



naaee

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

WELCOME!



Andy Goodman
Director
(he/him/his)



Celia Hoffman
Associate Director
(she/her/hers)



from



naaee

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for Environmental Education

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

NAAEE

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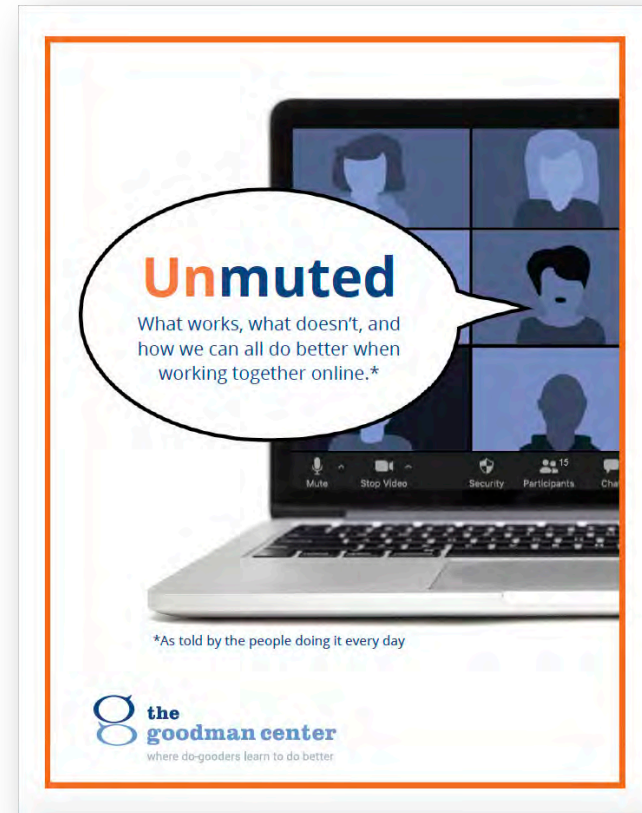


If you don't have to rush off, Andy and Celia will be staying online after class for any participants with questions, comments or other business.

Just remain connected.

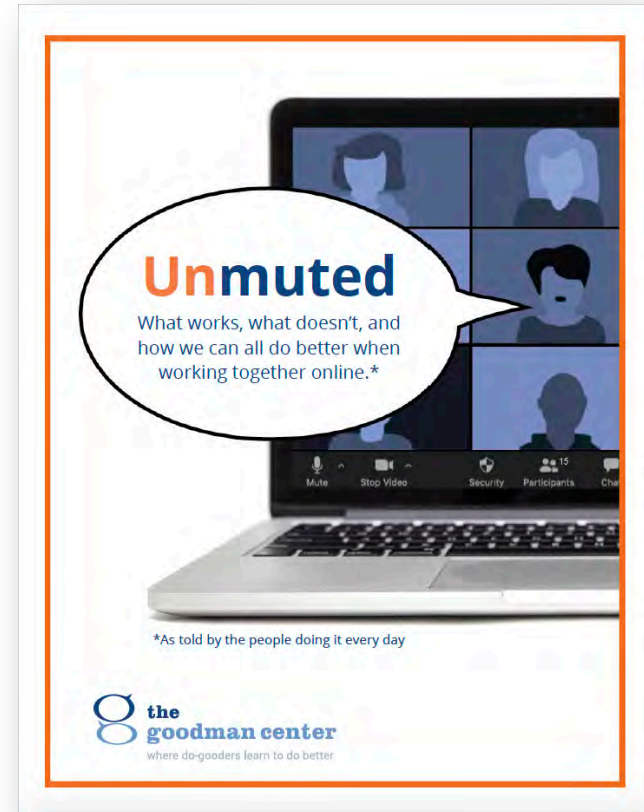


1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** Web meetings, Webinars and Webcasts
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends at NAAEE





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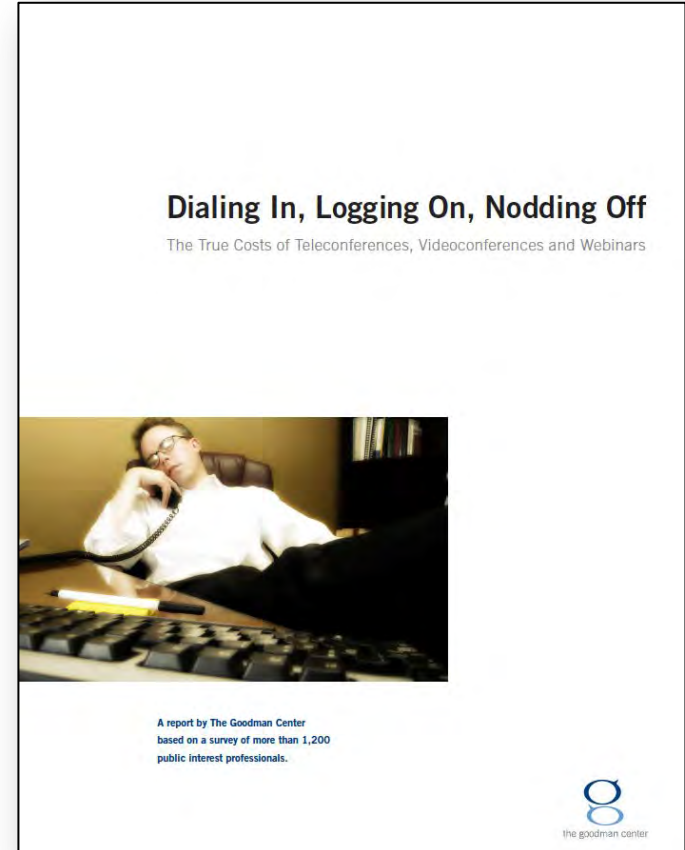


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- Conducted research to identify problems and trends.





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- 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).



CONTEXT | And in March 2020, everything changed...



CONTEXT | ...and everything we did started to look like this.





4,405 RESPONDENTS

FORUM ONE™



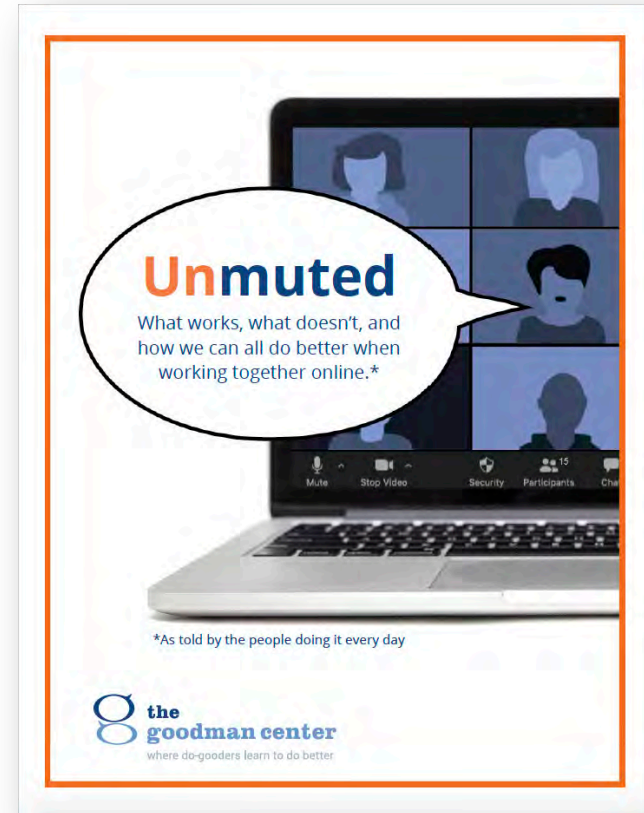
Unmuted
What works, what doesn't, and how we can all do better when working together online.*

*As told by the people doing it every day

the goodman center
where do-gooders learn to do better

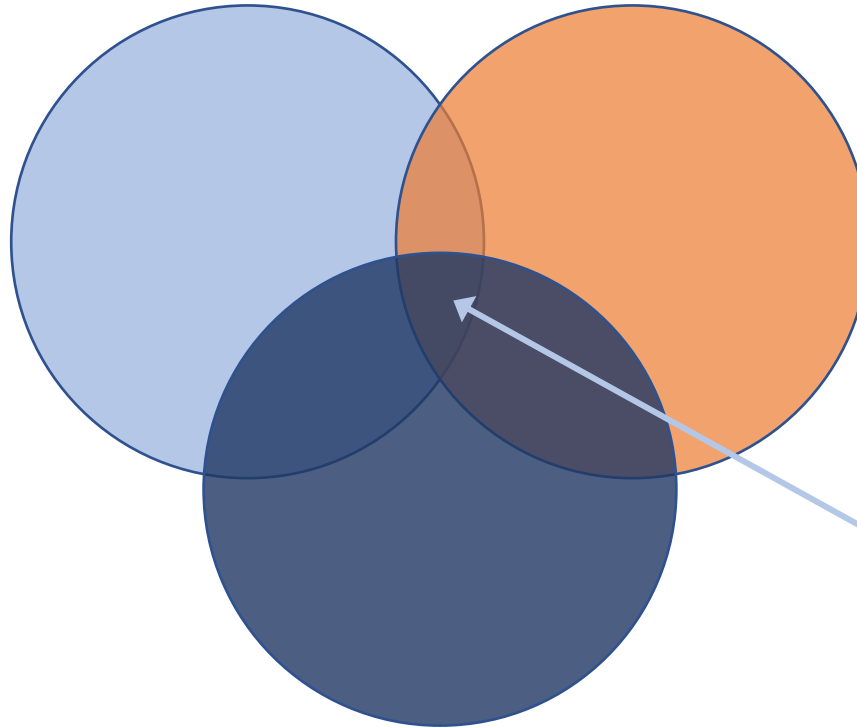


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WEBINAR
Information
Sharing/Teaching
or Training



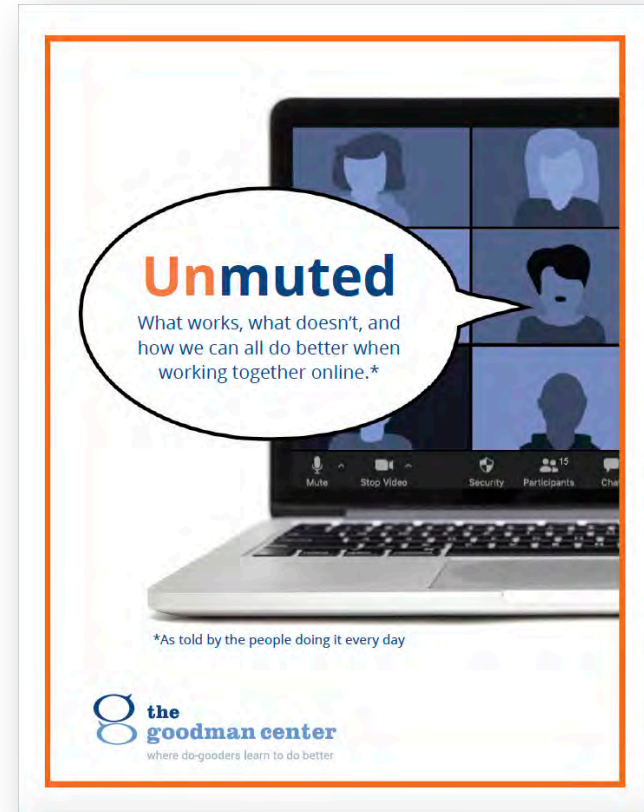
WEB MEETING
Discussion,
Decision-Making

WEB CONFERENCE
Comprised of all three
categories

WEBCAST
Speech/Presentation



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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?

ENGAGING PRESENTATION/FACILITATION 45%

DESIGNING AND FOLLOWING A CLEAR STRUCTURE 37%

USING PLATFORM TOOLS TO PROMOTE INTERACTION 31%



WHAT MAKES AN ONLINE CONVENING A NEGATIVE EXPERIENCE?

TECHNICAL PROBLEMS	20%
LACK OF ENGAGEMENT	17%
TOO LONG	15%
NO STRUCTURE	15%
POOR FACILITATION	15%



HOW OFTEN DO YOU FIND YOURSELF MULTI-TASKING DURING:

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	1%	13%	40%	38%	9%
WEBINARS	1%	7%	34%	45%	13%
WEBCASTS	1%	7%	35%	41%	16%

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



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.

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



Provide something to do right from the start.

Look for ways to ask questions.

Pop Quiz: Question 2



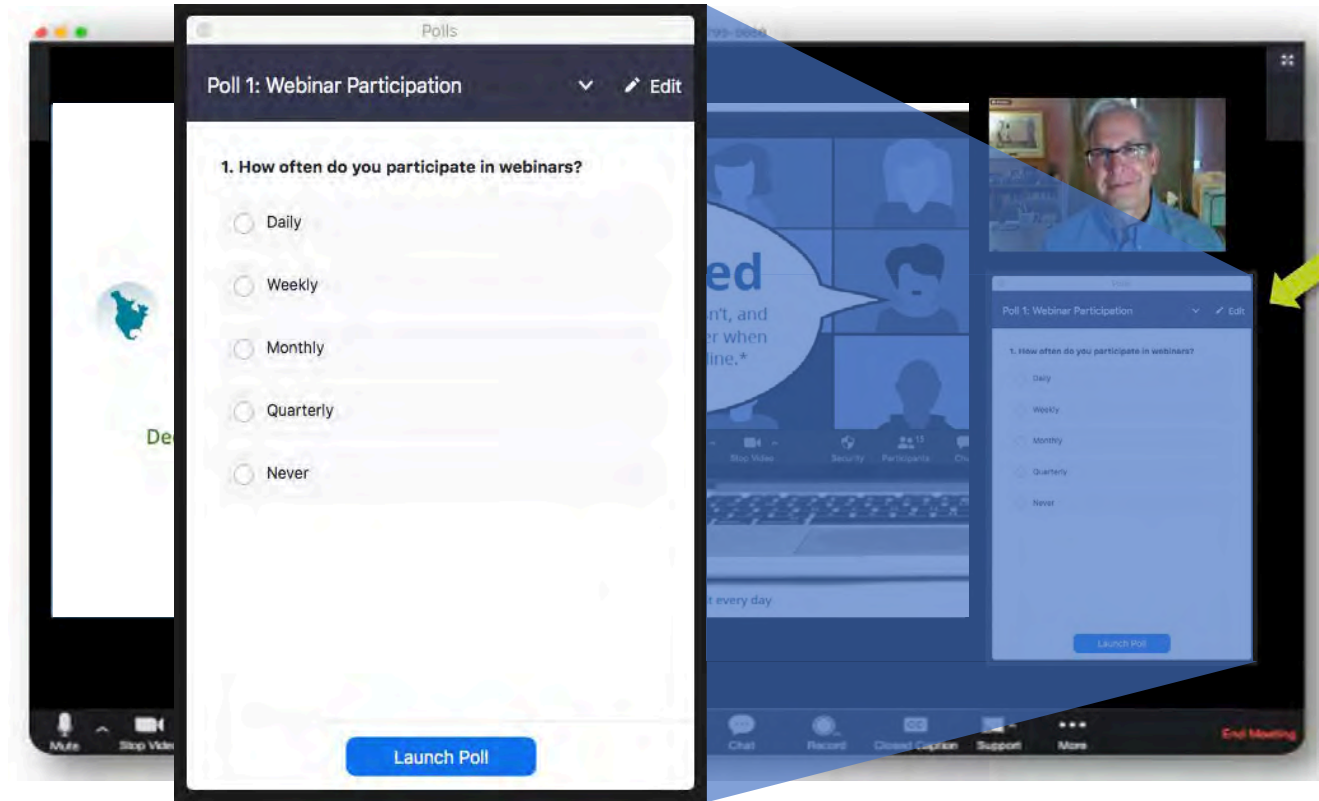
According to eye-tracking studies, your eyes are most likely to follow which pattern?



Provide something to do right from the start.

Look for ways to ask questions.

Use polls

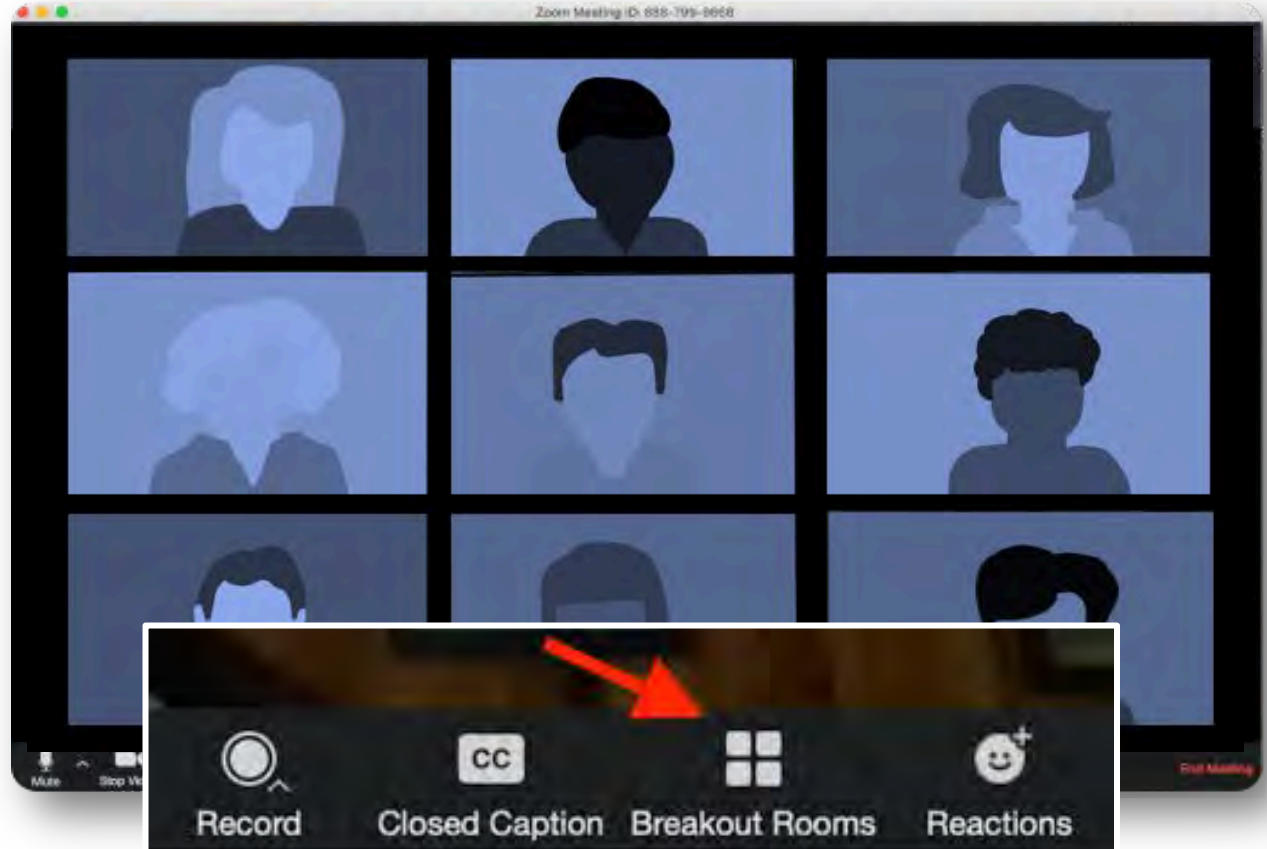




Provide something to do right from the start.

Look for ways to ask questions.

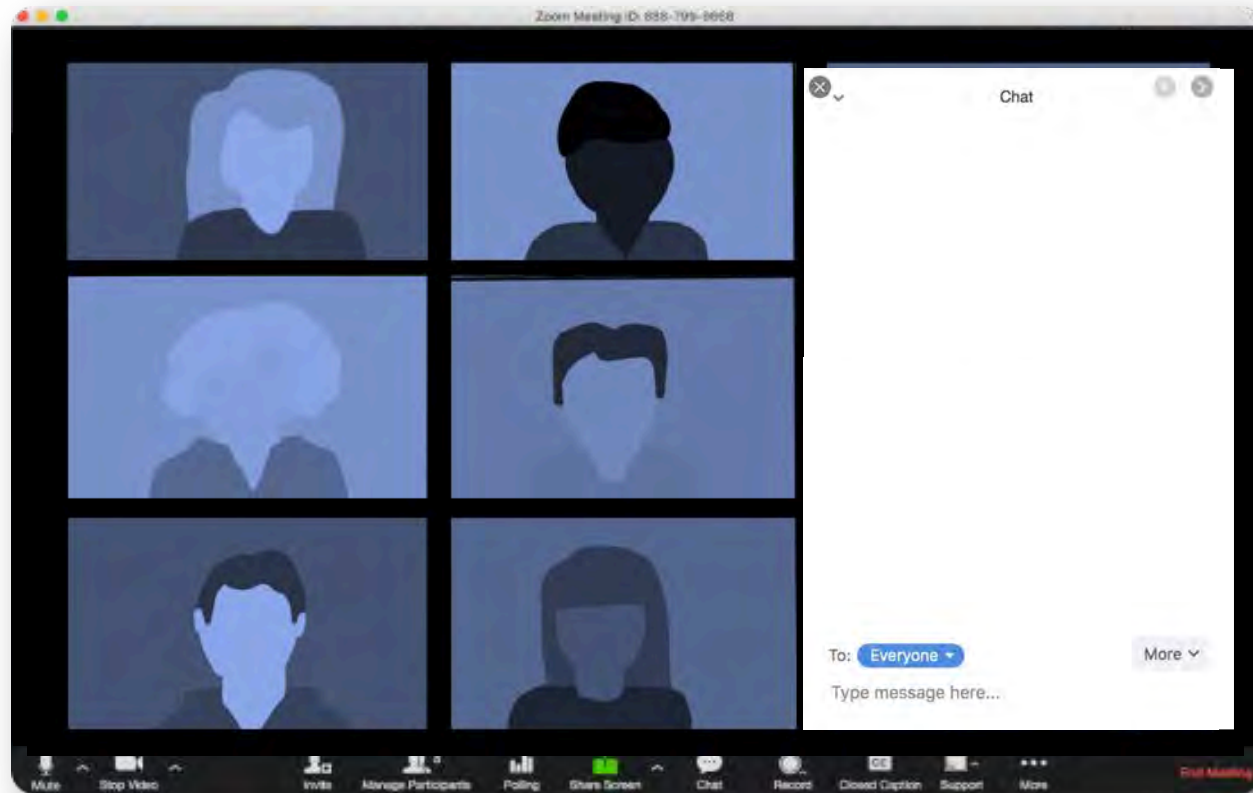
Use polls, breakout rooms





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

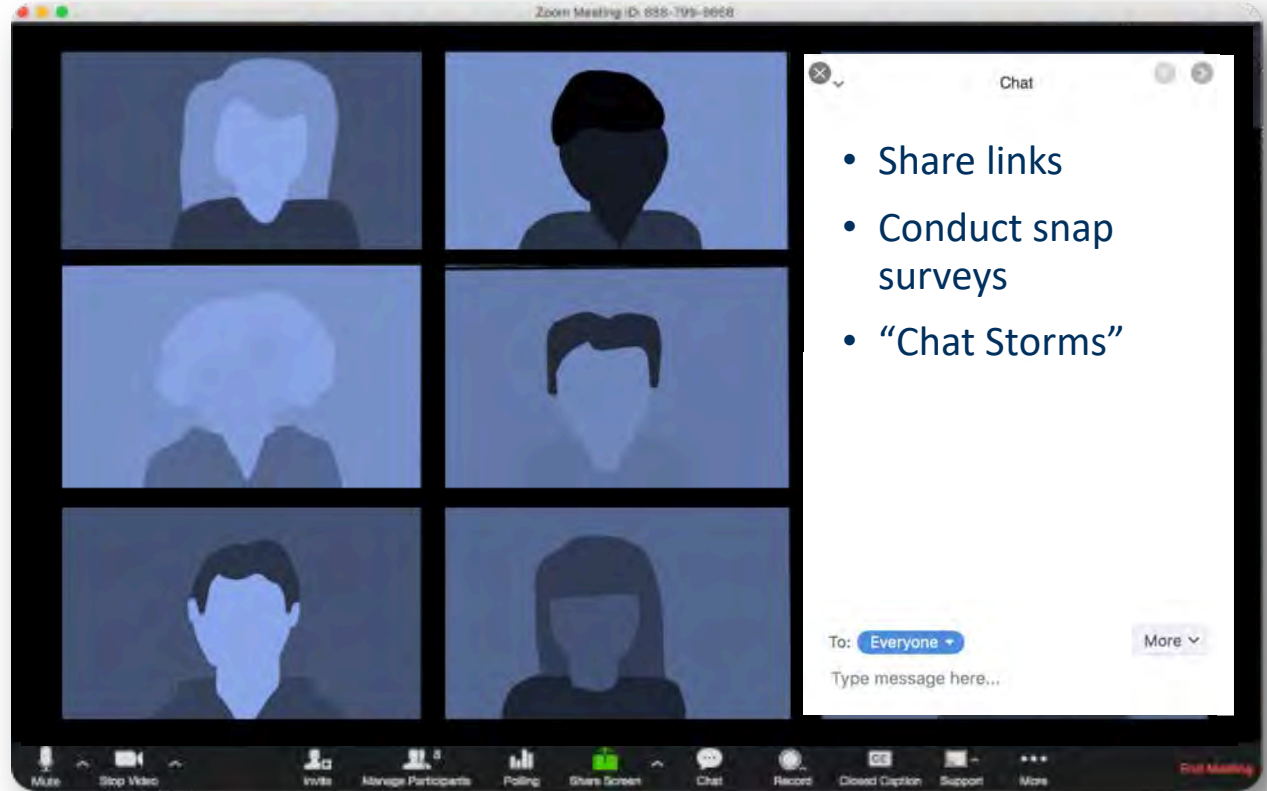




Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and **chat**.

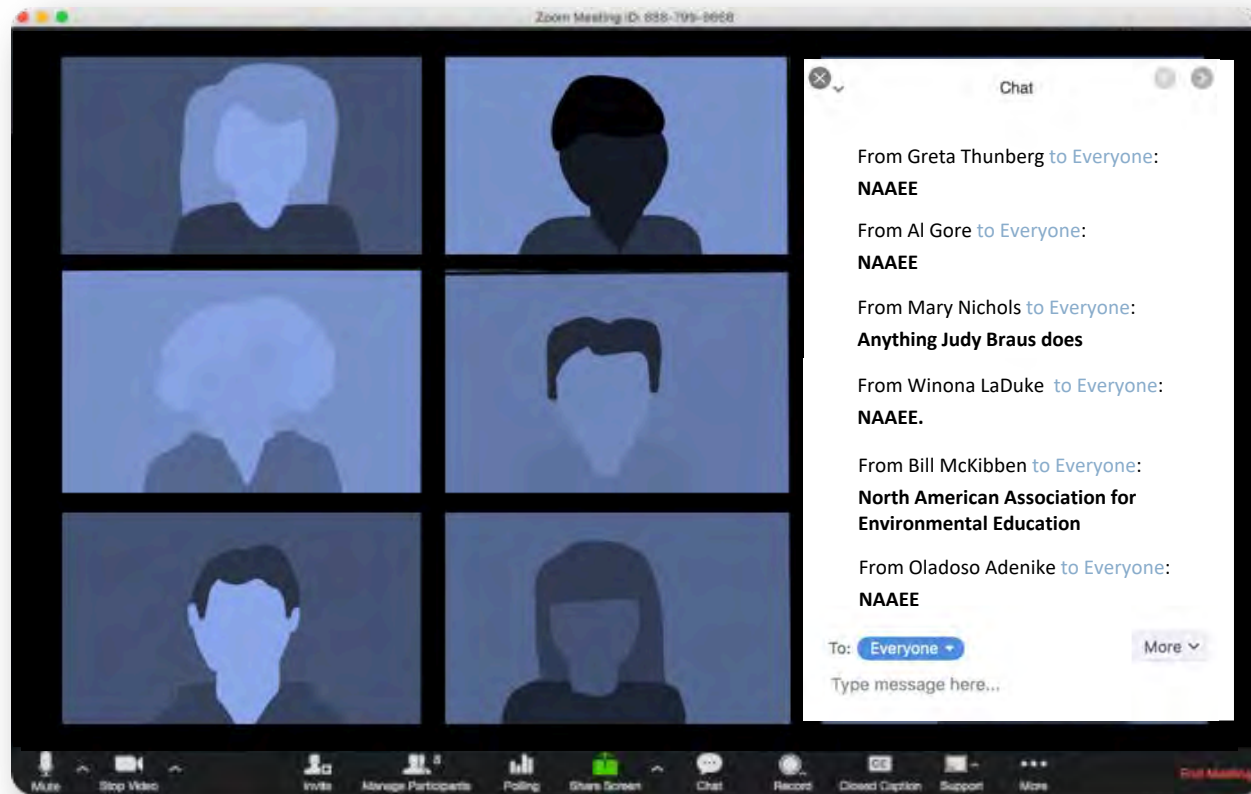




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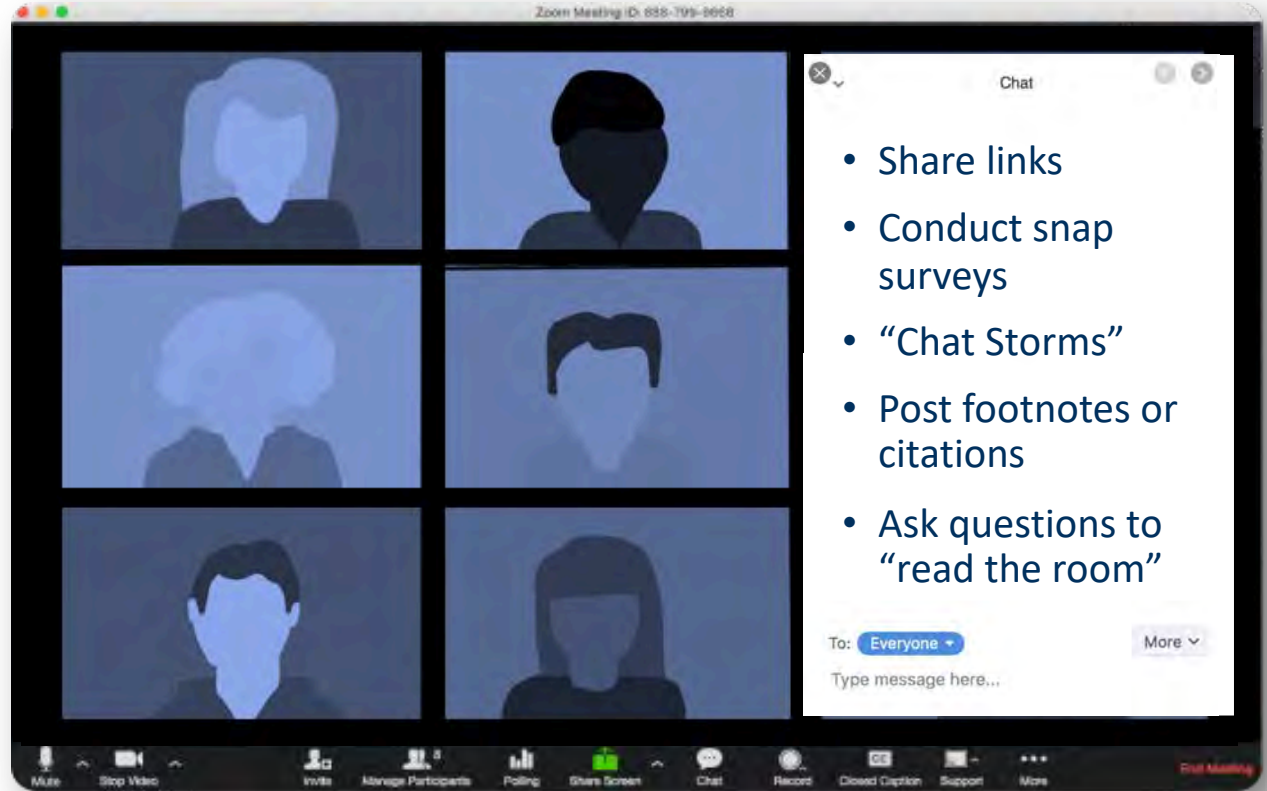




Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.





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.)

Questions?

If you'd like to ask your question to the group, please click "raise hand" at the bottom of your screen and we'll unmute you.

Chat Raise Hand Q&A

Design slides to remind participants how to ask questions.



Unmuted: The Survey

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a positive experience for you?

#1	
#2	
#3	

What makes a work-related videoconference a negative experience for you?

#1	
#2	
#3	

Questions about length and frequency:

- How many hours per week (on average) do you spend in videoconferencing?
- What's the ideal length of time for a web meeting?
- What's the ideal length of time for a webinar (e.g., pre-recorded)?
- What's the ideal length of time for a webcast (e.g., live)?
- How long should any online convening continue with?

Questions about using platform tools:

- In general, do you prefer to have your camera on or off?
- In general, do you prefer asking questions out loud or submitting via chat?
- In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
- In general, do you read chat box comments as they appear? (Yes or No)

Questions for videoconference leaders or facilitators:

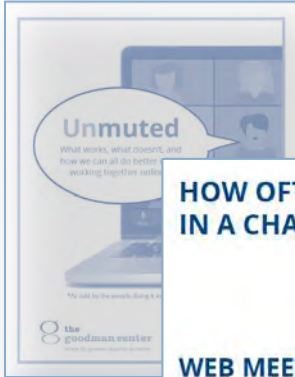
Have you had any training in how to lead or facilitate videoconferences?	
Do you review how to use the platform's tools at the start of your videoconference?	
Do you usually provide an agenda before or during the videoconference?	

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?

Questions about using platform tools:

In general, do you prefer to have your camera on or off?	
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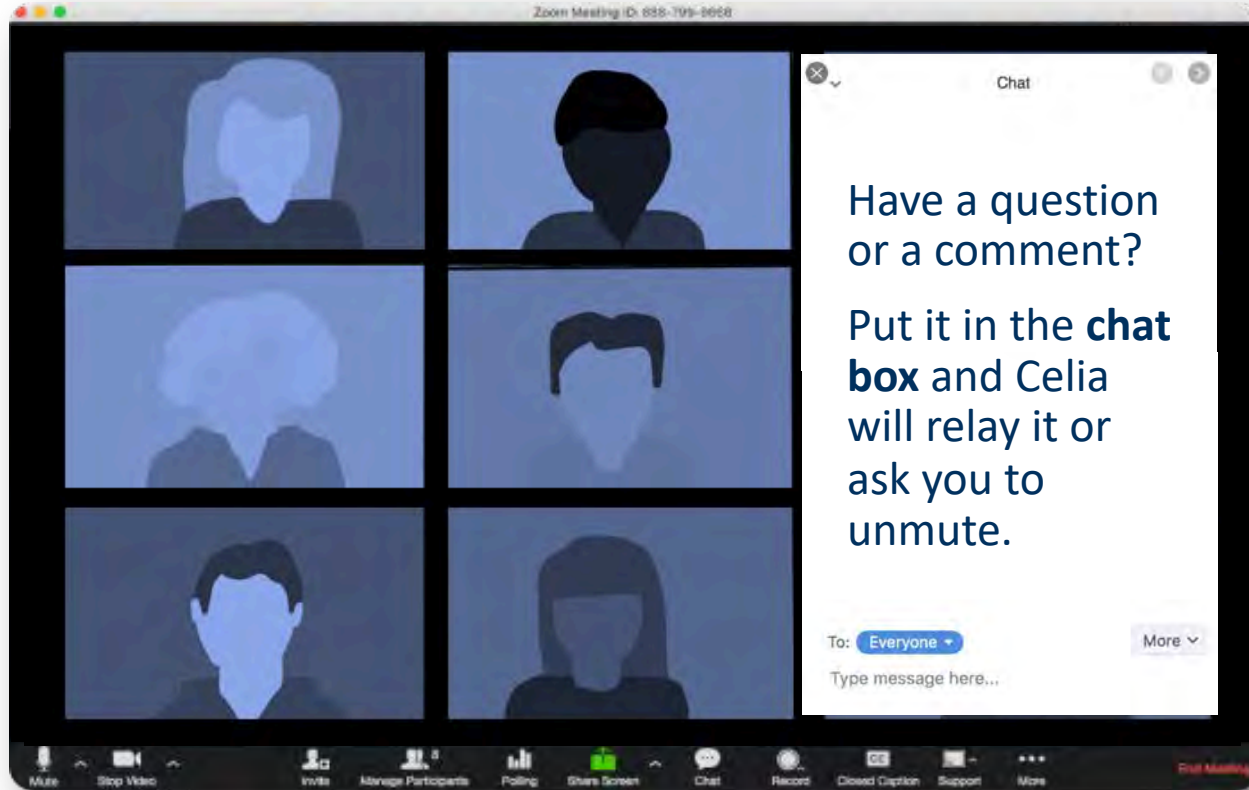
HOW OFTEN DO YOU PREFER ASKING QUESTIONS OUT LOUD AS OPPOSED TO ENTERING ALL QUESTIONS IN A CHAT OR Q&A BOX?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	2%	10%	39%	40%	10%
WEBINARS	14%	37%	32%	12%	4%

WEBINARS:
PREFER TO CHAT

MEETINGS:
PREFER TO SPEAK

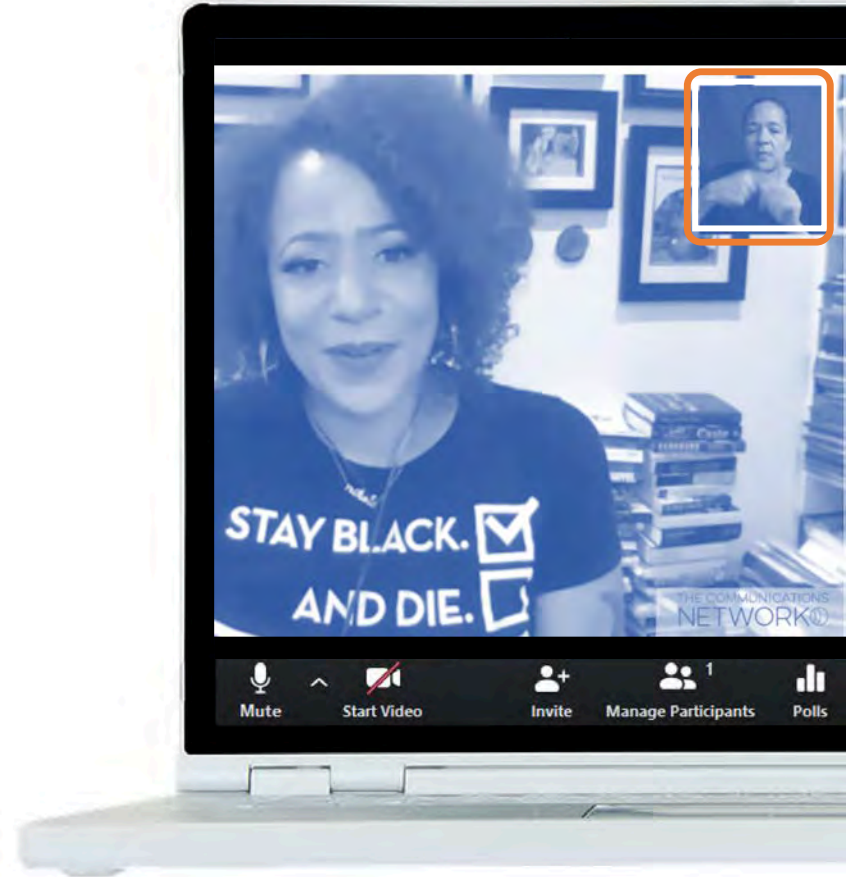
QUESTIONS & COMMENTS





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?



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



Unmuted: The Survey

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a positive experience for you?

#1	
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#3	

What makes a work-related videoconference a negative experience for you?

#1	
#2	
#3	

Questions about length and frequency:

How many hours per week (on average) do you spend in videoconferencing?	
What's the ideal length of time for a web meeting?	
What's the ideal length of time for a webinar (e.g., pre-recorded)?	
What's the ideal length of time for a webcast (e.g., large group)?	
How long should any online convening continue without a break?	

Questions about using platform tools:

In general, do you prefer to have your camera on or off?	
In general, do you prefer asking questions out loud or submitting them in chat?	
In general, do you see accessibility tools (e.g., closed captioning, sign language, or translation) used during your videoconferences? (Yes or No)	
In general, do you read chat box comments as they appear?	

Questions for videoconference leaders or facilitators (Yes or No):

Have you had any training in how to lead or facilitate videoconferences?	
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Whether you are leading or participating, what have you seen or done to create a more inclusive space?

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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:

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
ALL CONVENINGS	43%	38%	15%	4%	1%
WEB MEETINGS	34%	41%	16%	7%	2%
WEBINARS	24%	37%	18%	9%	3%
WEBCASTS	22%	41%	25%	10%	2%

**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.

Accessibility support for Microsoft Teams

The screenshot shows the Adobe Connect User Guide page for 'Accessibility features in Adobe Connect'. The page has a dark header with the title and a search bar. Below the header, there are navigation links for 'Adobe Connect User Guide' and 'Adobe Connect Meeting', and a dropdown menu labeled 'Select an article:'. The main content area starts with the text: 'Learn how accessible Adobe Connect is, in visual, auditory, and mobility categories and how it complies with Section 508. Know how users with varied needs can use the tools.'

Accessibility Features

Closed Captioning

Capture every word said with closed captioning. Zoom integrates seamlessly with 3rd party closed captioning providers through our [Closed Captioning REST API](#).

Automatic Transcripts

Facilitate your understanding with [automatic transcripts](#). Transcripts are automatically generated and synchronized to make it easy to search and review meetings recordings.

Keyboard Accessibility

Accomplish all major workflows with ease using a keyboard. Zoom supports [Keyboard Shortcuts](#) for easy navigation of Zoom features.

Screen Reader Support

Use Zoom without a screen. We follow the latest accessibility standards to ensure that the product is fully accessible to the latest screen readers.



COMNETWORKV 5:14:40 PM Andy Goodman

Main Session

Let's Chat:

- Toni Williams: prophetic
- Stephanie Christin: MANIFESTING THE FUTURE
- Stephanie Christin: let me have this super power, y'all
- Jennifer Oldham: Team Aries, newspaper nerds unite!
- Eli Enebach: @Edith Agree!
- Stephanie Christin: Nikole's hair = big Aries energy
- Catherine Villarreal: hooray for high school newspaper nerds!
- Jennifer Oldham: Who else was on the newspaper staff!

Andy Goodman: Start chatting here!

Font Size: 18 Font Fam: Verdana

You are connected to event: **COMNETWORKV**

things about us that were raise or ignoring us all together and I think that's what kind of came together, to ultimately create the 1619 Project and lead me down the path of wanting to become a journalist.

The story I wish I would have done... God, I don't know. You know... my first investigation in high school -- I had a monthly column from the African perspective. My first investigation was whether Jesus was

BACK TO MAIN LOBBY

ASL INTERPRETERS

COMPUTER ASSISTED
REALTIME TRANSCRIPTION
(CART)

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



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.

Present with real-time, automatic captions or subtitles in PowerPoint

PowerPoint for Microsoft 365, PowerPoint for Microsoft 365 for Mac, [More...](#)

PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.

There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.

For best results, we highly recommend using a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation.

Windows **Mac** Web

(This feature requires PowerPoint for Microsoft 365 for Mac version 16.22.127.0 or higher.)



The screenshot shows the Microsoft PowerPoint interface. The top ribbon includes tabs for Home, Insert, Draw, Design, Transitions, Animations, Slide Show, Review, View, and Tell me. The Slide Show tab is active, showing options like Play from Start, Play from Current Slide, Presenter View, Custom Show, Set Up Slide Show, Hide Slide, Rehearse Timings, and Record Slide Show. A dropdown menu for Subtitle Settings is open, showing options for Spoken Language (English (United States)), Subtitle Language (Spanish), Microphone, Bottom (Overlaid), Top (Overlaid), Below Slide, and Above Slide. The main slide content is titled "RECOMMENDATIONS | ACCESSIBILITY" and contains text about giving participants a chance to check in, being clear on rules of engagement, knowing the platform's accessibility tools, and discovering PowerPoint's accessibility tools. A text box on the right side of the slide provides detailed information about the "Present with captions or subtitles" feature, including requirements for PowerPoint for Microsoft 365 and Mac version 16.22.127.0 or higher.

Home Insert Draw Design Transitions Animations **Slide Show** Review View Tell me

Play from Start Play from Current Slide Presenter View Custom Show Set Up Slide Show Hide Slide Rehearse Timings Record Slide Show Keep Slides Updated Use Timings Play Narrations Show Media Controls

Always Use Subtitles

Subtitle Settings

- Spoken Language: English (United States)
- Subtitle Language: Spanish
- Microphone
- Bottom (Overlaid)
- Top (Overlaid)
- Below Slide
- Above Slide

System Caption Preferences...

RECOMMENDATIONS | ACCESSIBILITY

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.

Present with captions or subtitles

PowerPoint for Microsoft 365, PowerPoint for Microsoft 365 for Mac, More...

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Windows **Mac** Web

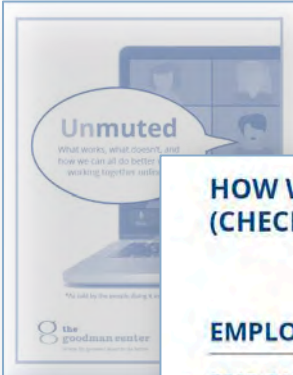
(This feature requires PowerPoint for Microsoft 365 for Mac version 16.22.127.0 or higher)



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.





HOW WOULD YOU DESCRIBE THE TRAINING YOU HAVE HAD TO LEAD OR FACILITATE ONLINE CONVENINGS (CHECK ALL THAT APPLY)?

	WEB MEETINGS	WEBINARS	WEBCASTS
EMPLOYER PROVIDED TRAINING	13%	15%	12%
ENROLLED IN TRAINING ON MY OWN	17%	25%	22%
READ ABOUT BEST PRACTICES	46%	60%	60%
STUDIED OTHER PRESENTERS	51%	64%	65%
NO TRAINING	48%	37%	35%

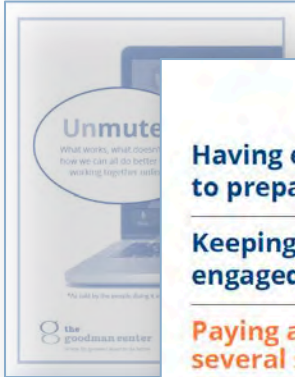
35% to 48% HAVE NO TRAINING



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)?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	4%	22%	37%	31%	6%
WEBINARS	3%	17%	37%	34%	8%
WEBCASTS	9%	24%	38%	25%	3%

**57-71% PROVIDE INSTRUCTIONS
SOMETIMES OR LESS OFTEN**



	MEETINGS	WEBINARS	WEBCASTS
Having enough time to prepare content	2.4	3.0	3.0
Keeping participants engaged	2.9	3.5	3.4
Paying attention to several simultaneous streams of information	3.1	3.5	3.3
Ensuring participants know how to use all the platform's tools	2.8	3.1	2.9
Dealing with participants who talk or chat excessively	2.7	2.6	2.5
Dealing with technical problems	2.9	3.3	3.1
Knowing how to "read the room"	3.0	3.3	3.0

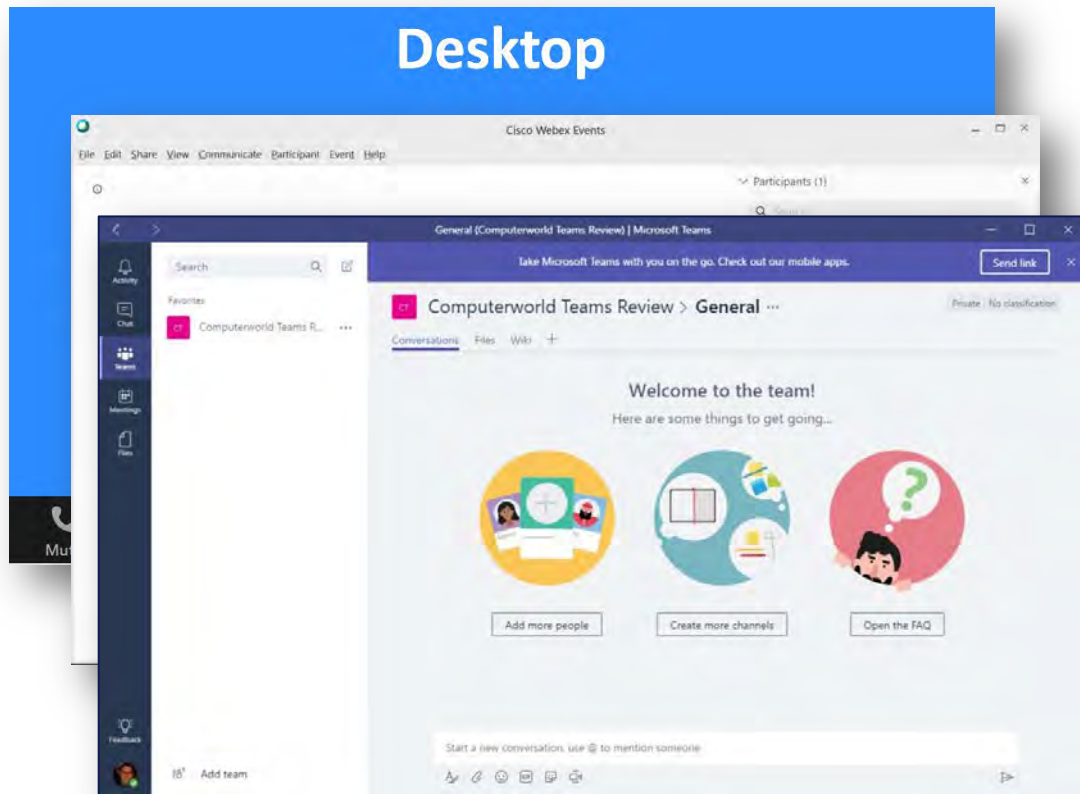
CHALLENGES TO LEADING SUCCESSFUL ONLINE CONVENING (1-5 SCALE)

#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.

1- PRIVATE

Casey Family Programs
Webinar Planner and Worksheet

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.

select group of Casey partners or jurisdictional representatives), and likely with the desire to be posted on Casey.org following the broadcast.

- **Resources** –
 - **Below Worksheets** – Use this document as a tool to help you decide the criteria of your webinar.
 - **Work Unit 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.)





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.



Agenda

- Welcome and Introduction
- What's the purpose of this meeting?
- What progress is being made on equity through outreach and enrollment?
- How are investments in innovative models supporting 21st century health systems?
- What are the implications of these findings?

engage:



Mute



Start Video



Invite



Manage Participants



Polls



HOW OFTEN DID THE ONLINE CONVENING LEADER/FACILITATOR PROVIDE AN AGENDA (EITHER IN ADVANCE OF THE MEETING OR AT THE BEGINNING) THAT GAVE THE PARTICIPANTS A CLEAR OUTLINE OF CONTENT?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	1%	9%	34%	48%	7%
WEBINARS	3%	17%	34%	37%	9%

(Because agendas are usually not as essential in webcasts, we did not survey respondents for this category.)

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



- APPLY 
- ACT 
- HIGH SCHOOL RESUME
- CONTACT RECRUITERS 
- CAMPUS VISITS 
- NET PRICE CALCULATOR 
- FAFSA 
- STATE AID APPLICATION
- SCHOLARSHIPS 



5 Core Ideas

1

Many students have had traumatic experiences.

2

3

4

5



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.





Unmuted: The Survey

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a positive experience for you?

#1	
#2	
#3	

What makes a work-related videoconference a negative experience for you?

#1	
#2	
#3	

Questions about length and frequency:

- How many hours per week (on average) do you spend in videoconferencing?
- 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?

Questions about using platform tools:

- In general, do you prefer to have your camera on or off during videoconferencing?
- In general, do you prefer asking questions out loud or using a chat box?
- In general, do you see accessibility tools (e.g., closed captions, sign language, or translation) used during your videoconferences? (Yes or No)
- In general, do you read chat box comments as they appear during videoconferencing? (Yes or No)

Questions for videoconference leaders or facilitators (Yes or No):

Have you had any training in how to lead or facilitate videoconferences?		
Do you review how to use the platform's tools at the start of your videoconference?		
Do you usually provide an agenda before or during the videoconference?		

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?

Questions about length and frequency:

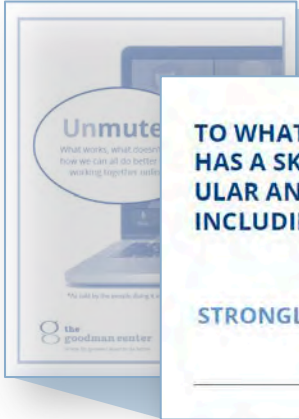
How many hours per week (on average) do you spend in videoconferences?	
What's the ideal length of time for a web meeting (e.g., team meeting)?	
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How long should any online convening continue without a break?	



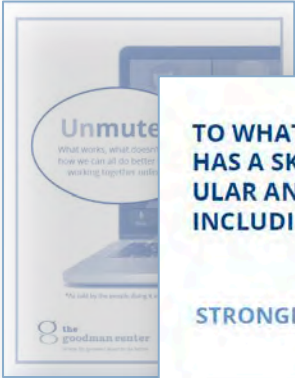
OVER THE COURSE OF A TYPICAL WORK WEEK NOW (I.E., WORKING REMOTELY), WHAT IS THE TOTAL NUMBER OF HOURS YOU ARE SPENDING IN WORK RELATED WEB-BASED CONVENINGS?

ZERO	1-5	6-10	11-20	21-30	31-40	40+
1%	22%	32%	27%	13%	3%	1%

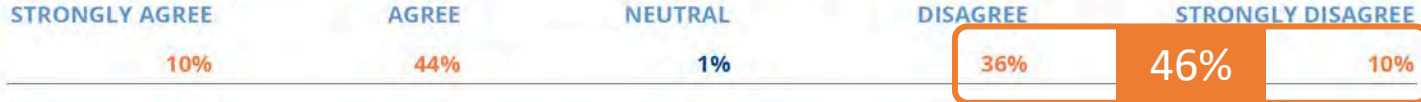
59%
 SPEND 6-20 HRS.
 ONLINE PER WEEK



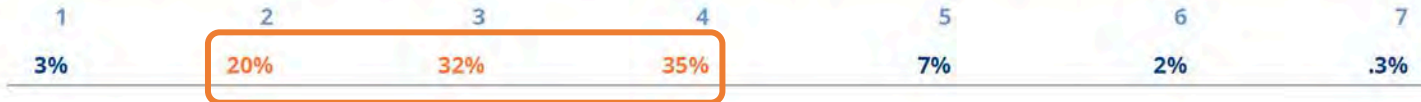
CLOSE TO EVEN SPLIT ON QUESTION OF REMAINING FOCUSED AND PRODUCTIVE UP TO 8 HOURS ONLINE.



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.



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?



87% PREFER 2-4 HRS./DAY MAXIMUM



WHAT AMOUNT OF TIME DO YOU FEEL WOULD BE THE IDEAL LENGTH FOR A:

WEB MEETING

30 MINUTES OR LESS	22%
31-60 MINUTES	67%
61-90 MINUTES	10%
91-120 MINUTES	1%
2-3 HOURS	-
4 HOURS OR MORE	-

WEBINAR

60 MINUTES OR LESS	66%
61-90 MINUTES	30%
91-120 MINUTES	3%
2-3 HOURS	1%
4 HOUR OR MORE	-

WEBCAST

60 MINUTES OR LESS	68%
61-90 MINUTES	25%
91-120 MINUTES	4%
2-3 HOURS	2%
4-5 HOURS	.5%
6 HOURS OR MORE	0%

PREFERRED LENGTH REGARDLESS OF FORMAT:
60 MINUTES (OR LESS)



WHAT SHOULD BE THE LONGEST SPAN OF TIME WITHOUT A BREAK TO ENSURE YOUR CONTINUING FOCUS AND ENGAGEMENT (REGARDLESS OF OVERALL LENGTH) FOR A:

WEB MEETING

10-30 MINUTES	6%
31-60 MINUTES	43%
61-90 MINUTES	42%
91-120 MINUTES	8%
MORE THAN 2 HRS.	2%

WEBINAR

10-30 MINUTES	8%
31-60 MINUTES	51%
61-90 MINUTES	36%
91-120 MINUTES	5%
MORE THAN 2 HRS.	0%

WEBCAST

10-30 MINUTES	12%
31-60 MINUTES	51%
61-90 MINUTES	33%
91-120 MINUTES	4%
MORE THAN 2 HRS.	0%

PREFERRED TIME SPAN UNTIL A BREAK:
30-90 MINUTES

15:00



naaee

North American Association
for Environmental Education

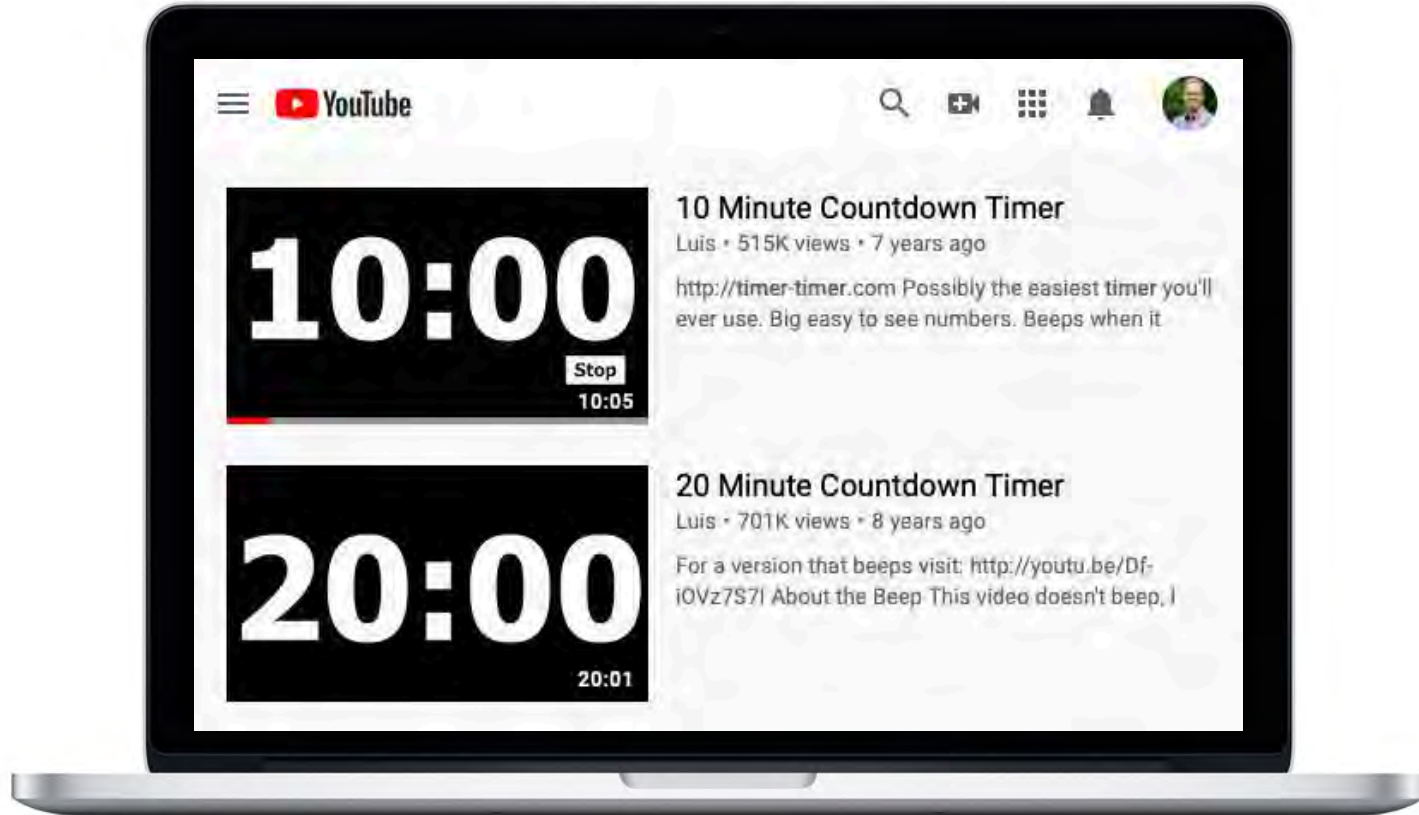
December 17, 2020

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

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





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



Zoom Meeting ID: 888-795-8668

The image shows a Zoom meeting interface. On the left, there is a 2x3 grid of video thumbnails, all of which are blue, indicating that the participants' videos are muted. On the right, a chat window is open, displaying the text: "Have a question or a comment? Put it in the **chat box** and Celia will relay it or ask you to unmute." Below the text, there is a "To: Everyone" dropdown menu and a "More" dropdown menu. At the bottom of the chat window, there is a text input field with the placeholder "Type message here...". At the bottom of the Zoom window, there is a toolbar with various icons: Mute, Stop Video, Invite, Merge Participants, Polling, Share Screen, Chat, Record, Closed Caption, Support, and More. The "Chat" icon is highlighted in green.

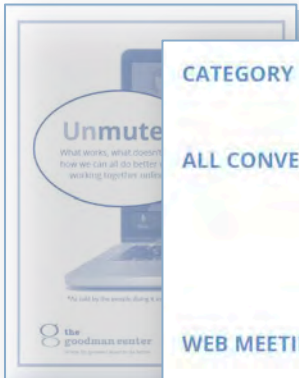




It's Zoom's world. We're just working in it.

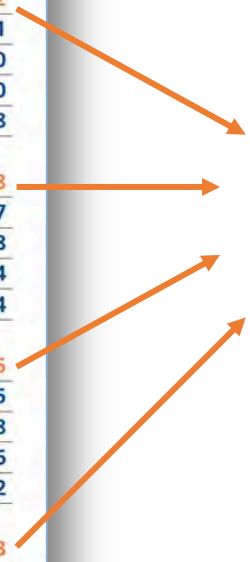
Microsoft, Google, Cisco and other big tech players are becoming more competitive every day, but for now, Zoom is the top choice for all categories of online convenings.





CATEGORY	PLATFORMS (LISTED IN ORDER OF USAGE)	USE MOST OFTEN	SATISFACTION (1-5 SCALE)
ALL CONVENINGS	ZOOM	97%	4.02
	MICROSOFT TEAMS	43%	3.41
	GOTOWEBINAR	36%	3.40
	WEBEX	31%	3.30
	GOOGLE MEET	29%	3.18
WEB MEETINGS	ZOOM	91%	4.18
	MICROSOFT TEAMS	34%	3.67
	GOOGLE MEET	19%	3.48
	WEBEX	15%	3.54
	GOTOWEBINAR	12%	3.64
WEBINARS	ZOOM	86%	3.95
	GOTOWEBINAR	48%	3.55
	WEBEX	34%	3.38
	MICROSOFT TEAMS	12%	3.46
	FACEBOOK LIVE	7%	3.12
WEBCASTS	ZOOM	75%	3.83
	YOUTUBE	34%	3.65
	GOTOWEBINAR	33%	3.44
	WEBEX	28%	3.46
	FACEBOOK LIVE	22%	3.09

**ZOOM
MOST USED
AND HIGHEST
RATED**





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.





Unmuted: The Survey

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a positive experience for you?

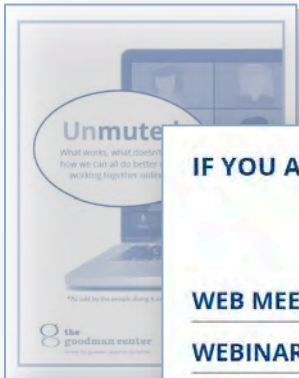
#1	
#2	
#3	

What makes a work-related videoconference a negative experience for you?

#1	
#2	
#3	

Questions about length and frequency:

- How many hours per week (on average) do you spend in videoconferencing?
- What's the ideal length of time for a web meeting (e.g., 15, 30, 45, 60, 75, 90, 105, 120, 135, 150, 165, 180, 195, 210, 225, 240, 255, 270, 285, 300, 315, 330, 345, 360, 375, 390, 405, 420, 435, 450, 465, 480, 495, 510, 525, 540, 555, 570, 585, 600, 615, 630, 645, 660, 675, 690, 705, 720, 735, 750, 765, 780, 795, 810, 825, 840, 855, 870, 885, 900, 915, 930, 945, 960, 975, 990, 1005, 1020, 1035, 1050, 1065, 1080, 1095, 1110, 1125, 1140, 1155, 1170, 1185, 1200, 1215, 1230, 1245, 1260, 1275, 1290, 1305, 1320, 1335, 1350, 1365, 1380, 1395, 1410, 1425, 1440, 1455, 1470, 1485, 1500, 1515, 1530, 1545, 1560, 1575, 1590, 1605, 1620, 1635, 1650, 1665, 1680, 1695, 1710, 1725, 1740, 1755, 1770, 1785, 1800, 1815, 1830, 1845, 1860, 1875, 1890, 1905, 1920, 1935, 1950, 1965, 1980, 1995, 2010, 2025, 2040, 2055, 2070, 2085, 2100, 2115, 2130, 2145, 2160, 2175, 2190, 2205, 2220, 2235, 2250, 2265, 2280, 2295, 2310, 2325, 2340, 2355, 2370, 2385, 2400, 2415, 2430, 2445, 2460, 2475, 2490, 2505, 2520, 2535, 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5040, 5055, 5070, 5085, 5100, 5115, 5130, 5145, 5160, 5175, 5190, 5205, 5220, 5235, 5250, 5265, 5280, 5295, 5310, 5325, 5340, 5355, 5370, 5385, 5400, 5415, 5430, 5445, 5460, 5475, 5490, 5505, 5520, 5535, 5550, 5565, 5580, 5595, 5610, 5625, 5640, 5655, 5670, 5685, 5700, 5715, 5730, 5745, 5760, 5775, 5790, 5805, 5820, 5835, 5850, 5865, 5880, 5895, 5910, 5925, 5940, 5955, 5970, 5985, 6000, 6015, 6030, 6045, 6060, 6075, 6090, 6105, 6120, 6135, 6150, 6165, 6180, 6195, 6210, 6225, 6240, 6255, 6270, 6285, 6300, 6315, 6330, 6345, 6360, 6375, 6390, 6405, 6420, 6435, 6450, 6465, 6480, 6495, 6510, 6525, 6540, 6555, 6570, 6585, 6600, 6615, 6630, 6645, 6660, 6675, 6690, 6705, 6720, 6735, 6750, 6765, 6780, 6795, 6810, 6825, 6840, 6855, 6870, 6885, 6900, 6915, 6930, 6945, 6960, 6975, 6990, 7005, 7020, 7035, 7050, 7065, 7080, 7095, 7110, 7125, 7140, 7155, 7170, 7185, 7200, 7215, 7230, 7245, 7260, 7275, 7290, 7305, 7320, 7335, 7350, 7365, 7380, 7395, 7410, 7425, 7440, 7455, 7470, 7485, 7500, 7515, 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25035, 25050, 25065, 25080, 25095, 25110, 25125, 25140, 25155, 25170, 25185, 25200, 25215, 25230, 25245, 25260, 25275, 25290, 25305, 25320, 25335, 25350, 25365, 25380, 25395, 25410, 25425, 25440, 25455, 25470, 25485, 25500, 25515, 25530, 25545, 25560, 25575, 25590, 25605, 25620, 25635, 25650, 25665, 25680, 25695, 25710, 25725, 25740, 25755, 25770, 25785, 25800, 25815, 25830, 25845, 25860, 25875, 25890, 25905, 25920, 25935, 25950, 25965, 25980, 25995, 26010, 26025, 26040, 26055, 26070, 26085, 26100, 26115, 26130, 26145, 26160, 26175, 26190, 26205, 26220, 26235, 26250, 26265, 26280, 26295, 26310, 26325, 26340, 26355, 26370, 26385, 26400, 26415, 26430, 26445, 26460, 26475, 26490, 26505, 26520, 26535, 26550, 26565, 26580, 26595, 26610, 26625, 26640, 26655,



IF YOU ARE ABLE TO JOIN VIA VIDEO, HOW OFTEN DO YOU PREFER HAVING YOUR VIDEO STREAM ON?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	2%	7%	26%	44%	21%
WEBINARS	15%	30%	29%	18%	8%

(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

Zoom Meeting ID: 958-793-3658

Bob Klose Stacy Lee Jan Gong Jim Boel jeniezherman Rick Stanwich

 **naaee**
North American Association
for Environmental Education

December 17, 2020

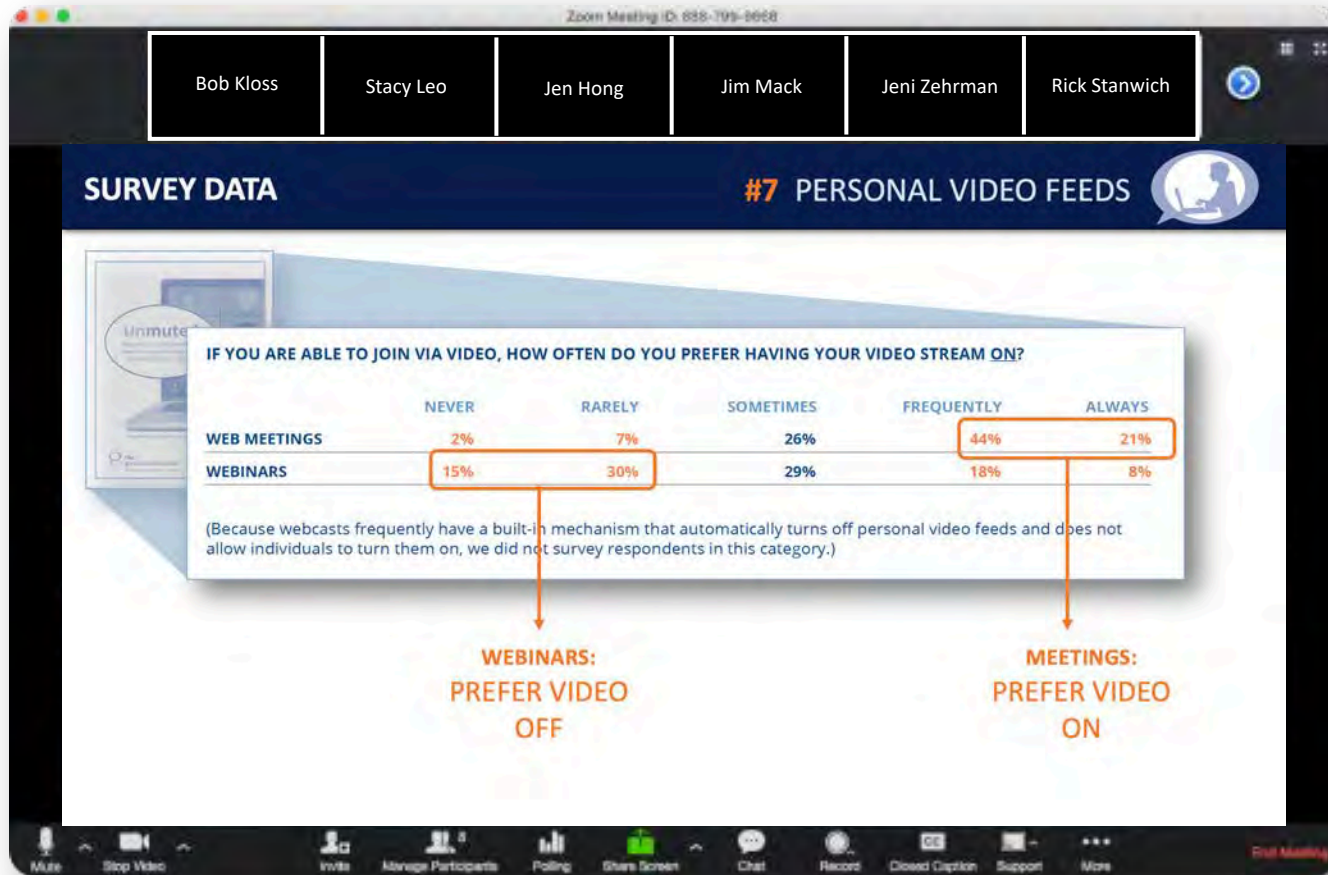
Unmuted
What works, what doesn't, and
how we can all do better when
working together online.*

*As told by the people doing it every day

Mute Stop Video Invite Manage Participants Polling Share Screen Chat Record Closed Caption Support More



ON for intro's
OFF during
presentation

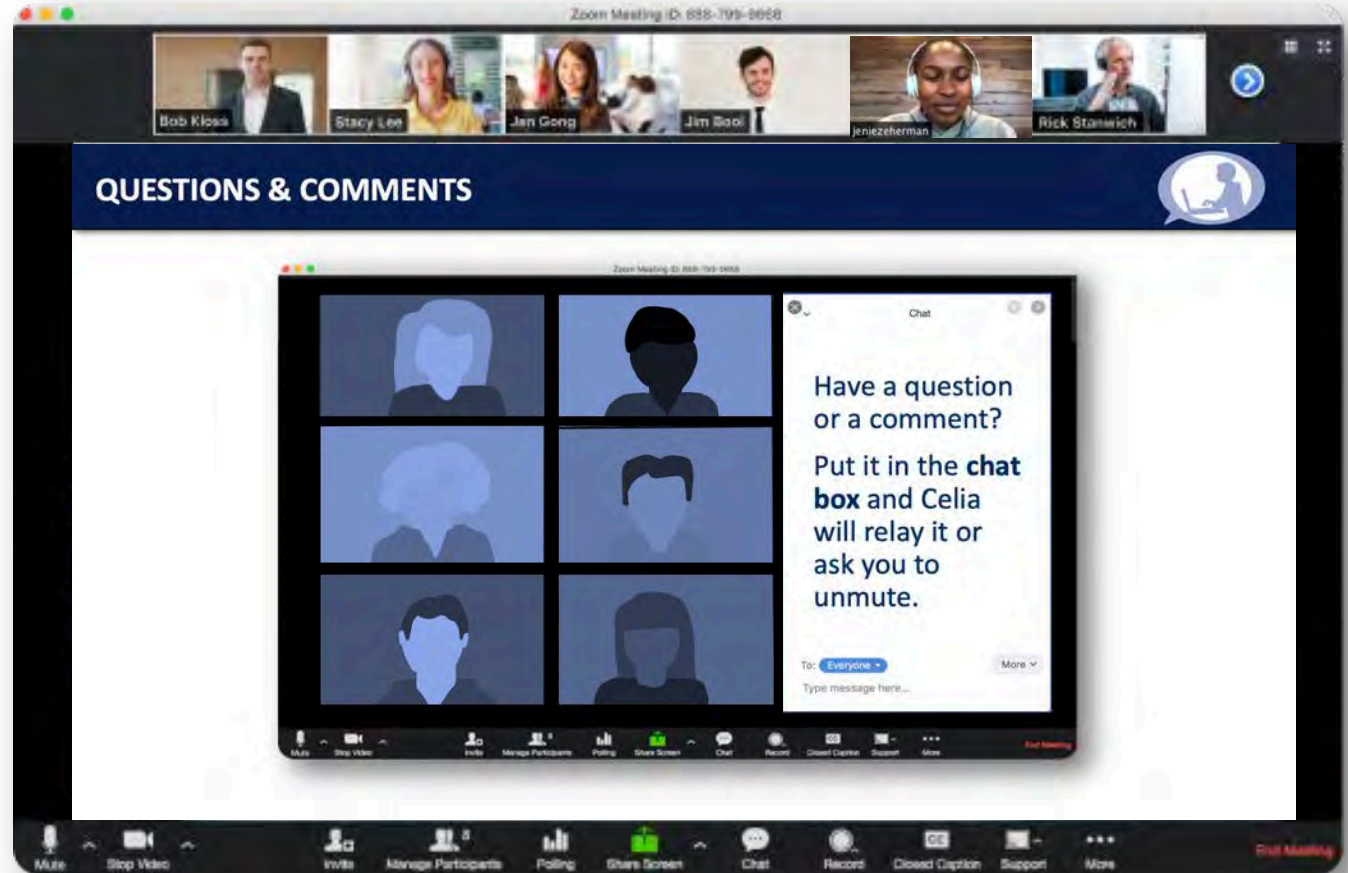




ON for intro's

OFF during
presentation

ON for Q&A or
comments



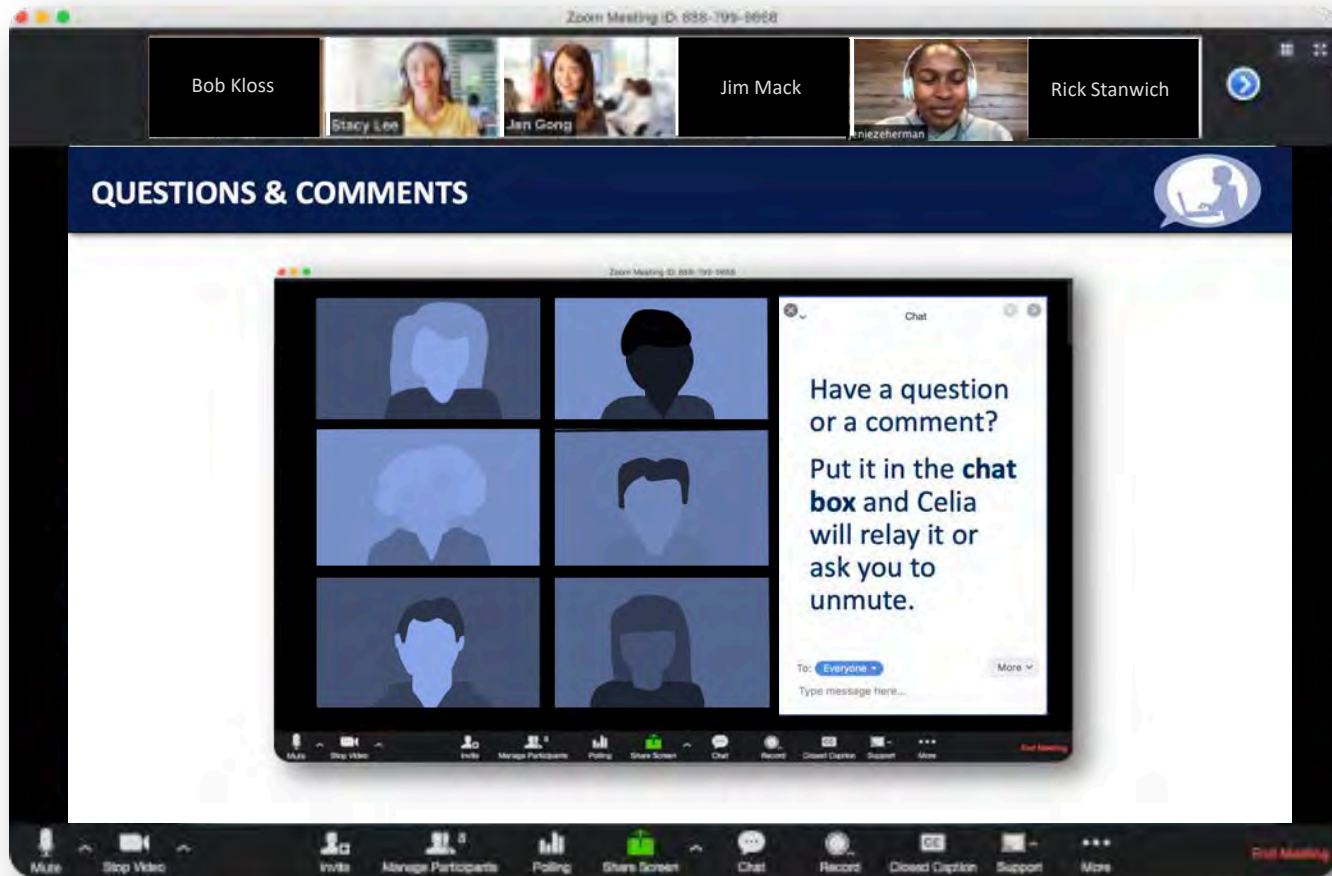


ON for intro's

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.**

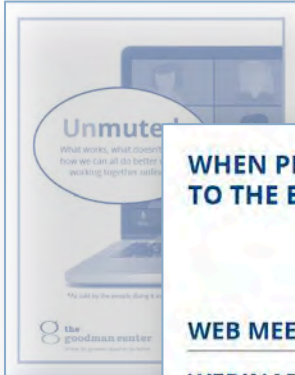




Less text, more action, and always build.

Design techniques that make in-person presentations more eye-catching are essential in an environment where it's easy to look away.





WHEN PRESENTERS HAVE USED SLIDES, HOW OFTEN ARE THEY WELL-DESIGNED AND AN ENHANCEMENT TO THE EXPERIENCE?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	1%	12%	47%	38%	2%
WEBINARS	0%	9%	44%	44%	3%
WEBCASTS	0%	6%	44%	47%	2%

40% to 49% SAY SLIDES ENHANCE EXPERIENCE FREQUENTLY-ALWAYS

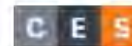


Reaching Out Supporting Families

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



SLIDE



Zoom Meeting ID: 855-799-8628

Bob Kloss | Stacy Lee | Jen Gong | Jim Sook | jniezberman | Rick Stanwich

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**

Mute | Stop Video | Invite | Manage Participants | Polling | Share Screen | Chat | Record | Closed Caption | Support | More | End Meeting

Creating a safe environment for sharing

- The dynamic of peer support is very different from most people's experience of treatments and professional interventions, where people are seen as needing help 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 mean people can have difficulties expressing their views, or to understand their experiences as valid.

Some ideas from the literature on how to create a safe environment:

- Ground rules and shared principles/values that promote listening, respect, confidentiality, non-discrimination, being non-judgmental.
- Keep all information and issues shared during meetings confidential, including where requested, people's participation in the group.
- A facilitator may help to create a positive environment.
- Training and education for both facilitators and peer support members.
- The structure of the peer support network can influence how comfortable people are expressing themselves – some people will have an aversion to professionally led groups because of past experiences and would have greater trust that a peer-led group is really in their interests.
- Connecting over shared activities or interests can create a more comfortable environment and help trust to grow.



HANDOUT



What is Rigor?

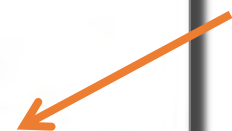


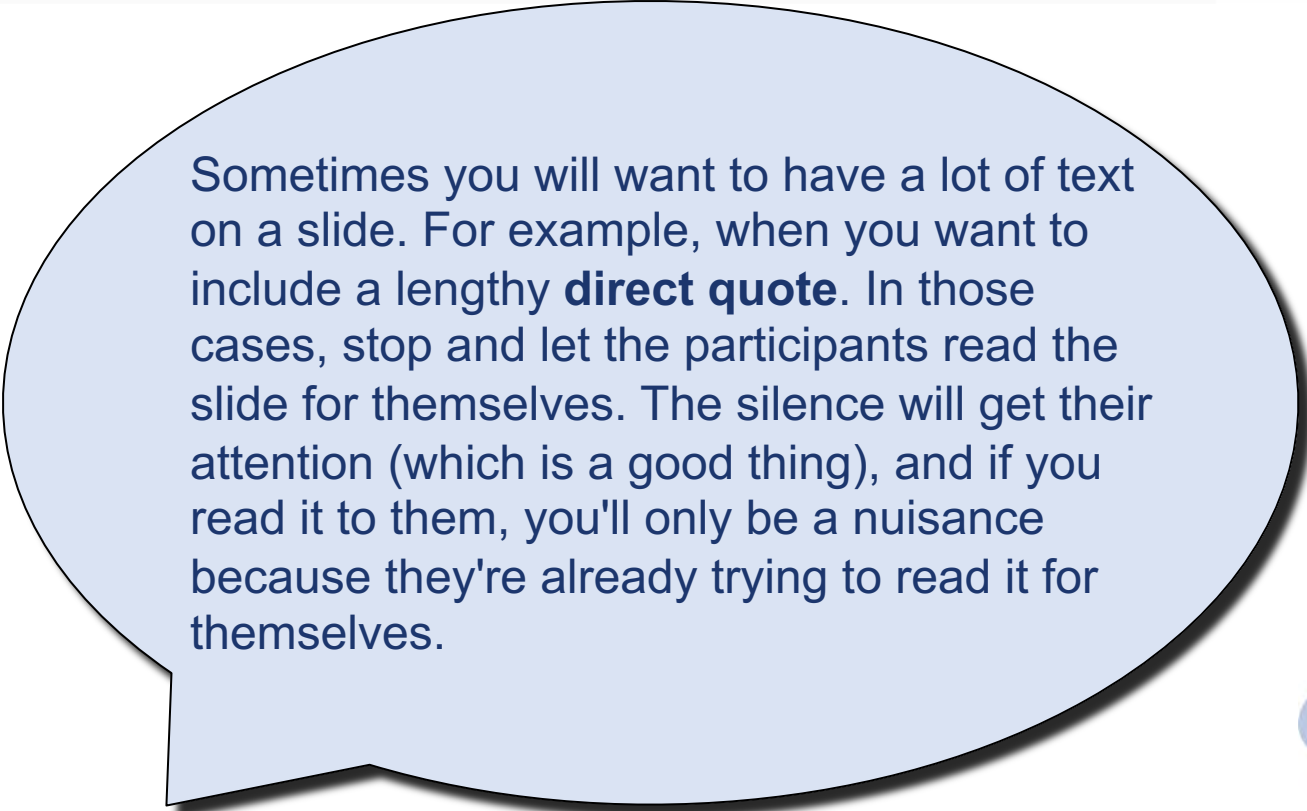
- Academic challenge
- “Academic rigor is about increasing the complexity of thinking—from simple recall and conceptual understanding to more challenging cognitive processes such as applying, analyzing, evaluating and creating.”

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



OMIT FROM
WEBINAR SLIDES





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



EDUCATORS FOR FAIR CONSIDERATION

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.



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.



STORY STRUCTURE

PROTAGONIST

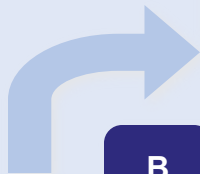


INCITING
INCIDENT

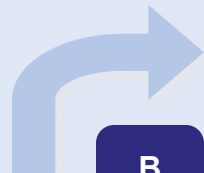


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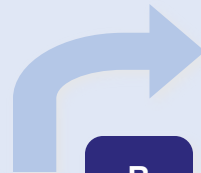
INTERNAL/EXTERNAL



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B
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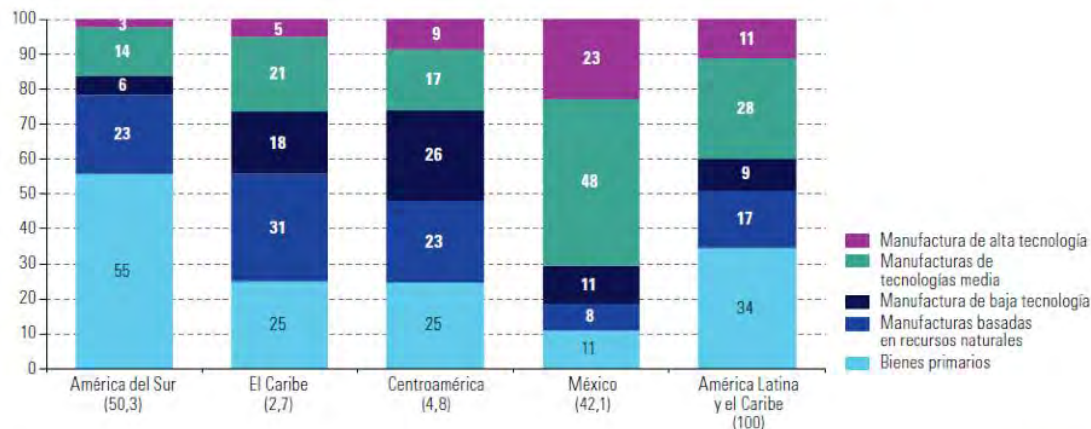
RESOLUTION



GOAL



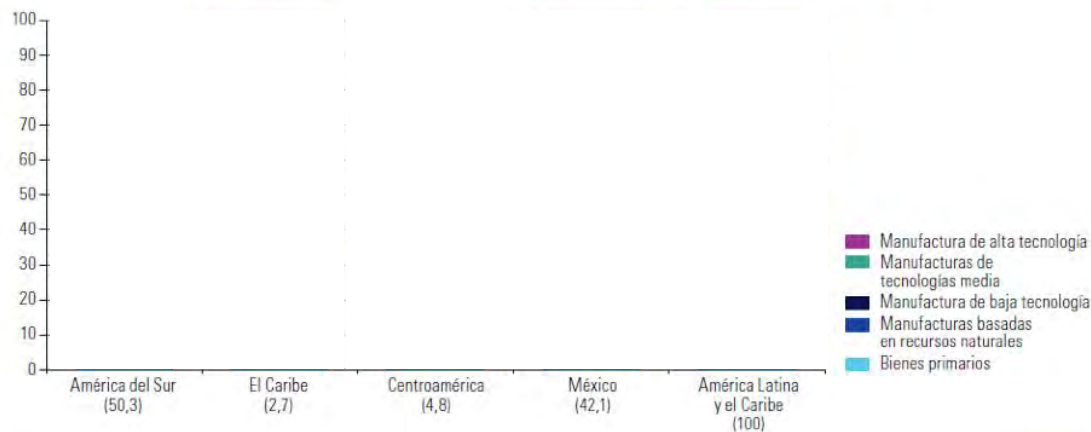
Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.



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).



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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).



Unmuted

What about, what about? and what's happened?

Join your camera on so that it is off - unless it is most comfortable for you - but please keep your audio on.

Why are you not interested in joining during today's session?

What are you most interested in learning during today's session?

1 ☆

WELCOME!

Andy Goodwin

Celia Hoffman

2 ☆

Desktop

Mute / Unmute

Chat

Zoom

Camera on/off is up to you

3 ☆

Mobile

Mute / Chat / Unmute

Zoom

4 ☆

BEFORE WE BEGIN | COPY OF SLIDES TO FOLLOW

Unmuted

via

Link

5 ☆

BEFORE WE BEGIN | AFTER CLASS TIME

stay for discussion after class

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.

Screenshot ☆

UNMUTED | AGENDA

- Context: How we got here (and where, exactly, are we?)
- Defining Terms: Web meetings, Webinars and Webcasts
- Nine Takeaways: What we learned from the research
- Resources: A little more help for our friends

7 ☆

UNMUTED | AGENDA

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8 ☆

CONTEXT | WE HAVE BEEN HERE BEFORE...

GREAT RECRUSSION (2009)

FORECLOSURE

9 ☆

CONTEXT | WE HAVE BEEN HERE BEFORE...

1,214 RESPONDENTS

Being in, Logging On, Meeting Off

10 ☆

CONTEXT | TEACHING BEST PRACTICES FOR 11 YEARS

- Research identified clear problems and trends
- Launched "The Webinar on Webinars" to capture and teach best practices
- Between 2009-2020 we logged hundreds of hours conducting webinars

Being in, Logging On, Meeting Off

11 ☆

CONTEXT | AND THEN EVERYTHING CHANGED...

12 ☆

CONTEXT | AND THEN EVERYTHING CHANGED...

13 ☆

CONTEXT | IT'S NOT THE SAME...

"In-person communication resembles video conferencing about as much as a real blueberry muffin resembles a packaged blueberry muffin that contains not a single blueberry but artificial flavors, textures and preservatives. You eat too many, and you're not going to feel very good."

Sheryl Brubaker

14 ☆

CONTEXT | AND WE'RE ALL TRYING TO FIGURE IT OUT

"It's possible that we're still in an awkward adolescent phase with video calling, that protocols for how to behave correctly haven't yet emerged."

Sheryl Brubaker

15 ☆

CONTEXT | NEW RESEARCH (JULY-AUGUST 2020)

4,495 RESPONDENTS

UNMUTED | AGENDA

- Context: How we got here (and where, exactly, are we?)
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DEFINING TERMS

WEBINAR: Information Sharing/Teaching or Training

WEB MEETING: Discussion, Decision-Making

WEB CONFERENCE: Combined of all three subtypes

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WEBINAR: Information Sharing/Teaching or Training

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- Nine Takeaways: What we learned from the research
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1 ☆



2 ☆



3 ☆



4 ☆



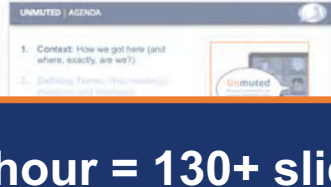
5 ☆



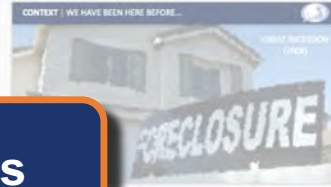
Screenshot ☆



7 ☆



8 ☆



9 ☆



10 ☆

1 hour = 130+ slides



11 ☆



12 ☆



13 ☆



14 ☆



15 ☆





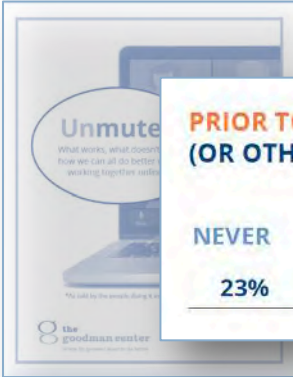
It ain't over when it's over.

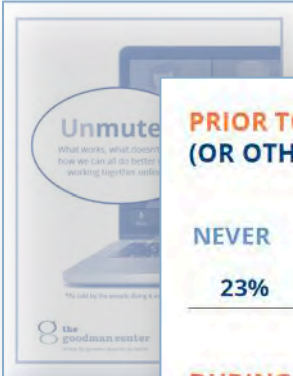
Post pandemic, working remotely will play a significantly larger role in how organizations function than it did prior to the pandemic.





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?





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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?





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?

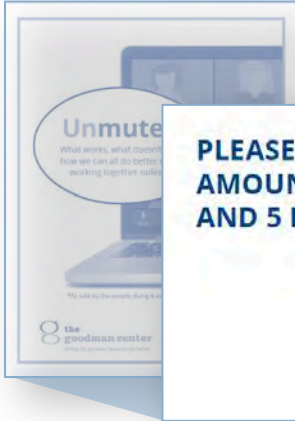


DURING ANY SHELTER-IN-PLACE RESTRICTIONS IN YOUR AREA (POSSIBLY INCLUDING RIGHT NOW), HOW OFTEN DID YOU WORK/ARE YOU WORKING FROM HOME OR OTHER WORKSPACE NOT PROVIDED BY YOUR EMPLOYER?

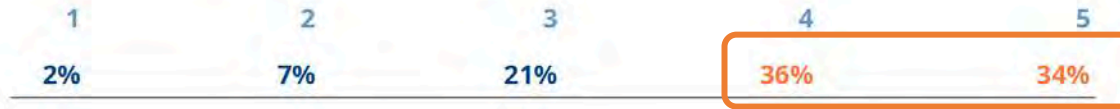


WHEN YOU ARE ABLE TO RETURN TO AN EMPLOYER-PROVIDED WORKPLACE (OR IF YOU ARE ALREADY THERE), HOW OFTEN DO YOU ANTICIPATE WORKING FROM HOME OR OTHER WORKSPACE?





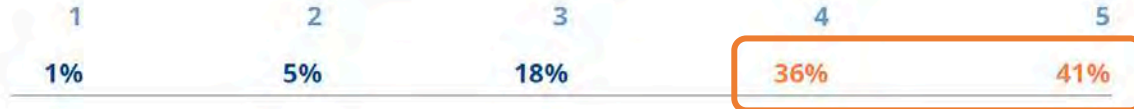
PLEASE RATE YOUR HOME OR OTHER WORKSPACE ON HOW CONDUCTIVE IT IS TO GETTING WORK DONE (E.G., AMOUNT OF SPACE, NOISE LEVEL, POTENTIAL DISTRACTIONS) WHERE 1 REPRESENTS NOT CONDUCTIVE AT ALL AND 5 REPRESENTS VERY CONDUCTIVE.



70%
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.



77%
4-5 RANGE



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?

NEVER

13%

RARELY

41%

SOMETIMES

35%

FREQUENTLY

10%

ALWAYS

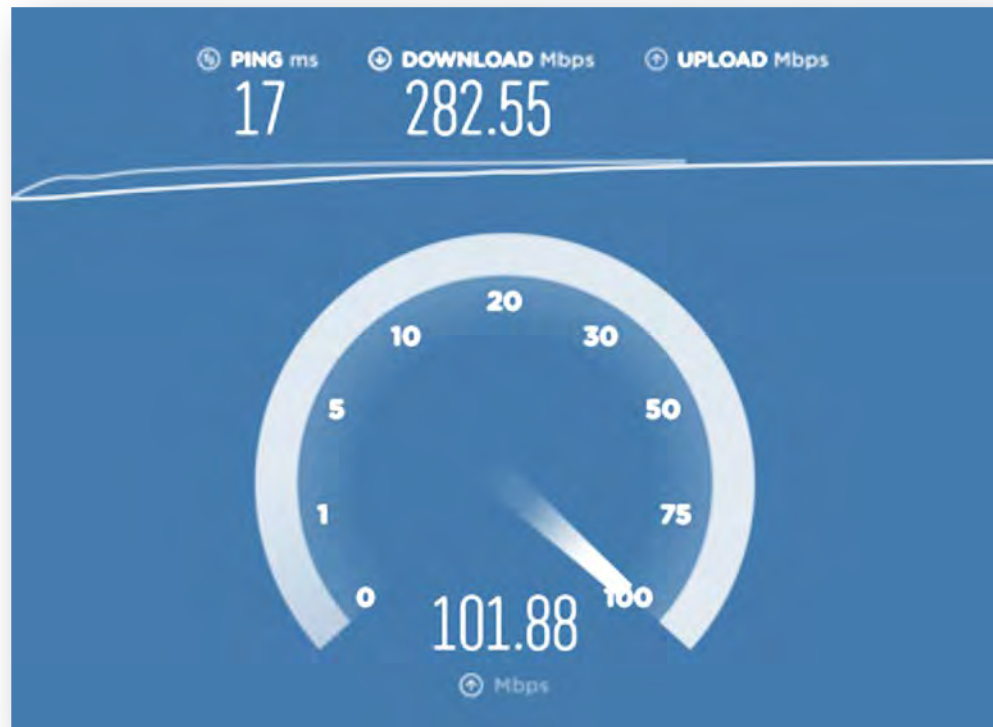
1%

46%

SOMETIMES OR MORE



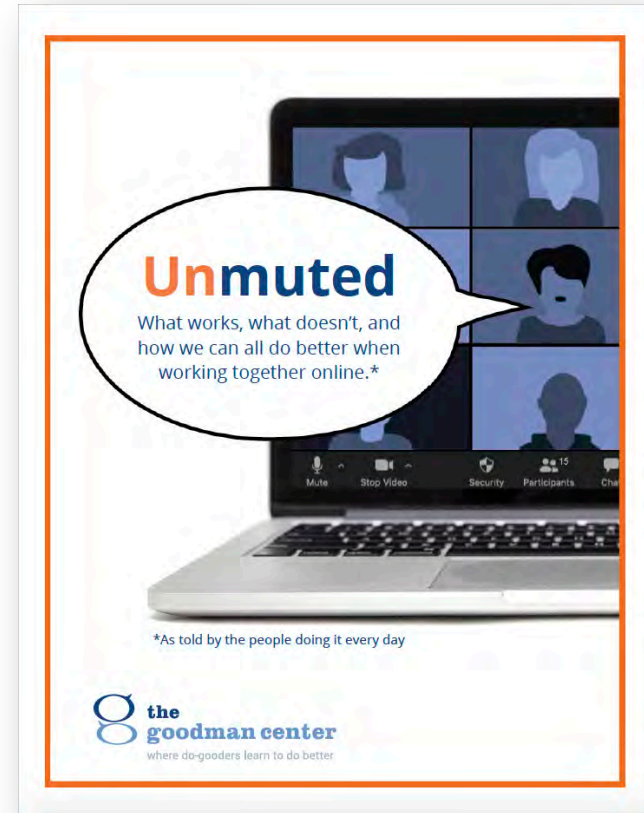
Ensure team members have sufficient Internet speeds to participate fully in online convenings.



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



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[Home](#) » [Create Accessible Digital Products](#) » Create Accessible Presentations

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).



[services](#) [articles](#) [resources](#) [community](#)

 Search:

 [Introduction to Web Accessibility](#)

 [WebAIM Training](#)



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.

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episode 105:
PowerPoint Live Presentation is Here!

episode 104: How are the Remote Presentation M Going?
JUNE 16, 2020

episode 103: ...ng with your th Jackie Schmidt of (w)

episode 101: S 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

Presentation Podcast

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 101: Slide Design for Remote Presenting

MAY 5, 2020

episode 105: PowerPoint Live Presentation is Here!

JULY 7, 2020



episode 102: Is PowerPoint Collaboration in Microsoft Teams Good?

MAY 18, 2020



episode 103: Presenting with your Voice (with Jackie Gartner-Schmidt of Voice Now)

JUNE 2, 2020



episode 100: 100 from 100 – our favorite tips and moments from the first 100 episodes

APRIL 21, 2020



WHY BAD ADS Happen to GOOD CAUSES

AND HOW TO ENSURE THEY
WON'T HAPPEN TO YOURS.



*A guide for creating more effective public interest print advertising
featuring new data from an unprecedented 10-year study by Roger ASW.*

Written by
ANDY GOODMAN
Designed & Published by
CAUSE COMMUNICATIONS

WHY BAD PRESENTATIONS Happen to GOOD CAUSES



AND HOW TO ENSURE THEY
WON'T HAPPEN TO YOURS.

Written, Designed and Published by
ANDY GOODMAN & CAUSE COMMUNICATIONS
(Creators of Why Bad Ads Happen to Good Causes)

Unmuted

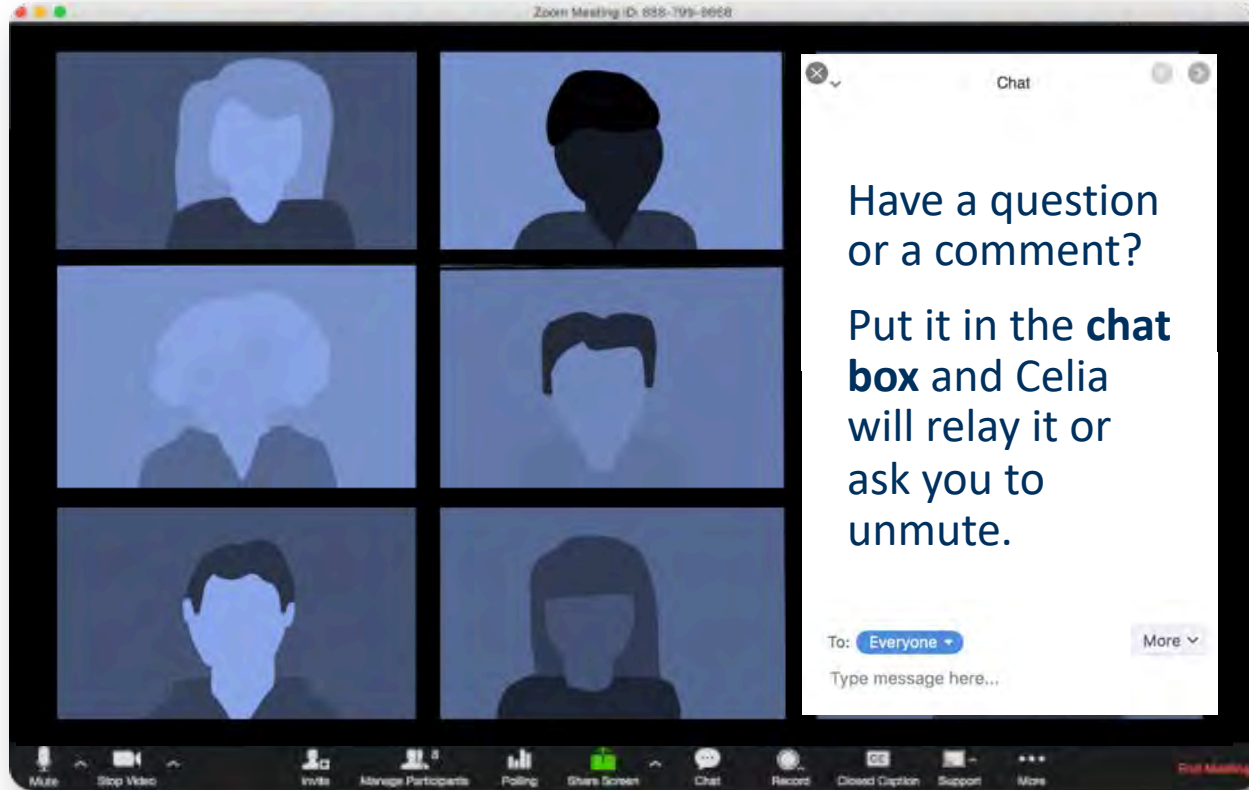
What works, what doesn't, and
how we can all do better when
working together online.*



*As told by the people doing it every day

 **the
goodman center**
where do-gooders learn to do better.

QUESTIONS & COMMENTS





DECEMBER 2020



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.

OCTOBER 2020



We asked. You answered.

The Goodman Center, in partnership with the Center for Digital Learning, announces the release of our new report, "Unmuted: What works, what doesn't, and how we can all do better when working together online."

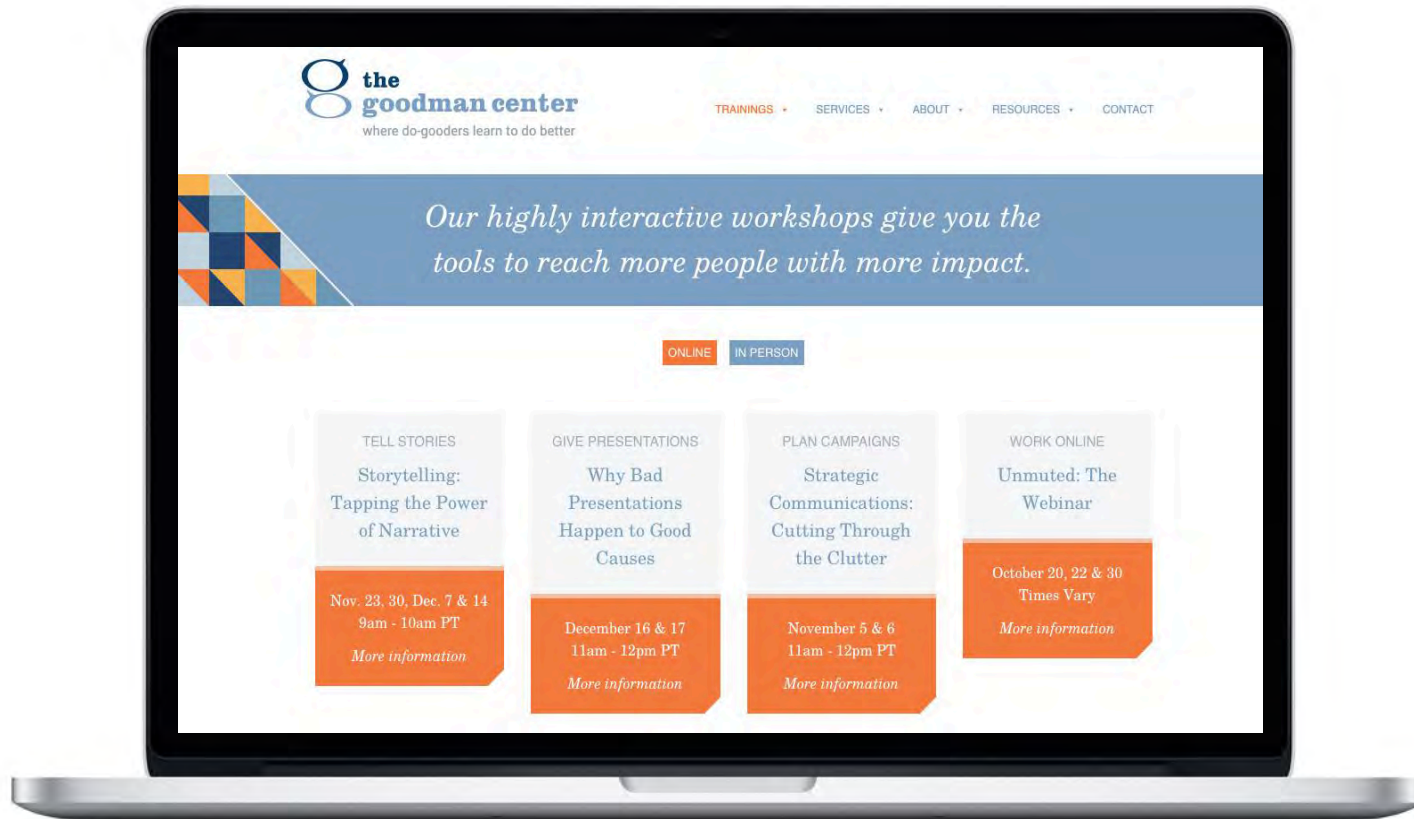
NOVEMBER 2020



Why Most Videoconferences Could Be (And How)

Creating an inclusive atmosphere in which all participants can contribute is challenging under the best circumstances. One person — one-on-one chats, reading body language, and "I forgot" which





FINAL THOUGHTS





FINAL THOUGHTS | “We are all Robert Kelly now.”



To Judy Braus, Anne Umali and everyone at NAAEE...





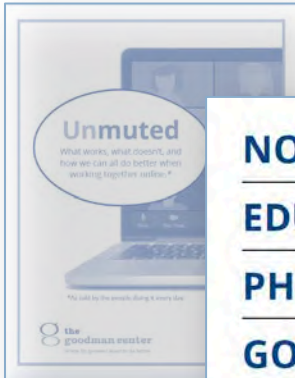
Questions?

Comments?

Other business?



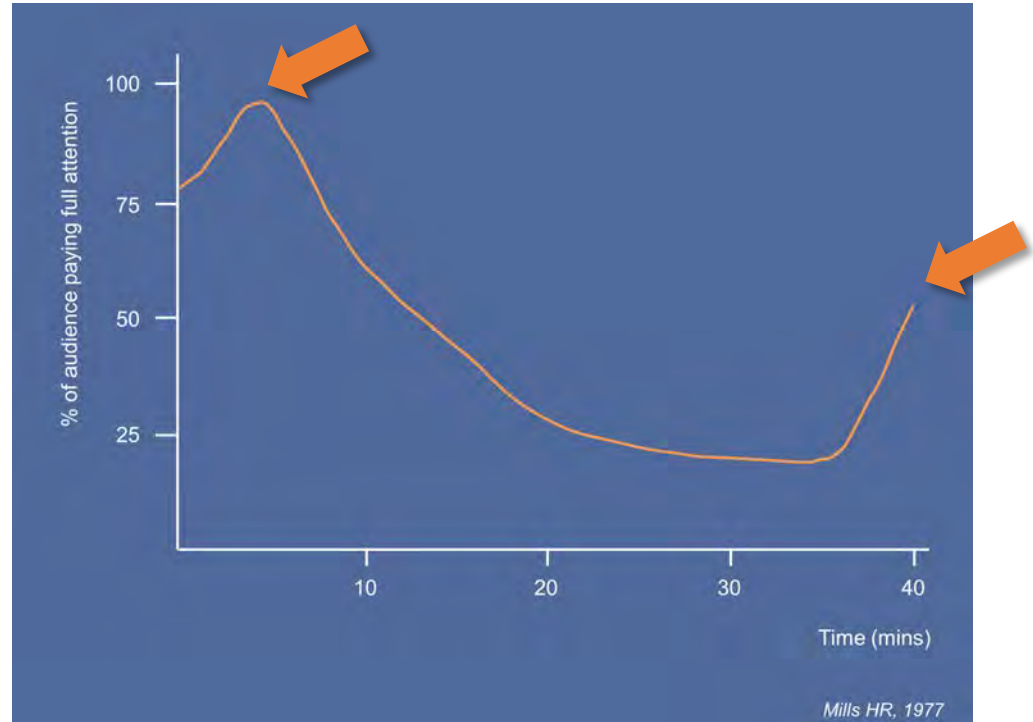
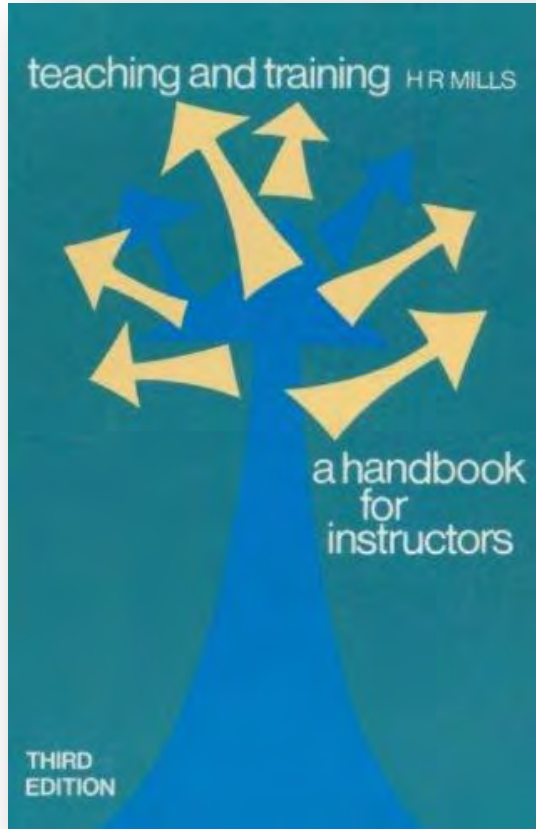
POCKET SLIDES



NONPROFIT/NGO	48%
EDUCATION	43%
PHILANTHROPY (E.G., FOUNDATIONS)	22%
GOVERNMENT AGENCY	9%
OTHER	7%
COMMERCIAL	4%
PREFER NOT TO ANSWER	1%

(Note: total exceeds 100% since respondents could choose all sectors that applied to them.)

ADDITIONAL POINTS | Why you never end with Q&A



ADDITIONAL POINTS | Why you never end with Q&A



I know you'd
didn't cover this,
but...



The image shows a Zoom meeting interface. At the top, a header bar displays "Zoom Meeting ID: 958-795-9658" and a row of six participant video thumbnails with names: Bob K..., Stacy Lee, Jan Gong, Jim Book, Jenizeherman, and Rick Stanwich. Below this is a dark blue bar with the text "Q&A COMMENTS" and a speech bubble icon. The main area shows a gallery view of six participants, all with blue silhouettes. To the right of the gallery is a chat window titled "Chat" containing the text: "Have a question or a comment? Put it in the **chat box** and Celia will relay it or ask you to unmute." Below the chat window is a text input field with "Type message here..." and a "More" dropdown. At the bottom, the Zoom control bar is visible with icons for Mute, Stop Video, Invite, Manage Participants, Polling, Share Screen, Chat, Record, Closed Caption, Support, and More.

ADDITIONAL POINTS | Why you never end with Q&A



A screenshot of a Zoom meeting interface. At the top, a header bar contains the text "Zoom Meeting ID: 658-795-9658" and a row of six participant video thumbnails. Below this is a dark blue bar with the text "QUESTIONS & COMMENTS" and a speech bubble icon. The main area of the screen is a white overlay with a grid of six blue silhouettes representing participants. A large blue speech bubble is positioned over the top two silhouettes, containing the text "It occurred to me while you were speaking that...". To the right of the grid is a white chat box with the text: "Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute." Below the chat box is a text input field with the placeholder "Type message here...". Large orange question mark and exclamation point icons are placed on the left and right sides of the overlay, respectively. At the bottom of the screen is the Zoom control bar with icons for Mute, Stop Video, Invite, Manage Participants, Polling, Share Screen, Chat, Record, Closed Caption, Support, and More.

ADDITIONAL POINTS | Why you never end with Q&A

A screenshot of a Zoom meeting interface. At the top, a gallery view shows several participants. Below this is a navigation bar with icons for mute, video, chat, etc. The main area is a grid of video thumbnails, some of which are blue silhouettes. A chat box is open on the right side of the screen, displaying a message. A dark blue speech bubble with white text is overlaid on the top left of the chat box. Large orange question and exclamation marks are placed on either side of the chat box. The Zoom meeting ID '958-795-9658' is visible at the top of the window.

Zoom Meeting ID: 958-795-9658

Bob Klein Jim Book Jeniezeherman Rick Stanwich

qu

Where do you get off saying that thing about...

Zoom Meeting ID: 958-795-9658

Chat

Have a question or a comment? Put it in the **chat box** and Celia will relay it or ask you to unmute.

To: Everyone

Type message here...

Mute Stop Video Invite Manage Participants Polling Share Screen Chat Record Closed Caption Support More

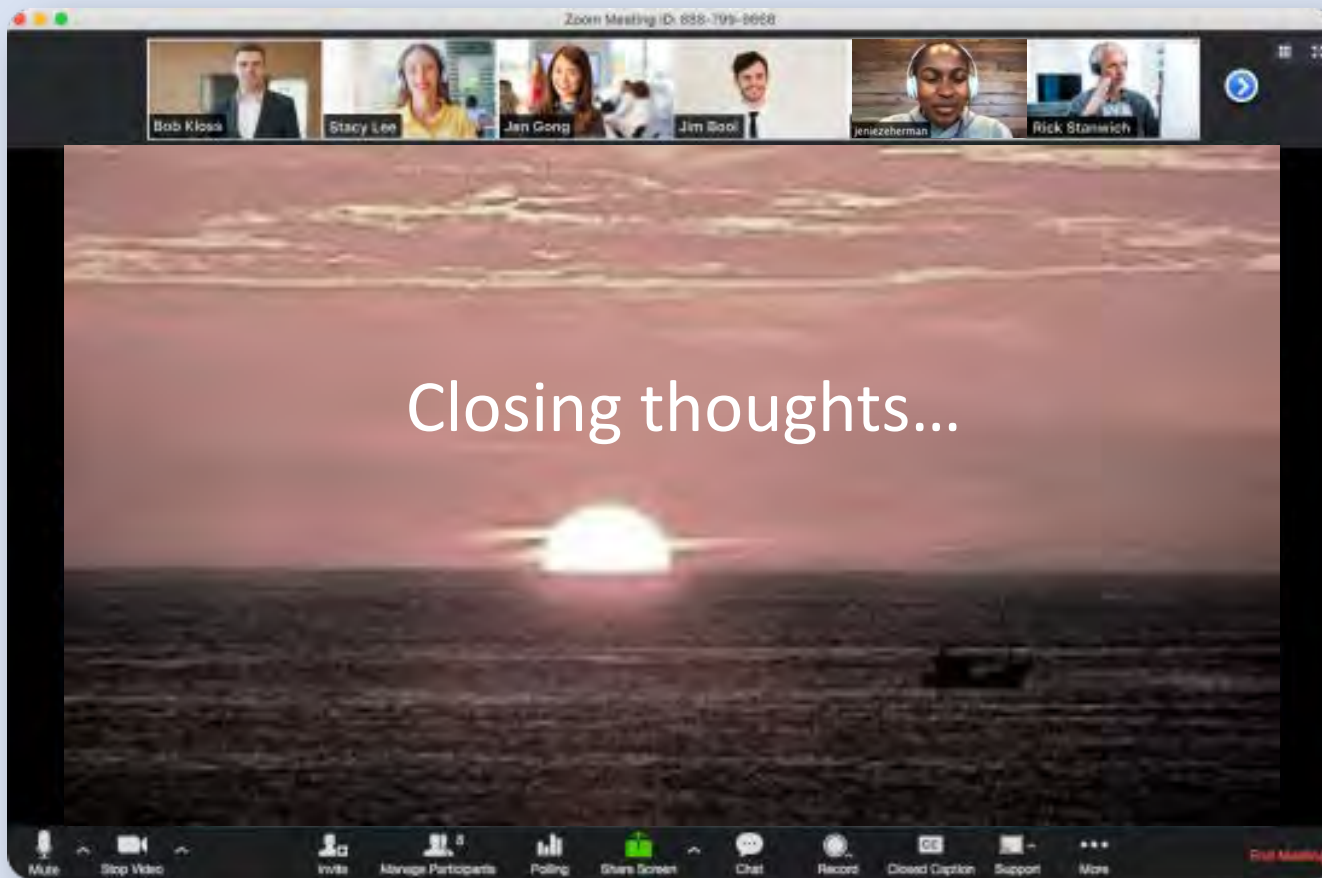
ADDITIONAL POINTS | Why you never end with Q&A



A screenshot of a Zoom meeting interface. At the top, a row of six video thumbnails shows participants: Bob Kloss, Stacy Lee, Jan Gong, Jim Book, Jenzeherman, and Rick Stanwich. Below this is a dark blue header with the text 'QUESTIONS & COMMENTS' and a small speech bubble icon. The main content area features a smaller window with a 2x2 grid of blue silhouettes representing participants. To the right of this grid is a chat window with the text: 'Have a question or a comment? Put it in the chat box and Celia will relay it or ask you to unmute.' Below the chat text is a 'To: Everyone' dropdown and a 'Type message here...' input field. A large orange question mark is on the left and a large orange exclamation mark is on the right of the chat window. At the bottom, the Zoom control bar is visible with icons for Mute, Stop Video, Invite, Manage Participants, Polling, Share Screen, Chat, Record, Closed Caption, Support, and More.

Any more questions?
Anybody? Anybody?

ADDITIONAL POINTS | Why you never end with Q&A





CONNECTION LOST



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 recording: <http://youtube.com/play?id=8typ7>

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

Attached you'll find our report *Dialing In, Logging On, Nodding Off*, as well as a copy of

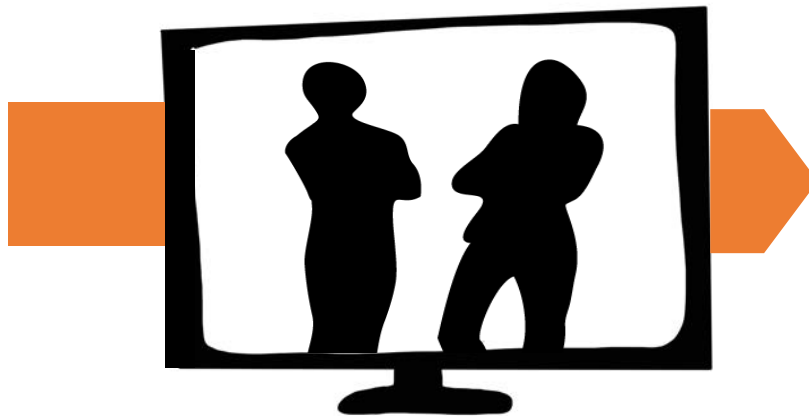
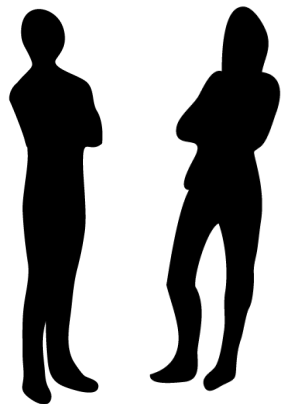
All the best,

Celia

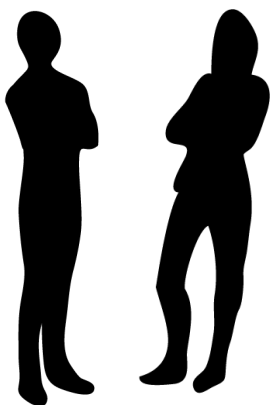
2 Attachments



The image shows the SurveyMonkey website landing page. The header is green with the SurveyMonkey logo and navigation links: Products, Solutions, Resources, Plans & Pricing, LOG IN, and SIGN UP. The main headline is "Ask more, know more, do more." with the subtext "Capture real voices and opinions and make sense of them at scale." Below this are two buttons: "PRO SIGN UP" and "SIGN UP FREE". The central part of the page features a "SURVEYMONKEY GENIUS" widget with a circular progress indicator showing "Good" and "80%". To the right of the widget is a text box with a play button icon and a tip: "A Dropdown question in your survey can be further optimized." At the bottom, there is a "Ready to get started?" button and a "SIGN UP FREE" button.



TELEVISION
+10
POUNDS



RADIO
-10 to 20%
CLARITY



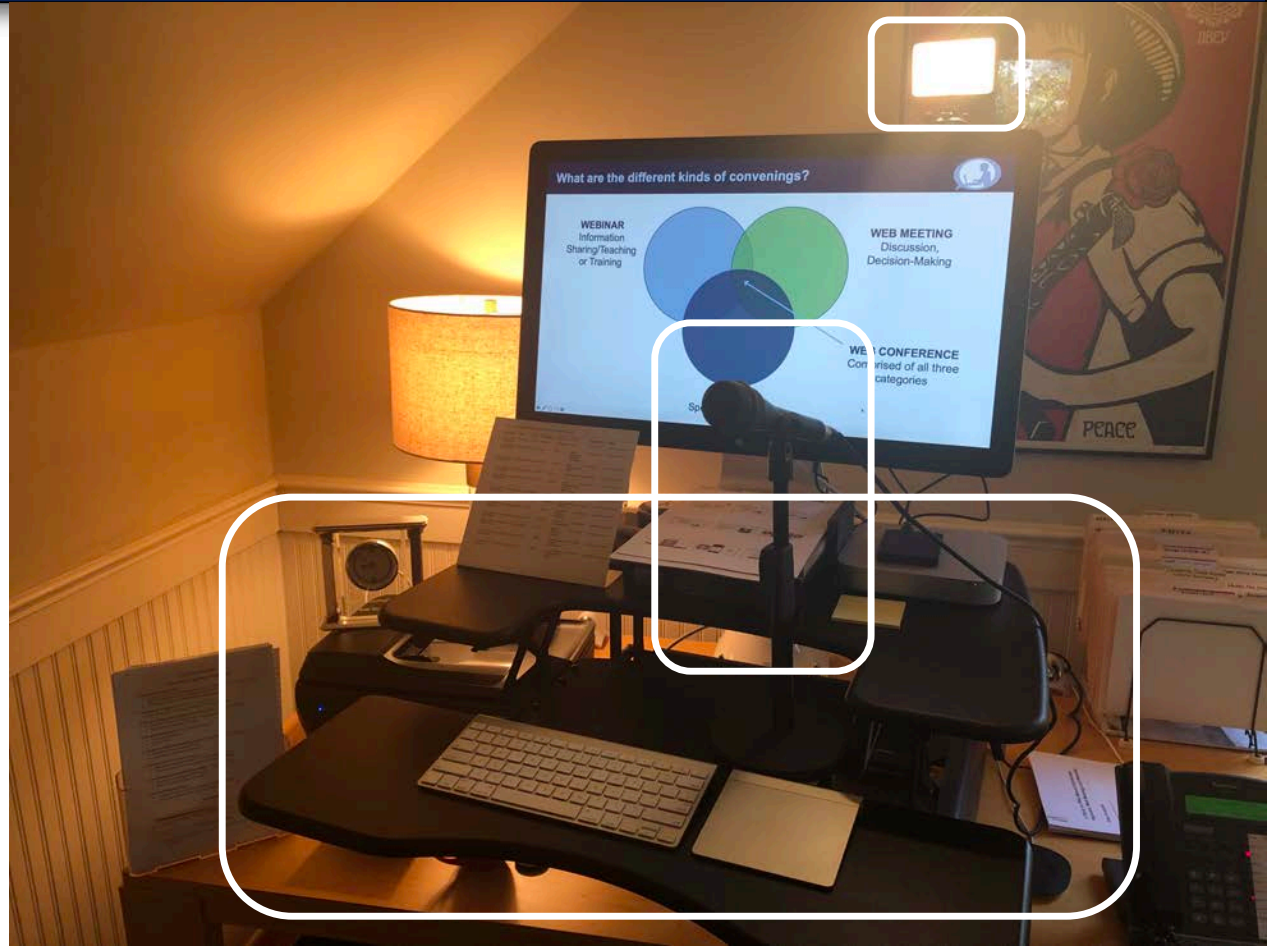
In radio, they teach announcers to really emphasize or “punch” key words because the audience doesn’t have visual cues to help them understand, and because the higher and lower ends of the audio may be lost in the transmission. The telephone can be even worse. So, what may feel like over-emphasizing to you will actually sound normal to the listeners.



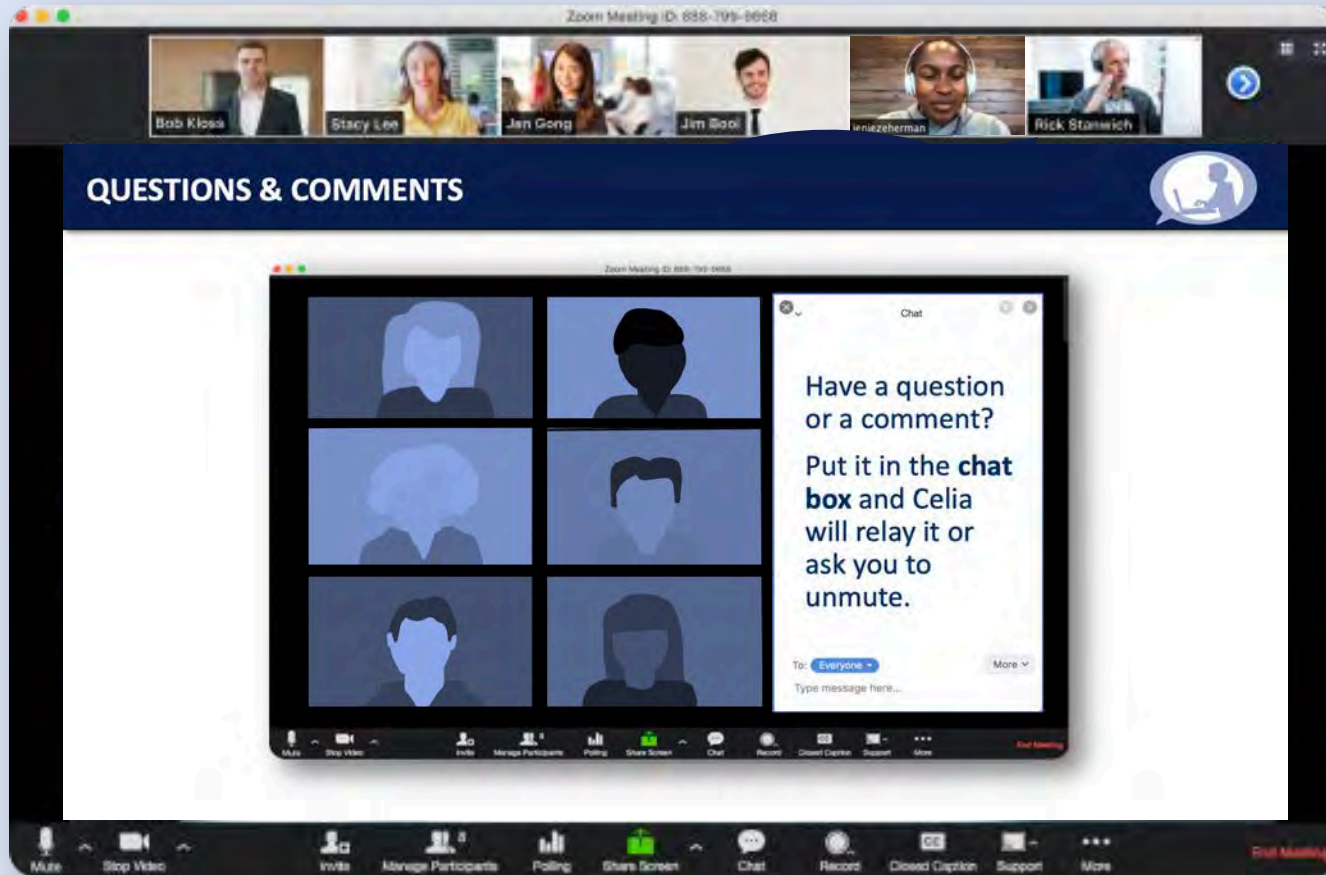
Consider leading meetings or hosting classes **standing up.**



- Standing desk
(VariDesk: \$295)
- Broadcast quality microphone and pre-amp
(ElectroVoice mic: \$100;
Onyx pre-amp: \$130)
- Additional lighting
(Lume Cube: \$70)



ADDITIONAL POINTS | Dealing with Chatty Participants



I think I can see where you're heading with this...

Let me see if I've got the main point here...



UM,
EXCUSE
ME