TEACHING PRACTICES FOR THE VIDEO CLASSROOM

RUNNING YOUR VIRTUAL CLASS SESSION

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MANAGEMENT MATTERS

Lights, camera, action! You're ready to start your virtual class session! As you prepare to set up your live session, consider the following management matters to keep in mind during the live session (Martin et al., 2012):

MATTER	EXPLANATION
Presenter Image or Video	Turn on your camera! Provide an image or use a webcam so students can put a face with the voice. According to Martin et al. (2012), students prefer an image instead of just hearing the instructor's voice.
Session Recording	If you plan to archive the live session, make sure the session recording begins before you start your presentation.
Participant Access	Use the technology to provide students only the access they need. • Depending on the session's ground rules, mute or monitor questions during the session. This may include a hand-raise feature or a live-chat feature. • If you have a guest speaker, grant the speaker the access he or she needs. • Ensure only those who will present have access to presenter features.
Audio and Video Quality	Use a wired ethernet connection to ensure consistent access to the network. • When possible, try to avoid using a wireless network connection because a variety of factors can interfere with your wireless signal. • If a student is unable to hear or view the presentation, don't wait for that student. Suggest leaving and rejoining the meeting, closing down other applications, and then encourage them review the archived session.

BEST PRACTICES

You're ready to go! For your live session, keep in mind the best practices outlined below. This section is dependent, in part, on Green, 2016; Martin, Parker, & Deale, 2012; Park & Bonk, 2007.

PRACTICE	EXPLANATION
Introduction and Welcome	Begin with a brief welcome and introduction. • Welcome students. • Establish the purpose and learning outcomes for the session. • Remind students of upcoming assignments and due dates.

Session Guidelines	Depending on the purpose, set guidelines.
	• How and when can students ask questions?
	  • Should students be muted for a certain period?
	  • Should students use the hand-raise feature or chat feature to ask a question?
	• What are the expectations for student participation?
	  • Are students expected to do more than just listen?
	  • What does participation look like?
	  • Is participation graded, and how?
	• Are students required to have certain handouts or materials with them for the presentation?
	• Mute microphones and disable features that may interrupt your presentation, and unmute them when you are accepting questions or discussion.

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BEST PRACTICES
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PRACTICE	EXPLANATION

Presentation Delivery	As you deliver your lesson, seek to engage the students.
	• Frequently reference the presentation materials sent to students.
	• Capture students' attention by:
	  • Setting up a challenge to create awareness of knowledge/skills gaps
	  • Displaying an unsettling or surprising statistic or statement
	  • Asking a question to gauge prior knowledge or to gather information
	• Promote active learning by asking questions throughout. Depending on session type, give students opportunities to share opinions.
	  • Green (2016) suggests if you are using presentation slides, incorporate interaction every two to three minutes.
	  • Provide a quick poll for instant student feedback.
	  • Rule of thumb: Call upon students for some kind of response every three to five minutes (Green, 2016).
	• Have students break into small groups for more detailed discussion of presentation content (if the software allows).

Conclusion	Before ending your lesson, invite student questions and provide final thoughts. • Give students the opportunity to ask questions related to the presentation. • Review the lesson objectives and takeaways. • Provide a word of encouragement to students.

References:
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