

Activity Rationale

- ✓ Resources for ESC training and education are limited.
- ✓ There are diverse learning styles, needs, and preferences.
- ✓ We want to maximize the value of our training and education efforts and investment of resources by meeting participants' learning styles, needs, and preferences.

Table Ethics for a Productive Conversation

- ❖ This is a creative space. Focus on positive, forward thinking.
- ❖ Respect your groupmates and their ideas.
- ❖ Listen as your groupmates are speaking; don't interrupt.
- ❖ Everyone is encouraged to add to the discussion.
- ❖ Stay on topic and keep activity goal in mind.
- ❖ Please honor workshop organizers by returning to the classroom after your group discussion to share activity results and properly conclude the workshop.

Instructions

- ❖ Participants will divide into groups based on type of training format they are most interested in discussing (2 groups per format type).
- ❖ Each group will designate a notetaker to capture the group's ideas (either on regular paper or on flip charts). We will collect these ideas at the end of the workshop.
- ❖ For the specific training format that your group discusses, please address the questions below. Note – you don't have to have exhaustive lists/answers for each of these questions. They are a guide. It's ok to spend more or less time on any given question depending on the direction of your group conversation.

Report Out Instructions

- ❖ The notetaker or other designated person will stand at the front of the room alongside notetakers/reporters from other groups.
- ❖ Starting with "field trips", the two reporters from those groups will spend about 1 minute each sharing the top idea or highlight from their group's discussion. The entire class will then have the opportunity to ask questions or share additional thoughts about the particular training format.
- ❖ We will proceed through each training format type in this fashion until all groups have reported.

Important Notes

- ❖ Groups can meet here in the classroom, on outside patio, in the lobby, in café over coffee, or wherever you feel comfortable. We respectfully ask that you not abuse this privilege of being able to move around the McKimmon Center. Please decide on a place quickly in order to start the activity on time and return to the classroom promptly at 3:40 p.m. to wrap up the activity.
- ❖ Webinar participants – Choose one of the training formats you are interested in and take some time to brainstorm some thoughts to the questions provided. Send your thoughts by email to anna_arnold@ncsu.edu by Friday, December 18th in order to receive your credits for the workshop.

Training Formats and Group Numbers

1. Field Trips
2. Written Resources
3. Training Videos
4. Webinars
5. Classroom-based Workshops
6. Trade Shows
7. Other

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Training Format Descriptions & Discussion Questions

1. **Field Trips** – Participants learn in an outdoor setting and view previously installed practices or real-time demonstrations of practices or installations.
 - What type of information is best shared in field trips?
 - What special considerations are needed for field trips?
 - Is there a preferred format for field trips? E.g. full day vs half day; multiple stops vs single location; bus tours vs individuals driving themselves?
 - Where should people go? Brainstorm ideas for field trip locations for specific ESC topics and practices around the state and share/document those for consideration for future workshops.
 - Who should lead these field tours?

2. **Written Resources** – Updated materials such as the state’s BMP manual, pocket guides and quick-reference guides to use in the field, fact sheets to read on your own. Available in print and digital.
 - What makes it likely that you will read a written resource?
 - What information is best suited to written format?
 - How much time are you likely to spend reading a written resource?
 - Will you read on your own or do you need a guide to help you read?
 - Is it helpful to have a written test/quiz to help assess your understanding of the content? Would you complete them if they were offered with the written resource?
 - Do you want available copies for order/pick up or would you print on your own or just read them on your laptop/tablet?
 - In actual practice in your regular work, are pocket guides and quick reference guides actually used in the field?

3. **Training Videos** – Pre-filmed videos showing field practices, presentations, designs, and other content that are available on DVD or for viewing on youtube or other online channels
 - What makes it likely that you will view a training video?
 - Is there a particular type of information that is better suited to training videos (vs other training formats?)
 - How much time are you likely to spend watching a video?
 - Is it helpful to have a written test/quiz to help assess your understanding of the content? Would you complete them if they were offered with the video?
 - High quality video production is costly in terms of time and money. If videos are created by university researchers, state agency staff, or other ESC professionals (who are not film professionals), what tips and suggestions do you have for maximizing the effectiveness of their efforts in conveying information to you, the person watching the video?

4. **Webinars** – Broadcasts of presentations and/or distance learning workshops (gives opportunity for viewer to ask questions in real time of presenter, talk to others in the group, etc) (not the same as stand-alone videos without an interactive component)
 - How can presenters keep your interest and attention during a webinar?
 - What is the ideal length of webinars? Are you likely to stay tuned in for a full day?
 - Do you retain information well when viewing presentations by webinar? If yes, why? If no, why not?

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5. **Classroom-based Workshops** – Participants meet in a classroom style setting to hear presentations, ask questions/have discussions with presenters and network with each other.
 - There is a wide variety of classroom-based workshops offered around the state already. Are there things missing from what's already offered? If so, what? If the current offering is working well, please discuss and describe what works well about what is already available?
 - What makes some classroom-based workshops more effective than others?
 - What materials are most useful to accompany a classroom-based workshop? For example, oftentimes, print-outs of presentations are the default, but it's questionable how well these are used after the event. What are your thoughts? What other training aids help you follow along with presentations and retain the information?

6. **Trade Shows** – Participants self-guide themselves through tables and displays with vendors of various products and tools that are used in erosion and sediment control work.
 - Are there enough trade shows?
 - What's the biggest benefit of attending a trade show?
 - Do you think you learn more applied and technical information at trade shows as compared to other training formats?
 - From a training and learning standpoint, what makes a good trade show/an effective trade show?

7. **Other** – Do you have a novel training and education idea or approach that is not captured in the list of formats we've provided? Participants who wish to discuss other ideas can meet together to brainstorm new ideas.

Additional/General Discussion Questions

- ❖ What type of information is best shared in the type of training format your group discussed?
- ❖ For the given format you discussed, is there something major that is missing from what is already being offered around the state?
- ❖ Is there a target audience that should specifically be targeted through one format over another?
- ❖ Are there specific incentives or barriers that encourage or discourage your participation in or use of a particular training format?
- ❖ Have you regularly used or participated in this type of training format in the past? If no, why not? If yes, how useful is it for you? How can it be improved?