



“Learning What It Takes to Be a Top Trainer”

Transcript

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Tazneen Kasem: So I'd just like to start by introducing CompTIA, briefly. Again, thank you for attending our session today. CompTIA started in 1983 and is the leading provider of vendor-neutral IT certifications. We offer certification exams in the areas such as IT help-desk support, networking, security and mobility, project management and CTT+ trainer certification. The strength of these certifications is found in their industry's support because thousands of companies depend on them to provide a reliable predictor of employee success. So, a lot of the organizations actually recommend our certification to their employees, mandate them, to grow a career for the IT employees. And these same companies are active in the development and maintenance of our certifications. So we do bring in subject-matter experts from that industry to help develop and create these certifications.

So, without further ado, let me introduce our trainer today, Karen Hyder. She's an online event producer and speaker coach at Kaleidoscope Training and Consulting. She's been involved, as I mentioned, with CompTIA CTT+ certifications since its inception in the 1990s and even before. And her training today is really based on the CTT+ objectives. So with that, Karen, the stage is yours.

Karen Hyder: Thanks so much, Tazneen, and thank you all for joining this session. It's funny, I've been using WebEx for a long time. I think we're up to about version 29 here, and every time I use the new version it takes me a little while to acclimate to where they moved things to and how directly you need to click on that little “Next” button. So no matter what software tool I'm using I find a little bit of ramp-up time is required.

And as Tazneen was kind enough to introduce me, you notice here from this outline that I've spent a lot of time talking about training and helping trainers train. I used to have a job where I would tell people that I was “training trainers to train.” And that wasn't really an exaggeration. But I've spent a lot of time in this space and I've spent 16 years working in virtual classrooms as well. So I've been bridging this gap between what we understand from learning in the physical classroom and our natural instinct about teaching, and then adapting that to the virtual classroom. So that every time we work in a space like this it doesn't feel like we're lost or removed from our participants. And you can see a message here from Matthew talking about feeling like he's getting a mental block and he's talking to himself. And that's often the way we feel in an online session.

So with that in mind I'd like to encourage you to participate here. I'd like to encourage you to use the panels that you're seeing on the right side of the screen. So you see certain elements of the panel let you show things like Smiley Face and if you're not finding that I'll point it out to you in the participant panel in the lower right portion. There's a button that looks like a cartoon voice bubble. And if you click on that you see some other choices like Yes or No or Too Fast and Too Slow, Applause and Laughter. So if you're finding those, go ahead and click to get me some feedback that you are hearing me OK.

Notice also the chat panel below that. You might need to expand that panel using the arrow up and to the left of the word Chat. And what that lets you do is communicate with me or with other participants in this session. Just make sure that where it says Send To you set it to All Participants, which is slightly different All Attendees. Attendees are you, the subset of the entire logged-in group.

You also have a Q&A panel, and Q&A can be useful for things that are exactly like questions, where you're expecting a response to that question. And that response can be either typed in by one of my co-presenters here, or it might be typed in by me while I'm having a moment to breathe and I can give you your response, either publicly or privately.

So, I'm keen to hear from everybody. Please let me know where you're joining from. Go ahead and type in the chat panel that you're seeing there on the right side of the screen. And tell me what city or what town you're joining from. And make sure that you set your Send To message to All Participants. Great. And Jenny, I hope that it's not too wet where you are. I saw the footage on TV this morning and I'm a little concerned about my friends there on the Carolina coast. Great to see some folks from my hometown of Buffalo, NY. And also some friends from Ireland and Syracuse. Thanks so much for joining everybody. It's good to see you out there. And even though you're not verbally contributing to the conversation, I'm glad to see that you're able to contribute in a typed way. And Cheryl, I'm not sure why you're not seeing All Participants as an option. Maybe try using the Host option for a minute, and I'll let you know if I can see that message. OK, thanks so much.

Our objectives today are thus, and I've actually tweaked these a little bit from the published objective. I wanted to give you a little bit more in today's session than what we originally had planned. But in the – thanks Michael – in the panel on the right side of the screen here you can now see a poll that will allow you to choose more than one option. So of the things I'm considering showing today, which are the things that you're hoping to learn? So go ahead and choose from the poll on the right side of the screen. And I do notice that the objectives on the left, the slide deck, isn't quite lined up with that. But go ahead and choose the polling responses on the right and then click "Submit." And I do see some more chat messages coming in there. If you're not able to easily show – it should say, All Participants. OK. And some people are having trouble with the All Participants and able to only use Panelists.

Tazneen: I think Sheila, I think she's mentioning that she cannot see the other participants. And that's kind of how WebEx is set up, you're not going to be able to see the list of the participants but you can send a message to everybody.

Karen: You should be able to drop down that Send To message and choose...you maybe have to scroll all the way up.

Tazneen: No, I think that she can, but I wonder if she's looking at if she can see the other participant names. Who's actually typing. You're not going to be able to see that. Yeah. With the way WebEx is set up, you're not able to see the other participants.

Karen: She's saying, "No, it's the Chat All Participants option.

Tazneen: Oh, alright. Maybe Michael can check that out for us. Thanks.

Karen: OK. So, I see your poll responses coming in here and I'm just going to ask Michael to close the poll so that we can show the results. Although I'm not seeing the results showing at this point. Maybe one more click there Michael.

OK, well I'm going to – OK here we go. Now I'm seeing the poll results. It's a little bit of a delay there. It just threw me off my game. But I see that most folks are interested in that idea of getting and staying connected with learners. And talking, also, about the competencies from CompTIA's Certified Trainer Certification.

So we can move on to the next poll. I'd like to ask you to participate as fully as you can in today's session. So now that you know a little bit about what we're covering and how we're going to cover it, I'm going to ask you to actually allow yourself to stay focused on this session. Don't multitask. Put away those distractions. Close your email and Facebook. And participate with me today. So go ahead and vote. Notice, this is anonymous so if you choose to vote the "No, I'm multitasking" or "We'll see how it goes," I get it. I understand. You're a grown-up. You get to make your own choices about how you're going to spend your time here. I just want to know, where we stand. So I'm going to ask you to go ahead and vote and click on Submit. And then Michael, if you would please, stop the poll and show us the results.

You know, speaking to you as a trainer, I want to point out that by clarifying this right up front, participants realize that what you're expecting here is something that feels more like training and less like a webinar. Unfortunately, for the last 15 or so years, your participants have become familiar with webinars as something that's, you know, like having the radio on in the background. You don't actually need to engage with it, you're just listening to it. Maybe more like a podcast.

OK, so I see your polling results coming in there. Most of you have agreed to participate, so I appreciate your willingness. And for those who are just wanting to see how it goes, thanks so much for letting me know. I do want to ask you also to use our annotation tools during today's session. So if you're able to choose your arrow from the left side of the screen here. It's showing up in the upper left portion of the Annotation Tool Bar. And when you click on that arrow and then click on that screen, that arrow will display where you're pointing with your name on it.

So we can have a little bit of fun with this with a map or something like that, but I'd like you to describe to me or point to the person on this screen that that describes you. Are you a trainer that maybe isn't so much a trainer but you're an expert, a subject-matter expert? Somebody who people call upon to do a training because you know stuff. Or are you really coming from a training space, where you're the person who is engaging learners and connecting with learners in a physical classroom or maybe in a virtual classroom already? Maybe you're doing some training over the phone. Or are you just a technology wizard where somebody pointed to you and says, "Hey, you know how to do this stuff. Why don't you be a virtual trainer?" Maybe that is how you would describe yourself.

Or do you have an idea, do you have a concept that you're always communicating to people? You're professional and you've got something that you're selling or something that you're teaching, that you're really more in the professional space than you are in the training space.

OK, so we have a lot of people here who identify as a trainer. And I'm going to guess that many of you feel frustrated by virtual classrooms because it just doesn't have the resources that you are familiar with in a physical classroom. And you might feel a little bit limited in what you can do.

I'm going to ask you next to either use chat or, if it's easier and more fun for you, to use the Whiteboard tool, go ahead and claim your real estate on screen, then use the Text tool on the toolbar and type your response next to where your arrow is. And the reason I suggest that you place your arrow first is, we've got about 70 people logged in here, and if you all type, you're likely to all type in the upper left corner. So claim your real estate first, then type what you see are some advantages to using virtual classrooms, whether it's WebEx (the tool we're using today) or maybe you're using something like Skype or Skype for Business now, Adobe Connect, Go To Webinar, Go To Training, Go To Meeting, NewRow, Link, BlackBoard. I'm not sure which of the tools are that you're using but I'm curious to know what you see as the advantages. Once you're finished typing your word, go ahead and click away from what you have typed and then we can see your text message. So you have to kind of dry the paint.

Great. Yeah, access from anywhere. I can't tell you how nice it is to not have to get on a plane or commute every time I want to communicate with somebody. OK, Snagit is an interesting virtual classroom resource. Certainly for screen-grabs. Yeah, getting together with people who are elsewhere. Not needing to be in the same place. Increased offerings. These are fantastic answers. And lots of good excuses to adopt and use virtual classroom tools.

As like any good cooking show I've pre-baked my answers earlier. So here's my cooked up souffle. So of course, these are typically the answers that we typically see. People like that ability to communicate from anywhere. But what we find is it's often perceived as a poor man's version for real training. In fact, the way we language this is often very dismissive, like, "Oh well in REAL training or in LIVE training it's this way. And in whatever that is you're doing over there, it's not as good." I could argue that it is as good. Sometimes even better. But it doesn't happen automatically. That's like saying, "Email makes me a good keeper-in-toucher." Or "Word makes me a good author." It really has nothing to do with the tool and everything to do with how we leverage the tool.

But let's face the fact and let's admit the fact that people sometimes don't like virtual classrooms, including us. So what are the things that we don't like about virtual classrooms? The objections. Go ahead and claim your real estate again and type to

the right of it. Or if it's easier for you to type in chat, go ahead and do that. And I'll just stand by and give you a minute to do that. And once you're done typing be sure to click away from what you've typed.

Mmmm. Oh yes, the pain. Isolation. Limited personal interaction. Less personal. Student can't get away from work. Right, they're expected to multitask, even. You can't see students sleeping. No immediate response. Hard to assess engagement. Poor internet connection.

You know, in looking at the screen right now, there are a few of your answers that I've just debunked. I can tell that you're getting it. It is personal. You are giving me feedback. And no, I don't have body language, but frankly I'm not a body-language expert.

So sitting in a room full of 70 people, if I judge that you are getting it or not getting it based on the shifting in your chair. Is that really telling me whether or not you're learning? So I would argue that learning in this format is more effective than learning face-to-face because the responses that you're giving me are relevant and I can tie those back to an individual person. It can be hands-on. And yes I can multitask but I could have multitasked in the face-to-face classroom too. And it can be hard to keep people's attention. But, again, it's not the software to blame there. It's more of the design.

So with that in mind I'd like to proceed through our conversation. And again I recognize that all these things are true. These objections are valid and relevant. But if you choose to move forward using a tool like this, you have to overcome the objections. And that means we need to leverage what's good about using virtual classrooms, to make up for the things that we're missing.

But I felt comforted by the research that I found in 2010. Some from the eLearning Guild. It just came from their membership, but I thought it was heartwarming that the membership believe that 88% thought, when set up and used properly, synchronous and online sessions are as effective as good face-to-face sessions. Let's not assume that everything done face-to-face was good and everything done virtually is bad. It really depends. It depends on how the training was done. So we can't just blame the technology for bad training.

Then I also found some data from 2010 from the Department of Education saying that students in online conditions performed modestly better than those using the same materials through traditional face-to-face. So there's hope. This can work. There are some things that people are already doing out there in the world that make sense using virtual classroom tools. But the reality for us now is that our learners have moved online already. Our learners are getting their training from YouTube or from organizations that are providing training and webinars in an online format. Because they also don't want to commute or they also need to get information just in time. So --actually I reread this a little later on and I thought this was potentially a little intense here – but I would like you to see an opportunity here where you can use virtual tools to leverage the types of interactions that you want. Instead of saying, “Oh, we can't do this and we can't do that,” let's look at what we can do. And in fact in today's session look at what we have done already. So it doesn't take a lot to get participants to engage. But it does take something. So don't mourn what you've lost, but recognize that there are resources and features and things that you can use that are going to allow you to communicate with your participants.

And here are some examples. These are some of the screens that I see when I'm logged in as a presenter here in WebEx. And you can also see that here's me in a desperate situation, working from my mother's house when a jackhammer operator was outside the window. I had to steal away to the walk-in-closet to get a quiet place. So part of what we're dealing with is the reality of owning our own work situation. I need to be in charge of my computer equipment, my network cables, my headset function, my installation of the software that's required and the space that I'm working in. Plus I need all of my participants to take that responsibility for their own work space. And I can't tell you how many times people say, “Oh, I'm on a wireless connection” or “I'm in the car” or “I don't have a headset.” So if we don't give them the information up front, that they need to participate effectively, we're asking for trouble when they log in. And my argument is you need participants to be prepared days and weeks in advance and solve technical problems – not minutes in advance but well in advance of the session.

So, I'm not saying it's easy. I'm not saying you can just roll out of bed and do it. What I'm saying is that it can work very effectively if you prepare properly. But part of the difficulty is trying to determine what you're going to say. And some of my

friends in the UK like to use this phrase about “rocking up.” They'll say, “Oh he just rocks up to the mic and he did his presentation.” That's really a lot easier to do in a face-to-face environment because you have some physical feedback queues, you have a little rapport with the audience.

Online you don't just “rock up.” You need to have some preparation, a script, some slides to support what you're doing, some planned interaction. And if you have not planned for saying things, even simple things like, “Hey everybody, thanks for joining. Please type in the chat panel where you're joining from.” or “Please remember to respond to the poll and click Submit.” These things don't roll off of anybody's tongue. So if you have not said these things or planned to say these things, you will be stumbling over your words, just communicating the basic instructions to participants. So you need to be clear on what it is that you're going to say. No matter who you are, you need to plan.

So please don't come to this experience thinking, “I'm just going to take my classroom PowerPoint slides and throw them up into WebEx and then I'll just talk over them and then at the end say, 'Any questions?' And then nothing will happen and then I'll log out and that will be the end.” If you do that, I'm going to ask you, don't bother to have people join live. Let them join a recorded version of that. Or let them listen to that while they're commuting to work. But don't make people jump in at a particular date and time and have their microphones and headsets working just to lecture and at the end say, “Any questions?” Because it's kind of was pointless for all of us to log in for that particular type of interaction.

If you want more interaction, you're going to have to plan. And I tend to see the planning in, let's say, these four to five topic areas. The trainer needs to plan and prepare. The learner needs to plan and prepare – and I'm talking days in advance, not minutes. The instructional designer or the content developer needs to plan for the software that you're using. If you've designed for WebEx and then you go to teach it in Adobe Connect things are going to not line up quite right. The features don't work exactly the same way. The way that we request participation requires different lingo and different menu choices.

Also on the left side of this screen you can see that there's really two facets to technical support: pre-session – that's creating the room and sending invitations and putting out marketing materials and things like that, and then there's the tech-support in-session – that Tazneen and Michael are providing for me today, the behind-the-scenes. The “Hey could you open the poll?” or “Hey could you advance the slides for me?” So that the trainer is not out there on a limb juggling content, learner expectations, technical issues, and trying to deliver a clear message, because all of that together can be difficult. And if you find that it's difficult for you as a trainer to juggle all of this, I feel you. I really do. I know exactly how difficult it is. And I, myself, even having done this for 16 years – I'm not exaggerating – I have support on my sessions as well. So it's not easy for anybody.

So I'd like you to either use your text tool or if you prefer to write in chat, let's focus on just the things that you think that the instructional designer or the content person will have to do to prepare materials to be delivered in this format. And in this case we will just stick with WebEx as our example. So, what do you think has to be done? How do the slides need to change? How do the content activities need to change? What activities might you need to take out or add in to make your session run more smoothly?

So I see some arrows popping up on screen. I see some chats coming in. So thanks everybody for your responses. I'm just going to just stay quiet here for a minute and let you type. Remember, once you've typed on screen make sure to click away from your text so we can see it.

OK, great. Right. Yes, I love the word verify. Verify everything. Create activities for interaction. Not to stumble into interactions but plan them. Yes, understand best practices and how to utilize those within the content. Make sure the documentation is up to date. That's a tough one. That can be a rolling process. Keep less info on the slides. Keep your slides lighter and more visually oriented. Yup. Your slides should not be your script. It's fine that you have a script, but here in WebEx you can keep that in speaker notes and still see it in WebEx. But if you really want your handouts to be comprehensive, have a different document that is the handout that maybe includes all your script and then a PowerPoint that is your presentation version that's lighter and more activity oriented.

I'm so glad to see so many of you talking about interactions built in. Yup, let's not stumble across it. And here's a common thing: If you assume your participants are going to fill in the silence with their questions, all you're inviting is randomness. If I come to the end of a session and I say, "What questions do you have?" Now the floodgates are open to every random thought going through anybody's mind. And frankly I'm not in a fantastic position to deal with randomness right now. I have a time limit. I have a schedule. I have objectives. I have expectations of your boss and mine to get the job done here. I can't diverge into some rabbit hole. So I really don't want random questions. I want focused questions like the one on your screen right now.

What does tech support need to do to prepare for an online session? And tech support might be you, yourself. It might be you the trainer. Or it might be somebody you borrow. Maybe you borrow a producer, like me, that's my typical job role, I'm supporting other people's online events. Or you might have somebody you borrow from the help desk for the two hours that you're running a webinar. Just to have another pair of hands and eyes in the session room, so when wacky things happen – and it's not a matter of if, it's absolutely a matter of when – somebody else can deal with those issues and solve problems. Because if you the trainer have to solve all those problems every time somebody has something, you'll never get through your content. Certainly not on time. But it's also so distracting and so discombobulating, if I can use that word in a professional situation.

Yeah, I don't know about programming but of the software interface itself, Rachel, yeah if I have a producer who's expert in WebEx then I don't need to be expert in WebEx, I can just say, "Hey Michael, can you do this?" or "Hey Taz, can you take care of that?" Yup, you are everyone. Yes, and Russ, when you are everyone and you have support far away, that support can be logged in like you and can be equally supportive even if not sitting next to you. In fact, in my production work, very often I'm online with people on the other side of the world that I've never cast eyes on in person. So there is that situation that you might be in, but you start to think in terms of risk mitigation. If I have 5 people and no technical support, OK that's not so bad. If I have 20 people and no support, it gets a little tougher. If I have 200 and no support, that's really asking for a miracle. So consider those issues as you're planning your sessions. What is going to need to be done ahead of time?

Yeah, make sure you have a backup, like another mic, another computer. And you'd laugh at me today. I'm in an office. I drove away from my home to go into town to use an office with a wired internet connection. Plugged into one wire. Didn't work. Moved to the other desk, plugged into the other wire. Worked for 5 minutes. Then I decided to punt and shift over to my MiFi and use the phone. So my audio is being broadcast to you over telephony, and my WebEx access is being handled via MiFi. That would not be my number 1 choice; in fact it was my number 3 choice. But I'm really glad I had more than one choice to pick from this morning when I had no other options other than this building.

So we need to think in terms of Plan B and sometimes Plan C just to get the technology working. Please don't assume that just because it worked yesterday it's going to work today. You are at the mercy of the network. So how is the network working today, and what are you going to do about it when it fails? And if you're thinking in terms of Plan B, if that plan isn't actually accessible and usable right now, it's not a plan. So if you're just pipe-dreaming, "Oh I could always just –" OK, do you have that? Is that available to you?

So I'm seeing you slow down a little bit with the responding to the question on screen here. So I'm going to re-prompt you to answer the question, "What do you think learners need to do to prepare to use virtual classroom tools?" And I think this is crucial. When I used to work as a trainer in a training session, participants would come to our building, which had 17 classrooms in it. And I'm going to use this phrase again, they rocked up to the registration desk and would say, "Hi, I'm here for Microsoft." And we're all like, "Yeah, really? No kidding? Which one?" You know there are 6 or 10 or 12 or 15 Microsoft classes running on any given day. But they did not know what they were there for.

That's way too late. We should really be engaging learners far earlier, if only to make sure their technology is working. Do you have a wired connection? Do you have a headset? Are you working in a space where you won't be interrupted? Are you prepared to set aside your work to focus on the time that we need to spend to learn?

Then we can focus on things like: What are your objectives? And what is your experience? What's your background? What department do you work in? Those kinds of things I can find out ahead of time and know that enough to tweak my

presentation or my examples on the day of. Yeah, pre-check, David, to go through the pre-check on the machine that they'll use. Send them a checklist, sure. Yeah, pre-load software. If I didn't pre-load the software, and on the day of the session five minutes before the start I'm supposed to install something, many people can't get the trouble ticket past their IT department in less than a week. Yup, learn the software with the intro session. Sure we call that a learn-to-learn program. And that could be live or it could be a recorded thing. So thanks everybody, for those ideas around virtual preparation for these different players here. And I'm just going back through what you've typed here.

Here's the list that I created and I didn't create this because I wanted you to necessarily line up with all of these things. But I wanted you to be able to take this away and use this as your own starting point for checklists, if you don't already have some checklist in place. So I'm going to call this slide your handout portion of the presentation. And I'd like you to go through this and expand on this to make sure that you have all the elements in place that you need, to make sure all these players are prepared. If any one of them is not prepared, the whole thing can fall apart. And usually the core of this for me is the producer. Of course, I am a producer; the world revolves around me. But the reality is that I'm the one who makes sure the trainer, the learner, the instructional designer, and the technical supporters are all on the same page.

So, you know, you think about delivering content in a virtual classroom. You might be pretty comfortable with this software. And I would say it's kind of easy to become comfortable with this software. It's a far easier product than Outlook or Word or Excel or Storyline or something like that. It's a fairly easy software toolset to use.

But it's not "can you use it"; it's "can you use it quickly while still engaging the learners, you know, in front of a live audience?" So I'd like you to claim your category here. If I were to say, "Are you able to present a clear and focused presentation?" Maybe you can do it. If so, go ahead and click in that first column, in that first cell. If you feel like you can do it quickly, that's terrific. Go ahead and put your arrow in that cell. And if you feel like you can do it while still engaging learners, then great, put it in that third column. So it's really a matter of degrees. How effective are you? And if you find that you can do it, but you can't do it while you're still engaging learners, that might be the time that you're asking for help, like a producer or a technical-support person.

Great, so as we just go down the line, do you feel like you can give verbal software instructions? Can you do it? Can you do it quickly? How about advancing the slides? You heard Tazneen at the beginning of this session asking me to fast-forward the slides for her. For some people that's intimidating. They want to just ask. How about demonstrating an application, like you're teaching a software tool so you're in live demonstration mode all the time? Are you comfortable with that? Does that work? Can you do it quickly? Can you display polls? Can you broadcast your webcam image?

Can you play a media file? And media files typically are uploaded into the software interface. So if you want to be showing me a movie clip, you want to upload the movie clip file into the software. It's not really best practice to application-share a movie clip. It would be like me holding my smartphone up to the TV to broadcast to you the game that I'm watching. So the fidelity starts to fall apart. You really want to upload the file into the room, but that takes extra steps and extra understanding and nimble fingers to get moved over to that file to display it.

What about controlling the audio and monitoring chat? I'll let you just move your arrows down here. And recognize that there are so many tasks and details and steps that need to be managed. And we're not even talking about content or your content knowledge at this point. So part of what you're taking on in this virtual classroom experience is to really be very comfortable in this space as your work space. If you're annoyed by it or frustrated or lost or you don't know how to talk about it, it's going to show. And I don't have the physical interaction with you, I don't have your smile to offset the frustration I hear in your voice. I don't have your beautiful clothing to offset your muttering-under-your-breath language. You know, I don't have this visual counterbalance to what I'm hearing so I might perceive you as being frustrated or annoyed or impatient, and that's all I have from you. So is that the message that you want to deliver to your learners? If not, get clear on your own messaging and on your own script to be sure you're giving off the right message.

OK, as I move through, I want to introduce you to, and if you haven't seen already, the CompTIA Technical Certified Trainer Competencies – and the word "technical" there is really a holdover from one of its earlier iterations. It really is a trainer certification for any trainer. And what I like about this certification is the language in the competencies. It allows us to really

focus on the behaviors required to be successful, whether we're in a physical classroom or a virtual classroom. So I would like you to take a look at these, but I'm going to advance ahead to the next slide so we can really look at these one at a time and dissect them.

So if I said to you: You need to plan prior to a course. You need to make sure your objectives match the organizational and learner needs, and you need to create an environment conducive to learning. Well what does that look like here in a virtual classroom? What kind of things or tasks do you need to do to create an environment conducive to learning? And if you need a reference, just think about what we've done so far in this session.

Also, think about what you know about communicating with your learners in a physical classroom. Do you get the roster ahead of time? Do you get a cross-section of roles to understand what kinds of players are likely to be in this session? OK, I see your responses coming in there on chat. Feel free to type on the slide or in chat, wherever you prefer.

Yeah, creating a participant guide and pre-work. Setting expectations. And Charles, I see your – chat message, and whether it's virtual CTT or anything else, sure you can have somebody else handling messaging while you focus on delivering your content. So having a producer in there does not detract from your effectiveness as a trainer. In fact, I think it improves your effectiveness as a trainer. Manage and exceed expectations.

You know that's interesting. Very often a participant will come away from my session and say, "That was easier than I thought" or "It was more fun than I thought" or "It was more engaging than I thought." But it's no accident when it happens. You don't just stumble backwards into effective engagement in a virtual classroom. Yeah, reviewing and planning. And if you were to go for your CTT certification, it's important that you document what went through your head prior to the session. So I might say things like, "My students were on the other side of the globe and therefore I was cautious about using idioms that were American." So that shows you did a little bit more preparation giving some context to the audience that you had.

So I'm going to move ahead and let's look at the next domain: Methods and Media. Of the physical classroom we're talking about things like whiteboards and flip-charts and maybe an occasional set of acetates, if I reveal my age to you. When we have a videoclip or filmstrip everything will be moving ahead, you're right.

So online there are many other factors that play into that. What does that look like? What would you need to do? And what would you need to consider, especially considering the tips that I just gave you a few minutes ago around video-file types and application-sharing video? So if you've got suggestions or ideas about how methods and media work in this format, go ahead and type in chat. Great, yeah, Matt, I see Matt talking about mobile devices. If people are logging in on smartphones or tablets, the interface is going to look different to them. And their engagement experience is going to be different. So in some cases you have to simplify what you're doing so that it doesn't look so chaotic to the folks on the other end.

Infographic, yeah, infographics are kind of like what we often see in newspaper articles where it will represent – not just show us how many vegetables Americans eat, but it shows us broccoli is the big one and that's represented by giant broccoli head. So when you see infographics that can help convey a lot of information quickly. I don't know what I was thinking about broccoli.

Quality of video, yeah. If you're just broadcasting your video, where is the audio coming from? Is it coming out of your speakers and into your phone? Because if so, we're going to have a fidelity problem. Yeah, can you access the video. Just a requirement, published ahead of time. Yup. And if you're typing on the slide itself, be sure to click away from what you've typed so that we can see your text. Be sure people can view the media.

Sometimes people that I work with want to show YouTube videos and will send audience members out to YouTube. Some corporates actually block YouTube, so you want to know ahead of time whether or not people can see YouTube.

Ok, I'm going to move ahead to the next slide or to the next prompt anyway. And this one is about credibility. Remember earlier I mentioned the fact that you really can't count on your own physical presence as a default visual-aid anymore. You don't have that gesturing and that body language and that physical presence to be something for the participants to look at.

Plus I can't use my physical presence to keep people from distractedly talking in the back of the room. I can't just walk over there.

So what can I be doing in my virtual classroom to demonstrate professional conduct and expertise and to use my communication and presentation skills to effectively facilitate learning experiences? So go ahead and type in chat. Hopefully you've seen me using a couple of these things today. But if you've got other ideas please go ahead and share. And if you'd prefer to type right on the slide, go ahead and use the left side.

OK, and if you haven't typed in a while, remember at the beginning of this session when I asked you to participate, and a whole bunch of you said that you would? I meant like now, this time, here.

Great, I see some answers coming in here. Say things like, "Ladies and gentlemen." Yeah, maybe that's better than "you guys." Be organized and prepared. Your webcam shouldn't have something disrupting behind it. And the presenter's focused voice is important too. You can't see your audience so you stumble and lose credibility.

Matt, I would say, do what I'm doing here. I can't see you, but I can see what you mean. So I am able to engage with you and get a sense of you and your personality. And I have something to feedback with. I'm not just waiting for smiley-face icons to show up next to your name in the attendees list, hoping for some sliver of recognition. I have real recognition here in chat. You're telling me that you're with me. Great, OK terrific. Yeah, professional language. If you're stumbling over simple words like how to tell somebody to type in chat or how to respond to the polls, they start to doubt your knowledge of the content. And maybe your content knowledge is fantastic, it's just that your software knowledge is less polished. Don't overcomplicate it.

Oh great, compare to real-world tasks. Engaging people with first names. Great and if you pointed with your arrow and typed, but you didn't click away from what you've typed, please go ahead and click away because we're not seeing your text just yet. Great. Simplicity. Voice tone. Excellent. So these are resources that you can be using to prepare your own skills and to develop your own skills.

Look at this and think, "Am I creating a learner-centered environment? What does that look like online?" I'll tell you, overnight last night I was a little anxious about today's session knowing that there would be so many points where I'm asking you to type in chat. And worried that if you weren't willing to participate this session would fall flat. Or if we had technical problems and people couldn't participate this session would fall flat. But instead of defaulting back to lecture mode where I talk and you, I don't know, clean out your desk or inbox, I'd rather take the risk that you might not participate and instead try to reach you wherever you are.

One of the great trainers of our generation, a man named [Thiagi – Sivasailam Thiagarajan](#) – maybe you know him and if you do please show smiley-face in the attendees list. He says, "Interactivity is in your mind, not in your mouse (mouth)." So even if you're interacting by just listening to what I've said and letting your own mind go to work to come up with an answer and you don't go so far as to type into chat it's still something. So I want to get you thinking in a new direction and by asking a lot of questions I'm forcing you to think in that direction. Yeah, it does, it forces you to be attentive.

And it's fair, some people may have wandered off and some people warned me ahead of time they would wander off, but I can't do the learning for you. I can only create the learning experience, add lots of engagement, teach you how to use the tools, and then invite you to participate. And remember here it's not always clear how I want you to participate. In a face-to-face environment I might say, "Hey, if you have any questions speak up." And people blurt things out or raise their hand. Here I need to be specific. "Type here." "Type there." "Change your emoticon." "Use the poll." "Open your microphone and speak up."

So I need to be explicit about how to participate or it's too ambiguous. And when there is ambiguity, a participant is likely to just do nothing. So we need to make it clear to people what they're supposed to do and when. Yup, great, I see your

responses coming in there. Yeah, and I hope you're seeing each others' responses too. Ask questions throughout and not wait until the end of the section or the end of the presentation. That's far too late. So look at all the question types I'm using here.

Yeah, and sometimes you do need to repeat those things if people come in late, but you don't want to punish the others who were on time. So you want to give the very quick version of those instructions. But this is the thing that I see when I'm teaching the CTT+ preparation course, so when trainers are learning to be good trainers online, the thing that they fail to do is ask enough questions. So I'm going to give you this idea and tell you, if this is the only thing you take away from today's session, I implore you to ask more questions. Lots of different kinds of questions. High level and low level questions. Questions that participants can respond to in chat. Because all of those things keep people engaged and keep the conversation flowing back and forth as opposed to just in one direction.

And the last of the competency domains is about evaluation. And when you're preparing for your CTT certification, it's OK to have a recording that you make some mistakes in. But it's crucial that you can evaluate yourself at the end of that and say, "Yeah, I made some mistakes there. And here's how I would've fixed those." If you can step back from that and you can unpack what happened and understand what went well and what didn't go well and then determine what you're going to do differently next time, that shows the scoring judges that you know what it takes. It's OK to make a mistake, but you also have to recognize the mistake and be ready to own it, change it, and move on.

So I'm going to ask you to wrap up our exercise here with these competencies by telling me what you think you could be doing to evaluate the training event. Not only throughout the event but also once the event is over. What do you think? Yep surveys can help evaluate from a student view. Reflection and comparing to what to do. Yep review chat afterwards. Yeah chat often becomes a really great FAQ. Great. And sometimes it flies by so fast we miss a lot of it. Turn the responses into stats and reports, sure. Because cautious though, sometimes we take evaluations like smile sheets, like those Kirkpatrick Four Levels of Evaluation, where we've got level one says they strongly agree or disagree – You know sometimes that's not nearly enough information. So you might want to push your evaluation further and really reach out to people later and find out how they're applying. In fact a buddy of mine, [Will Thalheimer](#), is working on a new book. I'm happy to post the URL here in chat at the end if you're interested. But it's about smile sheets and how sometimes they have no value to us and they can be detrimental because they have us focusing on the wrong things.

So I'm going to move off of these competencies for now, but ask you instead this poll. Oh Michael if you're with me there could you please show the poll for this slide? So if you feel like you can understand and meet learner and organizational needs, you can ensure that your hardware and software setup is ready to support your learning engagements, if you can adapt your instructional methods for online and do things like stop worrying whether or not people can verbally contribute and instead recognize that I can have 20 people verbally contributing in the same one minute that one person would've done in the face-to-face environment. So I actually get more out of a minute in a virtual session.

Can you script questions and participant activities so you're not just winging it in the middle of the session? Can you keep people motivated? Can you adapt your language so that you're talking about learning in this environment, not learning in the face-to-face environment? So if I ask you to show hand raise do I mean physically raise your arm over your physical head? Oh OK I think there's only one response on that one. Michael it looks like our poll is set to single responses. I guess for now we can't change it out so I thought that was the opposite but go ahead and choose just one. Or you can use your arrows to point to the one you feel like you need to work on the most.

Can you manage those messages seamlessly and can you evaluate yourself and really step away from it and not blame the software for being a poor man's version for real training? But recognize that the software is just a set of tools and it's up to you to leverage those tools. And when you're low about it, remember that there were teachers that only had chalk, OK, so you've got a lot done with chalk. We can do at least that much with polling and chat and annotation tools and application-sharing and surveys and all kinds of things.

When you start to look at your delivery plan, I fear that some people look at their program like this, where you plan a little bit ahead of time and then you go in to the session. But I argue that there's a whole lot more to it than that. In fact as I advanced the slide you're going to see that there are blocks that come in here that show the progression. You know, we need to get in

contact between the trainer and the coach or the trainer and the person who's going to be supporting their session or a train-the-trainer and a new trainer. And then agree on what's going to happen going forward. There should be some preparation ahead of time.

I like to have three separate preparation sessions. The first one is to immerse the person in the software interface and let them get familiar with what features are going to be available. And then also to note how those features are going to impact the lesson plan so that we can update the files considering those tools. And if you're moving from one software product to another, you need to adapt for that product because the way chat works here is different than the way it works someplace else.

Then of course we want to prep again to click through the materials and make sure things are behaving as expected and that everybody knows what their role is going to be. Again if you're working alone you would still want to click through this, but maybe login on a second computer so you can see how the interface is going to look from a participant's point of view. But if you have the luxury of a technical support person, and instructional designer helper, or a producer you want to click through with them so that everybody can have an eye out for how this is going to flow and what technical issues might come up.

Then we fine-tune the materials and make sure that all animations work properly and all text boxes work properly and be sure that everything is going to flow in the time that we have available. Then I always like to rehearse and ultimately finalize the slides.

Then log in early to account for any last-minute changes, like we had this morning, right Tazneen and Michael? We were still tweaking some things at the very last minute. Then I love to have that intro tutorial where we give people an understanding of how the features of the software work. Just because they were in a session before doesn't mean they know how to use the tools in the software interface. It's entirely possible that the last webinar they were in, nobody ever taught them the tools because they never use them. They were more of a chalk-and-talk or broadcast type of a session.

Alternately though we want to deliver a successful session, have some Q&A, do some thank yous and a survey, and finally end. So we don't just "rock up" and deliver a presentation, uploading a slide deck that we used in the face-to-face format. We tweak and adapt and fine-tune and adjust and prepare and rehearse. If you're not doing all those things, you're kind of asking for it, because you're bound to get into the software interface and find out that that thing I thought was going to work doesn't. Or I expected it to be a certain way and it isn't. Or I never had to do that before and now I've got to figure it out. So the more prepared you can be, the better. And in my world I'm typically preparing people for online sessions that take 75 minutes. I prepare with them one hour each time over three prep sessions to get ready for 75 minutes. That might seem like overkill, and I promise you that the next time you might not need quite as much preparation, but I can say that all the people I presented with have been able to deliver a successful, effective presentation with only minor missteps along the way. I've never had such a disastrous event that we couldn't proceed. So again it's mitigating risk, and properly preparing. You have to determine what is the proper amount for your team and for your session.

I'm going to ask you for any feedback just on this delivery plan. Is this something that you can work with? And does this map to what you're doing now? Go ahead and type in chat or type in the Q&A, and let me know how you're using a model like this one.

OK, I'm getting some feedback there. Great. When your stakeholders say, "Wow! That's a lot of work." To say, "Yeah I know." Because it's not like, "Hey kids let's put on a show." You're trying to put on a professional training program with participants who expect it to look as good as a television broadcast. So you got to meet them someplace between just "rocking up" and actually looking like you know what you're talking about and you have a design in mind. Great, yep, I see your answers coming in here, and hope that you're seeing each others' as well. You don't prepare enough. Yeah, what you don't need to do stage, yep. OK. Great, so I'm going to keep moving forward. We still have a couple more slides. So I'll just leave you with that last note on the bottom of that slide.

The idea of closing the session and debriefing and I think is always valuable. As you're saying goodbye to your participants, it's a good time to also be saying goodbye to anybody who was helping you during the session and get feedback on how well did

it go, or where could I have done it differently? And recently I've been working on one where timing was the issue. So where could we have saved time? Or could we have been clearer in our message?

So I don't have a ton of time to go through each of these trainer tales, but I have four characters that I would like to share some real life experiences with you about these folks. So based on what you know about these people so far please place your arrow next to the ones that you are interested in learning more about. So I'm going to ask you to vote, essentially, by placing your arrows. OK you want to know about him just because he's been a PowerPoint clip-art guy for the last 10 years? OK you probably recognize him from there. And many of you said that you were already trainers, so I'm going to talk a lot about him, as well as the folks on the left side.

So actually let's start with your favorite guy, Dave. Dave loves his physical classroom. He loves the energy of the crowd and enjoys seeing those lightbulbs turn on over people's heads. He feels virtual classroom sessions are cold and impersonal and they don't work with his material. His course material is special. Of course, everybody's course material is special. In his classes they want to draw on the whiteboard, because that to him feels like a chalkboard from his physical classroom. And he plans to have several breakout activities to support and replicate his small group discussions from the physical classroom. So he does a lot of "Turn to your neighbor and – " kind of activities.

So I'm going to say just right out of the box, I'm not sure that Dave is totally on the right track for becoming a top trainer. He might be able to make do with a plan that he has, but how do you think you might improve his plan so he can really move his skills up a couple of levels and become a top trainer, not just somebody who was sort of coping with the change to virtual classroom? What do you think? Go ahead and share your responses by typing in the chat and if you are unable to type in chat or you prefer to type on the screen you are certainly welcome.

Yeah, I can relate to Dave to, yeah. I like trying to do things the same way I did them in a physical classroom because it makes me feel comforted. I like that is going to play the same way that I used to do it. Unfortunately, a lot of times it doesn't play the same way. For instance, a "turn to your neighbor" activity physically takes like what, two minutes? Well getting into breakout groups and out can take 5 minutes getting in and 5 minutes getting out, and 2 minutes for people just to figure out how to turn their microphones on. So I maybe now spent 12 minutes just to have people "turn to their neighbor and – " That might not be a worthwhile way to spend my time. But I love "turn to your neighbor and – " How can we replicate that here?

I see that hashtag, yeah. Use more chat, Dave. Chat is your friend. Chat becomes our steady stream, our back channel. And often people feel frustrated by that because they're distracted. But that ends up being our lifeline. We can communicate with each other. We can communicate with Dave. And Dave can say, "I know what my students are thinking because they're telling me. Not because I'm guessing. Not because I'm reading body language. But because I can see what they're saying."

And whiteboarding can be awkward, so sure, yeah, create your drawings ahead of time. Put them in PowerPoint. And then just display those because, I don't know about you, I'm not very good at mousing and drawing. If I have a stylus, then I'm OK. I can't mouse and draw very well. Yeah, use total group interaction. Why do you have to single people out into small groups? Think about the reason behind it in the first place. We were trying to get people to engage with each other. Well, it made sense in that format. It makes less sense here. This is our interaction tool and it works. Yeah. I'm not saying he's not a top trainer simply because he prefers the classroom. I'm saying that his skills could be developed in such a way that allow him to leverage more resources so that he can do things in a virtual format that work better in a virtual format. Yep. OK.

So I'm going to go back and talk about Liz. Liz never liked presenting. She thinks that standing in front of people is worse than facing a firing squad. She's relieved to be doing a webinar because then she doesn't have to see people. For her she's just going to turn on your microphone and turn on her webcam and then read her five-page paper. Hopefully nobody will interrupt her or say anything. But then at the end she is going to say, "Any questions?" And so she'll see if people have questions.

What do you think? Can she improve her plan so she can really be a top trainer? Boring Liz. OK. What could she do? I wouldn't say this is particularly effective in any format. If you want to do this, maybe consider podcasting. There's nothing wrong with that as a modality. People like it. They like it because they can listen in their car, they can listen during their

commute. They can listen while they're on their treadmill. But do they need to actually be logged in at premium hours during the workday in order to hear her read her five-page paper?

So think about that when you're thinking about your virtual classroom. Just because you have all kinds of problems, doesn't mean that the virtual classroom is going to solve all those issues. In some cases, asynchronous e-learning is the better solution. Or a Job aid. Yeah, Be careful of the webcam. Good, Russ, that it can really hurt somebody as well as show non-confidence. For sure. Yep, it sounds more academic. Redesign the whole thing. Yep. Liz will want to incorporate opportunities for her class to interact, and provide time throughout the session to ask specific questions for her participants. Love that. Change careers. OK, well we can assume that she isn't really going to be a trainer. She is going to be an academic who reads a paper. She could become better if she asks more questions or went to one of Dave's sessions and learn how to be a better trainer. But I would suggest that, yeah, asking more questions. Don't be afraid of your audience here. They are here to learn from you. You're trying to create a dialogue. You want to get that feedback loop going so that you know what's happening in the minds of your learners. So warm up to them, and warm them up to you.

Here's another friend, Alex will tell you he's done a million presentations. He can speak anytime, anywhere, in front of any audience. He's got all the confidence in the world. And he uses VoIP and he uses Skype to talk to his kids when he's traveling. But he plans to just wing it and his virtual presentation because really, how hard could it be? Well, Alex, you know, VoIP and Skype are imperfect, and you are probably very forgiving of the behavior of the software because if the visual with your kids hiccups a little you might say, "Well that's no big deal."

But when your audience members expect to see a crisp, polished, professional presentation, choppiness and inconsistency is not going to win you any favors. And winging it is so very difficult when you are counting on your gregarious personality, your gesturing, your body language, your smile, your eye contact with the audience. If that's how you connect with people, none of your tools will be available to you in the way you are used to. So when you get there, you might feel a little lonely or a little like a deer in the headlights because you're doing what you are always doing but they're not doing what they're doing. At least you can't see them. So you'll need to create a plan, right. Plan, plan, plan. He needs to be sure the room is set up. He needs to make sure there are notes and polls and videos and questions. Yeah. And plan for disaster. Sure. Yeah.

No planning, no success. Yeah, if the student drives the class in another direction and topic and you wing it, that equals disaster. It certainly can. I mean very skilled trainers, you know yourself. Very skilled trainers can spin things, can pull things out and can adapt quite well, but you need to have a certain amount of rapport and a certain amount of comfort and some visual resources to go to, to make sure the participants are looking at the things that you want them to look at.

This person, we hadn't talked about or we didn't have too many votes for her, but she is a fairly typical player that I see in this space is well. Somebody who's a technical expert, and because they are so comfortable with the technology they seem to have an inherent instinct with the technology. But communicating a lesson becomes the difficult part. So if I have to simplify what I know down to layman's terms, down to begin her level, I'm probably not going to see things as carefully as, "Please type a response in chat on the right side of your screen."

Make sure that you have your send field set to "**all participants and presenters.**" It would be more like, "Hey you guys, what's wrong with you? Why aren't you responding?" So Ellie has a master's degree in computer science and she knows all there is to know about hardware, software, operating systems. She doesn't normally teach, but she's worked on the help desk so she can simplify things. For her session she plans to take questions from the participants, let me add randomly, and answer them. And she doesn't have an agenda or PowerPoint slides. So this is going to be fairly Skype feeling. You know, we're going to be in there, potentially just talking to other people without any visual support.

And just before we logged into this session, my support person, Michael, was talking about being an auditory learner and sometimes people are auditory learners, sometimes they are visual learners and sometimes that's not the issue at all. Sometimes you just need to be able to point at something. And if I was expecting to point to something on the screen and show you how to do it, and then you can't see that thing, I need to now use 1,000 words to represent what it was I was going to point to.

If I would have just have had a visual aid, either screen grabs of the demonstration I intended to do that isn't working right now. Or I have some kind of PowerPoint, conceptual graphic that represents the concept I'm trying to teach. That can be excellent support for that person who is, you know, expecting some sort of visual. Or expecting something to look at on screen.

Yeah, don't use yourself as a visual aid. You're not physically available anymore. And if you think, "I'll have a webcam and that will do it." A postage stamp of your face isn't really instructionally valuable to me. It might help me build rapport and put a name with the face. It might help with credibility or intention, maybe your authenticity might show through. But it doesn't really help me learn. So let's not overemphasize the webcam as being a great solution to having visual support and your lesson.

Great, I see your responses coming in there. Yeah, just because she's highly skilled doesn't mean she's going to be a good trainer. She should at least have a definition or else they'll be no defined limit. You've got to keep it in some kind of context otherwise it's a free-for-all. And when there's a free-for-all, many participants disengage. Because, "oh it's not about me anymore. I don't care about that. Now they're having a private conversation and I'm just listening in." Yeah give it a shot, and see what results are better.

So there's a lot that we can learn from these real-life experiences. And part of it is everybody needs to plan and prepare. It doesn't matter how long you've been doing this. I've been doing this a long time too and I still have to plan and prepare every time. The minute I rest on my laurels, is the minute that something unforeseen lands right my lap. So please don't assume that experience gives you anything. Experience might give you confidence, but maybe that is misplaced.

So I want to step back and let you critique me. My goal is to model good training practices for your benefit and for my enjoyment. What have I done in the session that worked? Go ahead and type in chat. I'm going to stay quiet here and let you type, let you talk about me.

Excellent. Interacted, kept you engaged, setting clear expectations regarding the commitment you made. Yeah, I love that **Poll zero** at the beginning so I can say, "hey, remember when – ?" Without that, they're is sort of an ambiguity my commitment to participate. Right, right, participation after each slide. Got you to participate, multitask. Great, I listened to your chats Great, great, great.

Good, OK. So I'm going to suggest to you that I put myself in the category of top trainer. It's not ego that says that. It's experience, it's knowledge of the competencies and the domains. Just the fact that I have actually passed the Certified Technical Trainer exam. I have done this for a long time and I have seen what happens. And I will remind you again if there's nothing else you take from the session, please take away with you that asking more questions, telling participants how to respond, and then waiting for them to respond is the number one way to get more interaction in your sessions. And I promise you, if you do that you will miss less the body language and eye contact. Because you'll realize that body language and eye contact still left us wanting.

What does that mean? What does shrug mean? What does a sigh mean? What does raised-eyebrows mean? I don't know, are you learning? Do you get what I'm saying? If you type to me and chat and respond to the poll, I have really clear information, much more explicit data to work on.

Yep, there are two CTTs. There's actually three CTT tests. One is knowledge and then there's two performance certification tests. One can be done in a physical classroom with a video camera to videotape. And the other can be done in a virtual classroom. And you can do all three if you want. Or just the knowledge and one performance. Oh, OK, great. I'm so glad to hear that you had not yet thought about the suggestions. I encourage you to adopt them and make them your own.

Yeah, when you were doing desktop-sharing, Cheryl, I would suggest that you shut down other applications that are running on your desktop to make sure you don't accidentally show those things and also to free up bandwidth, because application-sharing is one of the most burdensome things you can do in a virtual classroom. So if you're going to do that you might notice that that's the point at which your voice-over-IP audio becomes choppy. If you're on a wireless connection, I would say don't

do desktop-sharing unless you're on the phone. If you're doing desktop sharing and voice-over-IP, I would say one of those has got to give. Also exclude webcam from that because all three of those can be quite burdensome.

As far as desktop-sharing as well, make sure you're dealing with a decent resolution. If it's microscopic on your screen is going to be even smaller to your audience members. And to be fair they have a full screen option, but if any of them have a different resolution that makes their screen show your screen in a tiny way, that can be a problem. So test that out with a couple different friends who have different resolutions.

Absolutely, John, when people are sharing desktop and their email or their instant messenger or Facebook announcements pop up, that's so annoying, and that can be proprietary information. You might be recording somebody's contact information that should not be then put out into the public space. You'd be fired, OK yeah, I don't do that. Shut down all unnecessary applications. Free up your bandwidth. And avoid the chance of showing proprietary content.

I see **Gangaa** typing at the top of the screen but I'm not seeing the whole message. It says, "do I like this, I have to be honest with you. It wa..." So I'm not seeing the rest of that. Can you type some more detail below that? You know it depends on what software you're using. Chat and desktop-sharing can work pretty well in some software applications because it can layer over the top of it.

But I would suggest to you that you deal with your chat responses in batches. So if say, 10 people are typing while you're giving your presentation, you don't want to let yourself be distracted by what they're typing while you're in mid-script. So you might pause periodically and just say, "hey you guys, I see you've been typing. Let me take a minute to read what you've typed." And at that point you could meet your microphone and sip your water and read what they typed and then come back and answer. You might say, "Hey Mary the answer is 57 and hey Pete, let's you and I talk about that later on because that's too software specific for our conversation today."

And just seeing that pop up distracted my thoughts for just a minute. But if you're application sharing you might also say to your participants, "hey you guys, while I am application-sharing I can't easily see chat, so go ahead and type in chat but know that I'm not going to look at it until this round of demonstration is done." And then once you're done with that segment you might pause, read chat, answer and then continue on with your demo. Oh OK, so you're wanting the interactive life trainer piece, which I could actually show you – I haven't had to do it in this new version of the software – Show my web-camera, so I'm going to pass on that for the moment because I don't know what to click on here.

So actually you know what I'm going to go back for a minute and before we get into our wrap-up type items, I just want to ask you to, again, repeat the things that you thought were the best things from the session. Whether it was something you thought I did or something that you saw today that you can adapt and use in your own training. I'd like to wrap up this conversation with a bunch of tips, a bunch of your favorite takeaways. So if we can do that here. Go ahead and type in chat and then all of us can see those typed responses. Great, and I see some feedback for me coming in. I appreciate that. Great, OK.

OK and I see some of you are seeing that the ideas can improve our classroom teaching too. I would argue for that as well. I think more questions in a classroom setting allow people to really understand what the issues of the participants are. I often hear trainers saying, "I assume most of you have – " Or "I'm sure that many of you have – " Well why not just stop to ask them, "have you?" Instead of making assumptions? Can't we have people raise hands? The funny thing is, when you go back to a face-to-face learning experience, you're possibly relying on your virtual-communication skills.

I just had a face-to-face conference session last week, and I ended up having one very chatty person in the session. And what was funny is I kind of forgot how to deal with a very chatty, because in a virtual-classroom the very chatty person self-regulates. They can only type so much in chat. Great, OK. I'm so glad to see it. So thanks so much for sharing those. So I do have another poll to show. And I will be better about interacting with you on this poll. Michael, if you would be so kind as to display the poll on the right side. I'd like to know from the audience members here, what do you feel like you need to do next? More studying of the trainer competencies? More planning of your webinars? More practice using your webinar software? More effort engaging the learners? Or something else? Go ahead and type in chat. And if you're seeing that poll

there on the right side of the screen, notice that you can choose more than one answer. And be sure to click on submit at the end to make sure that those answers get tallied.

For those of you who are thinking instructional design as you think about trainer preparation, notice how my slides are often redundant. I have the same information on the slide that I have in the poll. Or I have the question as posed first and then the answers come in later. I'm a huge fan of redundancy, partly because you never know what might go wrong. But partly for me, and for my team, to have all the content in one place makes sense. So as the poll needs to go here, we all know that the poll is going to go here. We see it. And so the poll's text, in our case in WebEx, can get copied and pasted into a poll question and be displayed here. So Michael, whenever you're done, go ahead and close the poll and show us the results. I shouldn't say whenever you're done. We're done so go ahead and show the results. And sometimes it takes a few minutes for the poll results to show, but if you're looking at the polling panel over there on the right side you will see the bar chart displayed in just a minute.

Great, I'm glad you're taking this back to your trainers. Oftentimes trainers really feel like they've been thrown into the deep end of a cold, cold pool. So if you come back to them and say, "we realize this is challenging. This isn't like you can just roll out of bed and do a webinar. And if you are, you're not taking it seriously enough."

So I encourage you to share some tips with trainers. Remind them of the resources that are available to them here. And try to move them away from mourning the physical classroom and what's not available anymore, because the fact is your learners aren't there anymore. Your learners have moved on to learn in other formats. So we have to meet them where they are and reach them with the resources that we have. And there is some really great technology out there that's going to help us do that. But we need to leverage it to work for us. It doesn't just magically work on its own. So I do see the results of the poll here. Many of you have determined that you need more planning, and more practice. Great. So I agree, all of us need planning and all of us need practice, even if you've done this a few times already. Great.

OK so as we wind down our session, I encourage you to contact me. I love talking about this stuff and I would talk about it all day. So if you have questions for me and would like to schedule some time to chat, I would be happy to do that. And what I'm going to do is paste my contact information here into the chat pod because I've noticed that you can't access it but hypertext-link here in WebEx. So I'm pasting that into chat and you should be able to grab my text from the bottom of that chat pod now.

Also I think Tazneen has selected a winner from random. I'm so eager to communicate with one of you one on one, that I'm happy to give away an hour of my time to help you ramp up for your successful certification preparation or your successful online session.

Tazneen: Great Karen. And the winner is Matt Phelan, from QA Ltd. Congratulations.

Karen: Great. So Matt, if you would contact me via email, I'll schedule some time with you at your convenience.

Tazneen: Karen, I will also send you his email address.

Karen: I'm just pasting some additional information from our slide deck here into chat. So that if you'd like to contact Tazneen Kasem regarding CompTIA certification or if you'd like to access CTT certification website, you can see the URLs that I'm pasting into chat.

Tazneen: OK great Karen. And I think we still have some time so people have questions or additional comments, please feel free to type in Q&A or chat. Thanks Karen, this has been a great session. And I learned quite a bit too. I know we do quite a few webinars here at CompTIA and we can use some of the new tools that you showed us, or not new to us but tools that you showed us that we haven't used in the past.

Karen: I'm so glad. That book I mentioned earlier, I didn't have a paste URL for you but if you're curious about smile-sheets and how smile-sheets could be used more effectively, I have pasted the author and his subject matter there and chat. Great, thanks Jenny, glad to hear it. Great. I see your comments coming in there.

Tazneen: And also as I mentioned, we will send you the recording and the slides, the recording by email and the slides and the recording will also be posted on the website. I did not paste the link before. But I will go back and grab it again.

Karen: All right I see a lot of people saying thank you and eager to sign off so I'm going to thank you again for your time today and for your willingness to participate in today's session. We do want some feedback from you so if you would please complete the post-event survey we would appreciate your time with that. If you have any questions for me or comments, I'm eager to stay in contact with you. So please reach out and I'd be happy to respond to your questions. Great, thank you very much. It's so great to be with all of you. And thank you, Tazneen and Michael.

Tazneen: and thank you Karen for conducting the session for us and our customers. This is great.

Karen: You are very welcome.

