



224 Sharing Synchronous Strategies for Interactive Live Virtual Class Sessions that Engage the Whole Class

Teaching and learning social work online - Roundtable

Online & Hybrid, Synchronous, All levels

Illinois Central

1:45 PM - 2:30 PM

For experienced online instructors, this roundtable discussion will give participants a chance to share activities and strategies that have worked for them during synchronous, live virtual class sessions. For both new and experienced instructors, this session will give participants a chance to learn concrete activities and strategies that are working in other virtual classrooms. All levels participants will walk away with something new for their virtual instruction toolkit.

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Chapter: Instructional Strategies for Synchronous Components of Online Courses

Marquart, M., Fleming, M., Rosenthal, S., & Hibbert, M. (2016, April). Instructional Strategies for Synchronous Components of Online Courses. In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments*. Hershey, PA: IGI Global.

<http://www.igi-global.com/chapter/instructional-strategies-for-synchronous-components-of-online-courses/148897>



What's in this for you?

- Presentation of philosophy and strategies from chapter & experience with hundreds of virtual class sessions
- Handout of concrete ideas & activities you can use to engage students and build community



Share strategies



Share activities



Ask questions

Webcam with mic

"Using webcams really builds my connection with the students....the connection builds week by week....By the end of the semester, I am as connected to my students as I am in a face-to-face classroom setting."

-- John Robertson (p. 200)

"Incorporating webcams adds depth to the quality of student interaction....I ask students to use their webcams as a strategy for engaging each other in ways that would not be possible in a campus-based classroom"

-- Amelia Ortega (p. 200)

Tips:

- Use visuals, including gestures, facial expressions, objects
- Set the stage - consider the lighting and background
- Avoid WiFi
- Encourage students' use of webcam, individually and in groups

Typed chat

"Chat is one of the richest parts of being in a virtual class session together, in real time....The chat turns the class sessions into a dialogue."

-- Katrina Pugh (p. 202)

"It gives all students an equal chance to participate. It especially important for the involvement of usually shy and non-participating students. This group often involves international students."

-- Mashura Akilova (p. 202)

Tips:

- Select a moderator/curator for the chat
- Use multiple chat pods for different purposes
- Establish expectations for social use
- Prepare for teaching moments

Formal and informal polling

"An effective poll engages the students, makes students active participants (and keeps them alert), and makes students feel like their opinions count....Polls can also gather helpful anonymous feedback and allow students to gauge their opinions versus those of their peers."

-- Basil Rabinowitz (p. 203)

"I'm a huge fan of official polls as well as the 'informal' polls with hand raising, emoticons, etc. They're easy check-ins to ensure I'm audible or to inquire if students have personally experienced what I am discussing in the moment."

-- Lauri Harrison (p. 204)

Tips:

- Build community by asking students about themselves
- Reinforce important points, assess comprehension right away
- Allow students to reflect by asking for key takeaways
- Spark discussions by asking opinions

Other platform features

Note pods

"The switch from lecturing off of a prepared slide to creating an example via a live note pod creates a sense of immediacy in the student."

-- Rebecca Shaffer (p. 205)

Drawing tools

"The use of drawing tools....allows online faculty to add an unexpected level of spontaneity and a human touch to their lectures or presentations."

-- Mario A. González-Corzo (p. 205)

Tips:

- Break up any lecturing off slides
- Enable students to share their voices or see their ideas/questions validated

Breakout groups

"They increase student engagement and team building, contribute to a sense of intimacy within the course, and allow me to monitor student discussion and help guide students toward the goal."

-- Karl Rutter (p. 205)