Bienvenue dans mon cours en ligne!
Welcome to my Online Classroom!

Video location link on YouTube: https://youtu.be/r32jWr89NZc

Speakers
Alison Flynn
Nancy
Derek
Melissa
Other speaker

Alison: Ça fait vraiment plaisir d’être ici. J’ai tellement d’excitant de voir tellement de membre de notre communauté ensemble. So happy to have everyone here. And I hope we can have a good hour together here.

So welcome everybody. If you want to there are few questions on Menti that we can use just to get ourselves started here. And really I wanted to understand a little bit where people might be in their course plans; we’re thinking about the fall or some of you are teaching in the Spring and Summer already. For myself, I’m going to have a mixture of lots of asynchronous parts, when students can participate when they want to and they’re ready to and also some synchronous times and then those synchronous times will be recorded so that students can both watch later and participate asynchronously later. I’m really trying to offer a lot of different kinds of flexibility. Today's session is entirely focused on the synchronous parts, but I’m happy to chat with people and about those asynchronous parts another time.

All right? So I wanted to start by paying respect to the Algonquin people who are the traditional Guardians of this land, and I acknowledge their long standing relationship with this territory, which remains unseated and I pay respects to all indigenous people in this region from all nations across Canada who call Ottawa home. I acknowledge the traditional knowledge keepers, both young and old, and I honor their courageous leaders, past, present and future.

As we start I want you to know that you are very welcome in this space. This is something that I share with the students as well as I start my own courses and periodically throughout the course. I will invite you to participate however you wish, which might mean not at all. And maybe you just want to kind of watch and take a look and see what’s going on. You might want to be part of the videos, chat, speaking aloud, do the some of the activities, not do all the activities. It's really up to you. Please feel free to ask questions aloud or through the chat. And hopefully there will be lots of suggestions coming, so I'll have a space that I'm going to
open up in a little bit for people to give suggestions, because even looking at the participant list, there's so much knowledge in this room right now that hopefully we can share suggestions that I can share back with you afterwards. And with that if something is wrong, something is not going well, if you think like, Oh, you really like this? This is not feel right for me, please let me know and there is always things that we can change.

A couple of options in this space and I both speak to this, both for those who are new to a Zoom space: there's the unmute, or Start / Stop video, there's a chat you can chat with everybody, or just with individuals, you can give reactions like applause and thumbs up, so those are the three. There is lots of stuff, but I will stop there. The other reason I share this, even if people are comfortable with technology, is just to explicitly invite people to participate in these. In these various ways, so just know that it is all good.

And as I'm sharing some of these ideas today, um, just know that I don't think there's a single right way. There's lots of great ways that we might teach in online spaces. As I'm looking at some of the results that are coming up, and I will actually share those with you as well, just show you what this is looking like.

“Should a course be more synchronous or asynchronous?”

So you'll notice that people are answering and there is certainly a spread. There are some people in completely asynchronously, others who are looking leaning more in the synchronous side, so there's a variety, so there's no single right method.

OK, so I hope we might actually start with a chance to talk with a few of the people in the room so we do have so many people here.

A Chance to talk to a few People in a Breakout Room

Thanks, I saw that and I will deal with that in a second (I saw your message in the chat there). What I'll invite you to do here is – I'm going to open up some Breakout Rooms in a second. What I invite you to do is just introduce yourself to the people in the room, say how it's going, what you're thinking about for your course. We're just going to take a few minutes to do that. As with any of this, it is completely optional. Jump in if you want. You'll be invited, not forced into this room. I'm just making five or six people per room. So as you like so you should in just a second receive an invitation to go in there.

I'm opening all those rooms now.

[Long pause]
I see just for those who have not joined a room, that's totally fine. If you don't want to. If there is an issue though, a technical issue, something please, just let me know and we have a check in the room with us. I'm happy to help out, so just let us know if you think there's anything going on there.

[Long pause]

Hi there Christine, I just saw your message. Let me see. How I can most help...

So you been invited to join a breakout room which you can go into. We're just waiting until folks come back from that. People are just doing some introductions right now so you can wait in the main room. It will just people back in two minutes or you're welcome to go into a breakout room for those two minutes. If you want to totally up to you.

[Long pause]

So just for those of you in the main room, I've just closed the breakout room everyone in the room's got a message that they're going to close in 60 seconds, so people should start coming back in as those rooms are closing.

[Long pause]

Awesome, welcome back everybody.

We've got about 30 seconds until everybody comes back in. Those rooms close automatically, so anybody who's still in the room in the rooms close, they just are going to get whooshed back into here.

[Pause]

In five... and we'll just give them a couple seconds for them to transition out and come back in.

**Other speaker**: It was cool!

**Alison**: What was cool about that?

**Other speaker**: Well, just that it works.

**Alison**: Yeah cool. Yeah, fair enough

**Other speaker**: and good people in the session

**Alison**: You know, when I saw the participant list, I thought I want to talk to everybody in here. This is. This is just so great, but I'm glad you had a chance to chat with each other.
I use Breakout Rooms a ton in classes, and we're going to have hopefully one or two more today. There is an option to force people into the breakout room so I could have said create the Breakout Rooms and push everyone into it, but I think you've probably heard me like I'm a really big believer in people choosing to participate or choosing not to participate, so I'd rather people choose and let them go.

**Other speaker [question]: Are the breakout sessions be recorded?**

**Alison:** Yeah, so the breakout sessions, to my knowledge, cannot be recorded. It's only the main room, except if I'm at. So if I had gone into a breakout room, it would have started recording that breakout room, but otherwise the other parts are not recorded.

**Other speaker [question]: You can’t clone yourself and go to the other rooms?**

**Alison:** And yeah, no, I mean, I guess the only way to do it. I mean, I can think of a work around is that you have a somebody in the room doing a screen recording. Would be the way to do that, but no.

**Other speaker [question]: I got two quick questions Allison, Mike Sawada, Geography Environment Geomatics: Is there a way to show that there's a grace period in the breakout room? You know, for example, we were chatting in our breakout room, having some very constructive conversation, and then suddenly it ended and we couldn't, you know, there's no kind of way to stop that is there?**

**Alison:** Right. So there's the only way to stop it. I guess is to... so what happened is that I can broadcast messages and I could have said, “Two minutes - OK, please come back now”.

And then you would have completely had the choice this time. That's great feedback to hear. Like this time, I said I closed the room. So I pressed a button to close the room in 60 seconds. Everyone was ‘Whooshed’ back up. So I could have not closed the room or done it that way.

**Other speaker [question]: Can you tell us how you get your class list of students into Zoom?**

**Alison:** So if the institution does purchase the kind of higher license of Zoom we will be through a single sign-on and then it's going to be able to connect really easily. The way I have run it, even with larger groups of 100, or 300 is really simply by doing what- just what we did here. Like I didn't use the participant list to make the Breakout Rooms, they just automatically did it. I have a video that I'll show later on that link to you later on. I want to actually show the video during the session, but that will give you a sense of ‘how to’. ‘How to do’ the mechanics of all of that? And I'll just also mentioned in the chat that Zoom has excellent training videos, as do I think I would say most of these tools doesn't matter which tool you choose to use, but they're really excellent.
Thank you, David, for sharing that specific link. Appreciate it.

Alright, so let’s move on to some of these different ideas so you know one of the things that you may have heard it just coming through the questions like there’s so many options.

Many Options for Classes: keep things simple!

My biggest recommendation is to keep it simple and just to stay anchored on the goals that you have for the course, try out one thing at a time. See how it goes. Check in with the students. Are they feeling overwhelmed because they’re going to have other classes with other activities in tools too. So just start it out slowly and simply.

I've shown some different examples here. We'll go through a couple of them today. Then I've also shared the slides. You'll see the link a bit later, but I've shared the slides, and the slides actually have all these hidden ones that I have here on the screen. It has all of them revealed in the slide version that I've shared, so there's a number of other examples that you'll see you later.

Anchoring Goals: support learning and community-building

So my anchoring goals are twofold. I guess one is to support students learning and the other one is just support community building. You know, students who would normally be coming into a class and see each other and talking with their friends and like, “Hey, where'd you get the notes” and “did this make any sense to you” and all those things which is going to be harder if they were completely remote and sitting in their own homes. So I'm really thinking about how we change the room from one where we don't see anyone. It feels really impersonal. It still really, really weird to be speaking with ‘initials’ or nameless faces – to the real humans that we get to get to know during a course. So a few different ways that will share with you today that I do that, but also one of the important things I'm going to open up a site where you can also share your ideas because there’s so many great ideas out there.

Facilitating Classes

So the way I've said that the rest of this session up today is really the way that I think about the different parts of a synchronous session. There's the planning, there's those few minutes that tick down before the session starts. The actuals, first few minutes, and what you might do in those first few minutes. What you choose to do during the session and what you do at the at the end to wrap it all up.
Planning the session

So in terms of planning the session, I wonder if I could get some feedback, whether that's big enough or not. I'll make it trying to make it look bigger anyway.

So identifying the essential learning outcomes: what must the students leave this session doing? and I design my activities either according to that or according to the community building piece; identifying what they already know so I might do some reminders, help them, help them summarize, remind things they already know but I don’t repeat the things that they already know

And then it's using that information to deciding on the activities and adding in technology if necessary. If it's needed, an additive.

One of the things I've certainly found in online spaces that simple and detailed instructions are essential, and the written down, especially when you don't always get that feedback from the room like other people don't get it because you don't get those looks those people turning to each other like I don't understand what's going on here. So those detailed written instructions are really helpful. Then somebody mentioned actually in the in those Menti questions early on and how to involve teaching assistants, so deciding how to involve teaching assistants and then helping them prepare to be, for their role: communication, supporting students. This is new for the vast majority of our students here. How we might create inclusive environments. Posting any materials ahead of time. Sending announcements, expectations good to knows. And then practicing the technology or software ahead of time.

15-30 minutes before your session

OK, so for me in those first 15 to 30 minutes before the session, so what I did today, you know, setting up and logging in, turning off my notifications, so I'm not getting distracted. Check of sound. All those kinds of things and I really like to start the session early: one to resolve the tech. Any tech issues that arise, although I've had one here that was fine right before the session and but the other thing is that students can really use that time to chat or ask questions and they might do it directly or sometimes I'll create a breakout room and someone will say, “Hey, I've got a question. Let's just pop into a breakout room and ask, and then we can come on back.”

Start of class

So that start of class. Now we're into the very first few moments of the class, and my emphasis here, I guess, is started the course. But I still think of those starting few moments of each class is as being some precious few minutes, and certainly introducing myself welcoming everybody
to the group, letting people know the class will be recorded. And with students also, and I should have here, my apologies, offered *work arounds* if you are not comfortable that you still want to participate. I value participation over what happens within the recording. So if we have to do something to the recording to make you comfortable to participate, please let us know.

Introducing the goals are intended outcomes of the class as well. And then in terms of helping students feel welcome, it might be an intro video beforehand touring the features that might be available and explicitly inviting participation, and for me it's really important that optional.

**Class start: netiquette**

I'm hearing video and audio out of sync. I'm going to pass it over to Derek. Derek. If you have a suggestion of what we can do. If you can let me know or let it in the chat. I don't. I'm not sure how to fix that one.

Oh – I am seeing others write, “not a problem”.

**Derek:** Yeah, it seems to be In Sync for me, so whoever is experiencing the difficulty, I would just try logging out. So just leaving the meeting and coming back in the meeting. That might help.

**Alison:** Awesome, thank you Derek.

Alright, next part I guess, and if there is a question that I'm missing, Nancy is keeping an eye on this so I'm it is hard for me to look at the chat at the same time, but I will try at least a pause periodically to take a look at the chat.

**Nancy:** Alison, there's a lot of questions about the breakout exercise that we did. Like how do you set this up in all that; so I don't know if you want to address this at the end, maybe so just keep it in mind that a lot of questions are there for, “how did you do this?”, number limits, recording and all that..

**Alison:** OK, thank you Nancy.

We have another breakout room coming up in just a second, so I'll we can do it then as well.

So this is a kind of an etiquette at the class start and this has varied with each of the different groups that I've worked with, and it started out with us co-creating it and then I just start kind of as a proposal usually and it varies depending on what you know what.

What people in the group want to do? You know, sometimes we don't have a raise hand, for example we’re a small enough group or we just had a group of 100. We didn't need to raise
hands, people just it just worked out fine. So sometimes, we don't need to stand because we're small enough group. You know saying things like that.

So this one we do have some adaptable documents as the link there so you feel free to just take that and adapt it if you find it useful to you.

Yeah, I do see a question coming up. How strongly do you recommend recording classes? I think it's super important, especially right now because our students are living through a pandemic some are working 2 jobs, working for their families; um, have bandwidth issues. That makes it really hard to actually understand what's going on. You can imagine if there's a huge lag between what you're seeing on the screen and what I'm saying. It could really not make sense. You know others who are who are ill and that that sort of thing. So for those reasons, I suggest recording. And then the comment that I made before about valuing participation over the over the recording. You know, what I've said, is that if somebody really was not comfortable and it would take extra time, but we could blur that person out, you know, take out their name, that kind of thing. If somebody was uncomfortable. The other thing that I was sure reassured for students in the class is that the recordings go into Brightspace and they’re not publicly available. So that's another thing to try to reassure people about the recordings themselves.

OK, I see some more questions coming up. I'm just going to leave for a second. I'm going to come back to them in a couple of minutes, but thank you. I have noticed them.

Some Ways to Start Class

Other speaker [question]: In what way is Zoom linked to Brightspace?

Alison: So right now I don't, so right now what happens is that this recording is going to locally to my computer. If this were a class, what I would do next is usually what I do is I put it onto YouTube. It is a private link so that it can do some auto captioning, which I think is help with the Accessibility piece and then I link that to Brightspace.

Version two that I take the MP4 that would be sitting on my computer and I put it directly into Brightspace.

Is that Nancy jumping in?

Melissa: No, Melissa – hi Alison

So I'll put a little plug in here. So just to answer that question. We want to try and avoid doing the second version that you mentioned. Just because the video might be too big and Brightspace has a limit of 1 G and then sometimes depending on how it's been uploaded, students may need to download it to view it. So you want to have it in a cloud-based type of space right now, YouTube is an option. Absolutely, you can do a private channel just like
Allison said and I do recommend that as one of the options. In the future, we may have it integrated straight into Brightspace. That is something that we are looking into, which is why I wanted to open my microphone and mention that. But that's only if we get the go ahead that Zoom can be purchased as an official license University wide. So we were researching all of our options. It will make it much easier to integrate it afterwards. If you are interested in knowing more about how you can put your videos, if you're not interested in you in YouTube, we do have our own cloud-based video tools, so you can contact us at the TLS. Just send us an email and will address your particular context.

Other speaker [question]: So that one gig limit is that one gig per video or one gig per class, or what?

Melissa: 1 gig per video in Brightspace. Anything that you upload too Bright space, there is always a one-gig limit maximum.

Other speaker [question]: We were told not to use YouTube because of students in China can’t access YouTube...

Melissa: So your best bet is probably to contact us (TLSS). But students in China might have other issues accessing Brightspace altogether depending on their VPN access and what limitations they have. I would say in your particular context, just contact the TLSS and will be able to address your question.

Alison: Folks, I do see a lot of really specific questions like that coming through, so if you could I think would be helpful if you could put those in the chat maybe. And what we can do is we actually have a collaborative chat. Actually it's open now because we're on the on the page so you're welcome to post the questions in the chat. We can answer all of them as we go along or afterwards as well so.

OK, so a couple of ways in terms of getting the class started, one is getting asking students to come in and summarizing from the last from the last class or last discussion or something that happened on the discussion forum. Opening up Miro, I'll share my screen in a second in case you don't have access to the link (in chat).

Just copy that for the chat.

Just a second ... Go. Oops. That is the wrong one. Excuse me a second. Let me give you the right one now.

Alright, so if you go to Miro. This is where we can start collaborating on some different pieces. The two things one is, I might get assistance to summarize from the last class and I would ask them to do that on a collaborative document or on something like mural, which is a collaborative whiteboard. Another thing I might do is we often do is check in with each other, so in a small group we would do that in the big room altogether and it's just like how you
doing it could be a thing, it could be an emotion: good, bad. People always have the option to pass, and in my experience is always some people who choose two on different days for different reasons. In bigger groups, I do that in Breakout Rooms. In it serves a couple of purposes I guess is one is that more people get to talk, but the other thing is that it seems to build confidence in that in that environment and people start to build community.

I'm seeing about 30/31 lots of people who are on your right now.

What I'm asking on Miro then it is what ways do use to start a class. This is where we can start giving recommendations to each other. People are starting to close, which is lucky. Let me share my lovely not lucky. Um, maybe it's lucky too. Let me share my screen.

That you're not on your own. You can still see it, you share.

Thank you, that was lovely. That's the first time I thought that when I'm here before, thank you for the kind words.

This is Miro. It's a collaborative whiteboard you can draw. You can put sticky notes free. I don't really have students log into it, we just do exactly what we're doing right now. Yeah, people have found the Scribbly. Well done.

All the arrows is distracting. OK, one of the things you can do up at the top is to show or hide collaborators, cursors. So you can have everybody if you want to just super distracting with as many people. Or you can disappear them. So as you're exploring, if you do have ideas of activities, please do feel free to add them in.

**Other speaker [question]:** That's a good question. Alison, what do you do when people oppose inappropriate content?

**Alison:** Yeah, so this one is why I do this. Actually, I don't think we'll have time to really get to it today but we've written a little bit about it and you know the first thing. If it's really bad, you're not sure what to do, close up the session. That would be, you know if you're really not sure, stop. But I think the other thing starts from the very beginning is when you set up that community, set up the class and agreed upon expectations, the culture in the class where people are participating positively.

In my experience anyway, and others can jump in here and it happens less and less or not at all. And I would say the other thing. If it does start to happen, then the next thing is to know how to stop it. So when using Zoom, for example, it's knowing how to take out a participant, how to lock the room, how to set a waiting room. You know, mute everyone's mic. Things like that if needed. But I think it's really starts with creating a classroom culture. A positive question culture to start.

**Question:** Do we have a license for Miro?
It is free. I’m using one of the more advanced licenses and it still free for educators. Hope I didn’t set the timer, I had a timer started.

Can you save this? Yeah, you can export and a bunch of different formats, so PDF for example.

**Other speaker [question]:** Can you do it in Breakout Rooms?

**Alison:** Oh, is there a way to do it for Breakout Rooms?

Yes and no. You could make a different board for breakout room, but what I typically do is where I have sort of activities listed up at the top here, a frame, I’ll create one named Group One, Group two, group three…and I’ll just say, based on the number of your breakout room, use that space on the Miro board.

Yeah, so is Miro part of Zoom or separate? Do you need special hardware to properly write in it? It’s some it’s easier with some devices to write then on others if they’re so they’re separate. One of the things that always comes up for me. Like I said at the start, it’s just keep it as simple as possible.

I would only really typically introduced one thing per session. Knowing that we only had an hour like all I have to do a few more, but so we did Menti today, we started out with polling mural was the collaborative whiteboard and then we have Zoom. And breakout room. So that would be the ones for today.

**Other speaker [question]:** A question just about Miro. It seems as though I can delete other people’s sticky notes. Is that accurate?

**Alison:** You can, and one of the things that’s one of our class rules that we typically agree on is that anybody can add, anybody can comment, but we ask people not to delete each other things.

And I do exports periodically to make sure I do have a bit of a back up there.

**Other speaker [question]:** Thank you.

**Alison:** Yeah for sure. More people participate. Absolutely. You know some people always choose not to, but I find with the combination of different options so there’s the chat. You see more people participate in the chat then asking out loud with the Miro option of polling option Breakout Rooms, with those different things, people participate at different in different ways I guess based on different preferences.

Some people participate more in the discussion forums on Brightspace than they do synchronously. That’s all good too.
I have a question about participant list. I have done absolutely nothing today with participant lists, so when I set up the Zoom in the Breakout Rooms, it did it automatically. I can manually assign it, but I almost never do. Unless people need to go to specific presentations or things like that in terms of Miro, I just made it open; open so if anybody in the world has this link right now, they can get in here. You know when I'll close it down a couple days after this session.

The timer was part of mural.

Great questions.

Zoom does have a way to monitor participation. I can always export the participant list after the session. If people come in tomorrow anonymously than their comments therefore become anonymous.

Yeah, great point on the, uh, I'm seeing this time Miro.

Probably better with 10 people then 100. In the bigger classes I actually have different frames setup typically so yeah.

Thanks for this session. I really should've done that today too.

You'll notice that MIRO has lots of space, so we can just Zoom in and see lots of people like that.

Alright, so that was our playtime with that, I'm going to re-share them.

There are other similar kinds of things. We Zoom has its own on white board that we you know we might have used. Alternatively, so there are certainly different options here.

Other speaker [question]: Alison?

Alison: Yeah please.

Other speaker [question]: Just a quick question. Mike Sawada from Geography. I wasn't quite sure how you linked us to Miro from Zoom.

Alison: The link that appears in the address bar, I just copy pasted that. You have different settings on Miro boards of whether it's going to be private, completely open, etc. By invite only and I made it completely open so that with that link you could just go right to it.

Other speaker [question]: I see OK. Thank you.
Alison: Album noticing just your comment. How does Miro know who's on Zoom? It yet it. In terms of the free version of Zoom. That's why I'm hopeful that we'll have an institutional license, which will let us have single sign-on capabilities for the students, as well as knowing who the participants are on the session.

OK, so you've experienced the Breakout Rooms now. You've experienced Miro and perhaps done the poll as well at the very start. Just a little bit more thinking then about what the Breakout Rooms, what the rationale is behind them.

Breakout Rooms Rationale

Hopefully now you're back to seeing my keynote screen. So, I love it for small groups. Kind of two to eight people. All sorts of things, problems, activities, discussions, presentations as there's so many ways to do it.

Very often you know, especially when it's more academic based or experience like. Let us know how was that experience in there. Usually people report back afterwards in some way, could be out loud, it might be written. It depends on the context. And many reasons so it can be building knowledge and skills, building connections in class.

At one point I was teaching a small class and I thought yeah, probably don't really need to use Breakout Rooms for this and the students were asking for it and they like that they got to group up with different people all the time. So it's one of the advantages. I guess it's not like in a physical room. You kind of look around.

It's like OK you look like someone I might like to talk to you, like you doing it randomly. It's just you chatting with who you're chatting with. That's a pretty neat opportunity.

In my bio pharmaceutical science course we talked a lot about development of medicines and you know the factors that go into deciding if a drug company is going to start developing a drug against different illness and we had students from all over the world sharing their experiences of the drug development process and those decisions. Hearing diverse perspectives and experiences was really awesome. Building confidence and lots of people will actively engage in the breakout rooms when they wouldn't have a chance in this big group. because it's not if we all talked sorry, to be dominant. We just couldn't hear from everybody appropriately so.

And there's a little bit here, just in terms of the of the mechanics. I would emphasize the before part is really important, explaining what people need to do. Even copying the instructions, taking a screenshot before they go in, I've learned the chat doesn't even transfer appropriately. You can make the groups randomly like I'm doing right now purposefully, or the students can choose as well. So then they would ask to go into a certain room, say based on theme if they want to learn more about something or discussion certain issue or things like
that, you can say, “OK, yeah, I'll put you into Group One there discussing, cafeterias,” I don't know.

Then afterwards typically having people report back, some or everybody. I try to have it be information that will be used to go forward with something, but sometimes it's just wrapping things up.

Discussion of Breakout Rooms in Breakout Rooms

OK, so I wonder if we might discuss Breakout Rooms in Breakout Rooms I'm thinking here about groups of about 5:00 and we don't have too much left. So I think about 10 minutes, touch less than that. When I invite you to do is to invite ways of using Breakout Rooms that would be relevant for you in your course goals, what concerns are sticking points exist and I am going to add some new areas on Miro. It's going to be the same board, but you're going to see some new spaces appear and you can start to share some of those ideas there as well. And please feel free on Miro to expand and go into different areas as you see fit.

Comments or questions about that?

All right?

Do it. So you should be invited into the rooms now and you can join as you wish.

Alright, so we had some super questions coming up. One of the questions came up: How did you get everybody into the Breakout Room so fast?

I think it took two clicks or three clicks. That's one of the things that I really love about this. I can say, “Create”. And I get the option of how many rooms I want and it tells me how many participants per room so I don’t even need to do the math. Sorry to our math folks. I think Monica, you’re here or were here earlier. I know it’s easy math, but you know it just happens.

What I'll recommend to see all the mechanics of what you do and what some of the options are. One was that website Album recommended earlier, which is Zoom’s own description of how to do breakout rooms, this one specifically for education [youtu.be/bjVxUskYLA].

The other one is, my group was really kind one day and they agreed to help me create an explanation of how you do it. There’s explanation here at this YouTube [youtu.be/bjVxUskYLA].

You will have access to the slides afterwards. Nancy’s just grabbing them of from my website right now. And if you wanted to, we split it into two because there’s also the whole follow-up
discussion that we had, so if you wanted to see that, there’s another video that goes along with it [youtu.be/iqvZ2QROnls].

But the main is in the part A [youtu.be/bjVXxUskYLA].

Other speaker [question]: Can you pre assign room?

Alison: Once we have higher licence, I think you can but otherwise, I guess you can purposely invite people so you could. Frankly, I’ve always done it in the moment, either randomly or grouping people by theme.

After the session

Alison: Okay, so that’s some of the things you can do during this sessions. All these hidden slides that you’ll see in these bars at the left-hand side right here, are all hidden slides of specific examples that you might find useful. Those are available in the shared slides that will be available to you after this session.

After the sessions, there’s two parts that I really think about the most. One is to post the recording, and for students to know what kind of timeline typically is, because it takes you know usually it takes a few hours for something in there to convert it and then if I’m going to run it through YouTube, you know, it takes a little bit. So usually by the next day, it’s ready to go.

And then, identifying options to participate or practice. Again thinking that yes, it’s synchronous, yes there are advantages, there still going to be lots of students who cannot participate synchronously for so many different reasons. And yet, I wouldn’t want them to miss out on some of that.

And so, one, posting the recording is a way to see what’s happened but I also leave the things open like Menti that we had earlier, which was the polling questions. Miro I keep open so that people can come in and they’ll come in and comment. So things like that, so they can still participate and be involved even if they’re doing it asynchronously.

If you notice again on Miro, I’ve opened up some additional sections that I’m going to share back again with the group, so if you have other suggestions of activities, ways you help people participate in asynchronous ways with the synchronous sessions, any of that would be wonderful.
Summary

So I want to wrap it up so we can have, it’s time for some questions still. The main things that I really think about is one, inviting participation, making it optional, and providing options for ways to participate. Keeping it simple and making the choices that are aligned with the goals or intended learning outcomes of that particular session and just cutting out the rest, if it doesn’t fit the goals, it doesn’t get to come in. Spend a lot of time planning the sessions; spend those times in the minutes before the session getting set-up, times for questions. Those first few moments at the start thinking about what should happen during those moments, the kind of activities for me that support the learning or the community building, two pieces I think about. And then finally, how to wrap it up afterwards and link whatever we’ve done back with the rest of the course.

So with that, I will give those acknowledgements so anything that I’ve shared today, has come from other people who have shared their work. I thank everybody who has done that and you’ll see lots of great resources here. In particular, I think right now, people are really looking for different kinds of ways to think about assessment, either synchronously or asynchronously and our teaching learning support service has this this collection of ideas for assessments. So I’d really urge you to go take a look at those. You can see where I got the images; the inclusive periodic table comes from Anne McNeil and John Megahan who are at Michigan. And you do have access to those shared documents, let me just copy that link to make it a bit easier.

Other speaker: Excellent presentation.

Alison: Thank you. Thank you so much for coming. I’m so happy to hang out and chat, and hear other people’s ideas.

Other speaker: I just want to take a moment and thank you officially, and hope everyone applaud with me because you have that little icon as a reaction in the chat so, it’s the time to virtually applaud Alison. And I also want to remind people that joined, if you are someone that wants to share some of the things that you’ve been doing online, please email me and you can be the next one on our list from that new series there. Alors, merci beaucoup Alison.