

Web Conference Course -- DAY 1:

Introduction to Students: Discuss the online and web conferencing format.

- Meetings occur weekly in real-time via Zoom. The goal in using this format is that *all* students are able to be seen and heard to participate, regardless of physical location.
- Provide students with a sense of your setup and viewing perspective- if you are using the gallery view or speaker view, have your headset so they don't hear your dog barking, etc. Students new to the format will look to you to set an example of what is an acceptable physical *and* virtual environment.
- **Please TURN ON your webcams!** The class is much more connected when we can see you, read your reactions, or call on you as if in a physical classroom.
- Remind students that there are resources available for ongoing technical support, best practices, and Zoom training.

The Virtual Classroom Environment and Communication:

What is *your* protocol for participation?

- Students should attend class weekly from a device that allows them full participation in the class activities.
- Students should ***stay muted*** when not actively speaking.
- Please remind students there is **NO DRIVING** during class as this can result in a removal for safety sake.
- ***This will require some thought ahead of time to determine what makes most sense for your course***, but it's very important to outline communication expectations upfront so students have a clear understanding of the protocol to contribute. (This varies from instructor to instructor, so a returning student may come in with certain expectations.)
 - Just speak up? "Excuse me Professor..."
 - Physically raise hand? (Dual Monitor advised)
 - Use the Raise Hand feature in Zoom?
 - Instructor will prompt for questions/comments?
 - Direct students to filter questions to the chat?

Post Day 1 tips: Be Consistent

- Remain mindful of any participation habits that form you may not have specifically addressed on the first day.
- Make use of informal time, if students are socializing in the minutes leading up to class, perhaps regularly opening the classroom slightly early, or encouraging an informal pre-class activity. A connected classroom will promote more interaction when actual class gets underway.
- If using discussion tools on Canvas, such as yellow dig, make space within the lesson to include the asynchronous participation as a way to continue those discussions and bridge the remote-divide.
- Please feel free to contact webconference@dce.harvard.edu to request any further training, or with any questions or feedback you may have related to your web conferencing course.

Student Technical Support:

Online Support

617-998-8571

(Summer Hours: M-Th 8:30a-10p, F-Su 10a-8p EST)

academictechnology@dce.harvard.edu

<https://canvas.harvard.edu/courses/12626>

If any urgent situation/medical emergency occurs in classroom or with a remote student -- Call HUPD: 617-495-1212