# TEACHING PRACTICES FOR THE VIDEO CLASSROOM

## PREPARING FOR YOUR VIRTUAL CLASS SESSION

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Prior to the live session, send students an announcement or reminder to ensure they're prepared. The information should include the following (Green, 2016; Park & Bonk, 2007):

| FEATURE | EXPLANATION |
|---|---|
| Software Update | Encourage students to make sure their software is working and install any necessary updates. |
| Session URL | Provide a direct link to the live session so students don't have to search for how to access the meeting. |
| Phone Number | If possible, include a phone number for the audio feature to the live meeting. Despite your best efforts, some students may encounter issues accessing the live session. An audio alternative allows students to attend if they encounter computer or network problems. |
| Session Materials | If you plan to use a presentation (e.g., PowerPoint, Keynote) or reference a handout, attach the files to the announcement. Make sure your students are aware of the attachments and what they are for.<br><br>According to the 2019 Online College Students report, 56% of online students prefer to use their smartphone or tablet to "complete at least some of their course-related activities" (Clinefelter, Aslanian, & Magda, 2019, p. 7). Thus, make sure to notify your students whether the synchronous session will have visuals or whether it will be audio only. This will help them to plan accordingly. |
| Accommodations | Tell students to contact you privately if they require special assistance to gain access to the synchronous session. |

References:

Clinefelter, D. L., Aslanian, C. B., & Magda, A. J. (2019). Online college students 2019: Comprehensive data on demands and preference. Louisville, KY: Wiley edu, LLC.

Green, P. (2016). How to succeed with online learning. In N. Rushby and D. Surry (Eds.),The Wiley handbook of learning technology, 261–286.

Park. Y., & Bonk, C. (2007). Is online life a breeze? A case study for promoting synchronous learning in a blended graduate course. Journal of Online Learning and Teaching, 3(3).