## UBC FAMILY PRACTICE

Tips for Teaching Online

### BEFORE THE SESSION

- Send attendees advance notice with required tech specs, instructions for login, emergency contact info, resources to be used during session
- Adapt session design for an online setting
  - Streamline and simplify
  - Match goals/objectives to platform strengths and weaknesses
  - Make use of available teaching tools
- Select a facilitation setting with neutral background, good lighting, and low noise pollution
- Decide whether you’d like a facilitation assistant and, if so, what you’d like them to do
- Practice, practice, practice (test drive system, try out tools you plan to use, time segments/processes)

### DURING THE SESSION

- Take care of housekeeping
  - Identify participation tools and protocols (ie. for questions, do you want attendees to unmute and ask? write in chat? save until end of session? etc)
  - Provide a brief overview of the session structure (adult learners like to know what’s coming)
  - Prompt early interaction by having attendees practice finding and using response tools with relevant task (ie. type one question you have about this topic in the chat)
- Optimize energy and engagement
  - More energy/enthusiasm is needed than in-person sessions, due to increased competition for attention
  - Have attendees participate often (ie. every 10 minutes or so)
  - Mix up ways that learners respond (hands-up, chat, voice, response buttons, etc)
  - Consider using breakout rooms to encourage wider engagement and contribution

### AT THE END OF THE SESSION

- Assess outcomes and solicit feedback
  - Review session outcomes and assess whether attendees can actually do these things (ie. post questions/prompts to be answered in chat, use quiz/polling/survey tools)
  - Ask learners to do a mini-write (ie. One Sentence Summary, Muddiest Point) or indicate their self-assessed confidence to apply session content in future