Welcome to Teaching with Collaborate Ultra

Please keep yourself muted and camera off to preserve bandwidth after setting up.

Room Empty
You are the only one in the room.

Use an emoji in the chat to share how you feel today
By the end of this session, you will have experienced key features of BBC Ultra to apply in your own teaching.

- Key features
  - Polling
  - Whiteboard
  - Shared Content
  - Breakout rooms
  - Chat

- Learning Communities in Synchronous Sessions
- Approaches to Moderation
The Collaborate Interface

Session Menu
(Recording, call in by phone, get help)

Media Space
(Webcam, whiteboard, shared content)

You are the only one in the room.

Chat
Chat with: Everyone

Welcome to the webinar. We will start in a few minutes.

Say something...

Chat
Participants
Share content
Settings
How much experience do you have teaching in synchronous online environments?

1. Never learned or taught in this context
2. Participated in a webinar or a session
3. Taught a workshop or session
4. Taught a number of sessions
5. I am an expert
Using the chat box, share with the group about

- How you are considering using online synchronous activities in your teaching?
- What are some opportunities in your course?
What works in synchronous class?
Types of Content

Powerpoint slides
Images
Websites
Applications
We will now send you into breakout groups (4 to 5 people per group):

a. Pay attention to how long it takes to get moved into and out of the breakout room
b. Using audio and video, **share your favourite ice cream flavour**
c. In a class, we would include a sharing step after finishing breakout groups
1. Breakout groups can be auto or manually assigned
2. Max 20 breakout groups per course
3. Moderator can move between rooms
4. Moderator can communicate to all rooms via chat
5. Once in the rooms participants will be given the participant role so can share slides, screens, video, polls, chat
6. Moderator can share files with all OR select rooms.
Creating Dynamic Learning Communities in Synchronous Online Courses: One Approach From the Center for the Integration of Research, Teaching and Learning (CIRTL)

Melissa McDaniels
Michigan State University

1. Students introduce themselves using video and audio
2. Using whiteboard space so that everyone can share ideas and responses to questions
3. Making use of breakout rooms for small group activities
4. Encouraging students to use emoticons, thumbs-up to facilitate understanding
5. Students using the chat window to pose questions or add ideas
1. Web classes go fast (plan 1.5 time)
2. Tech problems happen; have a telephone backup
3. Include an audio-check slide
4. Pay attention to timing
5. Post an agenda
6. Find ways of encouraging interaction
7. Do not cover too much content - stress community, interaction and logistics
8. Trade off: One facilitator navigates the discussion board the other presents, speaks, facilitates

Facilitation Best Practices
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