

Program Development and Evaluation



Program Development and Evaluation
University of Wisconsin-Extension
432 North Lake Street
Madison, WI 53706
www.uwex.edu/ces/pdande.html

Guidelines for Facilitators of Satellite Videoconferences

Transcript* of the video/audio clips

The Day of the Videoconference

13. Create a comfortable room setting, conducive to learning. Set up a registration table near the entrance with nametags, sign-in sheets, print materials. Have a place to store coats/umbrellas, etc. Informally introduce yourself and direct participants to refreshments or vending machines/ bathrooms/telephones, etc.

Joe Moskol, Community Development Agent, University of Wisconsin-Extension, Rock County:

The site provides an environment where people learn. I don't want the site to interfere with people's desire to learn, so it's up to me to do my best to create a learning environment free of distractions. It's important to pay attention to things like directional signs, room temperature, sound quality, lighting, seating, refreshments and telling people where the toilets are at, for that matter. I want to make certain that my learners are comfortable so they can focus on the subject matter. If you're serious about helping people learn by way of videoconferences, then it's up to you to make sure that the site doesn't get in their way.

Susan J. Ellis, President, Energize, Inc., Pennsylvania:

It is the local learning site that makes this different from sitting at home and watching television. People are still not totally comfortable with video learning and the fact that it's a live broadcast doesn't really change the fact that people are sitting there looking at a TV screen. It is the whole learning site environment that transforms the experience and gives people that sense that they're really engaging in learning, and they're not just being a viewer.

It is very critical for the distance learning experience for the learners to be able to come to a site and interact with folks who have similar challenges. They share their learning experiences or they share experiences that may be happening within their organization and get feedback about how other organizations handle similar situations. You have a very engaged audience in learning not only what's going on with the downlink, but during

the break time, they continue to interface with each other and share their common experience.

Joan Cybela, Distance Education/Instructional Design Specialist, University of Wisconsin-Extension:

Will they enter a room that is a pleasant and functional place to learn? Neat, clean, bright and welcoming, colorful and stimulating? Consider adding live plants and fresh flowers to provide the room with brain-stimulating oxygen, negative ions, cleaner air and a delightful ambiance. Hang motivational or inspirational posters or visuals relevant to the topic on walls. Bring in a portable boom box and play relaxing instrumental music while people arrive and during active relaxation exercises. Do the furniture and the layout comfortably accommodate sitting, reading, writing, thinking, interacting, viewing and hearing? Are lighting and ventilation conducive to learning? Does the room have a pleasant smell? Consider using a non-aerosol, chemical-free, biodegradable air freshener such as citrus aromatherapy to pleasantly stimulate the senses. Provide refreshments. Even simple things, like coffee, herbal tea, cookies, fresh fruit or a small mint at each learner's place, have a powerful positive impact on participants. Have plenty of fresh drinking water available at learner tables. A well-hydrated brain pays great dividends. Add some colorful cocktail napkins for fun, and you've created a party. Research tells us that 25 percent of our learning is impacted by our physical environment. That's significant. Make the necessary adjustments to create a good learning environment.

*Transcript edited for continuity and clarity.

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