



New England (HHS Region 1)

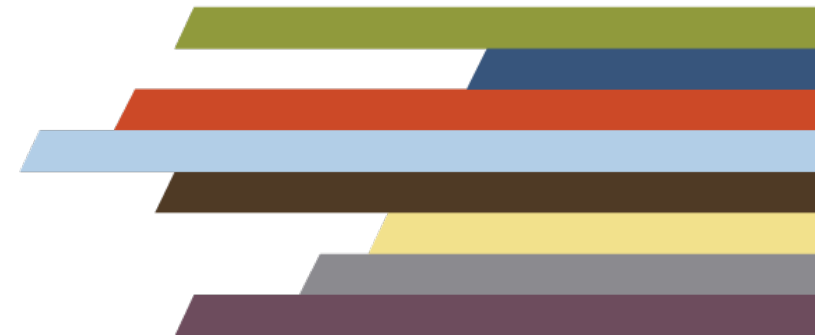
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Funded by Substance Abuse and Mental Health Services Administration

# Transitioning to Effective Online Training (TEOT): Engagement Strategies & Applications

Raymond Sanchez Torres

Mika Salas



# Disclosures

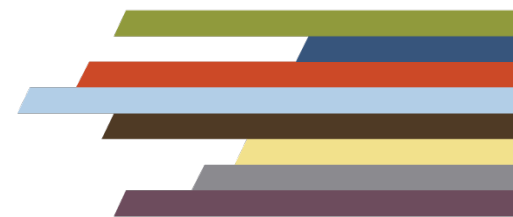


- The development of these training materials were supported by grant H79 TI080209 (PI: S. Becker) from the Center for Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services. The views and opinions contained within this document do not necessarily reflect those of the US Department of Health and Human Services, and should not be construed as such.



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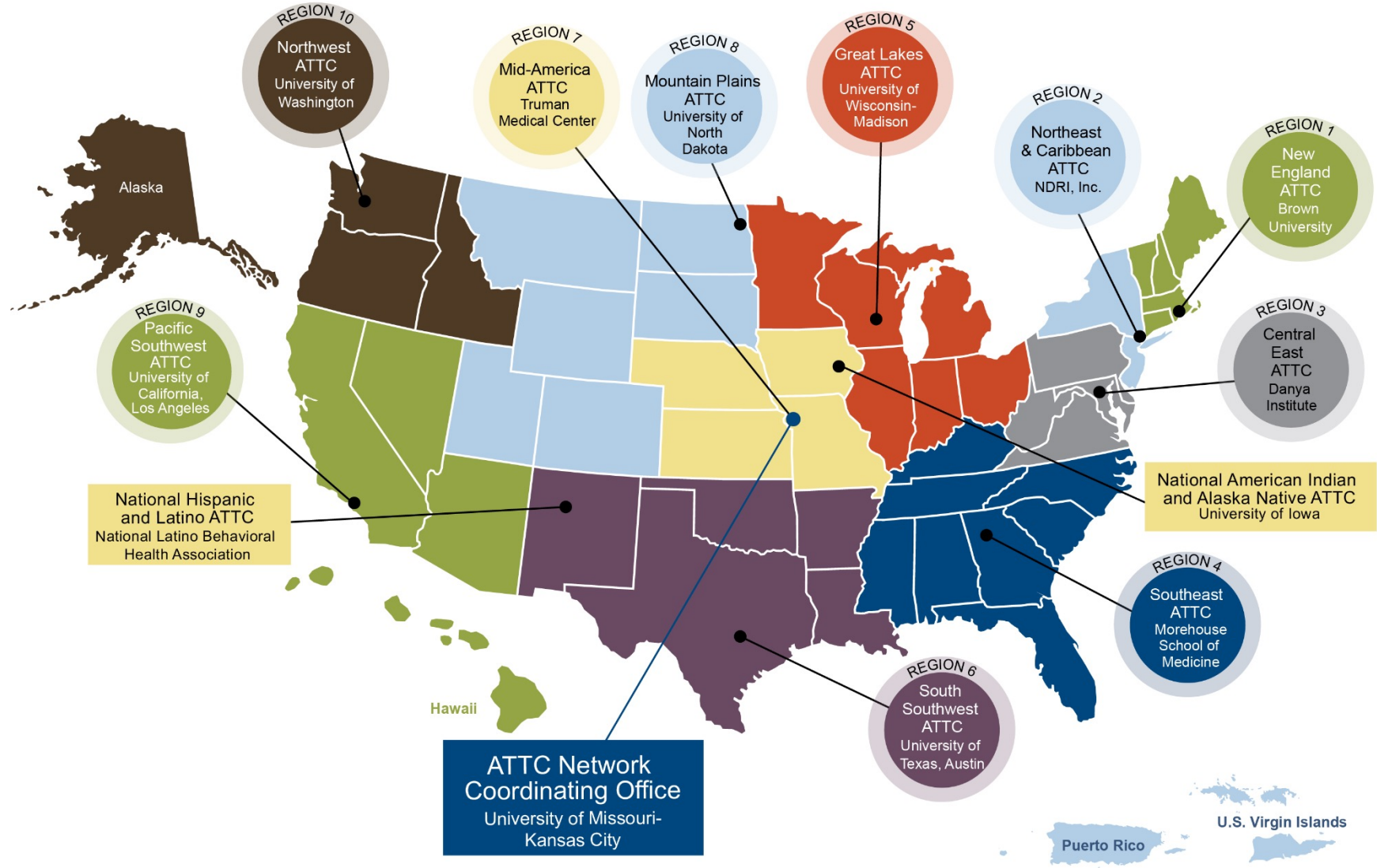




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**U.S.-based ATTC Network**



# Description

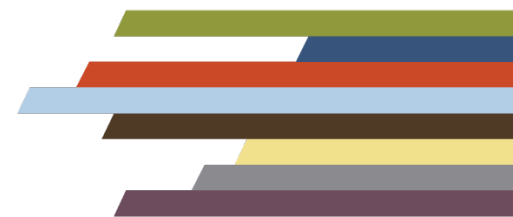
This interactive training will explore **techniques and best practices to manage and engage participants** in their virtual training sessions using both internal and external resources, as well as practice how to implement these changes into their current curriculum. Moreover, the training will dive deep into implementation strategies **for translating their previously in-person curriculum** to a virtual platform. The trainers will facilitate **open discussion** and answer questions to promote skill acquisition.



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# Online Etiquette & Housekeeping

We encourage you to:



Leave your video on



Stay muted until you have questions



Ask questions or post comments via the chat

We will be:

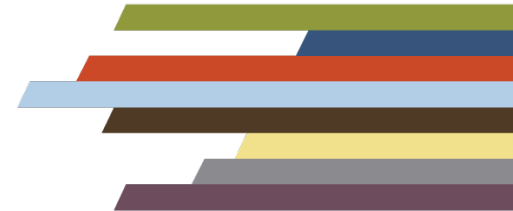
- Sharing a link to handouts at the end of today's training
- Sharing the full TEOT series slides at the end of today's training



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# Internal Engagement Tools (Recap)

## Integrated in Zoom:

- Polling
- Breakout Rooms
- Reactions
- Chat

## Getting Creative:

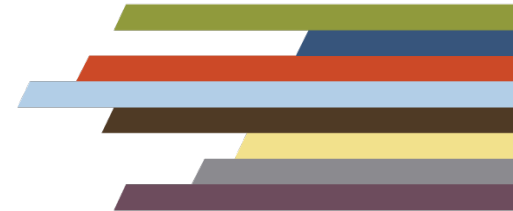
- Stop share, have everyone turn off their video, turn video on if you XYZ
- “Telephone?”: participant responds to prompt/question, then picks the next person who will respond



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# External Engagement Tools

\*\* denotes that there is a free version, but has limitations

Product Name	Live Editing	Presentation Tools	Document Sharing	Survey/Quiz Tool	Document Storage	Free (\$\$)
Google Suite	X	X	X	X	X	X
Google Classroom	X <small>(some components)</small>		X	X	X	X
Mentimeter		X		X		X**
Kahoot		X		X		
Microsoft Suite		X	X		X	X**
Prezi		X				X**
Mural.Co	X	X				X**



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Any others you love? Throw them in the chat!



# Differentiating Training Levels

## Level 1

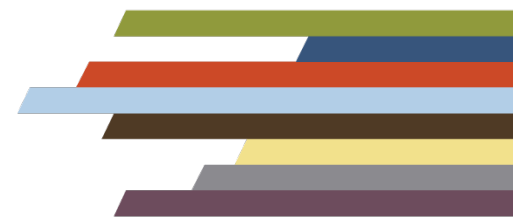
- Low level of interaction
- Typically 1 – 2 hour training
- Large participant numbers (50+)
- No Breaks
- No Breakout Rooms
- Minimal to no time for Q&A
- PowerPoint heavy

## Level 2

- Mid level interaction
- Typically 1.5 – 4 hour training
- Smaller participant numbers (<100)
- 1 – 2 Scheduled breaks
- Use of breakout rooms and/or group discussions
- Use of PowerPoint, but not the entirety of the training

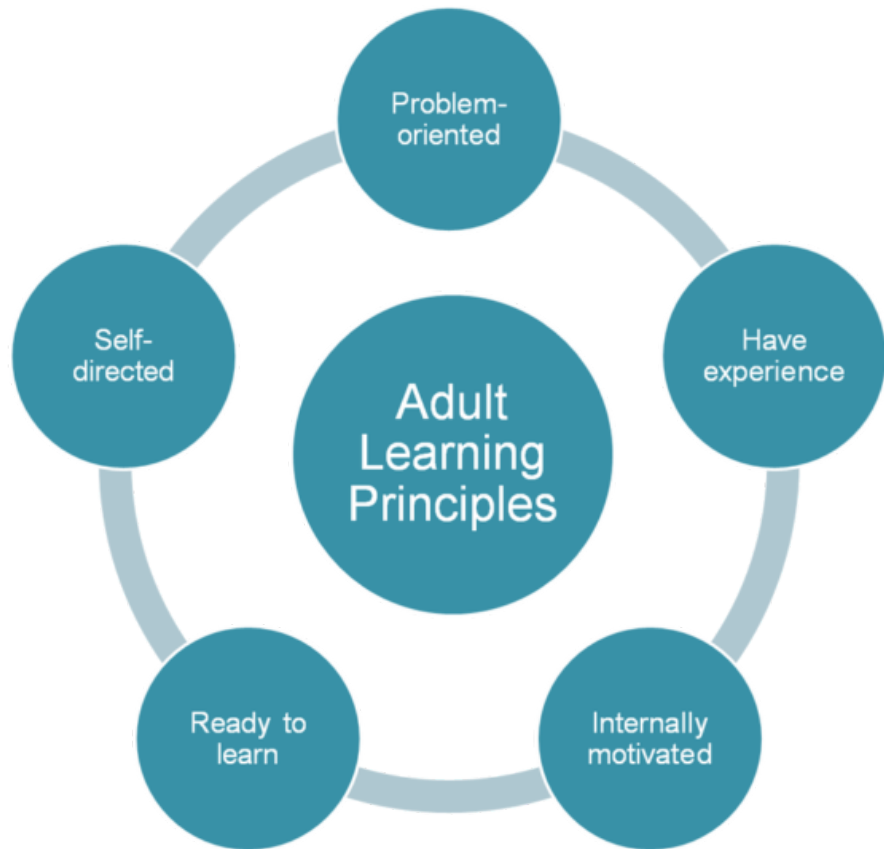
## Level 3

- High level interaction
- Typically 4+ and/or multiday training
- Small participant numbers (<40)
- Scheduled breaks/lunch
- Frequent interaction
- Use of breakout rooms, group discussions, polling, etc.
- Minimal PowerPoint time (frequently stopping share to facilitate discussion)



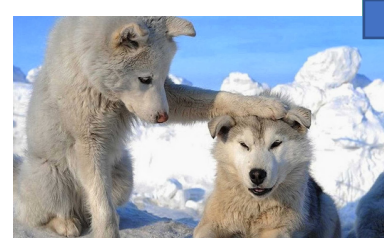


# Adult Learning Model and Bloom's Taxonomy



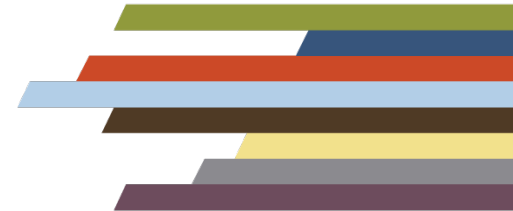
BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading
Level 1		Level 2		Level 3	

# Best Practices



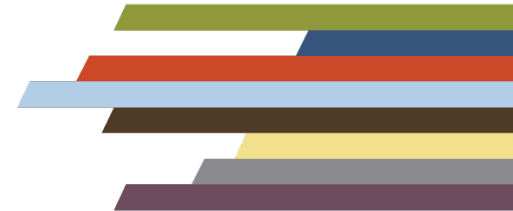
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- Update Zoom, browsers, any additional applications and perform any system updates at least a day BEFORE your training.
- Log in ~30 min prior to your event/training to check your connectivity, audio/visual, and screen share.
- Remember that participant settings (e.g., side-by-side view) and your own settings (e.g., record active speaker with shared screen) play a role in the layout/view of your presentation.
- Share your slides ahead of time (if possible)
- DRY RUNS PREVENT SURPRISES



# Best Practices Cont.

- Feedback is important to help guide your training, both during and in the future
- Welcome and closing messages are great ways to share info on FAQs
- Manageable class sizes for solo trainers
- Share your wealth of knowledge, preparedness with colleagues/co-presenters
- Your **audience** will play a large role in how long your training takes
- There is such a thing as too many breakout sessions
- There is such a thing as too SHORT a breakout session



# Best Practices Cont.

(or what I like to call, "Things to Consider") Most of this is guided by anecdotal experience

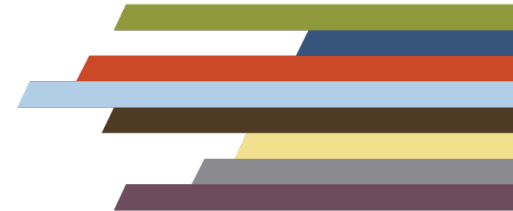
- Most people start to burnout after a 4 hour session
- If it's more than 2 hours, you really need to throw a break in there OR let people take 'bio' breaks as needed
- Best times of day to train?
- If you don't want to cut on content, try making it a multi-day training OR assign pre-work!
- If you have an external tool you plan to use, make sure you test it first!



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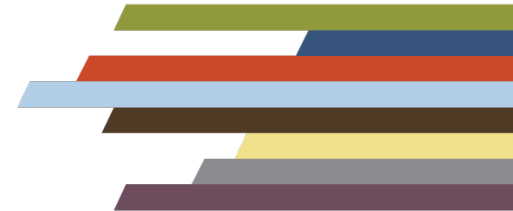
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# General Steps to Transition In-Person to Online Training

1. Create a detailed, daily agenda of your in-person curriculum
  - a. See sample agenda for what the goal is
2. If you have a full-day (6+ hrs) or multi-day training, see how you can spread this out to avoid Zoom fatigue/burnout
3. Identify readings, tasks, general work that can be assigned as pre-work to adjust your time
  - a. There are multiple ways you can have participants submit work to account for CEUs (if that is a concern)
4. Identify areas that are intended for group/partner/interactive work
  - a. Try to find the best engagement tool that can mimic the in-person activity

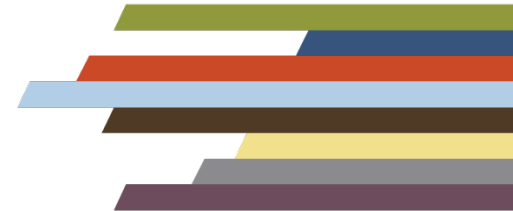


## Breakout Rooms

Instructions for entering breakout rooms:

- 1) Pick a reporter/recorder
- 2) Recorder will share their screen in breakout room (use link provided to you)
- 3) Review instructions on google doc!

The purpose of this activity is to look at the “in-person” agenda and identify activity areas that can be best replicated virtually using one of the strategies discussed in today’s training.





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Q&A

