

ABMP Webinar Presenter Information 2016

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INTRODUCTION

Since 2007, ABMP has provided free educational webinars to members and nonmembers as a means to offer a meaningful educational benefit to the profession and to enhance ABMP name recognition and member loyalty. Presenters benefit because their name and work is promoted to our members via email invitations, attendance at the webinar, and ongoing on-demand viewing of archived webinars. Presenters are encouraged to promote their featured products, as prescribed by these ABMP guidelines.

This information is provided to support you in the process of developing the materials for your webinar presentation. If you need support or have questions, you can contact any one of us on the ABMP Webinar Team:

- Anne Williams (anne@abmp.com, 303-679-7644) – General questions, instructional design support
- Cindy Williams (cindy@abmp.com, 303-679-7636) – Paperwork questions
- Eric Brown (ericupsidebrown@gmail.com, 416-483-0686) – Webinar recording, video recording questions

REQUIRED DOCUMENTATION FROM PRESENTERS

ABMP will need to have these items on file for promotional purposes, NCBTMB approval, and state CE submissions:

1. Current presenter bio (50-75 words)
2. Current presenter headshot
3. Current presenter CV/resume
4. Your website address: This will be shared with participants on the webinar viewing page.
5. Your public email: This will be shared with participants on the webinar viewing page.
6. Additional documentation upon request: Some states have prohibitive CE approval processes and require excessive presenter documentation. We submit only a few webinars to these states each year. In the event we choose your webinar for submission, we will ask for additional documentation to meet these states requirements.

These items can be emailed to Cindy Williams at cindy@abmp.com as soon as they are ready or by agreed deadlines.

REQUIRED WRITTEN COURSE COMPONENTS

ABMP will need these items for each webinar that you present by the specified deadlines:

7. A course description of between 150–200 words
8. A course outline with time breakdown for NCBTMB
9. Five learning objectives and one learning outcome for each hour of course time
10. Five quiz questions for each course hour
11. A handout to accompany your presentation (this can be very basic)
12. A PDF of your PowerPoint slides (for NCBTMB)

These items can be emailed to Cindy Williams at cindy@abmp.com by the agreed-upon deadlines.

REQUIRED AUDIO/VIDEO COURSE FILES

13. PowerPoint slides
14. PowerPoint recording
15. Video

These items will be collected by Eric Brown at ericupsidebrown@gmail.com by the agreed-upon deadlines. Eric will contact you to schedule a recording date and provide instructions on sending video files and PowerPoint slides. Cindy will send you video equipment with a return label when you're ready.

PRODUCTION PROCESS

Everyone is busy! So, to manage the production process we leave things fairly fluid. We won't schedule a recording date for you until all of your materials, including your slides, are completed. Once Cindy has received your materials she'll send you a video recording kit with a return label so you can capture video for your webinar. She'll also alert Eric Brown and ask him to contact you about organizing a recording date. The production process goes like this:

1. **Presenter Documents:** Send required documentation to Cindy. If you are a regular presenter for ABMP you won't need to worry about this unless you want to update your bio or picture. You can send Cindy updated materials at any time. If you are new to ABMP we need these materials on file before we send in the course applications for approval. See a bullet point list of required documentation from presenters on Page 2.
2. **Course Documents:** Send required course components to Cindy as outlined on Page 2. Cindy needs all of these materials to submit courses to NCBTMB and to state boards. We can't feature your course until we have approval so we need these materials in a timely manner.
3. **Cindy Sends Video Equipment:** Cindy will verify with you that she has everything she needs. She will send you video equipment (please send it back in a timely manner) to use for your recording.
4. **Cindy Alerts Eric:** Cindy will alert Eric that you are ready to record your webinar soon. Eric will contact you (or you can contact him) and organize a recording date. Eric will also help you figure out how to set up your recording equipment. He's the go-to for recording questions and answers!
5. **Record Your Webinar.** You will record your webinar with Eric on the prescribed date and send your video files to Eric (he will help you figure out the process for sending him files).
6. **Eric Edits Files:** Eric will edit your files cutting together your slides and video to make a nice-looking webinar.
7. **Eric Sends Files to ABMP:** Eric sends the completed file to ABMP. We upload the webinar to our platform and test it to make sure it runs properly. When it has been tested we give it the green light.
8. **ABMP Organizes Feature Dates:** Anne, Cindy, Drew (IT), and Jed (Marketing) work together to determine the feature dates for your webinar. We will give you at least two weeks' notice before your webinar is "featured".
9. **Your Webinar is Featured:** A *featured* webinar is a webinar that is highlighted in promotional materials and made accessible to the non-members for a particular period of time. On the pre-determined dates (so you can do your own marketing if you wish) ABMP sends an e-blast to members and an e-blast to non-members alerting them that your webinar is available for viewing. Non-members have three days to view your webinar. ABMP Members can watch it on-demand from this point forward. ABMP will also highlight your video in various places as appropriate. For example, if your webinar is popular we might write a story about it in our member newsletter and remind our members not to miss it on-demand.
10. **It's Fluid:** Everyone gets behind on deadlines. We don't want this to be too stressful. If you get behind it's okay. We will simply put your webinar in the que to be featured once we have it. If you need help or encouragement – just call us. We're around and here to help you.

COURSE DEVELOPMENT

These notes and a group of recorded webinar tutorials (links provided via email) are here to support the development of the materials you will need for your webinar. If you need help at any time, you can contact any of us on the ABMP webinar team at the contacts listed earlier.

Writing a Course Description

The description you write for your course is used for submission of your course to NCBTMB and to states that require separate approval processes for CE, as well as for promotion of your course in the email invitation and in ABMP Education Center course library accessible to members. Write a description of 150–200 words in length. Here are some tips for writing a strong course description:

USE YOU!

When writing your description, use the second or “you” person such as, “You will learn the top five techniques to address forearm pain.” Avoid phrases that begin, “Students will...” or “Participants attending this webinar...” or “In this class, attendees find...” Using “you” makes the course description feel personal and friendly.

USE ACTION VERBS

Instead of structuring sentences with “This class will...” use action verbs like *discover*, *acquire*, *learn*, *master*, *treat*, *address*, *enjoy*, and other verbs to engage possible participants.

USE AN ENGAGING FIRST SENTENCE

The first sentence in a course description is important. Use appropriate humor, a surprising statistic, an interesting fact, a benefit, an outcome, a definition, or a question to engage readers. For example:

- **Statistic:** Medical professionals report that 8 out of every 10 people in the United States will suffer from back pain at some point during their lifetimes.
- **Fact:** Research demonstrates that the quality of the therapeutic relationship is more important to a client’s perceived outcomes from massage than the types of hands-on techniques used during the session.
- **Benefit:** Address neck pain effectively with five simple techniques you can use tomorrow.
- **Outcome:** You’ll appreciate these three simple methods for improving your body mechanics during long days at your massage office.
- **Definition:** *Abhyanga* is the Sanskrit word for “oil massage” and is often performed by two therapists working in synchronicity on one client.
- **Question:** An estimated 62 percent of adults living in the United States have never received a massage. Why? Could it have something to do with quality of touch?

USE BULLET POINTS

Comprehension improves when bullet points are used to highlight important course outcomes. Notice how this short course description (only 130 words) uses bullet points to inspire teachers to grow their instructional skills and attend a workshop.

Example Description:

What makes a teacher great? In 2004, researcher Ken Bain decided to find out. His groundbreaking report illuminates techniques every teacher can use right now to improve student outcomes:

- Use instructional design appropriate for adult learners
- Understand the unique characteristics of your learning cohort and build rapport
- Choose effective teaching methods based on the content domain
- Sequence learning experiences to avoid learner knowledge and skill gaps
- Engage learners using research-proven motivational techniques
- Master your art, take pleasure in student progress, and love what you do!

At ABMP, we count it as a privilege to have worked with more than 4000 instructors across the country. Together we're changing massage education for the better! We look forward to seeing you at a complimentary Instructor on the Front Lines workshop coming to your area soon.

Writing a Course Outline with a Time Breakdown

NCBTMB requires a course outline with a time breakdown as part of its CE approval process. Unless an alternative timeframe is requested, ABMP webinars are 1 hour in length. Outlines should correlate to your learning objectives (discussed below) and demonstrate that you have a plan for how learning objectives will be met. For one-hour classes, outlines are simple, as this example demonstrates:

Example Time Breakdown:

Course Title: Visioning Your Massage Career (60 Minutes)

Course Instructor: Your Name

5 minutes	Welcome, introduction of presenter, presentation of session goals
3 minutes	Benefits of writing a career vision
6 minutes	Values that might influence career planning
6 minutes	Personality traits that might influence career planning
6 minutes	Characteristics of people who thrive owning their own businesses
6 minutes	Characteristics of people who thrive working in employment situations
5 minutes	Pros and cons of blended career paths
7 minutes	Overview of the career planning form
5 minutes	Directions for how to complete the career planning form
7 minutes	Directions for how to use the completed career planning form
2 minutes	Additional resources for career planning
5 minutes	Summary and wrap up

Writing Learning Outcomes and Objectives

NCBTMB requires five learning objectives and one learning outcome for each hour of instruction. Both learning objectives and outcomes are statements in specific and measurable terms that describe what a learner will know and be able to do as a result of learning experiences. NCBTMB is not very picky about what they will accept for learning objectives and outcomes, so we won't be picky either. The information provided here can help you develop effective learning objectives and outcomes should you desire guidance.

LEARNING OUTCOMES—BROAD STATEMENTS OF LEARNING

Learning outcomes are broad statements integrating multiple knowledge and skill components. They are usually a statement of expected learner performance and formally assessed for a grade. Most often, they are attained after numerous learning experiences or classes (e.g., a weekend workshop or multi-week course). In the case of one-hour webinars, they make less sense than in the case of longer multi-part courses. However, they are useful in this format as a means to contemplate what it is you hope a learner takes away from the webinar. For example, learning outcomes for different webinars might look like this:

- Having viewed the online course, the learner will demonstrate knowledge of safe stone massage methods on a written examination.
- Having viewed the online course, the learner will demonstrate knowledge of five neuromuscular techniques for muscles of the lower extremities on a written examination.
- Having viewed the online course, the learner will demonstrate knowledge of six ways he or she can enhance the value of a relaxation massage for clients on a written examination.

LEARNING OBJECTIVES—SPECIFIC STATEMENTS OF LEARNING

In contrast to learning outcomes, learning objectives are highly focused on one specific piece of knowledge or one specific skill. They are attained in short time frames such as one learning experience or one class. They are usually a statement of intent and informally assessed through feedback. Learning objectives are the building blocks of learning outcomes as demonstrated by these samples:

Learning Outcome: Having viewed the online course, the learner will demonstrate knowledge of safe stone massage methods on a written examination.

Learning Objectives: Having viewed the online course, the learner will be able to:

- Identify heating unit temperatures that indicate stones are too hot and might burn clients.
- Compare and contrast the pros and cons of different types of thermometers used to test stone temperatures in hot stone massage.
- Recognize four therapist behaviors that could lead to client injury during the application of stone massage.

- Categorize client populations into those clients that should receive hot stone massage and those that should not receive hot stone massage.
- Review proper methods to cool stones that have become too hot for use on clients.

Notice that learning objectives are the building blocks of the stated learning outcome. If the learner can attain these learning objectives, he or she will be able to demonstrate knowledge of safe stone massage methods on a written examination.

PARTS OF A LEARNING OBJECTIVE OR OUTCOME

Properly written learning objectives and outcomes are composed of a condition statement, a learning behavior usually expressed with a verb, and criteria.

The Condition Statement

The condition statement explains the circumstances under which the learning occurs. These examples show common phrasing for condition statements:

- Having viewed the online course ...
- Having read Chapter 6 in the textbook ...
- Having completed 8 hours of instruction in massage for clients living with cancer ...
- Having participated in a classroom discussion ...
- Having completed a journal activity ...
- Having viewed an instructor demonstration and completed four hours of massage practice ...
- Having completed a labeling activity related to bony landmarks of the scapula ...

The Learning Behavior

The second part of a learning outcome or objective is the **learning behavior** statement. In outcomes, a group of knowledge, or a collection of related skills, often comprises the learning behavior; with objectives, the goal is to define one very specific piece of knowledge or one very specific skill. Verbs are used to show the action of learning. For example:

Learning Outcome: Having completed 6 hours of instruction on using health-care terminology in a professional massage practice, the learner is expected to **demonstrate** knowledge of the key terms and concepts related to using health-care terminology including the ability to break down unknown words into word elements, use a medical dictionary, use positional and directional terms, and use body planes and movement terms on a written evaluation.

Related Learning Objectives: Having participated in a lecture, the learner will be able to:

- **Define the term**, *health-care terminology*.
- **List** three benefits of using health care terminology in a professional massage practice.
- **Match** 30 instructor-selected word elements to their written descriptions.
- **Compare and contrast** these body planes: sagittal plane, frontal plane, transverse plane.

- **Label a diagram** of the body with these body cavities: cranial cavity, spinal cavity, thoracic cavity, abdominal-pelvic cavity.

Learning Outcome: Having completed four hours of instruction on career planning for a professional massage practice, the learner is expected to **write** a personal one-year career plan in a graded assignment.

Related Learning Objectives: Having participated in a lecture, the learner will be able to:

- **Identify** five important values of one's own that might influence career planning.
- **List** two types of massage environments of particular personal interest (e.g., spa, chiropractor office, etc.).
- **Discuss** one's personality traits and their suitability for different massage career paths with peers.
- **Determine and report on** one's yearly, monthly, and weekly income goals.
- **Compare** one's own skills to the skill requirements in four different massage work environments.

The Criteria Statement

The criteria part of a learning objective is a declarative statement that describes how well the behavior must be performed to satisfy the intent of the *behavioral* verb. Sometimes the criterion is described by providing a specific amount of information to be demonstrated for competence. For example, "Identify five important values ..." or "List three examples of postural dysfunction." Sometimes it is very specific and explicit. For example, "Follow defined protocol for draping clients during all massage exchanges." Sometimes it is implied: "Demonstrate methods for undraping the client's leg for massage in the supine, prone, and side-lying positions." The implication is that the methods used for undraping the client's legs will be demonstrated correctly. In learning outcomes, the criteria is often described by the method used to evaluate the behavioral verb such as, "on a written examination," or "during a practical evaluation," or "on a graded assignment." For more examples of properly written learning outcomes and learning objectives, download the Entry-Level Analysis Project Blueprint available at www.elapmassage.org.

Writing Quiz Questions

The NCBTMB requires that CE providers give proof of learner achievement in order to confer a certificate of completion to participants. ABMP uses short quizzes to test learners on knowledge acquisition. Five quiz questions for each hour of learning are required.

Multiple choice test questions are often referred to as "items." Items consist of a *stem* and a set of options with a *key* and *distractors*.

- **The Stem:** The stem is the beginning part of the item that presents the item as a problem to be solved, a question asked of the respondent, or an incomplete statement to be completed, as well as any other relevant information.
- **The Key:** The key is the correct answer.
- **The Distractors:** The distractors are incorrect answers.

WRITING THE STEM

Please follow these guidelines when writing the stem for your quiz questions:

- **Use straightforward language:** The stem should be written in straightforward language so that a prepared learner need only read it once to understand it. State the question or statement as briefly as possible and avoid awkward phrasing, unknown terms, wordiness, and unnecessary complexity.
- **Use a positive form:** The question should always be stated in a positive form. Avoid negatively phrased questions such as, “Which of these bony landmarks is not the insertion point of the extensor carpi radialis longus?” Negative phrasing often causes learners to misread questions and therefore miss a question they might otherwise have answered correctly.
- **Avoid “you”:** Avoid the use of the word “you” when asking questions. The examinee could argue that although that is what “you” would do, this is what “I” would do and he or she would be correct. All answers must have a reliable reference so that the instructor can defend them in the event they are challenged.
- **Avoid teaching in the stem:** Avoid saying so much in the stem that it becomes a lesson for items that occur later in the test. For example, “A technique that stretches and separates the superficial muscle and fascia from the deep fascia and facilitates thixotropy (gel to sol process)” explains the word thixotropy.
- **Avoid clues in the stem:** If there are words in the stem that are also in the option, the examinee can respond on the basis of the clue alone. For example, if the stem asks, “Which of the following techniques describes skin rolling?” and the key states, “using the fingertips to roll the skin along the body” the question should be rewritten.

WRITING THE KEY

Write the key immediately after writing the stem and make sure it is the only correct answer. The key should always be listed first when you submit your quiz with the distractors following. Keys are shuffled with distractors each time a new person takes the quiz to support quiz security and to randomize key positions in each complete quiz.

WRITING THE DISTRACTORS

Each quiz question should have one key and three distractors. Distractors should match the key in length, phrasing, and style. If the key is two words long, the distractors should be two words long. Quizzes with made-up words, unknown terminology, distractors composed of minuscule distinctions between answers, the use of humor, and the distractors “all of the above,” “none of the above,” or “both A and B” cannot be used and will be returned to the presenter for revision.

Presentation Design for How People Learn—Structuring Content Effectively

These notes accompany the webinar presentation titled “Presentation Design for How People Learn: Part 1. Structuring Content Effectively” Please review the webinar before you begin the development of your course. The information in this webinar presents best practices for structuring content effectively.

THE BEGINNING, MIDDLE, AND END

Like theater, music, books, and life, your presentations should have a discernable beginning, middle, and end. Let’s discuss each of these sections in order.

The Beginning

In the beginning, you want to provide context for your learner and get them engaged with your presentation. Share your session goals with learners. Telling people what they will learn during a session helps establish context, which is important for absorbing information. However, you don’t want to present your goals in a long list on one slide. This could feel overwhelming, and worse, boring to your audience members. Instead, break each goal out onto separate slides and then use those slides for section breaks. Alternately, you can create a graphic organizer and use it as a navigation slide throughout the presentation. View the webinar “Presentation Design for How People Learn: Part 1” for examples of how this works and for ideas on how to design goal slides.

You also want to open with a “hook.” A hook is used to engage learners, create suspense, help them personalize information, and raise energy and interest. Try these hooks and review the webinar for examples:

- **Why Do I Care:** Share with your learners why *you* care about the topic. Then tell them why *they* should care about the topic. Never assume they know why they should care. Research shows that when you tell them why they should care, they actually care more!
- **Tell a Story:** The human brain is hardwired to remember stories. Storytelling instantly engages people on an emotional level. It also helps give you a persona. It tells your audience who you are and what you’re about.
- **Interesting Statistic:** Review the webinar “Presentation Design for How People Learn: Part 1” to see how a simple statistic, dressed up with high-impact visuals, can get an audience hooked on the content.
- **Compelling Question:** Questions help learners personalize and internalize content. However, if you hook them with a question, you must provide the answer(s) during the presentation.
- **A Short Activity:** It will feel strange to you because you don’t have a live audience, but so long as the activity is short enough, you can trust that it’s working to get the audience thinking. I like reverse brainstorming, short self-assessments, and mindfulness moments.

The Middle

The middle of your presentation is where learners will acquire new terminology, new conceptual understanding, and new ideas for how to apply concepts to unique situations. The use of a presentation formula can help you add structural components to your webinar that will improve learner comprehension. The formula looks like this:

1. **Provide Navigation:** Show the learner where he or she is at in the presentation with a slide that outlines the section of your content you are about to present.
2. **Concept:** Present your first key term or key concept.
3. **Fact/Example:** Give them some evidence about why the concept is important, how it works, or how it is applied in a session. Differentiate your data points by separating out each fact or example onto its own slide. Present facts or examples until you have covered the concept to the desired depth.
4. **Response Moment:** Give learners a chance to integrate and personalize content by asking them a question that makes them reflect on how the content relates to them in a particular way. Occasionally a review, such as a quick quiz, can also be used to provide learners with time to integrate content.

The End

Use the end of your presentations to anchor learning and to “circle back around” as a way to provide closure for your learners. These methods work well to anchor learning:

- **Review:** Scenarios help learners connect information to real-world situations. Read the scenario aloud to the audience and give them no longer than 1 minute to jot down their thoughts about how they might respond (if you wait longer than 1 minute, it’s too much dead air space). Then, share how you feel the situation should be handled. Quick quizzes also work well as a review. Place only one quiz question or true/false question on a slide at a time. Make sure to give the correct answer. Use up to five questions for review.
- **Satisfy the Learner:** Never underestimate the power of a checkmark! Psychologically, we associate checkmarks with a sense of progress, a sense of accomplishment, and a sense of completeness. In educational research, checking off progress during a presentation increases learner engagement and positive feelings toward the content.
- **Direct the Process:** Think about how you want your learner to behave after the webinar. What exactly do you expect them to do with the information you’ve provided? Design your presentation to help them take the next steps with the learning. For example, you might give them an “away task.” Away tasks are activities that help learners select new behaviors or practices, commit to those behaviors or practices, and create self-reminders to hold themselves accountable to their commitment. Research indicates that when learners make verbal and written commitments to new behaviors or practices, the likelihood they will follow through on these commitments increases. As an anchoring activity, a well-designed away task helps learners apply the information they just learned in a practical way that is relevant to their personal lives and massage practices. To design an away task, think about a new behavior or practice you want learners to adopt. Ask them for a commitment to the behavior

or practice. Ask them to create a reminder, or personal prompt, that will help them hold themselves accountable.

- **Provide Additional Resources:** Provide a list of your resources or other resources that give the learner additional avenues for growth and learning.
- **Circle Back Around:** When you circle back around, which basically means that your beginning and ending look the same, you create continuity for the learner, give them the sense of how far they've come on a learning journey, and create an emotionally satisfying ending for your webinar.

Presentation Design for How People Learn—Designing Cool Slides

These notes accompany the webinar “Presentation Design for How People Learn: Part 2. Designing Cool Slides” Please review the webinar before you begin the development of your course. The information in this webinar presents best practices for designing clean, functional, and visually engaging slides.

GET THEIR ATTENTION

Let's talk first about the unspoken rules of getting attention. We will seek to light up the brain, use strong visuals, avoid templates, and use bold color.

Light Up the Brain

Our brains are hardwired since prehistoric times to constantly scan the environment and ask these three survival questions:

- Will it kill me?
- Can I eat it?
- Can I have sex with it?

This prehistoric questioning might be why our brains light up when they see certain types of images. Our brains get excited visually by these things in order:

- Baby animals
- Adult animals
- Baby humans
- Adult human faces
- Bright color

Think about this when you're building your slides, but always go for relevance first. If it's relevant, use a picture of an animal or a human face looking off the screen. If it's relevant, tie a concept to a piece of delicious food or use an image that suggests risk or danger. But don't overuse it. I once saw a presentation at a national conference where the presenter used 20 pictures of cats. He took it too far and his audience checked out.

Use Strong Images

Use strong images that build off a schema, play off a word, elicit a feeling, evoke a sense of time and place, create a sense of movement, or produce a sense of suspense whenever possible. View the webinar “Presentation Design for How People Learn: Part 2” to see examples of slides that do each of these things.

Avoid Templates

PowerPoint offers a number of templates people can use to design their slides. Avoid these templates like the plague. They encourage users to include too much text on their slides and to pair images and texts in ways that lack impact. The color schemes look professional but become repetitive after four slides and then look boring and lifeless. Avoid templates and build your slides from scratch.

Use Bold Color

Color tells your audience that the presentation is fun. It also lights up our brains and gets us engaged. You can also use color to signal you are changing a subtopic or to code groups of information. You can swap back and forth between light and dark backgrounds and completely mix up your colors to keep learners engaged.

GET MORE LEARNING

Now let’s talk about how to build slides that improve learner acquisition of content. First, it’s important to remember that people have difficulty reading and listening at the same time. Good slide design helps people avoid reading.

Ideally, an audience member should be able to comprehend your slide within 3 seconds. The discussion that occurs around the slide might take longer and that’s OK. The goal is to keep your slide simple enough that the audience member doesn’t have to try and read the slide while listening to you. Think of your slides as visual anchors for the audience. Show a related image with just a few key words. The details come from you—in your discussion of the concept illuminated by the slide.

This brings us to differentiated data points. Individual pieces of data should be separated from one another to support better mental organization of information. This improves comprehension and input into long-term memory. When you differentiate your data points, it means you only get one thing on a slide. You get one:

- Definition
- Bullet point
- Example
- Fact
- Graphic organizer
- Scenario
- Quiz question for review

However, there is a time to break this rule. Break this rule when information must live together to make sense. For example, if you have a brief self-assessment activity with a list of five self-assessment questions, put them on the same slide. If you have a task with three brief directions, put them on the same slide. If information works best together, keep it together.

BUILDING PRETTY SLIDES

When building nice-looking slides, you want to think about how you use fonts, ensure that slides feel balanced, and choose photos that portray authentic emotion. Review the webinar “Presentation Design for How People Learn: Part 2” for examples and direction on building slides according to these criteria.

Get ABMP’s Help

ABMP will design your slides for you so long as you set them up correctly and provide your content one month before your recording date. Follow these guidelines (review the webinar, Cool Slide Design for formatting details and directions).

1. Send a complete presentation minus design.
2. The text for each slide should be in a non-formatted text box on a plain white slide background.
3. It is helpful if your “script” for each slide is in the notes section (as shown in the webinar, Cool Slide Design).
4. Add scrap art (example pictures that are low resolution) from the Internet to show me the type of image you want if you want something specific. I’ll replace it with something similar that is high resolution from ABMP’s stock photo sources. Please note that I have limited access to technical images.
5. If you don’t have an image preference, you can just leave it blank and I’ll choose something for you.
6. Call me if you have questions (Anne’s office line 303-679-7644).

RECORDING YOUR ABMP WEBINAR

When you have turned in all of your webinar materials to Cindy (your slide presentations will need to be completed for your materials to be considered final) you’re ready to record your ABMP webinar, you will set up a recording date with Eric Brown at ericupsidebrown@gmail.com. Please review the document “Recording Your ABMP Webinar” for tips about how to prepare for your recording session.

PROMOTE YOUR WORK THROUGH YOUR ABMP WEBINAR

These notes go along with the webinar “Promote Your Work through Your ABMP Webinar.” Please watch the webinar for additional information and ideas.

ABMP’s clean emailing list totals 95 thousand members and prospective members. Around 400-800 people usually attend a webinar event and an additional 700 people watch a webinar as an archive in the 18 months following its release.

We want you to get the most from your experience as a webinar presenter. Here are some ideas for how you can use your webinar to promote your business.

Sell with Your Slides

During your webinar, we encourage you to use three slides to promote your books, workshops, DVDs, and other products and services. These slides can be placed at the beginning, middle, or end of your presentation, or distributed evenly throughout. See the webinar “Promote Your Work Through Your ABMP Webinar” for ideas of how to design your sales slides.

Sell with Your Handout

In the past, presenters often provided their slides as a handout. While this is easy and time-saving, it’s not the best way to sell your stuff. When you give people your slides, they feel they have enough information and don’t need anything else. Instead, do a simple outline of your presentation or create a graphic organizer note form (an example of this is included in the webinar “Promote Your Work Through Your ABMP Webinar”). Add sales pages to the handout so that it is a brochure or “catalogue” for your products and services. This will live as a resource with your webinar for years to come and will help promote your work.

Get Their Email

You can build your contact list with your webinar. Offer something on your website that your audience can download for free. Ask them to register for the “gift” with their name and email; make sure they understand that providing their email means you will send them other offers. For example, you might provide a deluxe version of your notes when they register with you or when they “like” your Facebook page.

Sell E-Books

Break your content down into pieces and sell it as ebooks for “no-brainer” price points. For example, I have a spa book that sells for \$49. An individual would have to be very interested in spa to shell out that much money. However, if I put together an ebook called “Add a Citrus Salt Glow to your Massage Menu” and ask \$2.99, I’ve created a new product. Attendees at the webinar can download the PDF off my website. It costs me nothing to publish and if 600 people attend my webinar and 75 people pick up the ebook, I just made an additional \$225 for my effort. Maybe I take it a step further and when they get to my website they find I have 10 small ebooks to sell. At \$2.99, the webinar attendee has little to lose.

Remember, if you need any help or have any questions, just contact any of us on the ABMP Webinar Team (contact details are at the beginning of this document).