Fostering engagement via video conference

<u>Preparation:</u>

- Technology is important, but just one part of the whole experience
- Let students know prior to class
    - Where to find technology resources
    - Post your handouts/PPTs
    - Clarify how they should use materials – print to write on? Access via laptop?
- Use a lesson plan/instructional script
    - Planned interaction/communication

<u>Fostering Engagement – Ideas to Consider:</u>

1. Co-create "rules of engagement" and norms
2. Eye contact
3. Virtual "ice breaker" and/or check-in at the start of class
4. Stretch breaks, energizers
5. "Connection, Collaboration, Feedback"
6. Give students "jobs" – timekeeper, scribe, facilitator, etc.

<u>Ideas and Comments from Participants:</u>

- Students decided every 20 minutes a student would raise hand and talk.
- Instructor walked right up to camera to engage the students and introduce herself.
- I found my students increase their engagement and enthusiasm the more we have interactive activities where they collaborate in their remote locations and then present to the other locations in rotation. Also, when I have one student alone in a remote location, we partner him/her up with another student from any other location via phone during the "group" time, and then they present together.

Fostering effective discussions via video conference

Ideas to Consider:

1. Avoid yes/no questions, or questions with one "right" answer
2. Avoid questions that are too open-ended
3. Actively ask for contributions from remote participants: "Good point. Now let's hear from someone in Green Bay."
4. Small group "break out" time, or turn and talk, then report back
5. Distribute sample discussion questions; encourage students to bring their own questions to the group (in-person or post online prior)
6. Try a 5-minute informal writing response in preparation for discussion

Ideas and Comments from Participants:

- Require each participant to present or discuss portions of the weeks assignments. These assignments are discussed during first class so students have time for preparation.
- Keep mic unmuted so he can gauge reactions of students.
- Have a student be in charge of the mic/puck
- I agree that it's helpful to have someone at the remote location(s) manage the microphone and also be the one to speak up if there are tech issues, or if a break is needed, etc.
- Have all names on card and that's the name who goes. Gets one pass.
- I actually "call" that out. I often say, "Since you are having lively conversation about our topic, please unmute your microphone, so we can all benefit from your insight and perspectives."
- That is a paramount rule of the class discussed on the first evening; repeat offenders lose participation points for that evening. Generally one point reduction eliminates further distractive behavior.

Incidental Communication

1. Think about the incidental communication the remote people might miss:
   a. Talking 1:1 to instructor over break or at end of class
   b. What about remote students?
2. Nonverbal communication
   a. Facial expression less noticeable to remote students
   b. Gestures
   c. Body language
   d. Eye contact
3. Ask for feedback – especially at the beginning of course