

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*

