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Showing and Sharing: Demonstrating Equipment-Based Training online

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Acknowledgements

• My fellow MWC members who produce “workarounds” and generously share their ideas

• Our trainers who have made online training work as best as they can in this challenging time

• All of you
Who we are

• Equipment based training center at the University of Minnesota (MWC) Variety of equipment-based classes (40T, IER, Mold Remediation, Hospital Decon, Refreshers)

• Train across the state (Iowa-Canadian border) with variety of community organizations, private and public entities, Tribal Communities and Labor Unions.
MANY Challenges!

• March 18-UMN closed. Offered ERR via Zoom 3 days after this. (ZOOM is UMN online platform)
• Campus buildings closed-no access to equipment
• Instructors/Trainers limited/no proficiency with providing online training. (GREAT @ hands-on!)
• MN Geography-large state, limited bandwidth, variable internet connectivity in urban and rural areas
MANY Challenges-continued!

• Split of trainees working @ home vs in facilities = access divide for equipment - different from everyone attending in-person course on campus or at facility. Trainers - same issue
• Showing/sharing not the same as “doing”. Single-dimension environment, access to equipment and connectivity poses many limitations
Baseline tools we used to engage participants

- 1:1 practice tutorials with instructors on using ZOOM.
- Tip sheet developed for ZOOM tools-chat, polling, how to mute, share screen, show equipment on screen, whiteboard, reaction, etc.-shared with instructors
- 1:1 tutorials with trainees requesting assistance with ZOOM
- Run through with instructors to id equipment they have access to/what they have at home/share on screen (N95, gloves, masks, disinfectants)
- Assign facilitator/co-host to EVERY ZOOM course-very important! (Monitor chat box, use breakout rooms, facilitate questions, share screen/whiteboards-staff intensive, but helps w/engagement)
Tips for engagement with equipment-#1

• Ask participants (in advance) to bring what they have to class-gloves, masks, gas monitors, disinfectants, hand sanitizer—great for exercises, review of procedures with class

• Allow lots of time for Q/A and discussion related to equipment—be aware of limitations of model familiarity, brand technical aspects (Scott/MSA, etc.) and usage among participants

• “Hands on” equipment video clips—embed links in chat to prevent lag and audio distortion—invite participants to view before class-toggle between sharing video and discussion
Equipment demonstration from training
Tips for engagement with equipment #2

**Use Chat for:** ERG Guidebook links, Reg/eval form links, video links, apps – use asynchronously for group exercises-look up xx chemical and report back

**Zoom/Speaker View:** to identify equipment clearly

**Use Poll feature:** “How many people are on your emergency response team?”

**Household items/Props**

**Second camera/selfie stick:** walk around/demo equipment while talking

**Lighting:** Ensure participants can see equipment labels, instruments, phone apps clearly

**Whiteboard:** Participants draw hot/warm/cold zones. Ask “Identify what items are in your spill kit?”

**Post course Drills:** Use what you’ve learned and share results, videos, etc.
Finally-

• Follow up with participants to share what has worked well. Some of our spring participants will be coming on campus in October for hands on completion of their 40-hour training- so we’ll identify how much retention of online equipment concepts.

• Be patient with yourself and your trainers’ abilities to demonstrate hands-on concepts on a screen.

• Keep experimenting! Use trainee evaluations and chat to identify what could be better.