UCONN
CENTER FOR EXCELLENCE IN TEACHING & LEARNING

"SYNCH" YOUR CLASS TIMELINE

BEFORE CLASS BEGINS

ONE WEEK BEFORE

- **Provide a session agenda** to students include learning objectives, activities, timeframe, guidelines, expectations, and tech support.

- Consider the **interaction tools** the software provides (breakout rooms, etc.)

- Do **not** require Webcam use but *encourage* its use and explain why having their cameras on will be beneficial (Turner & Merrill, 2021. Be sure to follow the UConn privacy guidelines per https://privacy.uconn.edu/updates/

- **Design a pre-activity:** Have students prepare/bring something before attending.

BEFORE CLASS BEGINS

30-MINUTES BEFORE

- **Arrive early** to test out your equipment, screen sharing, troubleshoot tech issues, etc. Upload PDF files, media, website links, and other readings that support synchronous content.

- **Open the online session early to students** (5-10 minutes) so they can adjust their tech settings, troubleshoot technology, etc.

- **If you plan to record the session**, provide a note to yourself to record as a reminder. Let students know before you begin recording.

BEGINNING OF CLASS

BREAK THE ICE

- **Greet each student by name** as they arrive to make them feel welcomed.

- If you are recording, **let students know that you will begin recording**.

- **Review the session agenda** with students before you start the lecture and remind students about your guidelines, expectations & tech support. Leave some time for Q&A.
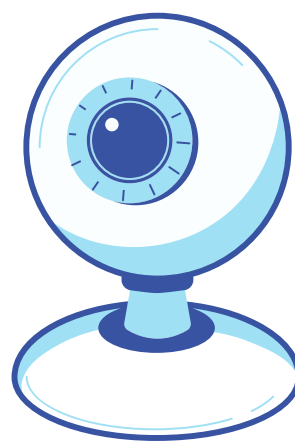
DURING CLASS

ENGAGE AND CONNECT

- **Minimize Distractions:** Mute any participants who are not presenting.

- **Begin with a low-stakes activity**: Get students thinking about the topics.

- **If you lecture, mix it up!** Explain something and then ask students to do something. (Boland & Major, 2021)

- Towards the end of the session, **leave some time (5-10 minutes) to allow for Q&A.**

AFTER CLASS

FOLLOW-UP

- If your schedule permits, **be available for a few minutes in case students have questions**.

- If you are recording, make sure you **stop the recording** when you make yourself available after class.

- **Send a follow-up email/announcement** summarizing what was covered during the live session, clarify misconceptions and if needed, include the recording.

References

Boland, L. M, & Major, C. H. (January, 2021). *Simple tips for engaging students in Zoom*. The Teaching Professor. https://www.teachingprofessor.com/topics/online-learning/teaching-strategies-techniques/simple-tips-for-engaging-students-in-zoom/

Turner, P. & Merrill, M. (May, 2021). *Using structure to promote equity and engagement in live remote sessions*. Educause. https://er.educause.edu/articles/2021/5/using-structure-to-promote-equity-and-engagement-in-live-remote-sessions