The purpose of this webinar series is to provide a forum for WTP grantees and consortia members to share their challenges, solutions, demonstrations, and lessons learned while delivering engaging health and safety training during COVID-19. Each webinar will focus on topics raised during Phase 1 of the WTP COVID-19 needs assessment conducted in the spring. The audience for this series includes grantees and trainers who are delivering online and in-person instruction on a variety of health and safety topics. This webinar will focus on providing tools for creative engagement on virtual platforms.

At the beginning of the call, participants were asked, "How confident are you in your skills for engaging training participants online?" Majority of participants indicated that they were either "somewhat confident" or "less confident" in their skills, which highlights the importance of this webinar. This webinar included four panel presentations. The topics covered equipment-based training online, the small group activity method for online engagement, hands-on activities during online training, and how to use platform tools in new ways. The following are some high-level summaries of the four panel presentations:

Showing and Sharing: Demonstrating Equipment-based Training Online (Lois Harrison)

- This type of creative engagement is tough, no matter which platform you are using (Zoom, Facebook Live, Google Meet, etc.) and there is a constant need to improvise.
- Baseline tools used to engage participants included:
  - 1:1 practice tutorial with instructors and trainees on using Zoom, a Zoom tip sheet, discussions with instructors about equipment access/showing/sharing, and assigning a facilitator/co-host to each Zoom meeting.
- Tips for engagement with equipment:
  - Ask participants in advance to bring equipment for exercises, allow time for equipment Q&A/discussion, and embed links to "hands on" equipment videos in the chat to make it easier to access.
  - Use the poll feature to ask questions, the whiteboard for writing and drawing, household item/props, a second camera/selfie-stick to enable moving around, the speaker view to help identify equipment clearly, pre/post-course knowledge checks/drills, and actively use the chat for posting links and group exercises.
  - Follow up with participants/conduct evaluations to learn what worked well or did not, be patient with yourself and your training abilities, and keep experimenting.

Using the Small Group Activity Method for Engaging Online Participants (Luis Vazquez)

- A stepwise process is used where trainers are developed to deliver training. Typically, the process is done in the classroom environment but was adapted due to COVID-19. Traditionally in the classroom, this method involved a roundtable with 5-7 participants, questions for discussion, and everyone in the group having an open discussion.
- Zoom is used currently and it was realized the breakout room feature was a substitute for the in-person small group activity method.
- Discrete roles for Zoom calls were created for trainers to help with workflow. These roles are:
  - Presenter: To facilitate and narrate slide deck.
  - Chat Moderator: To monitor the chat, answer questions, and deal with technical issues.
  - Breakout Room Moderator: To facilitate discussion in the breakout sessions.

- o Breakout Room Notetaker: To take live, on-screen notes during the session and report back to the main group afterwards.
  - In addition to their main role, trainers/staff may also serve as a back-up across other roles.
- Briefings and education are provided to all the trainers/staff assisting during the Zoom calls, along with connectivity checks and debriefings after the Zoom calls.
- Overall, the breakout room feature is rated highly and is encouraged.

Incorporating Hands-on Activities during Virtual Training (Kevin Riley)

- Traditionally, in-person trainings have a combination of presentation and hands-on activities, but the module needed to be adapted to an online platform. This was done by:
  - o Replacing some in-person activities by using a mobile app tool that could be downloaded by participants beforehand (ex. Using the NIOSH Sound Level Meter App for the noise decibel in-person activity).
  - o Distributing activity sheets to participants beforehand to get them away from the computer, use the mobile app tool, and discuss the findings afterwards.
  - o Found this to be useful in terms of hands-on training and breaking up long training days.

Using Platform Tools in New Ways (Yodit Semu)

- Zoom platform tools were adapted for the audience by simplifying and improvising:
  - o Simplified by minimizing the number of tech features used at once. Presenters also used the chat feature to make polling easier for participants.
  - o Improvised with participants who attended the training via mobile phones and could not both play Kahoot and be on Zoom. Presenters facilitated Pictionary Zoom as a mid-training icebreaker game which encouraged engagement, team collaboration, and videos to remain on during the entire class.
    - Instructions for Pictionary Zoom: Participant list is divided into two teams (A and B). One person from Team A will receive a word/phrase in a private message. That person will describe the word/phrase to their team using drawings and/or gestures only. No speaking or writing out the word/gesture. Team A members have 1-minute to figure out and speak out loud the word/phrase. Then, the process starts over with someone from Team B. Teams continue taking turns until a desired number of points is reached for a winner.

At the end of the four panel presentations, all the participants on the call where ushered into breakout rooms and had the following discussion questions to report back on:

- What tools or techniques have you used to successfully engage training participants?
- Have you tried anything that has not worked out?
- How have you adapted tools for different audiences, particularly based on their technology capacity?

All calls/webinars were recorded and posted on the COVID-19 Webinars and Presentations web page: https://tools.niehs.nih.gov/wetp/index.cfm?id=2592.