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ANU LIBRARY PRESENTS

# TEACHING VIA WEBINAR

A Beginner's Guide  
with Terra Starbird



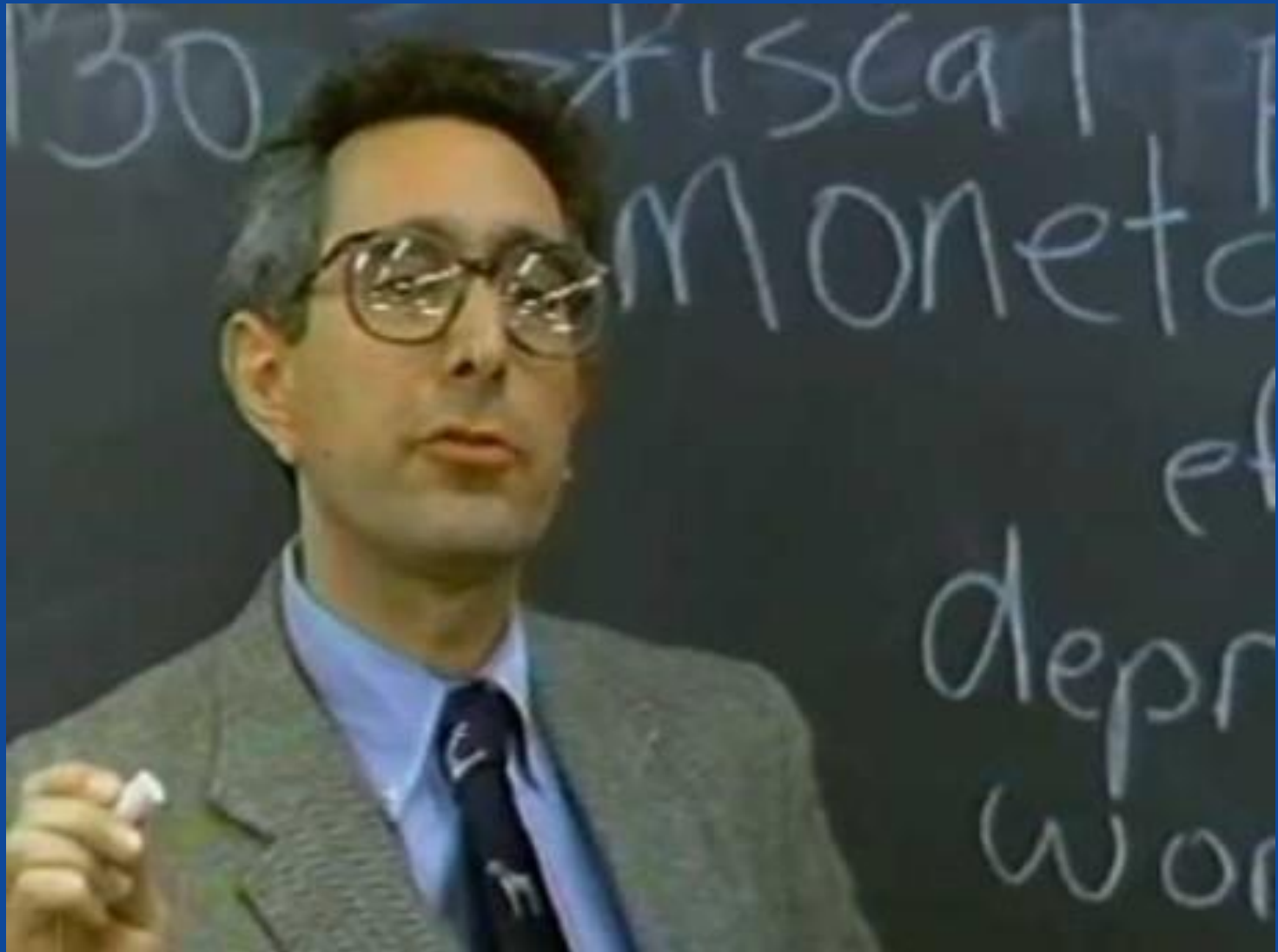


# **PRESENTATION OUTLINE**

- The difference between face-to-face & webinar
- Making the shift
- Creating your webinar
- Tools for engagement
- Running your webinar
- Teaching & learning styles
- Top tips



**ANYONE EXPERIENCED THIS  
TEACHING STYLE? ANYONE?**



**LET'S BE HONEST**  
**GO TO [MENTI.COM](https://www.menti.com)**

# WHAT IS THE DIFFERENCE?



# WHAT IS THE DIFFERENCE?

Regardless of your previous experience, webinar delivery is a whole new world. It requires a different skillset than traditional, face-to-face teaching and will take practice to build your skills.

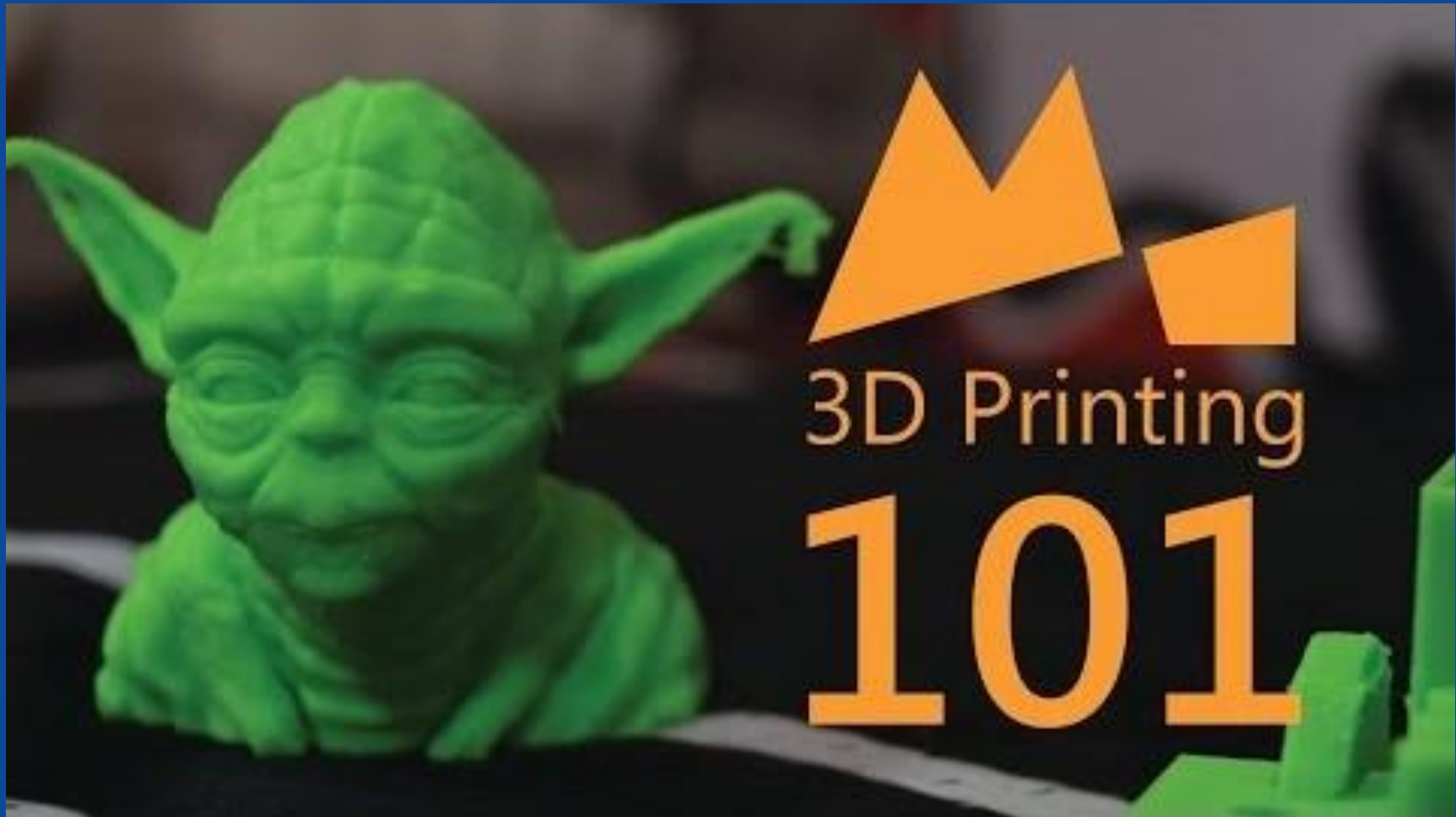
Online learning is not simply replacing face-to-face content with an online presentation. You may have to unlearn some things and learn new skills to be successful.

# THE QUIET

You will be talking to an empty room. This will feel weird for you, but not for the students/participants. Particularly the younger ones (Under 30s). This is how they are used to digesting content from YouTubers.

Want proof? Watch the way some prominent YouTubers run their tutorial videos.

# LOOK UP EDU YOUTUBERS





# NO VISUAL FEEDBACK

In a face-to-face setting, you can easily read engagement. Are they on their phones? Are they checking email? Are their eyes glazed?

In a webinar, you cannot. Even if video is enabled, you cannot track 10+ people. Are they distracted?

Chances to reset and refocus need to be purposefully be designed into webinars, ask or answer questions, check in that they are still there and still focused.

# CREATING YOUR WEBINAR



# **CREATING YOUR WEBINAR**

## **QUESTIONS TO LEAD DESIGN:**

- How many times will this webinar be taught?
- How long should the webinar be?
- Who is the audience?
- What level will participants be at prior to the session?
- What are my desired learning outcomes?
- Are there any pre-webinar materials I could provide to assist with meeting learning outcomes?
- What teaching tools best suit this topic?

# DESIGN CONSIDERATIONS

## CHUNK CONTENT

Break up your content into chunks, so that you can:

A: Not overwhelm students.

B: Organise it in different ways until the flow works best for your session and students.

## PRIOR KNOWLEDGE

If you find the content is too difficult for some participants, try pre-session content (videos, quizzes, reading). It is important to ensure students come with similar base-level knowledge of the topic.

## BE HUMAN

Be a human being first. Online training is weird, so be there to reassure your students. Be compassionate, kind and real. A warm learning environment is crucial. Introduce yourself, your chat person, even your cat. Be present, acknowledge individuals' comments, connect.

## TIME

A three-hour face-to-face workshop does not need to be replaced with a three-hour webinar. It is not a case of plonk f2f content into online format. Consider what could be taught as asynchronous or flipped to maximise quality of webinar teaching.

# CREATING YOUR WEBINAR

## TIME

Good webinars take time. General rule of thumb, the following equation is fairly accurate.

Time of session x 10 = time to create

So a one-hour webinar will take roughly 10 hours to create from scratch. If you need to learn new software to do this or you are teaching the use of an unfamiliar software, this will be considerably longer.

# CREATING YOUR WEBINAR

## LINKS & SOFTWARE

If you will be using any website or software, have it running or in the browser ready to go.

If you will not be interacting with the website or software, consider a screenshot or a screencast so that you can demonstrate with precision, narrating the content.

- Sites go down, software does not always behave, searches do not always yield what we expect. Preparing beforehand can save time and tears.

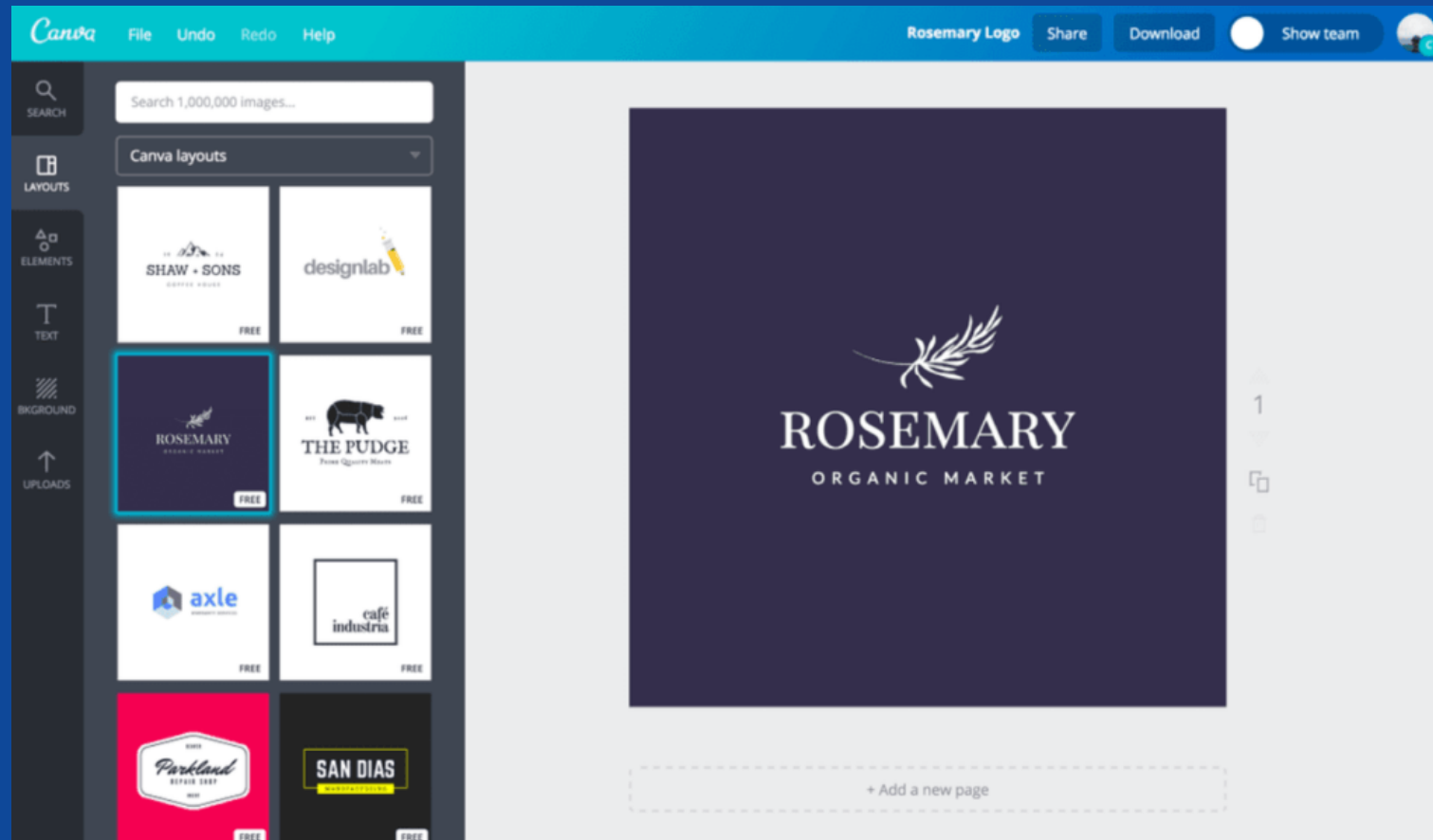
# CREATING YOUR WEBINAR

## APPEARANCE

The online audience is used to seeing high-quality, professional looking visuals in video and websites. The pre-built PowerPoint templates do not measure up and do not look good on camera.

Your slides should have a consistent, high-contrast look. This will take your presentation from generic, to professional.

# MAY I INTRODUCE YOU TO MY LITTLE FRIEND?





# **CREATING YOUR WEBINAR ENGAGEMENT**

**Find ways to build interaction into your content.**

- **Built-in polls (Zoom, Adobe Connect, etc)**
- **Poll Everywhere**
- **Mentimeter**
- **Kahoot**
- **Engage with the chat**
- **Unmute participants, bring them into the discussion**

**TEACHABLE MOMENT**  
**GO TO MENTI.COM**

# **RUNNING YOUR WEBINAR**



# **RUNNING YOUR WEBINAR**

## **PRIOR TO SESSION**

**Do a run through of your session, testing all links, sites, videos, slides and software. Iron out the bugs, clunky transitions and segues.**

**Tidy up your desktop. This may show at various intervals in the session.**

**Use a blurred or virtual background if you are not comfortable showing your home in the video.**

**Ensure you have closed email and teams, and turned off any notifications for your mobile phone or social media. Disconnect Alexa, Cortana & Siri.**

# **RUNNING YOUR WEBINAR**

## **OPENER**

**Ensure your introduction is solid. Set expectations for the session, what they will need to do or bring and what the learning outcomes are.**

**Modulate your voice. It may feel weird, but to the participants it will come across as energetic and keen. Maintaining an energy throughout will help participants focus.**

**If it feels awkward, have a catch-phrase that leads into the presentation. This refocuses the audience and segues smoothly.**

# **RUNNING YOUR WEBINAR**

## **DURING**

**Pacing:** Because you did a run through, you know where you should be at specific intervals, note the quarter, half and three quarter markers so that you can slow down and speed up accordingly.

**If using video, embed it into your PowerPoint and ensure auto-play is turned off.**

**Have all your links ready to go, so that you do not have to search in real time. Transitions are the time people lose focus. Check in with them.**

**Have a contingency plan with your chat person for the unexpected.**

# **RUNNING YOUR WEBINAR AFTER**

**Reflect, reflect, reflect.**

**WRITE IT DOWN OR YOU WILL FORGET.**

**FEEDBACK**

**Ask for and accept constructive feedback from students, peers and your trusted chat person. It is hard, but it is the only way we improve.**

**Be easy on yourself, your first iteration of a workshop will not be a masterpiece. It is a work-in-progress.**

# REFLECT

- **WHY DO WE LEARN?**
  - Why are my students here? (motivation)
- **HOW DO WE LEARN?**
  - How do I learn best and how do my students learn best? (learning styles)
- **WHY DO WE TEACH?**
  - Why do I teach? (personal motivation)
- **HOW DO WE TEACH?**
  - How do I teach my students? (teaching/ learning styles)



**ANYTHING TO ADD?**

# WHY DO WE LEARN?



# Learning Styles

## VERBAL

Words are your strongpoint!  
You prefer to use words both  
in speech and in writing!

## VISUAL

You prefer to use pictures,  
diagrams, images and spatial  
understanding to help you  
learn

## MUSICAL / AUDITORY

You prefer using sounds or  
music or even rhythms to  
help you learn.

## PHYSICAL / KINAESTHETIC

You use your hands, body  
and sense of touch to help  
you learn. You might 'act  
things out'.

## WHAT'S YOUR LEARNING STYLE?

## LOGICAL / MATHEMATICAL

Learning is easier for you if  
you use logic, reasoning,  
systems and sequences.

## SOCIAL

You like to learn new things  
as a part of a group.  
Explaining your  
understanding to a group  
helps you to learn.

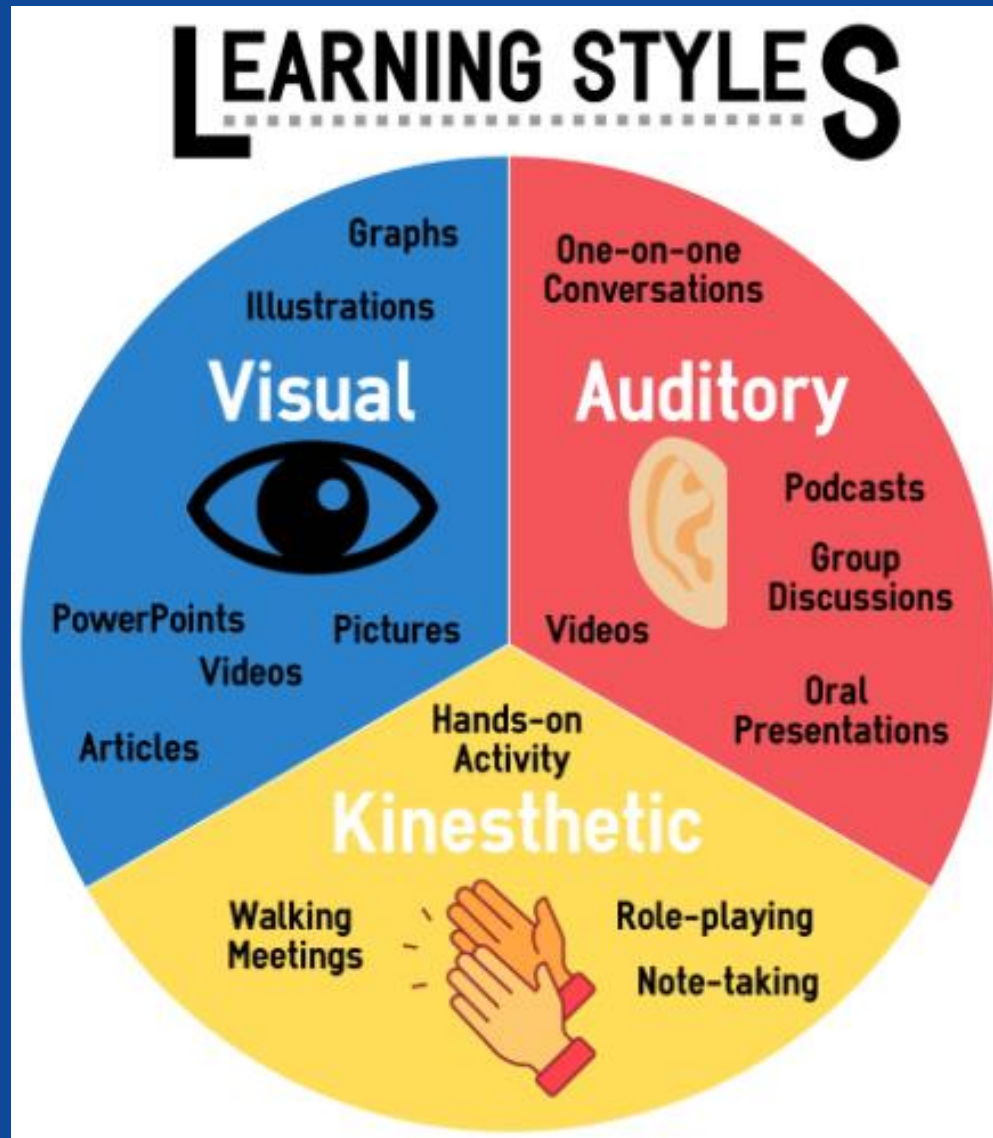
## SOLITARY

You like to work alone. You  
use self-study and prefer your  
own company when  
learning.

## COMBINATION

Your learning style is a  
combination of two or more  
of these styles.

# LEARNING STYLES



# TEACHING STYLES





**Teacher-centred**



**Student-centred**

<b>Command</b>	<b>Expert Modelling</b>	<b>Drills &amp; mastery</b>	<b>Practical skill building</b>	<b>Mixed methods</b>	<b>Facilitator / Partner learning</b>	<b>Cooperative, interest-led</b>	<b>Inquiry-based</b>	<b>Individual, needs- based program</b>	<b>Self-teaching</b>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>

# **SOME USEFUL LINKS**

## **HOW TO USE WEBINARS FOR ADULT LEARNING**

<https://epale.ec.europa.eu/en/blog/how-use-webinars-teaching-adults>

## **NATIONAL LIBRARY OF AUSTRALIA**

<https://www.nla.gov.au/content/past-webinar-recordings>

## **CORNELL CENTRE FOR TEACHING INNOVATION**

<https://teaching.cornell.edu/webinars-teaching-online#SMO>





# TOP TIPS

## MODULATE YOUR VOICE

This will help you sustain energy & engagement throughout. The difference between a modulated & unmodulated voice is astounding.

## PLAN YOUR SESSION

Know your content, have time markers for where you need to be up to by key points so you keep to time. Adjust your pace accordingly.

## REFLECT & GROW

Spend a few minutes after each session to write down your thoughts on how it went, what worked & how you could improve.

## IT TAKES TIME

Don't be afraid to try new things, but start simple & build your skills slowly. Be kind to yourself, this is a learning process. Find mentors & supportive peers to help you along the way.



**THANKS**

That was fun,  
let's do it again  
sometime 😊

