2021 Earth Educators’ Rendezvous Online Morning Workshop Leader Webinar

Rachel Teasdale, EER Conference Chair
Larry Collins, EER Planning Committee
Mitchell Bender-Awalt, SERC, Carleton College

NOW RECORDING
Earth Educators’ Rendezvous
Morning Workshop Leader Webinar

• Introduction
• Workshop Design Best Practices
• Utilizing the Web Tools
• Evaluation Instruments
• Code of Conduct
Role of morning workshops at EER

• Provides important educational anchor for Rendezvous
• Workshops are interactive & build on research-based pedagogies.
  • Learning from experts
  • Learning from peers
• Unique format –
  • opportunity for “homework”, daily feedback.
Role of morning workshops at EER

• Include time to work on relevant courses & programs.
• Connect with afternoon program
  • Technical talks, posters, teaching demos, plenaries, mini-workshops.
• See the full program at:
  https://serc.carleton.edu/earth_rendezvous/2021/program/index.html
Before we Begin – What are your currently thinking about your workshop?

What do you want to accomplish at your workshop? (what are your goals?)

• Write into the chat at least one workshop goal.

• If you’ve already given it a fair amount of thought, also write one thing you have thought about doing to meet that goal.
Workshop Design and Best Practices

Think of it as a well-designed lesson sequence

- What are your goals for the workshop?
- How will you assess if the participants successfully met your goals?
- What activities will allow you to achieve your goals for the workshop in a virtual setting?

1. Workshop Goals
2. Feedback & Assessment
3. Workshop Activities

Situational Factors (e.g., participant experience, virtual setting, etc.)
General Webinar/Workshop Design Principles

**Engage:** Try to engage your participants from the very start. Throughout the webinar maximize potential participant activities.

**Learn:** Provide participants with relevant materials and explanation based on the stated objective of the webinar.

**Reflect/Apply:** Provide time for participants to reflect on the presented material and potentially apply it to their own goals for attending.

Carefully balance your speaking with participant engagement.

Repeat this cycle throughout the workshop.
Workshop Best Practices

**Engage:** Try to engage your participants from the very start. Throughout the webinar maximize potential participant activities.

- What were some strategies this presenter used to engage participants? Use the Zoom Chat Box to answer.

Presenter: **Matt Krehbiel**
Learn:

- Provide participants with relevant materials and explanation based on the stated objective of the webinar.

Reflect/Apply:

- Provide time for participants to reflect on the presented material and potentially apply it to their own goals for attending.

Example from October 22, 2019:

Using GPS Data to Teach about the Earth in Introductory Undergraduate Courses: Plate Tectonics, Earthquakes, Water Cycle, and Ice Mass Change

Presenters:

Karen Kortz (Community College of Rhode Island)

Beth Pratt-Sitaula (UNAVCO)
Workshop Best Practices

• **Active engagement of participants during the workshop**: Nothing is deadlier or less effective than a workshop where participants do not participate. Give people an opportunity to participate actively in every session using a variety of techniques. (*Communicate w/ SERC Staff to see if your ideas are possible*)

• **Model effective pedagogy**: The most successful webinars are those taught with good active pedagogy in mind and the least successful sessions are those where a presenter simply talks or reads from the slide.

• **Emphasize practical applications**: An emphasis on practical applications and strategies is an important aspect of effecting change in teaching practice.

• **Give participants time to interact and share experience/knowledge**: Participants bring valuable experience and ideas to webinars. Structured mechanisms for sharing experiences and expertise must be an integral part of every workshop program.
Workshop Best Practices

- **Provide materials and examples**: Examples of how the webinar topics can be applied in the classroom and field are particularly valuable resources for participants.

- **Give participants time to make progress on a specific task that connects the workshop topic to their teaching**: Time to work individually during the workshop allows participants to reflect and to make progress on adapting webinar content to their own needs.

- **Make sure that participants leave the workshop with specific plans for future action**: Workshops can produce a wide variety of results ranging from changes in teaching practice and development of new learning resources to department-level planning and community-wide action. In all cases, workshop time devoted to planning next steps and feedback from peers is critical.
Workshop Preparation: For You

Workshop descriptions are currently online

Additional pages for
• Daily program
• Participants list
• Other, for example:
  Pre-meeting surveys
  Participant workspaces
Workshop Preparation: For You

Prepare and upload daily program (April 15)

Identify daily leader roles. Who is:

• Leading activities
• Creating materials
• Adding materials to workshop pages (and when?)
• Reviewing pre-workshop surveys or distributing homework
Workshop Preparation: *For Your Participants*

Please require some preparation in advance of the workshop.

- Coming prepared is as important for a workshop as it is for a class.
- A variety of approaches can be used to prepare participants for the workshop:
  - Reflection on their workshop goals
  - Participation in pre-workshop discussion or surveys of needs
  - Review of applicable article(s).
- Discuss your pre-workshop needs with your SERC support person so that any needed pages or forms can be in place.
Utilizing SERC Web Tools

Make use of the workshop website

• Program
• Pre-workshop Survey (optional, but helpful)
• Participant Workspace (optional, but useful!)
• Additional pages can be added to your website if you wish
Workshop Program Page

Use the program page to organize documents that you would like the participants to access either prior to or during the workshop. The website will be a resource that your participants can return to when they want to make use of what they learned. **Note:** we cannot host copyrighted documents on the public program page; these will need to be in your private workspace.

Here’s an example from a 2016 workshop on Spatial Reasoning in the Geosciences ([https://serc.carleton.edu/earth_rendezvous/2016/program/morning_workshops/w12/index.html](https://serc.carleton.edu/earth_rendezvous/2016/program/morning_workshops/w12/index.html)).

Links go to presentations, resources, or subsidiary web pages in the workshop website.
Pre-workshop Survey: optional

Hello everyone! We are looking forward to our workshop on Spatial Reasoning in the Geosciences, at the 2016 Earth Educators’ Rendezvous. We’d appreciate it if you would take a few minutes to answer the questions below, to help us shape the workshop to your interests. While there is no hard deadline for responses, we're more likely to be able to shape the workshop to your needs if you respond before July 7th, and earlier would be even better. Thanks!!

-- Eric and Carol

Your name: Carol Ormand

Your Institution: Carleton College

What level(s) of students do you teach? Check all that apply:

☐ high school
☐ undergraduate non-major
☐ undergraduate geoscience major
☐ grad student

What are the one or two spatial thinking tasks you pose to your students that they find the most challenging? It will help us to know something about the context. e.g. "Many of my physical geology students struggle to draw cross-sections through deformed sedimentary rocks" is more helpful than "Cross-sections."

If you could help your students to do one spatial thinking task better, what would it be?

Is there anything else that you particularly hope to learn at this workshop?

https://serc.carleton.edu/dev/earth_rendezvous/2016/program/morning_workshops/w12/survey.html

• Who are your participants?
• What do they want to learn?
• What do they already know about your workshop topic?
Workspace

- Private, password-protected space
- Share copyrighted materials
- Set up pages to facilitate brainstorming, discussion, resource development, ...
- Synthesize workshop sessions

You can use the workspace during the workshop, while you are in a Zoom session, to facilitate interactions:
- Set up discussion groups with templated pages in the workspace; send each group to a breakout room with instructions about what they are going to do in the workspace
- Post a question on a page with a “discussion thread” below it; have participants post their answers in the discussion box
- Share your screen while you take notes during a whole group discussion

Learn more: http://serc.carleton.edu/NAGTWorkshops/workshops/workspace/index.html
SERC Support Team*

Make use of our expertise.

SERC staff have experience supporting, and in many cases leading, online workshops and other professional development activities.

If you know what you would do in a face-to-face setting and are not sure how to translate it to the online environment, ask you SERC support person what tools and strategies we recommend.

Monday-Wednesday Workshop assignments:
- Preparing for an Academic Career - Monica
- Vision and Change - John
- Emerald Isle to Red Planet - Allison
- Inclusive Teaching Practices - Bradlee
- Student Virtual Contexts - Monica
- Writing Retreat - Mitchell

Thursday-Friday Workshop assignments:
- Student Mental Health - Bradlee
- Visual Representations - Monica
- Storytelling for Change - Bradlee
- GER Statistics - John
- Feedback Loops - Allison
- Online Courses - Allison
- Adapting Lessons - Mitchell

* These assignments may change for day-of support, but you can contact the person listed here for preparatory support for your workshop. They are also posted on the Convener Info web page.
Evaluation Instruments

We (you) will use standardized evaluation surveys for formative and summative evaluation purposes. Your SERC support person will create these survey instruments in your workshop website. You may add questions to the roadcheck if you get them to us in advance.

Please leave time in your program for workshop participants to complete these surveys during the workshop. This time is included in the program templates in your websites. These data inform conveners about the workshops and can help us as we design programming for future years.

- Workshop roadchecks (online)
- End of Workshop Evaluation (online)
- For both instruments, your SERC support person will send you a link that will allow you to see the responses, but not who wrote them
Technical Details

Each morning workshop will have its own Zoom meeting

Zoom meetings will be hosted by SERC or other EER staffperson

All typical Zoom features will be enabled (screensharing, breakout rooms, chat, whiteboards, polling, etc.)

Meetings will be password protected, and connection information will only be visible to registered participants

Using Zoom to support engaged pedagogies: https://serc.carleton.edu/241721
Important Dates

April 15, 2021: Prepare and add daily program to website. Identify daily leader roles: leading activities, creating materials, adding materials to workshop pages (and when?), reviewing pre-workshop surveys or distributing homework.

June 14, 2021: Workshop program is finalized – agenda published with schedule down to the half hour. Tell your SERC support person what features you want (pre-surveys, workspace, additional questions for evaluation instruments).

June 28, 2021: Finalize details of workshop support with SERC staff (sooner is better – this is the absolute last date to make requests!). This includes any questions you want in a pre-workshop survey, any questions you want to add to evaluation instruments, and requesting a workspace if you want one.
Help Make Connections

• Workshops are highly valued opportunities to build connections

• Encourage participants continue conversations (e.g. email, etc.)
  • You could make a page for participants to share their email addresses in the participant workspace

• Promote other opportunities for participants to interact during the EER – e.g. optional evening events, roundtable discussions
NAGT Events Code of Conduct

In fulfilling its vision and mission, NAGT promotes, provides, expects and endorses a professional and respectful atmosphere and values a diversity of views and opinions at NAGT supported events and programs. All NAGT meetings and events participants are expected to abide by the NAGT Code of Conduct, which applies in all venues, events, and on-line forums associated with NAGT. This Code of Conduct is intended to align with the American Geosciences Institute's *Statement on Harassment in the Geosciences*. Please read the full [NAGT Code of Conduct Policy](https://nagt.org/nagt/about/code_of_conduct.html) for details.
Besides finding time, what is the most challenging thing you need to do to get ready for the workshop?

Type your answer in the chat and we will discuss the priorities from the group.
Possible Answers…

• You don’t know who is coming in advance
• This is a really short amount of time
• Balancing learning and applying
• Creating a record of what happened
• Making time for metacognition and reflection
Questions?