

# Summary Notes

## Keeping Distance Learners Engaged Webinar

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[www.hpatraining.com](http://www.hpatraining.com)

## Advantages of Virtual Teaching:

- **Cost Savings:** No travel costs for instructors or participants
- **Productivity:** Less time away from the workplace
- **Time Savings:** Rapid rollout to a wide audience
- **Reach:** Connect widely dispersed audience with the appropriate instructor or expert
- **Convenience:** Train or be trained from the comfort of your own office, home, or anyplace there is internet connectivity
- **Environment:** The “carbon footprint” of an on-line session is very small
- **Recordability:** Training sessions can be recorded and archived for later play back
- **Safety:** Minimize risk for both participants and presenter

# Disadvantages of Virtual Teaching:

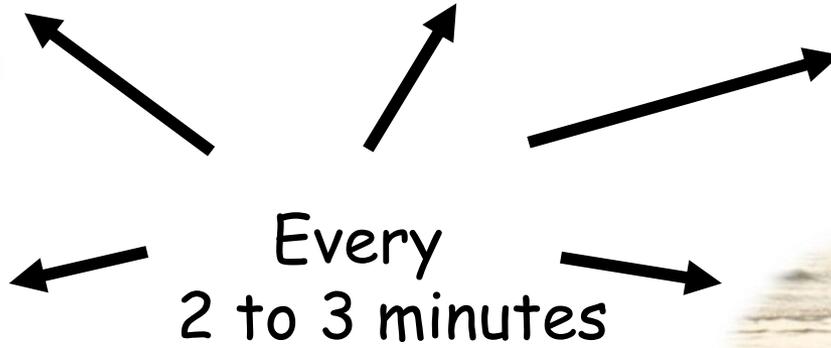
- Distractions
- Potentially boring; non-interactive
- Getting feedback that participants are actually learning
- Unfamiliar tools and “virtual” environment
- Sense of isolation
- Connectivity and technology problems

In addition, cognitive challenges that have long been a part of traditional instructor-led classrooms can be exacerbated in an online environment.

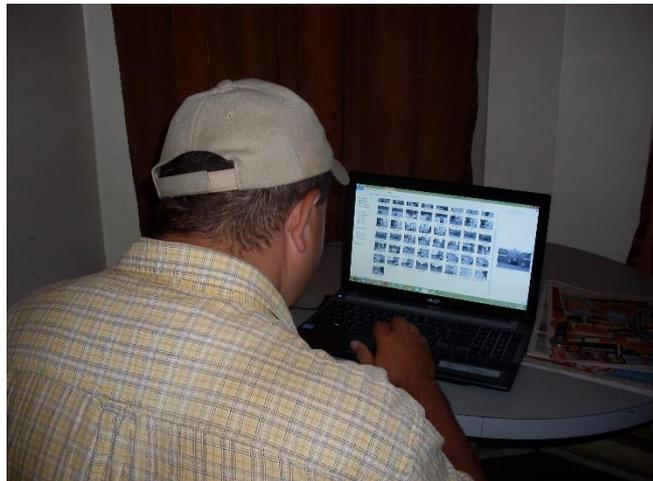


**3 Challenges:**

# #1: Limitations of attention span

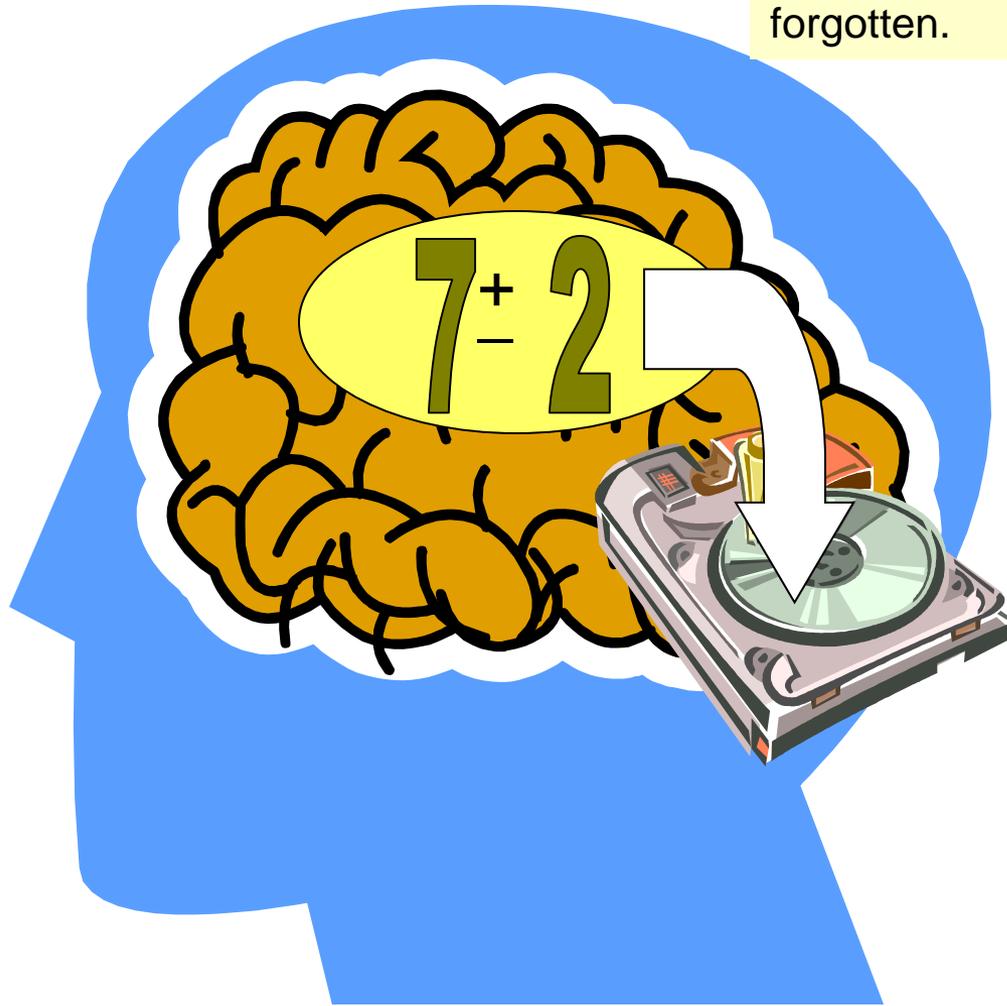


Every  
2 to 3 minutes



## #2: Limitations of cognitive capacity

The capacity of short-term or “working” memory is very small and temporary. Unless the information is “downloaded” to long-term permanent storage, it is quickly forgotten.



Long-Term  
Memory

## Definition:

**Cognitive Load:** The amount of work imposed on working memory during learning (Sweller, 2006). If the cognitive load is too high, the learner is overwhelmed and learning is disrupted. (Clark, 2008).

The cognitive load of a virtual lecture  
is often very high

#3: Inability to process two verbal streams of information at the same time

“When mental effort is needed for more than one task, we truly cannot multitask. Researchers believe that what we think of as multitasking is actually alternating attention over very short periods. But they caution that alternating attention over short periods often damages performance.”

Patti Shank, PhD

This problem occurs when online attendees attempt to read a wordy slide while the instructor is explaining it or otherwise talking. Attendees can listen to the instructor or they can read the slide, but they cannot do both at the same time. As a result, either the learning point on the slide or the learning point the instructor is making is lost.

## Summary: Two conflicting perceptions...

A survey by the eLearning Guild found that 88% of experienced online instructors agree that when set up and used properly, live online instruction is as effective as good face-to-face classroom instruction.

Versus

Research by the Association for Talent Development in 2016 found that 75% of workers felt that virtual training sessions were not worth their time.

The key: “Set up and used properly.”

# 3 Essential Tips for Teaching Live Online



**#1** Be brief, be brilliant, be done.

## What the experts say:

“What MUST the audience know? Start there and build out only as much as necessary. (As opposed to starting on the outside and stuffing as much content as possible into the allotted module time or size).”

Jane Bozarth, 2015

“Less content is better. *But people need to know all these things, don't they?* Do they? Or has it simply been traditional to include superfluous content.”

Michael Allen, 2012

“The more you say, the less people remember.”

François Fenelon, 16<sup>th</sup> Century

Given short attention spans, multitasking temptations, and limited cognitive capacity, instructors should endeavor, where possible, to make their online lectures as succinct and focused as possible. Carefully consider the learning objectives for a particular module or section, and add just enough content to achieve them.

Consider the transition from a traditional classroom to a virtual classroom as an opportunity to update your slides and eliminate information that is dated, obsolete, or no longer useful. In virtual teaching, “less is more!”



**#2** Start the session in an interactive and motivational way.



## Establish:

- Ground rules
- A feeling of community and connectedness
- A pattern of interaction very quickly
- A compelling reason to pay attention and participate

## **Common Ground rules:**

- Turn off or silence e-mail, messaging, and phones
- Ask co-workers not to disturb you
- Know how to mute your audio if you are interrupted

“The concept of “Social Presence”...was first described in the 1970’s and is defined as the degree to which a communication medium allows participants to feel connected to each other. High social presence leads to greater participant satisfaction in computer-mediated communication settings.”

Gunarwardena and Zittle, 1997

“A sense of community or belonging to a group leads to student success and learning.”

Michele Hampton, PhD, 2020

“Distance teaching is disembodied and soulless.”

Russ Baker, Professor, Rutgers University, 2020

Even with webcams activated, there can be a sense of distance, of isolation, of not being a part of a larger group. Creating a sense of “class community” can enhance the comfort level of attendees and lead to greater levels of participation and learning.

How to do this? Consider the following pages:

Welcome to:

# Online Facilitation Skills

Turn on your video camera as you greet attendees or at least show a photo of yourself.



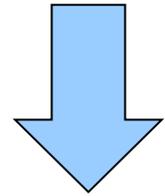
**Audio for this session is provided via teleconference. Please call one of these numbers:**

In the UK: 0330-998-1234, Access Code: 202169

In the US: 515-606-5180, Access Code: 202169

The session will begin momentarily, so, if you have not already, you may want to:

- Ask co-workers not to disturb you
- Turn off (or silence) email, mobile phones, texts, dogs, kids, and other potential distractions
- Locate the “mute” feature on your phone in case you ARE interrupted



**Thanks!**



Your facilitator:  
Bill Heacock

C A N A D A

Create a “sense of community” by having attendees share their geographic location.



Rick Smith

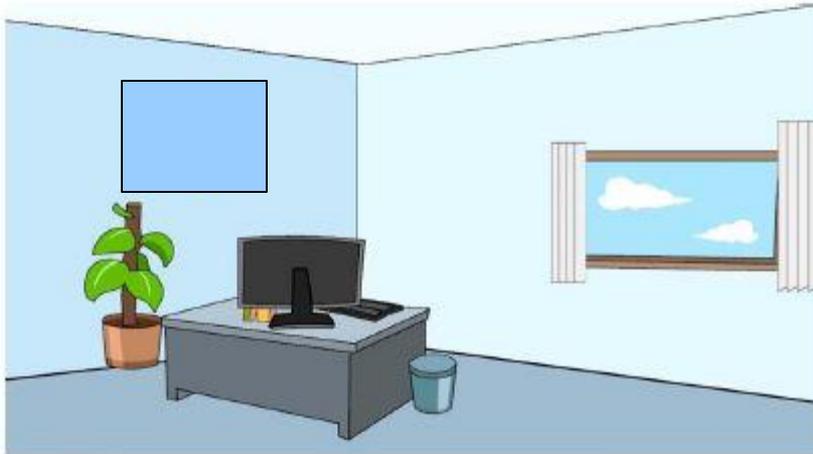
Tom Shellhorn

Sue Johnson

Bill Heacock

If you are in the US, please show us where you are.

Poll: Where are you joining from?



OR



Consider a quick question or poll to give people a feeling of belonging to a larger group:

How many years of experience do you have as an automotive technician?

- 0-5
- 6-10
- 11 or greater

OR

Which of the following best describes your knowledge of hybrid technology?

- Pretty basic
- Moderate
- Advanced
- Expert

Establishing a “pattern of interaction” during a virtual lecture is critical. Your attendees have attended many online events in which they were completely passive; indeed, some may be planning to use your lecture as an opportunity to accomplish other work.

Once the session begins, before they begin multitasking, get them busy...ask a quick polling question, have them write something in Chat, raise their hands, etc. Let them see that this is not what they were expecting...they will be very engaged for the next sixty minutes.

The problem is, once they disengage, it can be very difficult getting them back.



Can you guess how many interactions we had in the first 15 screens of this webinar?

(Please enter your response in Chat)

7

1. Opened Chat and Participant panels
2. Raised hand
3. Activated annotation tools
4. Used pointer on a map
5. Made entry in chat
6. Responded to a multiple-choice question
7. List building on whiteboard

It is also critical to give students a reason to pay attention:

“If you don’t care about what you’re reading, seeing, or hearing, it won’t be retained.”

Dr. Cathy Price, University College, London

This is sometimes called “W.I.I.F.M.?”

**What’s in it for me?**

Good example of  
“W.I.I.F.M.?”

MODULE 1: MARKET OVERVIEW, OPPORTUNITIES & CHALLENGES



**Why is this course necessary?**

# Vehicle Repair Safety Guidelines



In addition, consider using an “attention grabber” like a surprising statistic, image, war story, or similar.



## **#3** Sustain engagement using the “2-3 Rule”

# The 2-3 Rule:

Re-engage your participants every 2 or 3 minutes, or 2 or 3 points, whichever comes first....



**“Having to respond frequently to varied types of interactions in the virtual meeting room in and of itself will promote attention. If every one to three minutes attendees are asked to select a polling option, type into chat, or are called on for an audio response, they will be less likely to multi-task or drift.”**

**Clark and Kwinn, 2007**

**“Certainly, having an animated presentation style improves a virtual classroom experience. But what really accelerates learning is engaging your participants every two or three minutes.”**

**Clay, 2017**

# How to do this? Use engagement tools...

**Variety is the key!**



Polls

Chat

Raise Hand

Annotate/Draw

Breakouts

Handouts

Questions

Assessments

Audio

Webcams





Hand-Raising

## Hand-Raising (the easiest option)

**In addition to allowing attendees to indicate they have a question, or to indicate their willingness to answer a question, hand-raising can be used for the following:**

**Allows whole group to respond to “Yes/No” type questions**

“Have you ever worked on a vehicle with this problem?”

“Who has done this test without wearing gloves or goggles?”

“How many of you have heard this customer complaint?”



**Hand-Raising**

**Call for agreement or conclusion (useful in building consensus or achieving closure on an issue)**

“Would it be reasonable, then, to conclude \_\_\_\_\_?”

“So, are we all generally in agreement that \_\_\_\_\_?”

“How many would agree that the bottom line is \_\_\_\_\_?”



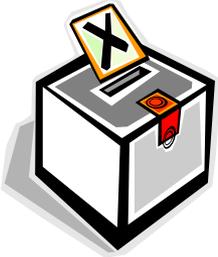
**Hand-Raising**

## Respond to a “verbal” multiple choice question

“What percentage of vehicles sold in 2019 do you think were trucks?” How many think it was 5%? How about 9%? Would anyone vote for 14%? Anyone think it was 20%...?”

“How many of you think the sale of mid-sized trucks in the US went up in 2019? How many think it went down?” Anybody think it stayed the same?”

# Polling



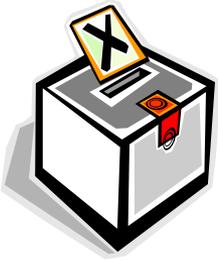
**Polling questions, created in advance and administered to all attendees, have a variety of facilitative uses:**



## Get feedback from all attendees on a critical point

How long does a high voltage system remain powered after a vehicle is shut off or disabled?

- Less than one minute
- Five minutes
- Seven minutes
- Ten minutes



## Gauge attendee options or attitudes

Which of the following best describes your feelings about our policy of “Always put the customer first.” ?

- An empty slogan
- Somewhat important
- Very important
- Absolutely critical



**The whiteboard** (or a blank PowerPoint slide) can be used in many of the same ways a flip chart or whiteboard can be used in a traditional meeting room:



**Build lists or capture attendee input**

### Benefits of ASE Certification

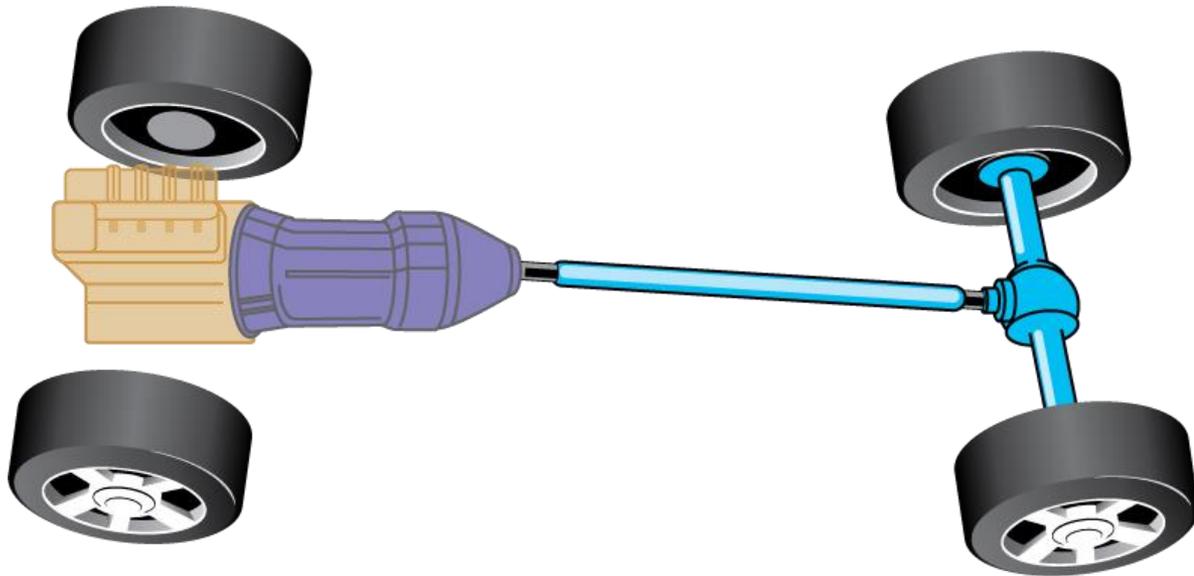


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**Allow presenter and/or attendees to label  
or identify components of an object**

Using your text tool, please label  
the 3 Powertrain components





**Allow attendees to respond to questions in writing:**

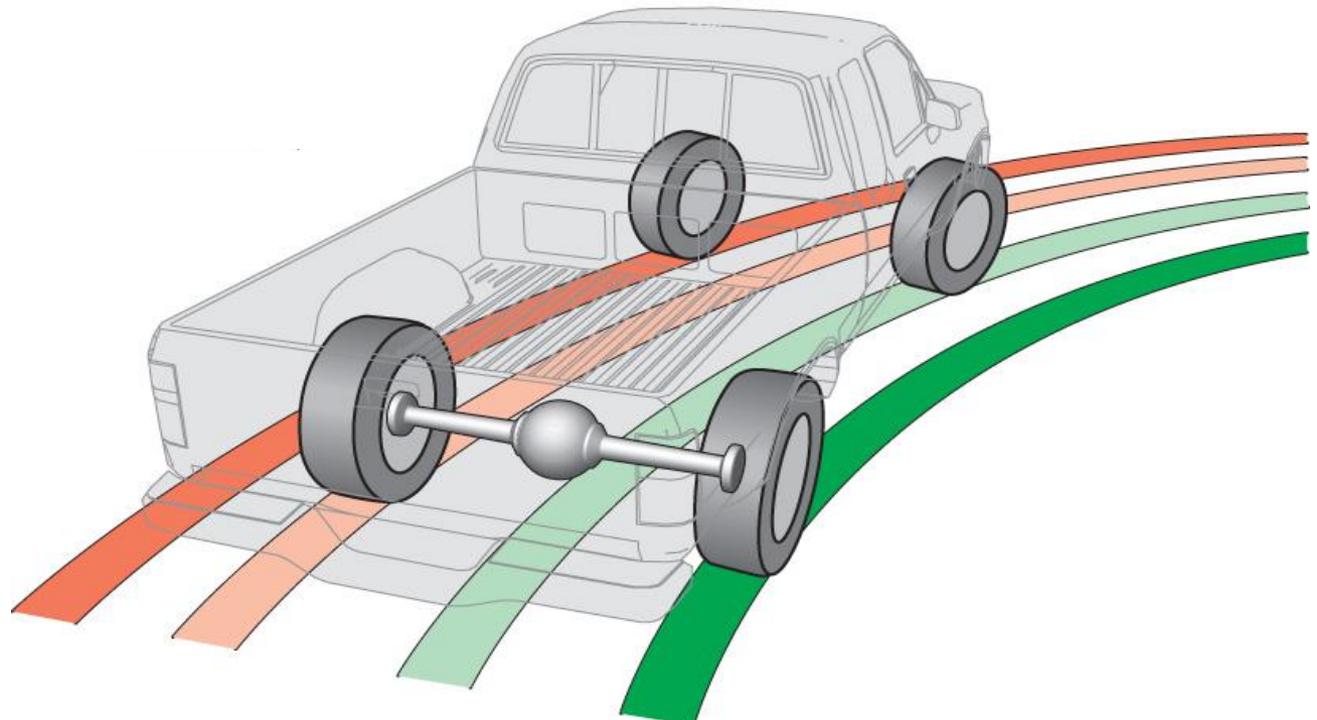


**According to statistics, which State in the U.S. is the most dangerous for drivers?**

Whiteboard

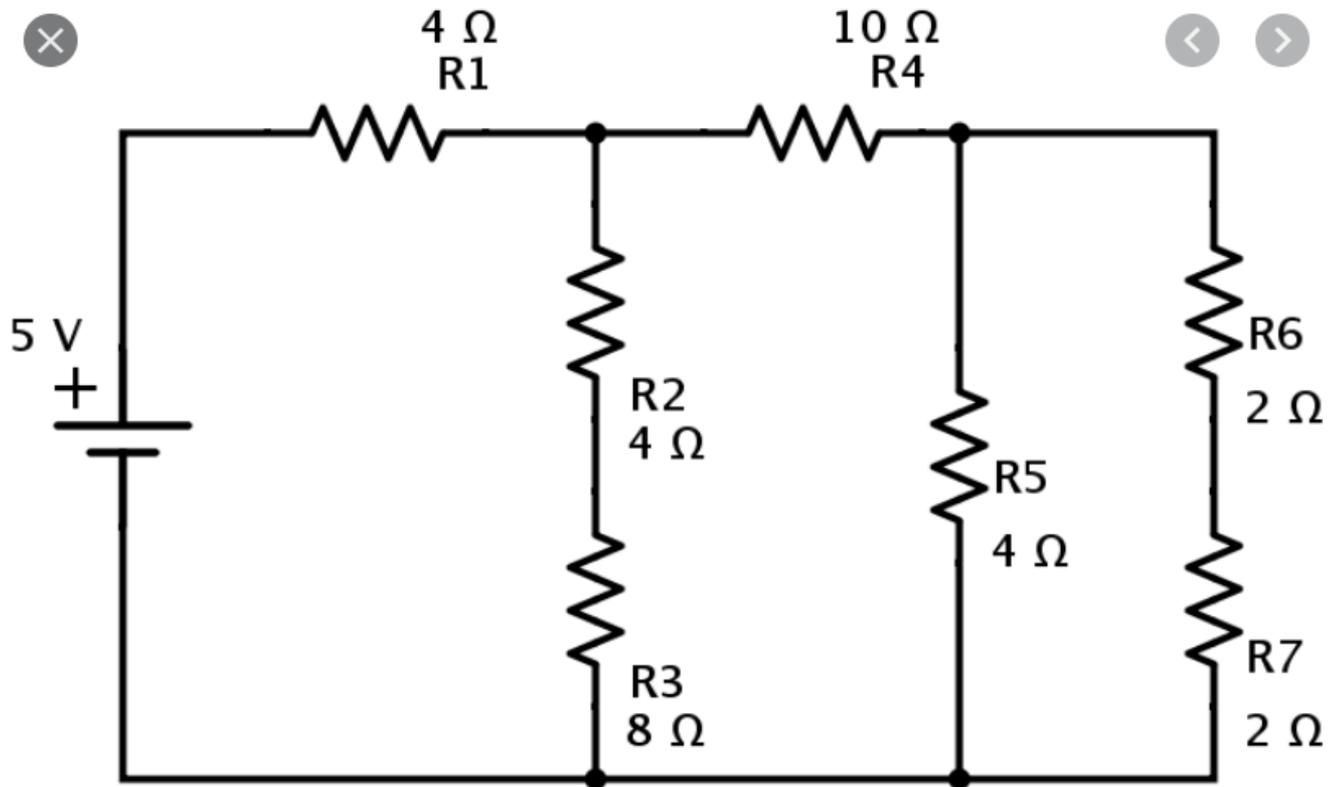
## Post graphics, screen shots, and/or diagrams and allow attendee annotation

The rear differential allows the opposing rear wheels to turn at “different” speeds. Use your marker to indicate which color band you think has the fastest rotation.



Whiteboard

Post graphics, screen shots, and/or diagrams and allow attendee annotation



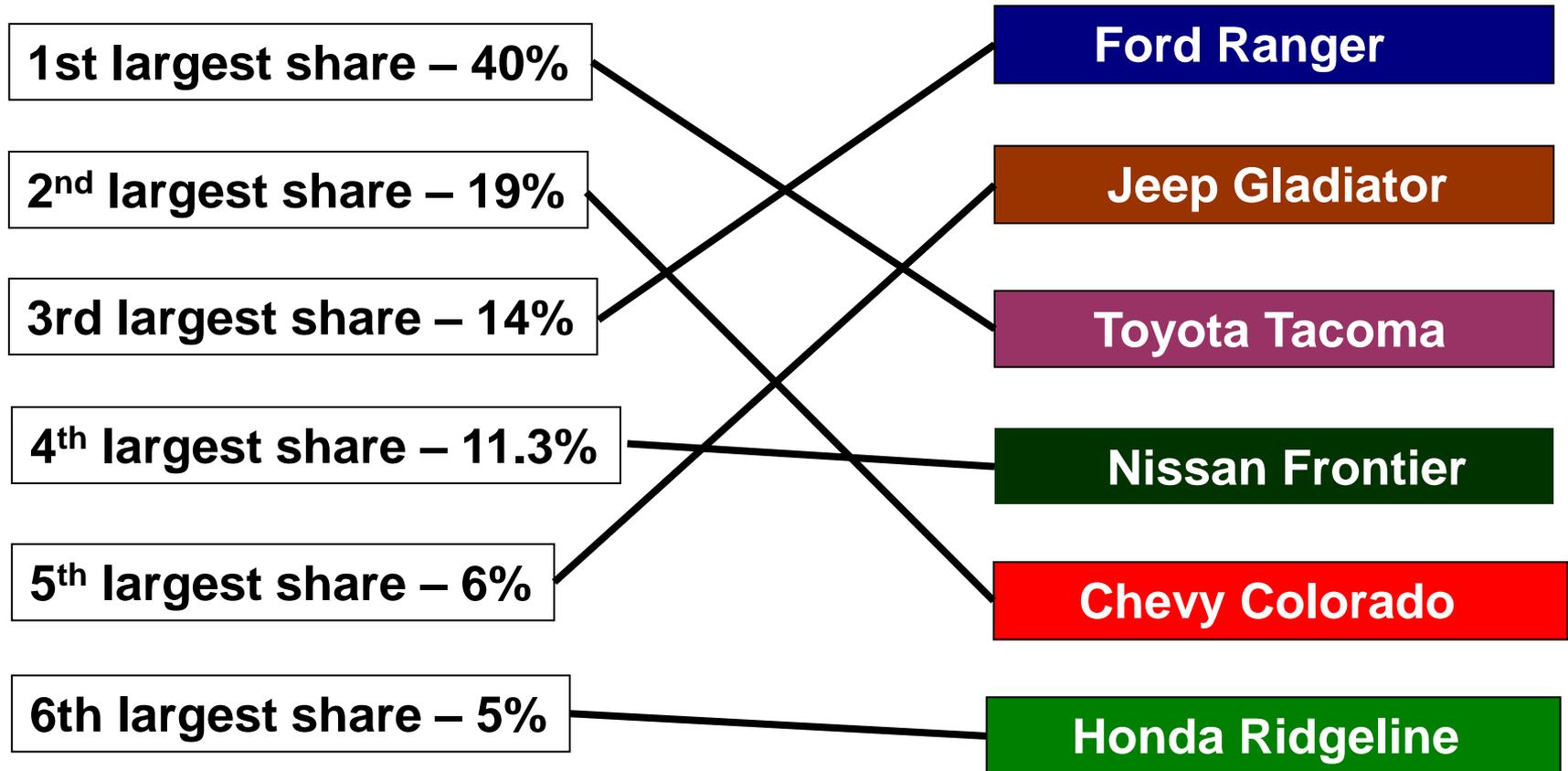


## Post questions for attendee response

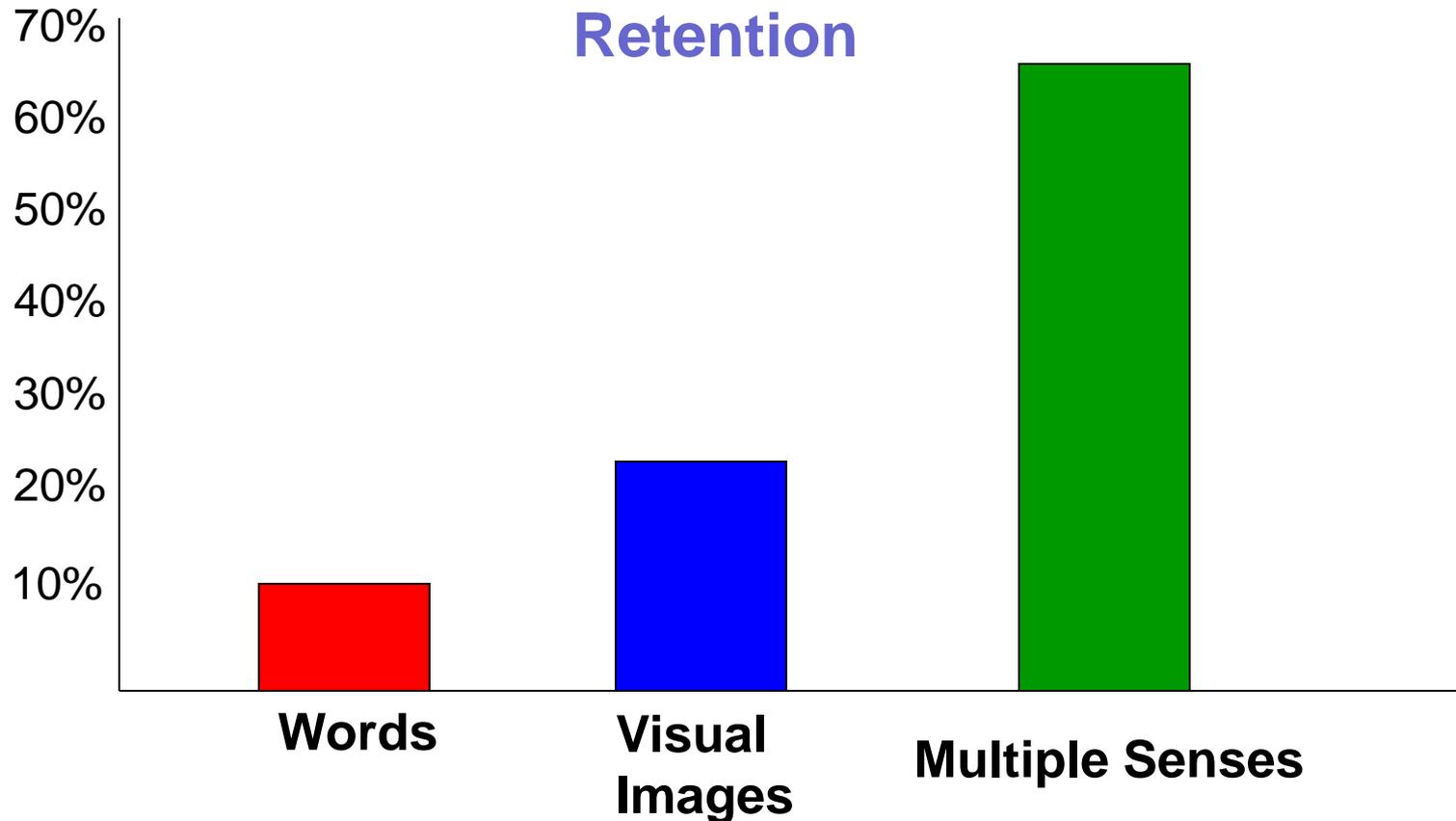
Approximately how many automotive technicians do you think currently hold ASE certifications?

- A. 100,000
- B. 200,000
- C. 250,000
- D. 300,000

Using a line tool, please connect each mid-sized truck to its share of the 2019 market



## Post graphics, screen shots, and/or diagrams and allow attendee annotation

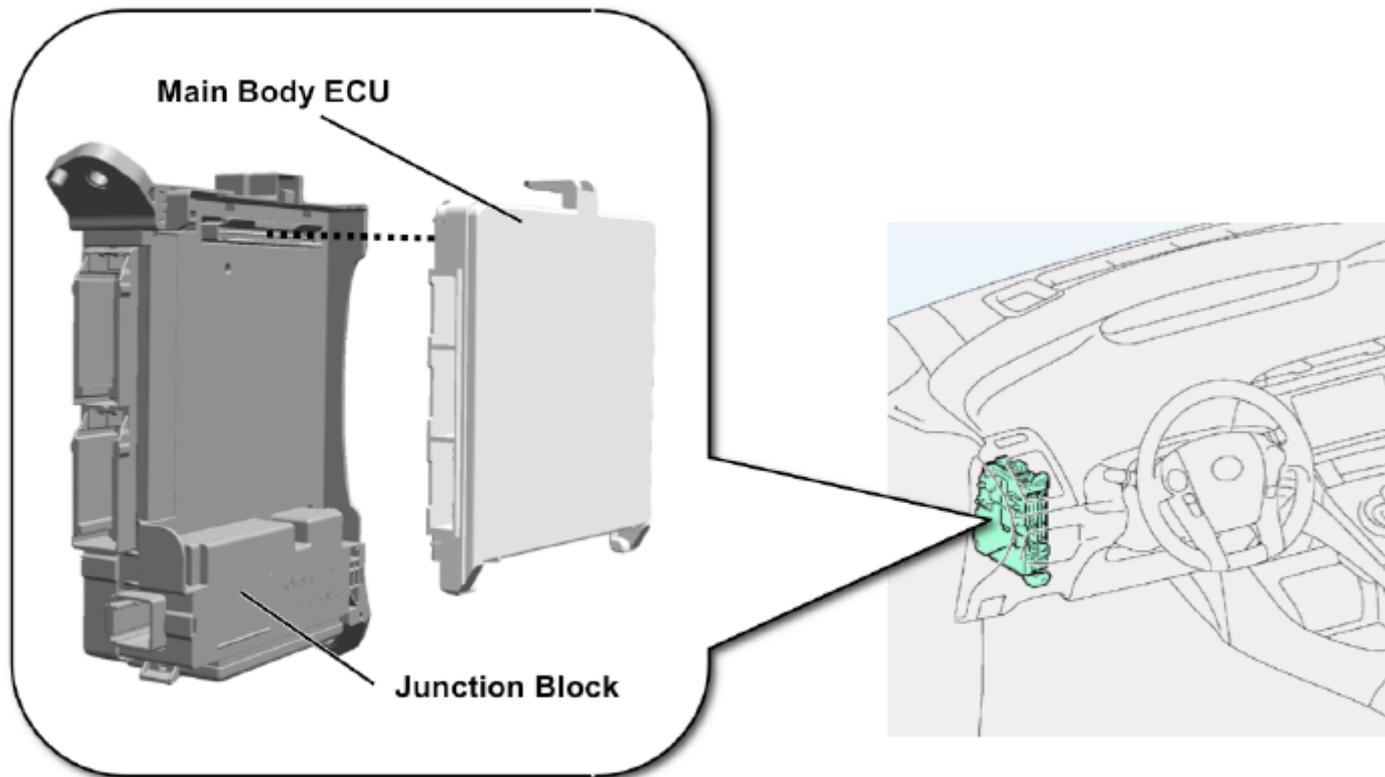


Key Point: Wordy slides have minimal retention and will quickly lose the attention of students in a virtual classroom. Online, it is critical to make your slides more interesting than potential distractions!

Good example of a visual slide. As the instructor explains this (verbal), the slide appeals to more than one sense, with retention going to 65% and higher...

## Main Body ECU

'10 & up Prius





**The chat window** allows the facilitator or attendees to send a message to anyone or everyone in the session. Facilitative uses are:

**Allows the presenter to ask questions**



What's **one** thing you already know about autonomous self-driving vehicles?

- Type your answer in the Chat area on the right side of the screen
- Send your response to “everyone”



Allows attendees to ask questions and raise issues in a non-obtrusive way. The facilitator can monitor the chat area for questions, issues, and misunderstandings.

The instructor says:

“An electric circuit is formed when a conductive path is created to allow electric charge to continuously move. This continuous movement of electric charge through the conductors of a circuit is called a current, and it is often referred to in terms of “flow,” just like the flow of a liquid through a hollow pipe.”

Meanwhile, in Chat

Chat

**Bob Weston:**

So how is current different than voltage?

**Sue Singletary:**

I was wondering about that also

**Bart Simpson:**

I'm going to hang myself



Allows attendees to brainstorm and solve problems

The instructor says:

“Look closely at this diagnostic screen.  
What observations can you make  
about it?”

## Chat

**Tom Reynolds:**

The trouble areas are in yellow

**Bill Graham:**

There is an ECU calibration update  
available

**Linda Evans:**

Also a service campaign

**Quan Lee:**

I agree with Bill



Allows the presenter to break people into teams

### Assignment:

By sending “private” messages to your partner in the Chat area, please determine the number of amps in a circuit with a voltage level of 12 and 3 ohms of resistance.

When you are finished, please click the “hand raise” icon and we’ll see what you came up with.

You can also have teams use the text tool to enter their response in a designated area of the screen...

Team 1	Team 2
Team 3	Team 4

**Interactive  
Handout**

Another suggestion, that is not a component of your software, is to send **“Interactive Handouts”** as a PDF attachment to your invitation. These are completed by your attendees during the session.

**The Language of Trucks**

1. Curb Weight: Weight of \_\_\_\_\_ truck.
2. Gross Vehicle Weight Rating: \_\_\_\_\_ allowable weight of the \_\_\_\_\_ and everything loaded in it.
3. Payload: The weight of

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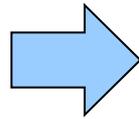
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Optimal use of many of these tools is affected by the size of your session...

Excluding webcasts, which can be used to disseminate information to huge audiences, what do you think should be the maximum number of attendees for a meeting, training, sales, or brainstorming session?

There is no  
“rule” but:



**91% of web conferencing practitioners say they prefer to have no more than 15 persons in a session.**

**-Source: The eLearning Guild Research**

## Some last tips (Things we often do not have time to discuss during the webinar):

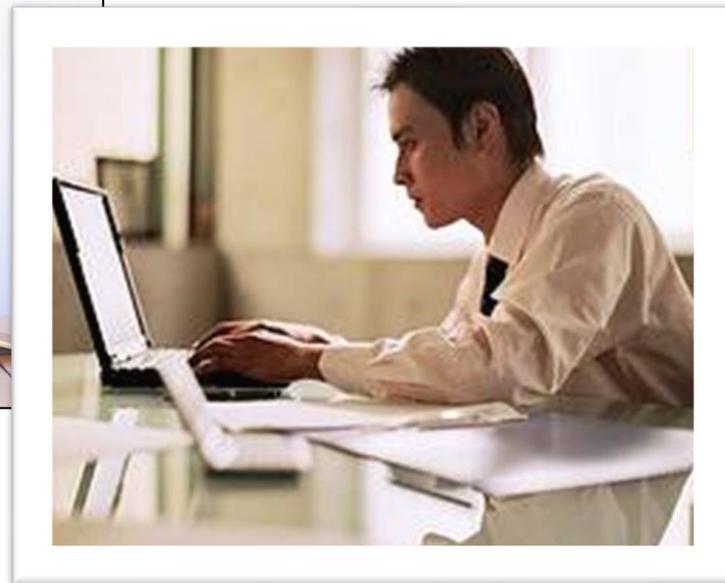
1. Remember, in the absence of visual contact, your voice becomes very important. Adopt a vocal sense of energy and enthusiasm, even if you have taught the webinar many times before. Think about your favorite podcast narrator or radio commentator; they do not speak in monotone...they vary their pitch and volume, include pauses, and generally convey excitement. If your voice reflects boredom with your own content, it will quickly infect your students.
2. Nothing is better than practice to enhance your confidence teaching online. Do “dry runs” with new webinars by using 2 computers: one that you teach from and one that gives you the student view. Ask friends, colleagues, and family members to donate a bit of their time and allow you to present to them from a distance. The more you practice with the virtual tools and technologies, the “smoother” and more confident you will become.

3. A “producer”, also called a co-host, can be invaluable during a webinar. This person works with you to:

- Handle technical problems
- Greet and orient late arrivals or locate missing students
- Monitor the chat window; a sudden influx of questions may mean that students missed the point. Off-topic chatter may indicate boredom or not enough interaction
- Scribe information onto the whiteboard or use the pointer to draw attention to parts of a slide or screen
- Assign or take away permissions
- Save files, change slides
- Handle content questions that arise in the chat window without disrupting class
- Initiate polling questions and share the compiled results

Many online instructors have come to regard a producer as essential to the success of their virtual training.

**Bottom Line: You are limited only by your imagination and creativity.**





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Please visit our website at [hpatraining.com](http://hpatraining.com), or feel free to email me at: [bill.heacock@hpatraining.com](mailto:bill.heacock@hpatraining.com) if I can provide more information or answer any additional questions about virtual teaching or other training-related issues.

Good luck, stay safe, and happy facilitating!