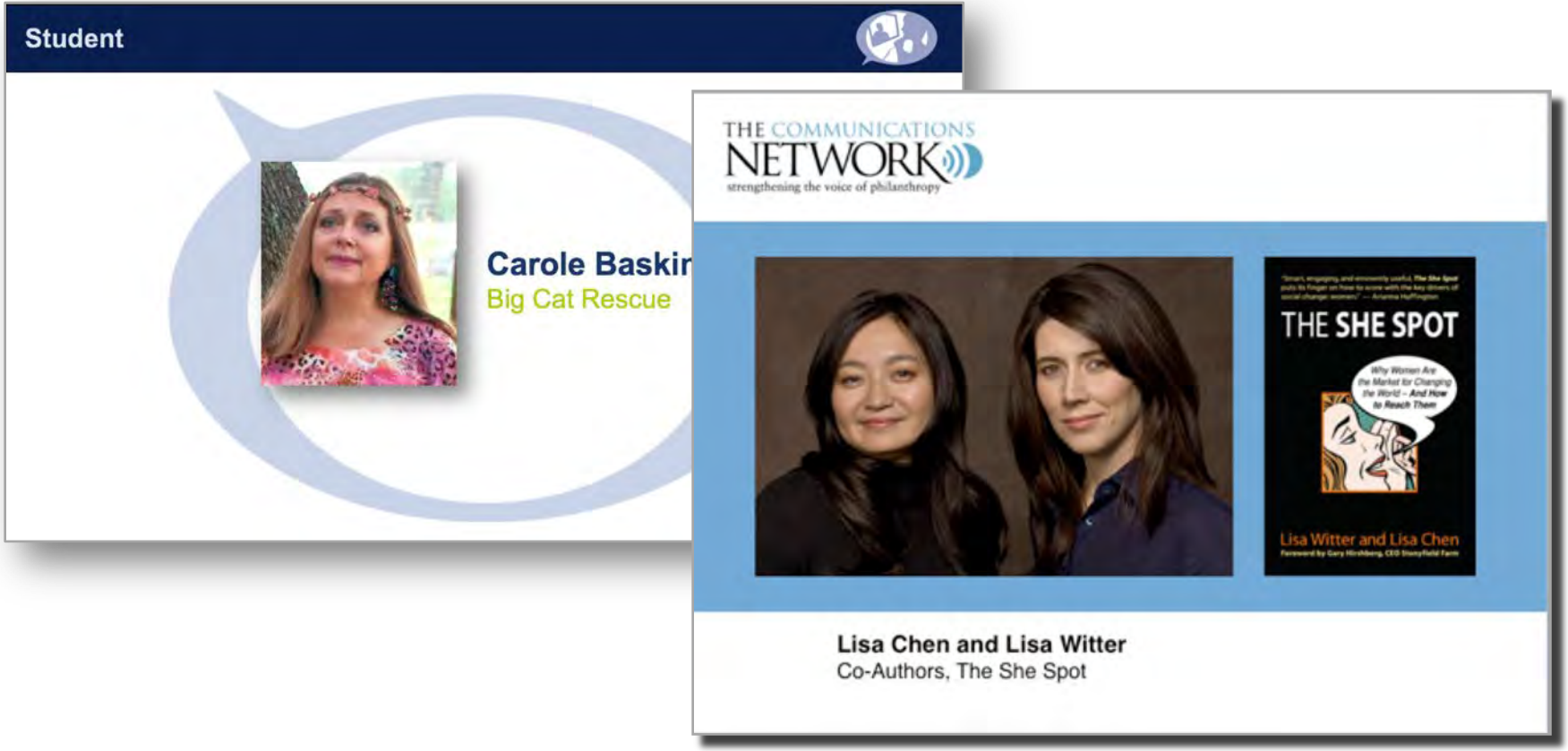
Wendi Kallins

Program Director, Safe Routes to School (Marin County)

TIME ON-SCREEN – **15:43**

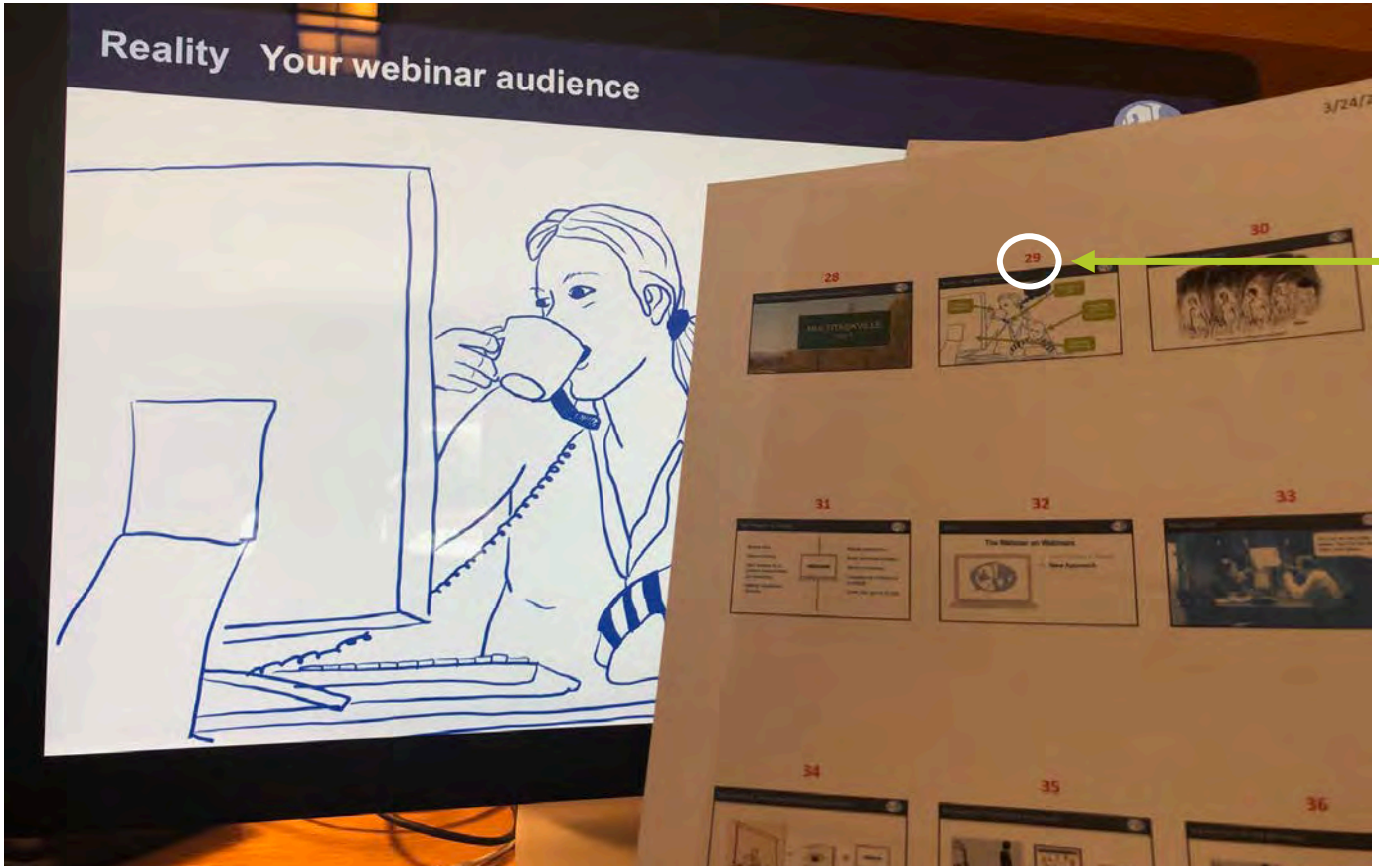
Keep it Moving Intersperse speaker and participant slides



Keep it Moving Be prepared to create many slides

60 minutes = 130+ slides

Keep it Moving Be prepared to jump to any slide



Print PPT (9 slides per page) and number slides to facilitate jumping to any slide in your deck when in “Full Screen” mode.

Keep it Moving Summary and Comments

Always build

Intersperse speaker and student slides

Be prepared to create many slides and to jump to any slide

Other techniques?

Caveats Webinars Are Not Always Appropriate

[When] the purpose of the meeting is to wrestle with a difficult issue with opposing positions represented, the phone is too impersonal to allow for constructive dialogue.

Dialing In, Logging On, Nodding Off

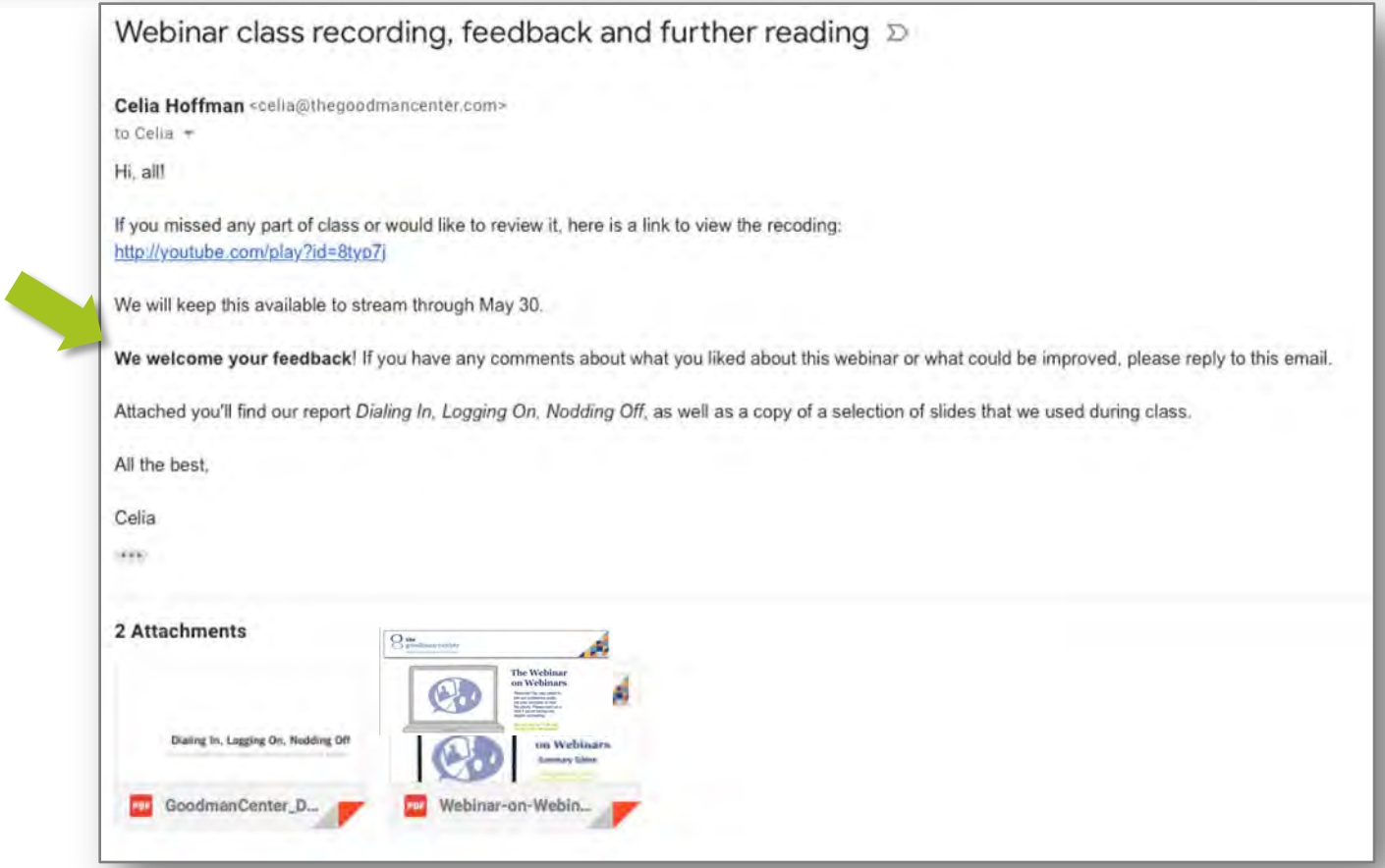
The True Costs of Teleconferences, Videoconferences and Webinars

A report by The Goodman Center based on a survey of more than 1,200 public interest professionals.

Caveats One hour maximum (or add breaks)

It's still sitting and staring at a computer screen.

Additional Points Get feedback



Webinar class recording, feedback and further reading

Celia Hoffman <celia@thegoodmancenter.com>
to Celia

Hi, all!

If you missed any part of class or would like to review it, here is a link to view the recoding:
http://youtube.com/play?id=8typ7j

We will keep this available to stream through May 30.

We welcome your feedback! If you have any comments about what you liked about this webinar or what could be improved, please reply to this email.

Attached you'll find our report *Dialing In, Logging On, Nodding Off*, as well as a copy of a selection of slides that we used during class.

All the best,

Celia

2 Attachments

Dialing In, Logging On, Nodding Off

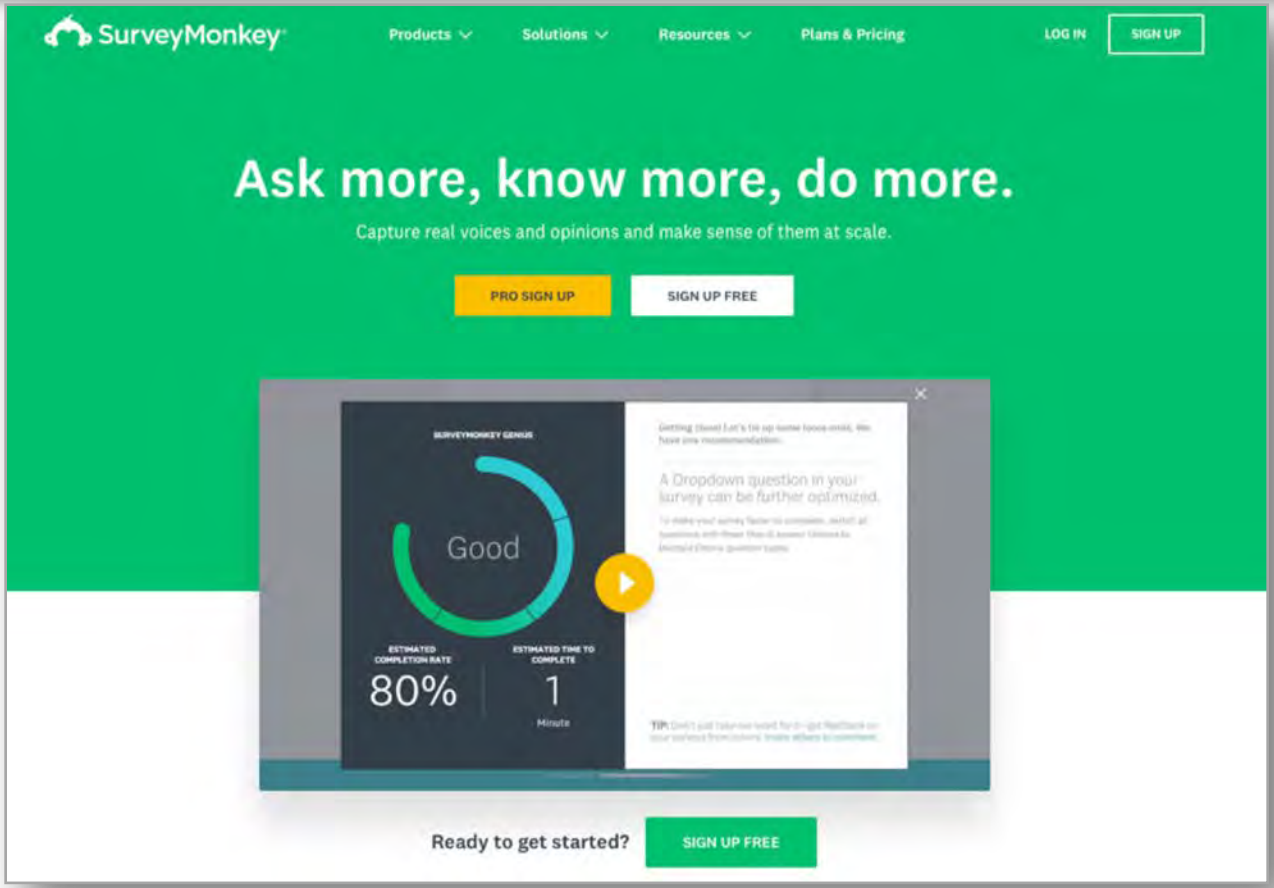
GoodmanCenter_D...

The Webinar on Webinars

on Webinars

Webinar-on-Webin...

Additional Points Get feedback



After-Class Time (Optional)

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.

(Or send your questions to: andy@thegoodmancenter.com)

the goodman center

where do-gooders learn to do better

The Webinar on Webinars

Thank you for joining us! If you want to recommend this class to colleagues or friends, please refer them to our website for the most current schedule:

thegoodmancenter.com

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