Tips and Tools for Online Experiential Training

Dr. T Grant Lewis
Program Director of Adventure Recreation Management
West Virginia University Institute of Technology

Captain Christopher Cusson
U.S. Brig Niagara, Flagship Niagara League
Goals of Webinar

• Explore concepts of *Experiential Learning and Education*;

• Provide ideas regarding how to engage a community with online tools;

• Discuss ways to apply experiential education tools to an online format;

• Share tools and tips about how to deliver training online;

• Have attendees come away with tangible ideas or tools for how to start or improve their online engagement.
To Be Fair...

• We are *not* experts in online platforms, tools, media, training, etc.

• We are *sharing* our experience utilizing these tools with the intent that it may help others

• The online platforms and tools discussed today are not the only or may not even be the best ways to engage online; these are simply tools and resources that have been used by each of us.

• We *continue* to learn how to best engage our communities and students online.
You cannot teach a man anything; you can only help him find it within himself.
- Galileo
Experiential Learning

Has come to mean two different types of learning:

1. *learning by yourself*; and

2. *experiential education* (experiential learning through programs structured by others)

(Smith, 2003)
Experiential learning by yourself

• Learning from experience by yourself might be called ‘nature's way of learning’

• ‘Education that occurs as a direct participation in the events of life’ (Houle, 1980, p. 221, quoted in Smith, 2003)

• Includes learning that comes about through reflection on everyday experiences

• Known as ‘informal education’

• Includes learning that is organized by learners themselves
Experiential education

• Experiential learning through programs & activities structured by others

• Principles of experiential learning are used to design *experiential education* programs

• Emphasis is placed on the nature of participants' subjective experiences
Outcomes of Experiential Education

1. Moral Development
2. Personal Growth
3. Group Development
4. Leadership Development
Experiential Learning Cycle

*Used to help facilitate the learning process*

**Do, Reflect, Interpret, Apply.**

The experiential learning cycle is used to transfer what is learned during an activity to a trainee’s life after the program is completed.

**Do** - Shipboard activity or training is introduced and performed.

**Reflect** – Activity or training is debriefed: what happened or what observations can be made?

**Interpret** - Interpret the experience: generalize and find patterns about the activity.

**Apply** - Apply the observations to the next activity, and if possible, what relates to trainees’ real lives after the program.
Need to present a variety of educational methods

1. conventional (prescribed) teaching/training
   • transfer of predetermined knowledge/skills
   • 'from the outside, usually for an external purpose’

2. experiential learning
   • development of people as individuals
   • 'from the inside, usually for an internal purpose’
How we have adapted to the Pandemic and shifted training and engagement online.

WVU Tech - T Grant Lewis

• Zoom class sessions - includes use of the ‘flipped classroom’

• Google Drive - use of shared folders for partner/group projects (includes documents, spreadsheets, presentation slides)

• Videos - created by students on a specific topic (e.g. teaching skills or presenting content)

• Virtual Touring (e.g. museums, national parks)

• Webinars & Round Tables
What questions do you have, so far?
Making Connections at Start of Online Training

• Early activities should help participants make connections and start the building of relationships

• Students are more likely to be successful early on in a program if they learn a few names and make a connection with at least one person
Sequencing in Activities and Training

• Sequencing is the process of planning and introducing activities in an order that is appropriate for participants to be successful.

• At the start of a program if participants are asked to go beyond what they have been prepared for they are likely to fail or respond negatively. Sequencing helps prepare trainees for future challenges.

• Activities should be sequenced to build up to the next one.
Experience and Development Zones: *Comfort, Stretch and Panic Zones*

- Individuals prefer to be in their **Comfort Zone**: this is a place where you feel safe, but little-to-no learning or personal development takes place there.

- When individuals are challenged, yet have the tools to meet that challenge, they enter the **Stretch Zone**.

- In the **Panic Zone** individuals can shut down and thus are not able to continue participating or learning. When trainees arrive, they are typically in their **Stretch** or **Panic Zones**.

- The goal of **arrival activities** and **sequencing** is to help **broaden** trainee **comfort zones** to include the **ship** and **people** so that they can come together as a team to achieve objectives and overcome challenges.
Comfort Zones, Sequencing and Beginning

- People prefer to be in their **Comfort zone**. This is a place where they feel safe, but no learning or personal development takes place there.

- When people are challenged but have the tools to meet that challenge, they enter the **Stretch Zone**.

- The Panic Zone is where people can shut down and are not able to continue participating or learning. When trainees arrive, they are already in their stretch or **Panic zones**.

- The goal of arrival activities and **sequencing** is to help broaden trainee **comfort zones** to include the **ship** and **people** so that they can come together as a team to achieve objectives and overcome challenges.
What next?
Online (Ship) Community Agreement Activity

• Think about the values, norms and conduct you believe would be important to have in a supportive and effective “ship” online community. (2-3 min)

• Participants divided into break out rooms (watches) to produce agreement ideas. Have one student take notes. (5 minutes)

• Groups will then share what they have produced to form a full Group Agreement/Contract. (5 min)

• Have students sign the agreement and use it as a guide.
Debrief: Power of Story
Reflection and Sharing

• Storytelling is a powerful tool for program participants to reflect and share about their experiences.

• With this reflection they are better able to communicate and process the experience.

• Our stories become a part of our memories and become a part of us.
Tell your story – Challenge or difficult experience you have overcome

• Participants will participate in an activity to introduce story as part of programming.
  • Take some time and make notes about a short story of a challenge you have experienced. (5 min)
  • Share that story with small breakout room. (15 min)
  • A few volunteers to share their experience to whole group. (5-10 min)
Shifting the Paradigm

But How?
Online Platforms

- There are many online platforms you can use.
  - Zoom, Google meet, Google Classroom, GoToMeeting etc.

- Online course platforms, more formal based set up.
  - Udemy, Teachable, Thinktific, Skillshare etc.

- Find what works for you and your community, google and YouTube are good resources.

- Zoom – *Features that* are helpful for multiple purposes
  - Widely used
  - Account can be month to month or annual
  - Calendar integration
  - Share Screen and white board
  - Use of white board tools in share mode
  - Break Out Rooms
  - Can record meeting on computer or in cloud
  - Webinar account add on
  - Can go Live on social media platforms.
How we have adapted to the Pandemic and shifted training and engagement online.

Flagship Niagara League, Captain Cusson

**Used Zoom for meetings and training**
- Weekly Volunteer Meeting on Saturday Morning - Ongoing
- Weekly Volunteer and Winter Sail Training Online - Suspended for summer, begin again in October
- Daily Coffee Break Meeting - Ongoing
- Volunteer Ditty Bag Project - Spring
- Volunteer Book Club - Ongoing
- Free 6-Week Online Sail Training Course (Donations) – Spring, Another in October
  - Zoom, recorded sessions, set up course page online, Facebook group
- Fundraising Campaign – Online Discussions and Q and A live online
Setting up a Meeting – Things to think about

• Set up Presentation or Plan for Meeting, What is the Goal? What Tools? What Outcomes?

• Power Point is useful but also think outside of the box. How can you Tell and **Show**! How can students do and be active participants?

• Are you able to use your **ship** to **demonstrate**?

• **Practice using tools and online platforms!**

• **With technology involved, always do a test run!**

• Set expectations early on, use break out rooms and icebreakers to connect.
Running a Zoom Meeting / Training

• You are the host and instructor
• Manage the meeting
• Mute participants as necessary

Breakout Rooms
• Break out rooms of 5-10 depending on size and goals
• As host you can go in and out of rooms to check in
• Ask for one person in each room lead discussion and one person take notes if necessary
• Give an icebreaker, discussion topic, quiz to give participants a place to start
Using Breakout Rooms and Icebreakers

• What made you smile this week?
• What surprised you?
• Group Quiz - Ship rigging, sail, terms etc.
• 3 Item home scavenger hunt
  • One minute to find items, each person tells a story about it.
• Trivia
  • Ship or material related
  • Maritime
  • Pop Culture
• Two truths and a lie
• So many ideas online, google is your friend!
Types of Activities to do online

• Trivia
• Scavenger Hunt
• Sailing Class
• Navigation Class
• Marlinspike
• Demonstration ideas
  • Marlinspike - Knots, splicing, whipping etc.
  • Navigation - Chart Work
  • Parts of Rig, Sailing Evolutions, etc.
  • Vessel Operations
  • Ditty Bag
Zoom Tools “Hacking”

- Be Creative.
- Use of Computer and Phone, Connect to same Meeting
  - Ensure you have Zoom downloaded on both
  - Computer for presentation and meeting management
  - Phone for Camera quality and to use for demonstration.
- Use white board on photos or during presentation to help emphasize points.
- Other tools that others have done.
- Use record feature to see how it looks.
Using Power Point to Show and Tell

- Use power point to create
- Use power point to save pic
- Use power point to demonstrate/explain

A  •  Bow Line
B  •  Midships Spring
C  •  Quarter Spring
D  •  Stern Line
Spanker – Gaff rigged, 4-Sided Sail

- Sides
  - Head
  - Luff
  - Foot
  - Leach

- Corners
  - Tack
  - Clew
  - Throat
  - Peak
Create labeled diagrams or pictures

What are the names of these dock lines used on Lettie?

A  B  C  D

What kind of dock lines are they?

E  F

What is the name of the dock line? What direction will the bow and stern go if the ship has engine astern? The Stern? (Port or Starb)

What is the command for stop on the ship?

What is the command for letting out slack into dock line?

What is the command for pulling on a dock line?

What is the command for preventing a dock line from being let out, keep it in place?

What is the command used when the adjustment of the dock line is completed and to be secured?

Bottom:

What is the command for a dock line that is being let out but is to have a turn put on to be let out under strain?

What is the command for a dock line that is on the halyard with turns and is to be let out under strain?

Schooner Lettie G Howard

Parts of the Sail

A  B  C  D

Running Rigging

E  F  G  H  I

Additional Rigging

J  K  L

Maats

A  B  C  D

Sails

E  F  G  H  I  J  K  L  M  N

Spars

M  L

Main Royal Yard (not standing)

Fore Royal Yard (not standing)

Main Toppillant Yard

Fore Toppillant Yard

Main Topsail Yard

Fore Topsail Yard

Main Yard

Fore Yard
How to demonstrate using phone tripod, phone and creativity

- Board 1x10, 36"
- Tripod
- Books
- Wood
- Stand
- Phone
- Table

Used for:
- Knots
- Rope/canvas/leather work
- Chart work

Use a Laptop and Phone to sign into meeting/webinar

What is being demonstrated

Ingenuity!

Be creative and figure it out!

Use your team and the internet for ideas.
Example of using from above down view for demonstration

Knots
Splicing
Whipping

Ship Maneuvering

Chart Work!
Are you able to use your ship and demonstrate?

Using a ship or model
- Use a tripod
- Have good audio
With technology involved, always do a test run!

- Do a test run with platform and devices.
- Watch from a 2\textsuperscript{nd} device to see the student/attendee view?

- Does the presentation work?
- Does the sound work?
- Use record feature to check out the final product.
Resources

- Zoom Pro Account for One host - $15, 100 person max
  - Used Webinar add on for 6-Week Online Course
- Power Point
- iPhone/Smart Phone
- Joby Handy Pod Phone Tripod - $40
- Camera Tripod (FNL had a tripod) with Adapter (3/8” female to ¼” male – purchased $8) for using standard camera tripod with Joby phone tripod phone holder.
- Rode Wireless Go Mics – $300, For doing hands on demonstration while keeping sound quality good. Can use wireless headphones. There are cheaper mics for under $100.
  - Rode SC7 TRS to TRRS to connect to Video ($15)

So many options. Do research, watch youtube videos, look at reviews.
Want to see what my first online course looked like.

- Visit https://www.learnfnl.com/online-sail-training
- Password: fnlonline
  - Will be changed before start of Fall Course in October 2021
What questions do you have?
Tips and Tools for Online Training

Dr. T Grant Lewis
Program Director of Adventure Recreation Management
West Virginia University Institute of Technology
tgrantelewis@gmail.com

Captain Christopher Cusson
U.S. Brig Niagara, Flagship Niagara League
captaincusson@sailfnl.org