FACILITATING SYNCHRONOUS LIVE STREAM CLASSES

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ASYNCHRONOUS AND SYNCHRONOUS WORK TOGETHER!

Synchronous (Live Class)

Asynchronous (Moodle)
SYNCHRONOUS LIVE STREAM CLASSES

This session will cover:

- What room should we use? Lecture/Tutorial/Seminar
- Structure of the class
- Time Considerations
- Stimulating engagement
WHAT PLATFORM IS BEST TO DELIVER THE CLASS?
& HOW MUCH WILL YOU USE OF THAT TOOL?
YOU MIGHT BE USING A PRE-EXISTING LIVE CLASS STREAM TOOL, HOWEVER….

Also you can unlock extra features! Don’t just use the doorway!
LET THE TYPE OF CLASS GUIDE YOU TO THE TOOL
OPEN THE DOORS 15 MINS BEFORE FOR TECHNOLOGY THIS ALLOWS FOR WARM-UPS
HAVE A WELCOME SLIDE & THIS CAN SHOW CONTROLS SLIDE
Welcome to ACCTXXX
Here are the Collaborate Ultra tools • Quick Guide

Test these controls while we wait for everyone to arrive...

Please turn your mic off when not speaking, to minimize background noise.

You can choose to turn off your video if you don’t want it on all the time, but when speaking it helps to make you more ‘present’!

Click on this purple tab on the right-hand corner to open the Chat Text section.

Click on the raise hand button if you want to ask a question.

If you want to indicate your reaction – e.g. agree or disagree. Click on the person icon and then click ‘agree’ or ‘disagree’.

In the Chat Text section you can type a question to the whole class or just your instructor using the ‘Find someone’ box.

If your instructor asks you to share content to the whole class or a break-out group you can do so by clicking on this icon below.

To adjust volume or camera click here.
Welcome to ACCTXXX
Welcome to Zoom • Quick Guide

Test these controls while we wait for everyone to arrive...

- Please turn your mic off when not speaking, to minimize background noise.
- You can choose to turn off your video if you don’t want it on all the time, but when speaking it helps to make you more ‘present’!
- Share a specific window (or on your device with the room. Everyone can see what you do in that window (e.g. moving your mouse, using menus, editing, etc.).
- Open/Hide the text chat window to share messages/links with everyone, or specific people.
- Click here for options – you can wave, thumbs up and raise your hand.
- Click this to view everybody’s image (only visible if no screen is being shared).
Welcome to ACCTXXX
here is a quick guide to MS Teams Tools...
Live Stream – Netiquette (basic example)

- Mute yourself when not talking!
- Be on time!
- Turn on video if your internet is strong enough.
- Come prepared!
- Get comfy before class starts.
- Be respectful of others
- Find a quiet place!
- Click raise your hand button to talk!
- No eating, especially if the mic
Live Stream – Netiquette (more advanced example)

1. **Wear what you would for class.**
2. **Remove or silence distractions.**
3. **Sit in a well-lit space and mindful of your background.**
4. **Be on Time, be prepared!**
5. **Use earphones with a microphone to reduce background noise.**
6. **Say Hi when you arrive.**
7. **Mute your microphone when not speaking.**
8. **Turn your webcam on/off as needed.**
9. **Use the raise hand button when you have a question or wish to talk.**
10. **Use the chat-box feature to ask or answer a question.**
11. **Make room for everyone to have a chance to speak.**
12. **Use the same professional language you would in a F2F class.**
13. **Remember some classes are being video recorded.**
14. **Be patient, be kind, be respectful.**
15. **All students must adhere to UNSW’s Student Code.**
Start off with an ice-breaker
Ask students to type their name, raise their hands
PROVIDE A CLASS SCHEDULE FOR STUDENTS
Provide a time structure at the beginning of class
Here is an example for a 2 hour class:

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Min</th>
<th>Activity</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45AM</td>
<td>10:00AM</td>
<td>15</td>
<td>• Class door opens</td>
<td>Plenary session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Chat introductions &amp; login to the response system (e.g. GoogleDoc or Socrative or Echo360)</td>
<td></td>
</tr>
<tr>
<td>10:00AM</td>
<td>10:20AM</td>
<td>20</td>
<td>• Session begins</td>
<td>Plenary session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Orientation of what to expect</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How to login to the response system</td>
<td></td>
</tr>
<tr>
<td>10:20AM</td>
<td>10:35AM</td>
<td>15</td>
<td>• Individual quiz</td>
<td>Individual quiz in Plenary session</td>
</tr>
<tr>
<td>10:35AM</td>
<td>10:50AM</td>
<td>15</td>
<td>• Instructions for teams</td>
<td>Team quiz in virtual break-out room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Breakout into teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Team introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Team quiz</td>
<td></td>
</tr>
<tr>
<td>BREAK</td>
<td></td>
<td>5</td>
<td>• BREAK</td>
<td></td>
</tr>
<tr>
<td>10:55AM</td>
<td>11:10AM</td>
<td>15</td>
<td>• Clarifications / &quot;Burning Questions&quot;</td>
<td>Plenary session</td>
</tr>
<tr>
<td>11:10AM</td>
<td>11:30AM</td>
<td>20</td>
<td>• Application or Short answer extended Team activity</td>
<td>Team application/activity in virtual break-out room</td>
</tr>
<tr>
<td>11:30AM</td>
<td>11:50AM</td>
<td>20</td>
<td>• Discussion/Gallery-Walk of answers</td>
<td>Plenary session</td>
</tr>
<tr>
<td>11:50AM</td>
<td>12:00PM</td>
<td>10</td>
<td>• Closing (Feedback survey / Team peer evaluation activity)</td>
<td>Plenary session</td>
</tr>
</tbody>
</table>

Adapted from: [https://www.intedashboard.com/](https://www.intedashboard.com/)
ENAGEMENT...
Hello? Is anybody there?
THINK OF WAYS TO STIMULATE ENGAGEMENT

- It is easy to become a ghost in the online world.
- If there is no way to engage students might be tempted to Netflix and not come back
- Ask students to give you feedback and also make some ‘pauses’ for them to think
- Try to mix things up – e.g. poll, microphone, chat-type, long answer responses, post-it note walls - don’t get stuck in one way to communicate and engage
CHAT-BOX – ASK STUDENTS TO TYPE
THEN THE INSTRUCTOR SHOULD CURATE AND MODERATE
READ OUT NAMES

Robert
2:17 PM
Is depreciation expense cash?

Ellie
2:19 PM
What type of assets are depreciated?
HANG ON A MINUTE...
READ OUT STUDENT NAMES – ASK THEM ‘WHAT DO YOU THINK?’
You can ask students to write as well
You can load up a pdf into Collaborate and
draw on top

If you don’t like the in-built whiteboard you
could use other tools like www.miro.com for
shareable whiteboards
PADLET - POST-IT NOTE WALL APPROACH

https://padlet.com/

• 3 Free walls… then you have to pay for more walls
• See the real-time typing of answers
• Headings for topics/questions/ideas
FOR YOURSELF - TEST, TEST, TEST

- Get comfortable with the tool you are using to teach the classes.
- Go in the tool by yourself and see what all the buttons are.
- Do a practice where you go through the motions of a class, such as sharing your screen.
- Ask a colleague/teaching team member to go in with you and talk through what your class will look like.
WHAT TO DO WHEN IT ALL GOES WRONG DURING A LIVE CLASS
PLEASE STAND BY…

- Have a game plan for the possibility of technology failure.
- Explain to students calmly – talk through what the issue is, sometimes they can help you trouble-shoot the problem.
- When in doubt try using Google Chrome browser if you use another browser.
- Try going out and back in again to the tool.
- Have back-up Google Sheets/Docs to share with links.
ASK FOR HELP – REACH OUT TO THE BDL TEAM
HAVE A TEACHING TEAM MEMBER STANDING BY IN THE BACKGROUND
USE THE RESOURCES AVAILABLE – SCHOOL OF ACCOUNTING & BUSINESS SCHOOL MICROSOFT TEAMS SITE
SETTING BOUNDARIES WITH STUDENTS

Have an email policy – put this on the Moodle site and self-enforce it. For example “emails are replied to Monday-Friday 9am-5pm, outside this time emails will be replied to the following day. Please do not send the same email multiple times”.

Have a discussion board policy – when it will close down. For example at 5pm the day before the exam staff will stop responding to emails. This way students will get a good night’s rest (and so will you!).

Have a class policy – “we can be informal but must be respectful.”
MyExperience- Student Feedback Surveys
Guidance for Students on giving feedback

We have all been trying to figure out online teaching during COVID-19

Don't forget your teaching staff Professors/Tutors are human beings – words can and do hurt

If something wasn’t great – how could it be better?

Please share your feedback via the MyExperience or if you want send an email during Term

If someone or a program really helped you – they’d love to hear it
ANY QUESTIONS?