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Training in the Digital Age: A Practitioner's Reflections on Incorporating Traditional Classroom Strategies into Remote Training

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SIT Graduate Institute

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TRAINING IN THE DIGITAL AGE:
A PRACTITIONER'S REFLECTIONS ON INCORPORATING TRADITIONAL
CLASSROOM STRATEGIES INTO REMOTE TRAINING

Mary K. Duggan
PIM 76

A Training Course-Linked Capstone paper submitted in partial fulfillment of the requirements
for a Master of Arts in Intercultural Service, Leadership, & Management at SIT Graduate
Institute in Brattleboro, Vermont, USA.

Advisor: Ryland White

November 10, 2018
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Student Name: Mary K. Duggan

Date: 11/10/2018
Dedication

In gratitude to my colleagues, professors, family and friends - the co-creators of my life - for walking this path together. Thank you for your fortitude, your insights, your support, your patience, your hearts.

This is the forever work.
These "isms", they're going nowhere.
But that doesn't mean that we give up the fight!
Strap yourselves in - this WILL be a bumpy ride.
There are twists and turns that you won't see coming.
And this road? It goes on and on and on and on...
Because this is the forever work.
There is no finish line; there is no, "It's over."
And just when you summit the mountain, another looms ahead of you.
This struggle doesn't stop - this is the forever work!
And the more you care, the harder it will be.

But do not be discouraged, take pride in this fight.
Rejoice in small victories and take in the view.
Look behind you and celebrate just how far you have come.
And then look beside you with a smile and shake someone's hand.
Because you're not alone, no matter how it may feel.
Together we are fighting for a world of justice and peace,
A world of equality and unity,
A world we can all believe in.
This is the forever work
And we are in this together.

- M
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Abstract

As internet usage increasingly dominates workplace culture, remote training has become more commonplace, particularly for wide-spread organizations looking to reduce training costs. Webinars are frequently being utilized to eliminate travel and materials costs associated with in-person training. This Course-Linked Capstone in Training seeks to explore the application of training and leadership theory in remote training sessions. The central research question was:

*How can a trainer co-create an effective learning environment and incorporate engaged pedagogy and adult learning theory into a remote training setting?* This paper analyzes the relationship between trainer and participant through an exploration of philosophies of leadership and the role of trust in workplace relationships. As part of the role of Learning and Development Manager at the nonprofit organization Better Tomorrows, remote training participants were surveyed and interviewed in an attempt to understand the impact of trainer decisions on participant experience. Major lessons include the power of relationships in shaping the learning environment and organizational culture, as well as identifying specific actions that develop feelings of trust in long-distance workplace relationships. This Capstone serves as an opportunity to explore and identify best practices for training in a virtual classroom.

*Keywords: remote training, engaged pedagogy, adult learning theory, leadership, trust*
Training in the Digital Age:
A Practitioner’s Reflections on Incorporating Traditional Classroom Strategies into Remote Training

**Introduction and Background**

**Training Prior to SIT**

Over the past ten years I have found what brings me joy - creating opportunities for myself and others to build upon skills, resources and attitudes needed to increase the capacity of organizations with a mission to serve disenfranchised people. This sense of purpose has developed over a decade of personal and professional experiences that have deepened my desire to study Intercultural Service, Leadership and Management with a concentration in Training at SIT Graduate Institute. I have alternated between working at nonprofits and higher education institutions throughout my career, continuously drawn to opportunities that enable me to empower individuals to increase their ability to effectively and efficiently serve others.

Upon graduating college I had only one plan - become an AmeriCorps member. For a year I served in a charter school in Paterson, New Jersey, providing academic support to a second grade classroom during the day and designing and facilitating a Group Dynamics course during the afterschool program. During this year I took advantage of several requests from my program manager to train my fellow AmeriCorps members on topics, such as group interaction processes, lesson plan development and meaningful service. In retrospect, these sessions could best described as “presentations” rather than “trainings”. My manager recognized that I had experience and knowledge that could benefit other members but these presentations often involved little to no participant interaction. I would present content and go on to have deeper one on one conversations with individuals who approached me with an interest in that topic. During
this time I became more confident in public speaking and more comfortable in being vulnerable with others by sharing my own experiences. Upon reflection it becomes clear that I was more comfortable sharing my own knowledge and skills than learning from the knowledge and skills of those around me. This role brought me joy – I loved working with young children each day. I loved seeing a child exhibit self-control during a conflict when earlier in the year they may have become physical in that same situation. I loved seeing a child’s face light up with pride upon receiving a good grade. I loved having fun while learning together in afterschool. Yet during this year of service, I felt most drawn to scaling this experience for others, to supporting the development of other AmeriCorps members so that they and the children they served could have more of those moments. As my term of service with AmeriCorps ended I knew that an essential element of my next role would be capacity-building.

After a few opportunities, I found my way to Jumpstart, a nation-wide nonprofit organization that recruits college students to serve as AmeriCorps members in low-income preschools. In my role as a Site Manager I experienced the sense of purpose and joy I now value. Experimenting with my management style during this time gave me a passion for helping others to continuously grow to improve the quality of their work, as well as explore their own personal philosophies and motivations. During my own year with AmeriCorps I knew that each child had different support needs; I needed to take the time to get to know each child, what their strengths were, and what individual support they needed. When I became a Site Manager with Jumpstart, I took a similar approach with my management style. I began experimenting with how to manage my time in a way that allowed for individual coaching and relationship building with 49 students. I wanted each student to know I knew who they were and valued their hard work and dedication. This meant I studied students’ names and pictures at the start of each year, took the time to hand-
write "You’ve got this!" cards during exams and scheduled mandatory one on one check-in's twice a semester. I wanted to understand each student’s personal motivations for joining Jumpstart and what their post-graduation dreams included. Having this deeper understanding of each student helped me think through what aspects of the Jumpstart experience would be relevant and applicable to their future careers. Working with so many students demanded delegation, requiring me to work closely with team leaders who in turn would coach and manage their peers. I found joy in seeing the growth and development of students over the course of a year. Watching a student successfully deescalate a conflict between two preschool children, listening to students brainstorm ideas for how to solve problems within their classrooms, and watching team leaders confidently and competently develop their own leadership styles all brought joy and purpose to my life.

Jumpstart trainings were designed at a national level and facilitated by Site Managers across the country. Each year I facilitated at least 50 hours of trainings, which were much more engaging than the presentations I led during my own AmeriCorps year. During these Jumpstart trainings, participants interacted with each other through various activities and discussions and were able to practice skills and techniques that would prepare them for their service in the preschool classroom. While I could tell these trainings were effective for my students, I did not fully understand why. The training designers were simply names on the cover page of the trainer guides. I wanted to understand the intentionality behind their design choices but was never given an opportunity to ask. There was, however, one important component that I felt was missing from Jumpstart trainer guides – community building. While the first page of trainer guides immediately dove into content, I knew I wanted to prioritize ice breakers and team builders to intentionally build connections between students. I hoped to build a supportive community of
peers who knew that they could have fun while working hard together. I was grateful to have
found such fulfilling work but outgrew the role when I found myself taking on many projects and
training opportunities that would help build the capacity of other Jumpstart sites. With no open
positions available to transition into, I knew it was time for me to move on. It was during the
following period of transition that I decided I wanted to obtain a Master’s degree.

Throughout these opportunities I was always drawn to creating and facilitating trainings
that, in retrospect, were serving to expand the knowledge, skills, attitudes, awareness and
language of the participants, an understanding I came to during my participation in training
courses at SIT Graduate Institute. I had frequently received positive feedback as a trainer and had
established my own personal toolbox of best practices and training strategies. When deciding on
pursuing a Master’s program, though, I came to the realization that I did not know how or why
those techniques became a part of my toolbox. I decided I needed to find a program that would
expose me to the theory and practice behind training design and facilitation, while also allowing
me to deepen my management skills. This search led me to SIT Graduate Institute.

On-Campus Learning

In my on-campus phase at SIT Graduate Institute I was challenged to my core. Engaging
in course content with social justice practitioners afforded me the opportunity to deeply reflect
on my own experiences and to process these experiences with professors and classmates
committed to communal learning. Working alongside these people equally committed to pushing
their own learning edges co-created an environment that allowed for, and even demanded,
vulnerability and honesty in self-exploration.

Early in the on-campus phase, a concept that radically challenged my previous training
experience was exploring Pickren and Blitzer’s (1992) four styles of training: Director, Listener,
Interpreter and Coach. It was during this first semester that I came to terms with my unconscious reliance on a Director style of training. I realized that in my ten years of training practice I would frequently employ a lecture method, limit group participation and outline step-by-step lesson plans. Throughout the on-campus phase, I became increasingly aware of my dependence on the banking model that impacted this preference for the Director style, despite my affinity for a Coaching style as a learner. According to Breunig (2011), Paulo Freire described the banking model as an environment where the students are repositories to whatever knowledge the teacher deems important and noteworthy to deposit. On-campus I became aware that I was defaulting to this banking model when designing training content and the Director style when facilitating trainings.

The value of shared learning and inclusive decision-making were also an incredible shift for me during several courses, particularly in Training and Design for Experiential Learning (TDEL), Training of Trainers: Ethics (ToT), and Leading and Managing Social Sector Organizations (LMSSO). Fostering a co-created learning environment that allows participants to have a say in the learning that is being brought into the room became a priority for me during this time. Paulo Freire (1998) writes, “To teach is not to transfer knowledge but to create possibilities for the production or construction of knowledge” (p. 30). I learned that in order to practice this belief I needed to create opportunities for shared decision-making that included participants in the choices that impacted them and the work we did together. These choices included both design and facilitation processes. I learned the importance of conducting various types of needs assessments in order to gather information from participants. I also realized that in my previous training roles, these needs assessments would mostly include logistical questions, such as preferred times and dates of trainings. Moving forward I would want to develop needs
assessments that would help me understand the background of participants, taking their existing knowledge and skills into consideration before designing a training.

**Identifying/Situating CLC**

While professional development opportunities are a priority for most organizations, the growing reliance on the internet has created a need for learning and development professionals to adapt these opportunities from a classroom to a digital setting. Particularly large and widespread organizations are increasingly faced with the difficulties of training staff remotely. Wright (2018) notes virtual instructor-led training is economically feasible because it offers reductions in training expenses, including travel expenses, lost time costs, and training materials. Remote training is a cost-effective way to provide professional development but creates unique challenges to the trainer. In this study, the phrase “remote training” refers to live, virtual trainings conducted using a webinar platform.

As course discussions from TDEL, ToT, and LMSSO primarily focused on in-person trainings and relationships, further exploration was needed to apply these learnings to trainings taking place in a webinar format. Mattson (2018) postulates “the communication dynamic is fundamentally different from face-to-face training if the trainer is working in one location and the participants are somewhere else.” From my experience, much of the training of learning and development professionals occurs through webinars, yet specifically focuses its content on developing skills needed to design and facilitate in-person trainings. Even this training of trainers can be described as “passive, using tools like readings, videos, lectures and presentations” (Flynn, 2018). The lack of reflection on this gap results in the absence of skill development for the remote trainer.
The guiding research question of this study is: *how can a trainer co-create an effective learning environment and incorporate engaged pedagogy and adult learning theory into a remote training setting?* I have explored this relationship between theory and practice through reflection of my time as a student at SIT Graduate Institute and through my work as the Learning and Development Manager for an organization called Better Tomorrows.

**Practicum Description**

**Better Tomorrows**

Better Tomorrows is a nation-wide nonprofit organization that was created to “support low-income housing communities by providing comprehensive programming and individualized case management services that empower children, seniors, families and neighborhoods to thrive” (Better Tomorrows, 2018). Their national headquarters are in Marlton, New Jersey, with the majority of sites in the Greater Philadelphia region and some as far-reaching as Hawaii and the U.S. Virgin Islands. Better Tomorrows employs about one hundred people, with nearly eighty staff in the field, directly serving the residents of these low-income communities. The organization now supports 121 affordable housing communities with over 40,000 youth, adults and seniors (Better Tomorrows, 2018).

This organization has a unique origin story, different from any nonprofit I had ever heard before. Originally, the social services currently provided by Better Tomorrows’ staff were the responsibility of a social services department of a housing developer/property management company. In 2013 it was decided that this department would break off to become its own nonprofit organization called Better Tomorrows. The majority of the communities served by Better Tomorrows staff are still managed by this property management company, oftentimes
leading to confusion (particularly for residents) regarding the new distinction between the two entities.

To support residents of these affordable housing communities, Better Tomorrows employs at least one Social Service Coordinator at each site to provide case management services and programming to residents. Staff meet individually with residents to assess their needs for social services and programming. Our staff are service coordinators, either connecting residents with necessary services in their local communities or, sometimes, directly providing these services themselves. In addition to this case management work, Social Service Coordinators also develop programs in four core areas: Economic Stability, Educational Success, Healthy Lifestyles, and Strong Communities. Examples of this programming include financial planning workshops, afterschool and summer enrichment programming for youth, exercise and cooking classes, and crime prevention programs.

**Learning and Development Role**

As the Learning and Development Manager, I am based out of our national office to provide support to our field staff. While there are several Associate Directors tasked with directly managing specific teams of Social Service Coordinators around the country, my role looks at the bigger picture, requiring me to analyze overarching trends and needs across the organization. My role supports all of the work done at the site level through the two major facets of my responsibilities: 1) designing and writing curricula implemented at site, and 2) serving as the organizational trainer and professional development lead. While there had previously been staff members who wrote curricula, this second key responsibility is new to the organization. I am the first Learning and Development Manager for Better Tomorrows and have, therefore, started the training program from nothing.
In serving as the professional development lead and organizational trainer, it is my responsibility to assess the training needs and desires of our staff, to collaborate across the Better Tomorrows network to prioritize various training topics, and to coordinate and facilitate the implementation of these trainings. In relation to curriculum-writing, I train our staff on how to implement the curricula after I finish writing them. Additionally, I conduct at least one formal training webinar per month for the entire organization. Staff across the country participate in this remote training for one hour at the same time each month. Potential training topics are collected from all staff through regular needs assessments and are prioritized with input from the Leadership Team, as well as the Associate Directors who are supervising the field staff.

**Grounding Conceptual Frameworks**

**Adult Learning Theory**

Several of Arnold’s (1991) principles of effective adult education practice have been prioritized in my design and facilitation choices since beginning my practicum. According to Arnold (1991), these principles include:

- participants see what they’re learning as valuable;
- goals are clear;
- participants can make mistakes;
- experience of all participants is valued and drawn upon;
- new facts and insights are connected to what participants already know;
- participants get direct and frequent feedback;
- people share, debate, and discuss what they are learning with others;
- participants feel respected and listened to;
- participants have input into how teaching and learning happens;
and, differences in identity and experience are acknowledged.

On a webinar about creating a dynamic experience, Leadership Strategies (2018) narrowed these principles of effective adult education down to five key principles of engagement. These principles are:

- relevance: assure relevance to real world/workplace;
- involvement: assure a high degree of learner involvement;
- variety: plan a variety of different learning experiences to maintain interest;
- methods: select appropriate learning methods;
- and, experience-sharing: allow learners to share their experiences.

While this list of five principles simplifies the concept of adult learning, several important features of Arnold’s (1991) model are overlooked. Principles that have been in sharp focus for me in my role as Learning and Development Manager include participants seeing what they are learning as valuable, the experience of all participants is valued and drawn upon, participants feel respected and listened to, and participants have input into how teaching and learning happens (Arnold, 1991). While these concepts have been in the forefront of my mind while making design choices, it is the intention of this study to analyze the impact of those choices and if those intentions are being executed in a way that they are felt by participants.

**Engaged Pedagogy**

According to hooks (1994), engaged pedagogy insists that “strategies must constantly be changed, invented, reconceptualized to address each new teaching experience” (p. 11). It has been my intention to create opportunities for staff to be included in the design and facilitation of remote trainings. Sharply in focus throughout my practicum has been hooks’ (1994) philosophies regarding the teacher-student (or, in my case, trainer-trainee) relationship, particularly that “to
teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin” (p. 13). Because I rarely interact with my colleagues in-person, my priority has been the establishment of respectful relationships that are necessary for trainees to trust the sincerity of my prioritization of a co-created learning environment. Similar to hooks’ (1994) approach to the beginning of each semester, as a trainer I must establish that the purpose is to be “a community of learners together” (p. 153), including myself in that community.

One of the crucial components of hooks’ (1994) engaged pedagogy is the encouragement of both individual and communal learning, insisting the classroom must be made into a democratic setting where all participants feel responsible for contributing to the learning. This sense of communal learning has been integral in my approach to training since transitioning to the off-campus phase of my graduate school journey. The active participation of all members of the classroom community, students and teachers alike, is what co-creates the learning environment. While the banking model described by Freire (Breunig, 2011) involves the teacher imparting knowledge onto the students, engaged pedagogy professes the importance of just the opposite.

When education is the practice of freedom, students are not the only ones who are asked to share, to confess. Engaged pedagogy does not seek simply to empower students. Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. That empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks.” (hooks, 1994, p. 21).

As a trainer, this component of engaged pedagogy has manifested for me as an openness and honesty regarding instances of my own lack of knowledge and understanding.
In the training environment, a clear example of engaged pedagogy can be found in how the trainer responds to a question posed by a participant. “One of my teaching strategies is to redirect their attention away from my voice to one another’s voices. I often find that this happens most quickly when students share experiences in conjunction with academic subject matter, because then people remember each other” (hooks, 1994, p. 151). This recognition of the power of voice is crucial in co-creating the training environment. A valuable strategy for the trainer who values hooks’ teachings would be to ignore the impulse to provide an answer to a question and rather pose the question to the rest of the participants, allowing them to generate the knowledge that is shared.

**Remote Training**

**Webinars**

When comparing online and in-person facilitation, Cindy Huggett (Hogle, 2017b) identifies three key distinctions in the virtual classroom:

- increased role of technology
- different strategies needed to engage learners
- and, necessity of multitasking.

Upon beginning my role as a remote trainer with Better Tomorrows I struggled with the successful implementation of these different skill sets. I knew I would be engaging staff through a webinar platform with which I needed several months of practice to feel comfortable. I needed to explore new ways to engage participants, as many of my learned strategies from past training experience yield the best results when participants are learning together in the same physical space. As suggested by Huggett (Hogle, 2017b), the multitasking involved in a virtual training environment was like nothing I had ever experienced before. When leading a training on a
computer there is a need to focus on many parts of the screen all at once. Within the training platform I use I must watch the chat box for incoming questions and comments, check in on participants’ attentiveness, notice who is raising their hands, and ensure proper screen-sharing is occurring so the audience has the correct view on their own computer screens, all while facilitating the training session at the same time. In order to become a more competent remote trainer I have needed to devote extensive time to exploring and experimenting with these different functionalities.

In my experience, further professional development for trainers does not take place within the organization. Because I am the only learning and development professional within Better Tomorrows, I am seen as the provider of training, rather than the receiver. In order to receive further education, therefore, I must turn to the training field itself, attending webinars coordinated by companies such as Training Industry, SpeachMe, LogMeIn and Cornerstone OnDemand. In the dozens of webinars for trainers that I have attended since starting work with Better Tomorrows, rarely are facilitators practicing the engagement strategies they are preaching as best practices. Many facilitators are tailoring their content to in-person classroom trainers or various e-learning opportunities outside of the formal virtual classroom. There are, however, some evangelists of engaging remote trainings in the field; Hogle (2017a) asserts that in a remote training, facilitators should engage with participants every few minutes. The vast majority of my experience as a participant in webinars is, unfortunately, the opposite. Quite often facilitators haven chosen to use a presentation style where the only interaction they have with attendees is five to ten minutes of question and answer at the end of the presentation. Philosophies of engagement that are lauded as best practices for in-classroom trainings are, in my experience, rarely modeled in the webinar format.
During a webinar about engaging an online audience, Huggett (2018) explained the typical virtual training class is 60 minutes long and has 15 learners on the line. Huggett (2018) distinguished between various virtual experiences, claiming a meeting is used for collaboration and includes action items, webcasts and webinars involve a speaker presenting information to a large audience, and trainings are learner-centered experiences, focusing on learning objectives and involving a small audience. This distinction makes one wonder if a learner-centered experience is possible with a larger group of participants, such as all of Better Tomorrows’ staff.

**Better Tomorrows’ Technology**

The platform used by Better Tomorrows for remote training is GoToWebinar. There are several useful tools for engagement within the GoToWebinar system, including polling features and a private chat function. The system allows for custom registration, enabling the trainer to pose questions to attendees as they sign up to attend the training session. When intentionally used, the answers to these registration questions can impact the design and facilitation of the session content. Additionally, presenters are able to share their webcams, allowing for a connection to be built between participant and trainer. GoToWebinar sessions are also recorded and video sharing is simple, enabling staff who were unable to attend the live training session watch the recording as many times as they need. Attendance is tracked for both the live webinar and the viewing of recordings, which allows managers to easily hold their staff accountable to attending a training. An additional useful GoToWebinar feature is an attention dashboard that allows the trainer to see which participants have clicked away from the webinar screen. This tool is helpful in giving a trainer a sense of participant engagement and when there is a need to interject opportunities for active participation.
While many GoToWebinar functionalities are beneficial to the remote trainer, my prolonged use of the platform has brought to light limitations due to the lack of several key desired features. In the GoToWebinar, the chat function is private between the participant and trainer, meaning attendees are unable to communicate with each other throughout the remote training session. Additionally, there is no capability for attendees to share their own webcams. GoToWebinar, along with many other platforms, also does not allow for closed captioning, which is a serious accessibility concern. Finally, my primary concern with GoToWebinar as a platform for remote training is that there is no ability to divide attendees into breakout groups. Ideally, Better Tomorrows would utilize a platform that would allow for small group discussions within the webinar setting. While some webinar platforms do allow this feature, market research has yet to find a solution that fits within the budgetary constraints of the organization.

**Co-Creating Remote Training Space**

In beginning my role as Learning and Development Manager I saw it as my responsibility to foster an environment where staff felt comfortable co-creating the training space with me. This attitude was a foreign concept to the existing organizational culture and, therefore, its implementation demanded many intentional decisions in order to be accepted. I needed to put into practice several leadership philosophies that echoed hooks’ (1994) engaged pedagogy and took intentional steps to build trust between myself and staff members across the country.

**Leadership Theory as Engaged Pedagogy**

Conger and Pearce (as cited in Kocolowski, 2010) describe shared leadership as “a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” (p.23). Kocolowski (2010) goes on to postulate that shared leadership has three dimensions: shared
purpose, social support and voice. I have found these three dimensions have been a priority for me as a trainer as I strive to apply adult learning theory and engaged pedagogy to my design and facilitation choices. I see my trainings as opportunities to collaborate and share challenges and best practices as we work toward shared goals. Furthermore, according to Williams (2016), in addition to benefiting from diversity of thought and skills, shared leadership “exploits the wealth of talent within the organization”. This appreciation for and solicitation of talent and diverse knowledge of all members of the learning environment echoes the stated importance of communal learning within an engaged pedagogical approach to training. The attitude of seeing my role as a coordinator for existing employee knowledge and skill sets has been foundational in my own approach toward the development of training content.

My experience in prioritizing the practice of engaged pedagogy directly reflects Wheatley and Frieze’s (2011) claim that it is harder to gain support from superiors than followers when transitioning to a culture of hosting leadership, in which all parts of the system need to be invited to participate and contribute. While acclimating to the culture of Better Tomorrows, I observed a cautionary view towards involving voices throughout the organization in decision-making. Hosting leaders must insist on learning from experience (Wheatley & Frieze, 2011); as a practitioner of engaged pedagogy I would build upon this definition by specifying a hosting leader insists on co-created learning from the experience and knowledge of all members of the community. Inviting all “parts of the system” to participate and contribute must relate the learning philosophies of adult education to day to day workplace interactions. Opportunities for individual staff members to draw upon the experiences of others and to share and discuss what they are learning must take place both inside and outside of the formal training environment in order for a reflective practitioner to fully embody hosting leadership.
Wheatley and Frieze (2011) claim that it can take twelve to eighteen months to transition a system of autocratic leadership and that, in order for this transition to occur, there must be consistent and sincere messaging that everyone’s participation is both needed and wanted. As I have been in my current role for eleven months, I know there is still much work to be done in order for this messaging to be internalized by staff throughout the organization as part of the culture. Though I have consistently and sincerely communicated the importance of staff involvement in training design and facilitation, the frequency of this messaging could be improved upon. It is also important for me to recognize that, though I am operating under this intentional practice of hosting leadership, I am just one person within the larger organizational context. Staff regularly receive conflicting messaging from organizational leaders resulting in a lack of trust of all members of the National Office.

Perhaps the approach to leadership that has most profoundly resonated with me is Spears’ (2005) explanation of servant leadership: “True leadership emerges from those whose primary motivation is a deep desire to help others” (p. 2). I have personally felt this description of leadership perfectly defines the role of trainer. When propelled by the desire to help others, a trainer must intentionally practice engaged pedagogy and adult learning theory to ensure that the “help” being provided is, in fact, meaningful to participants. Recognition that each training environment is unique must be a priority for a reflective practitioner in order for participants to engage with the content, both individually and communally (hooks, 1994). A trainer should invite the participants to have input in how teaching and learning happens (Arnold, 1991) in order to ensure the effective practice of servant leadership. Servant leadership emphasizes service to others, holistic approach to work, sense of community, and sharing of power in decision-making. The servant leader must “seek to identify some means for building community
among those who work within a given institution” (Spears, 2005, p. 4). In order to co-create this community, a servant leader must internalize hooks’ (1994) belief that a teacher must view themselves as an equal member of that community. A strong sense of community can be fostered through recognition of individual identities and experiences and genuine engagement in mutual respect and reciprocity.

**Trust and Intentional Trainer Choices**

In my first weeks at Better Tomorrows I observed a deep distrust between field staff and the National Office. Some of this distrust seemed to stem from a high staff turnover rate, as well as a lack of knowledge of the day to day responsibilities of a Social Service Coordinator on the part of the organizational leaders. Blanchard (2016) described several key dimensions of trust:

- integrity (honesty & truthfulness),
- competence (an individual’s technical knowledge and skills),
- consistency (an individual’s reliability),
- and, benevolence (the extent to which the person is seen to be genuinely caring and concerned).

White (2015) similarly describes competence, consistency and character (as a combination of integrity and benevolence) as the basic components of trust. Upon observing the climate of the organization I was entering, I knew an imperative and ongoing component of my new role as Learning and Development Manager would be to establish trust between myself and Better Tomorrows staff members. In my practice of engaged pedagogy I recognized a need for transparency and honesty between myself and the rest of the organization, both in terms of my experience (and inexperience) and in relation to the experimental nature of designing staff
training opportunities for the first time. I knew I needed to regularly vocalize my belief in servant leadership – that I was here to help.

Knowing that establishing trust is an essential component of any relationship, I have needed to reflect on what steps I have intentionally taken in efforts to build the trust needed in effective workplace relationships. Upon reflection, some of these conscious decisions include:

- introducing myself to the organization, including describing relevant past experience that prepared me for the role of Learning and Development Manager;
- launching the concept of formal training slowly, building a foundation for an organization-wide appreciation of professional development opportunities that had not been previously offered to staff;
- soliciting anonymous input on training topics and logistics prior to implementing any trainings;
- refusing to reschedule training calls, holding them consistently at the same time each month;
- establishing strictly anonymous feedback systems in order to be sensitive to individuals who prefer indirect communication;
- creating a space for peer-sharing;
- asking for staff participation in presenting and developing content;
- asking questions to sincerely learn about individual staff experiences;
- replying to every email and phone call, including following up even when I am not the person with the answer to a question;
- frequently vocalizing my willingness to listen and a personal mission and purpose of being helpful;
• advocating for field staff at a national level;
• involving managers in decisions and information prior to that information being presented to staff;
• taking the time to go into the field and visit sites;
• acknowledging events and occurrences that impact staff, including sending notes when significant events are taking place at site or when difficult circumstances arise;
• and, individually thanking staff for their hard work through emails, phone calls and mailed notes.

In addition to establishing trust, I hoped these actions would convey my practice of engaged pedagogy and adult learning theory, even to people unfamiliar with these concepts. Ludwig (2016) emphasizes the importance of trust for leaders and trainers, alike, claiming, “Without trust, leaders cannot lead. Just as without trust, trainers fail.” The Center for Leadership Studies (2017) echoes that in order for a leader to maximize their impact they “must also have the respect and trust of others [...] and be viewed as a subject matter expert” (p. 1). Through my intentional actions I have attempted to build trust between participants and myself in order to establish an effective co-created learning environment.

Analyzing Impact

Inquiry Process

The purpose of my research is to compare participant experience to reflections on my own design and facilitation choices in remote trainings that have been conducted. This study is an attempt to understand the impact of trainer decisions on participants. I have analyzed my learnings with the results from data collected in order to ground my own guiding principles of effective remote training strategies and how they serve Better Tomorrows.
Data collection

As all Better Tomorrows staff have previously participated in remote trainings through Monthly Training Calls, an email was sent out to the entire organization asking for participation in an anonymous survey about their participation in trainings conducted over the last eight months. The survey included qualitative and quantitative questions (see Appendix A). All current Better Tomorrows staff members were eligible to participate. Participation was voluntary and staff were made aware that participation was not a requirement as part of their role within the organization. 39 staff members chose to participate in the survey.

I also conducted six semi-structured interviews to have deeper conversations with staff who volunteered to speak further (see Appendix B). Participants were interviewed by me, as is consistent with my role as Learning & Development Manager. A semi-structured interview was used in order to prompt discussion, allowing further qualitative exploration of particular themes or responses. Interviewees included field staff and staff based out of the National Office.

This data collection methodology is consistent with the responsibilities given to me in my role as the Learning and Development Manager. Staff have previously participated in surveys and interviews with me in this format regarding other job duties outside of the training realm.

I have read all surveys and quantified closed questions. Open-ended questions were reviewed to determine themes, trends and patterns. I have also categorized themes, trends and patterns emerging from interviews. I then related survey and interview results to research from the training field, including reflection on my participation in webinars and analysis of articles proposing the best practices in remote training (Falconer, 2017; Flynn, 2018; Horne, 2018; Mattson, 2018, Wright; 2018). I have also reviewed the results in relation to my experiences and reflections on my own training design and facilitation choices. From this analysis I have
determined recommendations for strategies to conduct effective remote trainings for Better Tomorrows.

Data Analysis

The survey was completed by 39 Better Tomorrows staff members and six people were interviewed (see Appendix D for full survey results).

Survey Results. The questions of the survey were written in an attempt to understand the participation in Better Tomorrows Monthly Training Calls and the impact of my actions as a trainer. When asked if the experience of all participants is valued and drawn upon 82% of respondents agreed or strongly agreed. I had hoped to achieve this value on experience by creating a space for peer-sharing, asking for staff participation in presenting and developing content and asking questions to learn about individual staff experiences. One person noted my emphasis on peer sharing, saying “there is always time for people to give their own input of their best practices” during the training calls. Over half of respondents voiced similar reflections, recognizing that there is ample time provided for staff to learn from each other.

An overwhelming majority of respondents reported feeling respected and listened to. This feeling was important to study as a reflection of a key component of Arnold’s (1991) principles of effective adult education. One step I have taken in an attempt at making participants feeling respected and listened to is replying to every email and phone call, even when I am not the person with the answer to the question. This attitude has also been practiced in the training setting, with one respondent observing, “If someone says, ‘I’ll check on that and get back to you with an answer’ they actually follow through!” There have also been high-stress weeks for me when organizational leaders have suggested I reschedule a training call. During these moments I have refused and insisted on keeping the routine of a set monthly schedule. This prioritization of
routine comes from a respect for the fact that staff members intentionally plan their work around attendance on these calls. Last minute timing changes is, in my opinion, disrespectful to each individual in the training and gives a message that my time is more important than theirs. One respondent also articulated the importance of consistency, saying “Staying the same time [each month] makes it easy to plan.” Another respondent said my “consistency and dedication to the quality of the content being presented is evident.” Additionally, regularly acknowledging events and occurrences that impact staff and individually thanking staff for their hard work through emails, phone calls and mailed notes are further attempts at show individuals that I respect them and their work.

*Figure 1.* Survey responses to “I feel respected and listened to”, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

When asking if participants felt that differences in identity and experience are acknowledged, I expected mixed results. I know that I have not done all that I could in order to intentionally recognize the various identities of staff members. One step I have taken is establishing strictly anonymous feedback systems in order to be sensitive to individuals who
prefer indirect communication. While about 72% of respondents agreed or strongly agreed that differences in identity and experience are acknowledged, the wording of this question may have influenced the responses. Participants may have answered the question in relation to question 1, rather than focusing on the concept of identity.

Figure 2. Survey responses to “Differences in identity and experience are acknowledged”, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

A priority for me was to ask if participants felt the learning taking place on Monthly Training Calls is valuable. As a critical component of adult learning theory, one of my biggest concerns is ensuring that staff find value in their participation in trainings. Of the 39 respondents, 35 agreed or strongly agreed with this statement. Among many comments about the value of Monthly Training Calls, one respondent wrote, “Of all the calls [that take place throughout the organization] this is often the most helpful.”

Where over half of respondents strongly agreed that the learning taking place is valuable, that number dropped to a quarter when asking if the learning happening on training calls is applicable to their day to day work. One respondent said, “It always good to hear about best practices that are working for other coordinators; as well as timely information that supports
what we do in the field every day.” While 33 respondents still agreed or strongly agreed that the learning taking place is valuable, the noticeable difference between the answers to these two questions requires me to revisit the importance of initiating conversations around desired learning outcomes. Though the learning on Monthly Training Calls is valuable, would participants prefer to learn about topics applicable to their daily work? A new needs assessment must be completed to understand self-identified staff learning objectives and compare that to organization’s desired goals and outcomes.

As a proponent of engaged pedagogy I was eager to explore perceptions of the relationships between myself as the trainer and staff as participants. When asked if the trainer and participants engage and share with reciprocity and respect 92.3% agreed or strongly agreed. My intentional practice of various leadership theories as a means of engaged pedagogy have been a significant priority for me as a staff member of Better Tomorrows.

Finally in regards to whether or not different styles of learning are acknowledge in the remote training setting, I again expected mixed results. Upon reflection, I perhaps should have explained Kolb’s learning styles (White, 2016) as a means of contextualizing this question (see Appendix E). I fear many respondents may have answered this question when thinking about various methods of learning, such as visual or kinesthetic learning. As anticipated, the responses to this question were quite varied.
Figure 3. Survey responses to “Different styles of learning are acknowledged”, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Interview summary. It was during the interview process where deeper conversations took place regarding engagement and trust within the training environment. Throughout the six interviews, participants recognized the challenges of creating opportunities for engagement within the remote training setting. One person even stated, “Participant engagement is unknown, honestly.” They went on to describe that there is no way to know if a person logs on to the training and walks away or if they are actively listening and engaging with training content. Every interviewee at some point mentioned the benefit of webcams as a means of drawing participants in to the training session. One person went as far as saying “It would be great for everyone to have a webcam. It would hold people accountable to being present.” Additionally, when asked about effective ways to engage in a remote training five of the six interviewees explicitly mentioned the use of the polling and chat box features used within GoToWebinar.

When discussing the role of trust between a trainer and participant, one interviewee stated that as a participant “you trust the information being shared is important and critical to your role and the organization overall.” This comment refers back to the Leadership Strategies’ (2018)
claim that relevance is an integral element of adult learning theory. Another several interviewees stressed follow-through as a critical element of trust; one person said, “If there’s a question you can’t necessarily answer on a training call and you say, ‘I’ll get back to you on that,’ you always do. That’s important.” As previously noted, ensuring that participants’ questions will be answered has been an intentional decision in my attempts to build trust with participants. Finally, one participant spoke to the role of respect in building trust, noting, “Having your time really planned and well-spent shows your respect of our time. […] Starting on time, ending on time is noticeable.” This person went on to explain that providing organized and neat content is a sign of respect towards staff. This comment was validating for me because in my attempts at personifying servant leadership, I have often prioritized keeping information as clear and concise as possible.

**Ethical Considerations/Limitations**

This research was conducted in a short time-frame, which potentially limited the number of participants. Additionally, because Better Tomorrows staff were not required to participate in the survey, the respondents can only be viewed as a sampling of the organizational, rather than a direct representation of the entire staff. Staff may have been uncomfortable honestly reporting their experiences due to our pre-existing working relationships. Because participation in the interviews was completely voluntary, it is possible that the staff who chose to participate did so because we already have a positive relationship. This preexisting relationship may have influenced the openness and honesty of the interviewee. Through my practice of hooks’ (1994) engaged pedagogy, particularly building relationships on mutual recognition and the candor of my own commitment to self-actualization, I am hopeful that staff were comfortable being honest and open.
Conclusion

Recommendations for Remote Trainers

Many remote trainers begin their virtual session with a poll as a form of needs assessment. In my experience, including several required questions in the registration link, when possible, is helpful in tailoring the content prior to the beginning of a session. This question posing as part of the registration process serves as a needs assessment, allowing the trainer to take into consideration the needs of the participants in the training design. I have used this function to understand participants’ anticipated and desired learning objectives, to get input on the methods of content delivery, and to connect with self-identified subject matter experts.

One of the largest challenges of conducting a virtual training is the application of a fundamental principle of adult learning theory: people share, debate, and discuss what they are learning with others (Arnold, 1991). It is my recommendation, therefore, to invest in a training platform that allows for the creation of breakout groups, such as Adobe Connect or GoToTraining (see Appendices F and G). Additionally, the usage of a public chat function is imperative as a means for participants to engage in meaningful conversation throughout the training. It is important to keep in mind staffing considerations needed for implementing this recommendation. Recognizing the benefit of training moderators to allow for a team approach to multitasking during webinar facilitation, a solo trainer may have difficulty managing breakout groups and public chat boxes.

Frequency and methods of engagement should be a high priority for the remote trainer. Knowing the participants should be engaged once every few minutes (Hogle, 2017a), varying methods of engagement must be an intentional element of the design process. The trainer must be comfortable with the technology, fully understanding the system’s capabilities and
functionalities. In the GoToWebinar platform, this means fully utilizing the chat bar, polls and surveys, hand raising, video sharing, and handouts. The trainer should be fully prepared with diverse options for participants to meaningfully engage with training content.

Additionally investing in a platform that allows for the sharing of webcams is incredibly beneficial for the engagement of remote staff. Particularly for organizational staff who work together year-round, being able to see participants, in addition to the trainer, is a valuable opportunity to build meaningful working relationships. While sharing webcams of dozens of participants at once is not recommended, one suggestion is having a rotating schedule, allowing different participants to be on video at each remote training.

**Recommendations for Further Research**

It is necessary to recognize this study as situational and specific to Better Tomorrows as an organization. To further explore the application of adult learning theory and engaged pedagogy within the remote training environment, additional research must be conducted throughout the training field. Better Tomorrows staff are required to attend Monthly Training Calls, therefore a study analyzing the design and facilitation of voluntary and optional trainings would be beneficial. Additionally, this study was done internally within an organization. Many webinars are attended by individuals that are not affiliated with the host organization, meaning participants and trainers are strangers and will likely only ever interact in that one training. Finally, there would be value in conducting a similar study with participants who are knowledgeable of adult learning theory and engaged pedagogy, allowing for a deeper meta-analysis of the effectiveness of their implementation.
Movement as a Reflective Practitioner

My desire to attend graduate school was to find a program that would expose me to theory and practice regarding training design and facilitation. As I reflect on my experiences leading up to the completion of this Course-Linked Capstone in Training, I have grounded my own practice in key elements of engaged pedagogy and adult learning theory as a means to co-create effective learning environments. I gained a tremendously important understanding of the training field and had the opportunity to practice the theories and strategies I have learned. I have also been confronted with my own biases and experiences and been challenged to take those reflections outside of myself to engage in a communal space.

Moving forward I would like to take the foundation of this Course-Linked Capstone in Training and continue to build upon it. I am eager to explore the relationship of social justice education with the concepts involved in this study. An imperative next step for me as a trainer is to focus on inclusion, as a means of deepening my practice of engaged pedagogy and adult learning theory. In order to identify as a social justice practitioner I have a responsibility to address the power dynamics at play in the training environment and I must take steps to explore how those dynamics manifest in the remote training setting and how to navigate them as the trainer. I no longer view the role of “trainer” as the person who possesses all knowledge of a given content area, in accordance with the banking model. Rather, I now see a “trainer” as the person who intentionally works to develop a brave space that allows participants of all identities and experiences to equally contribute to the learning that is taking place. Where I used to view training as an opportunity for a subject matter expert to present their knowledge, I now see a place for participants to relate content to their past experiences and to begin thinking about how they wish to apply that content to their lives moving forward. This participant-focused, social
justice lens will require me to think more deeply about each individual person in the training, in both the design and facilitation stages, and to sharply pay attention to whose voice is heard, whose is not and why. When thinking about my current role as Learning and Development Manager I realize that I am unfamiliar with the identities of many of my colleagues. Our interactions are mostly limited to emails, phone calls, and one-way webcam-sharing. In order to “co-create” a learning environment, equal ownership must be given to participants. As I move forward I must prioritize learning more about my colleagues, personally as well as professionally, to better understand the power dynamics at play within the training environment.

I have also struggled with the application of the concept of emergent learning within the webinar format in which I am operating. I am eager to experiment with challenging what is traditionally a very structured training experience by exploring different ways to allow emergent learning to guide the learning. My dependence on slides has limited my ability to leave room for the creation of new knowledge, which has also limited the ownership participants have over the training. In order to allow participants to truly see themselves reflected in trainings, they must be equal contributors to the content. I have felt the need to use slides in order for participants to have something to look at on their screens. I realize this self-imposed pressure on the creation of slides also has origins in the banking model and the structured presentations of my past. In the future I may experiment with less structured formats similar to those I explored for in-person trainings during my on-campus phase. I can use webcams as the primary visual on participants’ screens and explore mind-mapping, note-taking and other methods of discussion-based learning in the virtual classroom.

As I continue navigating the realm of remote training, I must adjust my own working definition of “engagement”. I find myself habitually falling into expectations regarding what
participation looks like. In my on-campus phase at SIT Graduate Institute, I was challenged to look outside of myself to understand what engagement means to different people. A person I interviewed reminded me of this difference by defining engagement as “Actively paying attention and processing that information for how [to use it moving forward].” The interviewee elaborated on this point by saying, “It’s not my personality to jump in and join in but everyone can sit back and think about what this means for me.” While facilitating in-person trainings I often look at eye contact and body language as signs of this kind of engagement. Personally, as a learner, I often feel the need to verbally engage with content. As I have moved into a remote trainer role, I have realized the signs of engagement I look for are participation in the chat box and raising of hands. As I continue my work as a reflective practitioner I must explore what different forms of engagement look like within the remote training environment.

I have deeply explored theories and practices of training and leadership in my on-campus and off-campus phases of graduate school. When looking back at my previous experiences, particularly with AmeriCorps and Jumpstart, I realize my attitude towards training was completely contradictory to my approach towards teaching and management. In a second grade classroom, I knew I needed to adapt my teaching style to meet the needs of each child. In an office on a college campus, I knew I needed to adapt my management style to meet the needs of each student. Yet in the training environment, I expected participants to be the ones to adapt to me as a trainer, rather than adapting my trainer style to meet the needs of each participant. I came to SIT Graduate Institute to learn the “why” behind my training decisions without even realizing how much I needed to challenge “how” I was facilitating those trainings. This realization is what drew me to the practice of engaged pedagogy, adult learning theory and several philosophies of leadership.
The reflective practice phase of my graduate school learning has powerfully reinforced the immense importance of tasks that I have never seen written on a job description. In order to be an effective trainer within this organization, I believe it is my conscious and intentional attempts to build strong relationships with my colleagues that has enabled us to co-create an effective learning environment within the remote training setting. The actions described in this Capstone as a means of building trust and practicing philosophies of leadership began on my first day with the organization and have been crucial in fostering a sense of community as we learn together in a webinar format. These actions are not written in my job description and were never directly assigned to me by my supervisor. Instead it was reflection on my past experiences and an understanding of engaged pedagogy and adult learning theory that compelled me to take these steps to build meaningful relationships with colleagues outside of the training environment.

Through this Capstone I have developed a belief that these relationships are imperative for an organizational trainer such as myself, who works with participants in and outside of the training setting.

My recommendations for remote training practitioners have been developed as a reference tool for Better Tomorrows. As the person facilitating remote trainings for the organization, I am responsible for the implementation of these recommendations. I look forward to experimenting with these practices and building on this tool as I continue researching the application of engaged pedagogy and adult learning theory in the remote training environment. I am eager to continue engaging in conversations with other trainers. Through this Course-Linked Capstone I am becoming deeply grounded in my belief that the actions and relationships outside of trainings are essential to the incorporation of adult learning theory and engaged pedagogy principles that can co-create the learning environment and transform organizations.
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Appendix A: Survey Questions

Please rank the following statements as they pertain to your participation in Better Tomorrows Monthly Training Calls.
\((1 = \text{Strongly Disagree}, 2 = \text{Disagree}, 3 = \text{Neutral}, 4 = \text{Agree}, 5 = \text{Strongly Agree})\)

1. The experience of all participants is valued and drawn upon. 

2. I feel respected and listened to.

3. Differences in identity and experience are acknowledged.

4. What we are learning is valuable.

5. Learning is applicable to my daily work.

6. The trainer and participants engage and share with reciprocity and respect.

7. Different styles of learning are acknowledged.

Please answer the following questions:

8. Do you feel you have the opportunities to contribute your knowledge and expertise to the learning taking place on Monthly Training Calls? If so, how and when does this happen?

9. How can staff be more engaged in a webinar training?
Appendix B: Guiding Questions for Interviews

1. How would you describe participant engagement in regards to Monthly Training Calls?

2. What do you feel are the most effective ways for staff to engage in a remote training?

3. Do you feel like your voice is reflected in the creation and facilitation of Monthly Training Calls?
   a. If so, what is it that makes you feel involved in that way?
   b. If not, how would you like to see yourself represented in trainings?

4. Do you feel different styles of learning are addressed in the Monthly Training Calls’ webinar format?
   a. If so, how do you see that happening?
   b. If not, what would you change about the way trainings are conducted in regards to learning styles?

5. How does another person show you they respect your individual identity and experience?
   a. What would that look like in a training setting?

6. Do you feel trust between a trainer and a participant is important?

7. How is trust built when there is no face to face interaction?
Appendix C: Participant Informed Consent

Title of the Study: Training in the Digital Age: A Practitioner’s Reflection on Incorporating Traditional Classroom Strategies into Remote Training

Researcher Name: Mary Duggan
My name is Mary Duggan and I am currently a student at SIT Graduate Institute. I would like to invite you to participate in a reflective analysis study I am conducting for partial fulfillment of my MA in Intercultural Service, Leadership & Management. Your participation is voluntary and you may withdraw your consent at any time and discontinue participation without penalty. Please read the information below and ask questions about anything you do not understand before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY
The purpose of this study is to reflect on the application of course learnings with my current role as the Learning and Development Manager of Better Tomorrows. Specifically, I will be analyzing how trainer decisions impact participants in a webinar setting. My final goal is to develop resources regarding remote training strategies and best practices for the organization and the learning and development field. I will also develop a Capstone paper that will be made available via the SIT website.

STUDY PROCEDURES
Data being gathered is strictly informational. All Better Tomorrows staff members are eligible to participate in this study.

Your participation will consist of one or more of the following:
- Participation in an anonymous survey regarding your experience as a participant in remote trainings. Survey completion will require approximately 10-15 minutes of your time.
- Participation in an interview regarding your experience as a participant in remote trainings. Interviews will require approximately 30-45 minutes of your time.

POTENTIAL RISKS AND DISCOMFORTS
There are no known risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview you have the right not to answer any questions or to discontinue participation at any time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
There are no anticipated benefits to participants in this study, but potential indirect benefits are:

...
• The opportunity to contribute to the future development and implementation of remote training best practices for Better Tomorrows and the learning and development field.

CONFIDENTIALITY
Please note the following:
• Participant’s names will not be disclosed. Interviewees names will be changed, both in the notes taken by the researcher and in the final paper.
• Additional identifying information, such as site names and job titles, will remain confidential and not be disclosed. Data being gathered from these participants is strictly informational.
• All data will be stored on the researcher’s encrypted phone and/or computer. No one else will have access to this data.

PARTICIPATION AND WITHDRAWAL
Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

RESEARCHER’S CONTACT INFORMATION
If you have any questions or want to receive more information about this study, please contact me at mary.duggan@bettertomorrows.org or my advisor at ryland.white@sit.edu. You may also contact the Institutional Review Board at irb@sit.edu or (802) 258-3132.

“I have read the above and I understand its contents and I agree to participate in this study. I acknowledge that I am 18 years of age or older.”

Participant’s signature ___________________________ Date __________________
Researcher’s signature ___________________________ Date __________________

Research Information
If you are interested in receiving a summary of the final Capstone project, please provide an e-mail address. Participant’s e-mail address: ___________________________

Appendix D: Survey Results

The experience of all participants is valued and drawn upon.

39 responses

I feel respected and listened to.

39 responses

Differences in identity and experience are acknowledged.

39 responses
What we are learning is valuable.

39 responses

Different styles of learning are acknowledged.

39 responses
Appendix E: Learning Styles Summary Sheet

Learning Style Types

Concrete

Accommodator

Abstract

Diverger

Converger

Assimilator

Active

Reflective

Active-Rational-Reflective
Learning Styles: Summary Sheet

Diverger: likes to "diverge" < (go in different directions)

*learning comfort zones*
Concrete Experience/Reflective Observation

- **strength**: imagination; loves situations that require brainstorming
- **prefers**: learning situations involving people and idea generation; enjoys building “people” skills
- **comfortable with** “emotional situations” (often perceived as emotional people)
- **frustrated by**: non-emotional people and people who stay on task “no matter what”

Converger: likes to "converge" > (bring things together)

*learning comfort zones*
Abstract Conceptualization/Active Experimentation

- **strength**: practical application of ideas and bringing things into focus
- **prefers**: learning situations involving focused problem solving, rational, analytical conceptual thinking
- **comfortable with** “things” (often perceived as not being comfortable with emotional situations)
- **frustrated by**: lots of emotion, unfocused group work and “process oriented” people
**Accommodator:** likes to adapt relevant to situation

*learning comfort zones*
Concrete Experience/Active Experimentation

- **strength** is in doing things and adapting to immediate circumstances
- **prefers:** learning situations where they can act on their intuition rather than their analytical skills
- **comfortable** with "being involved"; carrying out plans and experiments and in involving oneself in new experiences.
- **frustrated by:** people who stick with a plan or theory if it doesn't seem to be working

**Assimilator:** like to fully understand & comprehend

*learning comfort zones*
Reflective Observation/Abstract Conceptualization

- **strength** is in creating theoretical models
- **prefers:** abstract concepts to working directly with people; loves theory
- **comfortable with** situations that require inductive reasoning; assimilating disparate observations into an integrated whole
- **frustrated by:** practical approach without theoretical base
### Appendix F: GoToTraining Features

<table>
<thead>
<tr>
<th>Key Uses</th>
<th>GoToMeeting</th>
<th>GoToWebinar</th>
<th>GoToTraining</th>
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<tr>
<td><strong>Meeting Capacity</strong></td>
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</tr>
<tr>
<td>Priced by Tier</td>
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<td>Up to 2,000 attendees</td>
<td>Up to 200 attendees</td>
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<tr>
<td>Built-in Audio with VoIP and Toll</td>
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<tr>
<td>Toll-Free Option by OpenVoice integrated</td>
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<td>![Yes]</td>
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<td>![Yes]</td>
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<tr>
<td>Desktop or Application Sharing</td>
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<td>![Yes]</td>
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<td>Instantly Change Presenters</td>
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</tr>
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<td>Share Keyboard and Mouse Control</td>
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</tr>
<tr>
<td>One-Click Recording</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Drawing Tools</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Join from Mac, PC, Chromebook, Linux or mobile devices</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td><strong>Instant Online Meetings</strong></td>
<td></td>
<td></td>
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<tr>
<td>One-Click Meetings</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Schedule in Advance or Meet Now</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Start Meetings from MS Office, Email and Instant-Messaging Tools</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td><strong>Audience Management</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Customizable Invitation and Registration</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Automated Reminder and Follow-Up Emails</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
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<tr>
<td>Polls and Surveys</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Attendees “Raise Hands”</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Dashboard to Monitor Attendee Participation</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
<tr>
<td>Detailed Reports (pre and post-session)</td>
<td>![Yes]</td>
<td>![Yes]</td>
<td>![Yes]</td>
</tr>
</tbody>
</table>

*Features may vary by operating system.*
<table>
<thead>
<tr>
<th><strong>PRODUCT COMPARISON</strong></th>
<th><strong>GoToMeeting</strong></th>
<th><strong>GoToWebinar</strong></th>
<th><strong>GoToTraining</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY USES</strong></td>
<td>Sales demos Collaboration</td>
<td>Lead Generating Marketing Presentations</td>
<td>Paid training option</td>
</tr>
<tr>
<td><strong>MEETING CAPACITY</strong></td>
<td>Up to 100 attendees</td>
<td>Up to 2,000 attendees</td>
<td>Up to 200 attendees</td>
</tr>
<tr>
<td><strong>Priced by tier</strong></td>
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<tr>
<td><strong>LARGE GROUP EVENTS</strong></td>
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<tr>
<td>Invite Guest Panelists</td>
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<tr>
<td>Pre-Session Green Room (confer with organizers via audio)</td>
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<tr>
<td>Monitor Q &amp; A</td>
<td></td>
<td></td>
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<tr>
<td>Practice Sessions*</td>
<td></td>
<td></td>
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<tr>
<td>Share Recorded Sessions Online</td>
<td></td>
<td></td>
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<tr>
<td>Detailed Reports (pre and post-session)</td>
<td></td>
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<tr>
<td><strong>INTERACTIVE TRAINING</strong></td>
<td></td>
<td></td>
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<tr>
<td>Breakout collaboration</td>
<td></td>
<td></td>
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<tr>
<td>Online Course Catalogs</td>
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<tr>
<td>Option to Charge for Training</td>
<td></td>
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<tr>
<td>Configurable Class Size</td>
<td></td>
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<tr>
<td>Tests and Materials (before, during and after)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content Library (store tests and materials)</td>
<td></td>
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<tr>
<td>Timer (count down minutes)</td>
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</tbody>
</table>

* Features may vary by operating system.
### Adobe Connect

Adobe Connect powers mission-critical web conferencing solutions end-to-end, on virtually any device.

Adobe Connect is a web conferencing platform for web meetings, eLearning, and webinars. It goes beyond screen sharing, and delivers end-to-end solutions to drive critical business processes across virtually any device, and enables organizations from leading corporations to the U.S. Department of Defense to fundamentally improve productivity.

Unlike WebEx, the advanced mobile collaboration features of Adobe Connect deliver nearly all hosting, presenting, and sharing capabilities directly to mobile devices, allowing you to truly collaborate and train from anywhere, anytime. Adobe Connect delivers complete solutions leveraging industry-leading tools such as Adobe Analytics, Adobe Experience Manager, and Adobe Captivate to power best-of-breed pre- and post-meeting webinar and training workflows; drives greater productivity with reusable content, URLs, and meeting environments; enables richer face-to-face communication with support for unlimited webcam streams; and provides advanced security and controls across a variety of deployment options.

<table>
<thead>
<tr>
<th>Features</th>
<th>Adobe Connect</th>
<th>Cisco WebEx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instant access and cross-firewall collaboration from virtually any mobile device or desktop</strong></td>
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</tr>
<tr>
<td><strong>Broad mobile support across solutions</strong>: Adobe Connect offers mobile support for web meetings, training, and webinars on iOS and Android devices, ensuring users can attend from anywhere, irrespective of the use case, maximizing attendance.</td>
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<tr>
<td>WebEx does not support mobile access for Event Center (webinars) on iOS or Android.</td>
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<tr>
<td><strong>Complete control from mobile devices</strong>: Adobe Connect enables users to fully administer a meeting with start/stop, recording, layout, audio, and participant controls, as well as present content; advance slides, use a whiteboard, and share files from the cloud or directly from a mobile device.</td>
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<tr>
<td>With WebEx, content shared from a mobile device loses animations, fonts, and formatting for an inconsistent experience. Annotation is also not available.</td>
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<tr>
<td><strong>Pre-installed desktop client</strong>: Adobe Flash Player is already installed on virtually all Internet-connected computers worldwide, so participants can instantly join without any client downloads.</td>
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<tr>
<td>With WebEx, users must download a web client installed via java, slowing meeting access and making it more difficult for users in locked-down IT environments to attend.</td>
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<tr>
<td><strong>MP4 conversion service</strong>: Share recordings across any device (including mobile), by queuing and converting recordings to MP4 format. Store MP4 files in the cloud for streaming, or download for off-line viewing or posting. Conversion is done as a service in the cloud, saving user time and the intensive computing resources required to convert files manually.</td>
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</tr>
<tr>
<td>WebEx recordings must be downloaded and converted manually on the desktop, requiring time and intensive computing resources. Hosted streaming in MP4 format is not available.</td>
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<tr>
<td><strong>Richer, more engaging experiences</strong></td>
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<tr>
<td><strong>Reusable meeting environments, personalized URLs, and stored in-meeting content</strong>: Adobe Connect always-on meeting rooms are accessible anytime without scheduling. Participants can always join the meeting room at the same, easy-to-remember URL. Hosts are able to prepare the room once—storing content and setting up layouts for continuous reuse—which saves time and enables immediate collaboration without preparation.</td>
<td></td>
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</tr>
<tr>
<td>WebEx offers a meeting space that stores content and can list scheduled meetings, but meeting environments, layouts, and URLs are not persistent and change with each meeting. Content can't be stored directly in the meeting environment for immediate use.</td>
<td></td>
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</tr>
<tr>
<td>Features</td>
<td>Adobe Connect</td>
<td>Cisco WebEx</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Effective videoconferencing with unlimited webcams</strong>: Adobe Connect allows an unlimited number of webcam streams to see and react to all participants, enhancing communication during the meeting. WebEx is limited to seven webcam streams.</td>
<td></td>
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</tr>
<tr>
<td><strong>Engagement measurement in real time</strong>: A dashboard tracks audience engagement and interactivity (poll responses, chat, emotion usage, and so on) in real time, to help ensure your content is resonating with your audience. WebEx provides a measure of attentiveness, but it only tracks whether the web conferencing interface is in focus. This falls if a participant is, for example, taking notes in a separate application.</td>
<td></td>
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</tr>
<tr>
<td><strong>Multiple host and presenter roles</strong>: Availability of multiple roles enables efficient and effective presentation of content. WebEx allows only one presenter and host at a time, requiring users to continuously swap roles to administer or present in the meeting. <strong>Backstage area</strong>: Presenters can create new layouts and upload content, and coordinate with other presenters behind the scenes while presentations continue, without disturbing the view of participants for seamless event execution. WebEx does not provide a backstage area for presenters to administer and coordinate without disturbing the view of participants.</td>
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<tr>
<td><strong>Slide animations and transitions</strong>: Presentations maintain slide and animation transitions when shared, on both Windows and Mac OS. WebEx supports Windows only.</td>
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<tr>
<td><strong>Complete branding and personalization</strong>: Users can change the meeting environment colors, layout, and branding to reflect corporate standards or to meet specific needs. WebEx offers limited customization and charges a fee to brand. <strong>Highly Interactive recordings</strong>: Recordings maintain interactivity, including quizzes, polls, shared links, in-meeting apps, and file downloads. WebEx offers limited interactivity and does not provide interactivity with quizzes, polls, or in-meeting apps.</td>
<td></td>
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</tr>
<tr>
<td><strong>Editing, indexing, and anonymizing recordings</strong>: Viewers can quickly skip to relevant information with indexing that happens automatically. You can deliver focused recordings by editing content and indexes online. You can also anonymize participants and hide specific meeting functionality. WebEx does not have an online editing tool. It requires either a third-party tool or use of their PC tool to edit locally. WebEx also does not automatically index recordings nor permit you to anonymize participants or hide specific meeting functionality.</td>
<td></td>
<td></td>
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<tr>
<td>Extensibility and integration with existing infrastructure</td>
<td></td>
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<tr>
<td><strong>Third party videoconferencing and audio integration</strong>: Organizations can leverage investments in videoconferencing platforms from within Adobe Connect thanks to a vendor-neutral approach to unified communications and standards-based interoperability. WebEx integrates with third-party audio and video, but the integration with videoconferencing systems requires additional Cisco TelePresence assets and services. <strong>Free content storage and VoIP</strong>: There are no additional charges for VoIP or content storage for hosted deployments. WebEx charges a fee for VoIP audio and content storage above a certain limit, often resulting in hidden fees. <strong>Developing apps for use within the meeting environment</strong>: Adobe Connect offers the flexibility to build customized in-meeting apps using Flex and the Adobe Connect collaboration software development kit to handle specialized use cases. WebEx does not enable custom apps to be built for use directly within the meeting environment.</td>
<td></td>
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</tbody>
</table>
**TRAINING IN THE DIGITAL AGE**

<table>
<thead>
<tr>
<th>Features</th>
<th>Adobe Connect</th>
<th>Cisco WebEx</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enhanced security and control</strong></td>
<td></td>
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</tr>
<tr>
<td>Enhanced compliance management with application white and black listing: Administrators can white list and black list applications, limiting screen sharing to only approved applications. WebEx does not provide white- and blacklist features.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple deployment options:</strong> You can deploy Adobe Connect as a multi-tenant hosted service, on-premise behind the firewall, or as a single-tenant managed service, helping to deliver the right balance in case of management, security, compliance, and control. WebEx is available as a hosted service, and a feature-limited on-premise offering (Meeting Center only, 360p quality video, no VTC or 3rd party audio integration).</td>
<td></td>
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</tr>
<tr>
<td><strong>Leverage an all-in-one solution for digital marketing events and citizen outreach</strong> In addition to features above:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web content authoring tools to drive registrations: Powered by built-in Adobe Experience Manager technology, you can use intuitive drag-and-drop content creation tools and templates to create richly formatted, branded registration landing pages, microsites, event catalogs, and emails. WebEx provides only basic customization, such as a logo, for an added fee. Customizable, richly branded landing pages or catalogs are not available.</td>
<td></td>
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</tr>
<tr>
<td>Lead management and CRM Integration: Integration and automated delivery of detailed webinar data into popular tools, such as Salesforce, Eloqua, and Marketo, and other lead scoring systems.</td>
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</tr>
<tr>
<td>Promotional spend optimization: Built-in analytics powered by Adobe Analytics identify top-performing promotions based on qualified leads and generate rich visual interpretations of data for faster decision-making. WebEx provides campaign tracking, but does not enable analytics that tracks campaigns from total clicks to qualified leads and does not provide graphical interpretations of data.</td>
<td></td>
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</tr>
<tr>
<td><strong>Deliver a complete digital learning solution across virtually any device</strong> In addition to features above:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry-leading tools to quickly author and deploy training: Adobe Connect deeply integrates with industry-leading tools, such as Adobe Captivate and Adobe Presenter, enabling trainers to quickly author or leverage existing content. WebEx leverages a proprietary authoring tool that is not as ubiquitous and has limited features, for example, no interactive simulations or randomized question ordering.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customizable course catalogs and landing pages: Powered by built-in Adobe CQ technology, you can use intuitive drag-and-drop content creation tools to create customized, richly branded course catalogs, registration pages, and email communications to reach learners and effectively promote training sessions. WebEx provides only basic customization, such as a logo, for an added fee. Customizable, richly branded registration pages or course catalogs are not available.</td>
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</tr>
<tr>
<td>Managing and tracking training: Create curriculums for learners, and manage and track learner progress within Adobe Connect. You can also integrate with an existing LMS to manage training from a single system and extend virtual classroom capabilities. WebEx enables LMS integration and basic learner tracking, but does not enable robust creation of curriculums and a curriculum viewer for learners. Comparison of Adobe Connect 9.3 and Adobe Connect Mobile 2.2 versus WebEx Enterprise (WEB 2.1) and WebEx Meetings mobile client (iOS 6.0 and Android 5.1.1)</td>
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