



TIPS FOR AN ENGAGING ONLINE WORKSHOP



As a community partner you are sharing expertise in the classroom that enriches student learning. We offer some guidelines to help you and the teacher plan for the collaboration and some tips to manage technology and have a great online session.



01

COLLABORATE AND PLAN WITH THE TEACHER IN ADVANCE TO:

- Define the rules, roles and responsibilities for before, during and after the session.
- Confirm that the teacher is in charge of classroom management.
- Share your content & planned activities ahead of time to enable pedagogical/curricular links.
- Provide a list of required materials. Clearly identify any expectation for student preparedness ahead of time.
- Confirm how many students are in the class, how much time you have and if students will be joining on their own individual devices or joining you from one screen shared within the classroom.
- Be realistic with your time. Don't try and squeeze a 90 minute presentation into 45 minutes. Consider delivering the content in bite-sized chunks, of ten minute capsules followed by an engaging activity or small group discussions to help students stay focused.
- Consider a **flipped classroom**. Ask students to view a video or read a short text before the workshop - so you can jump into the discussion/reflection more quickly.
- Ask the teacher to upload materials (documents, links) into their shared classroom folders for students to access before or during the session
- Exchange cell numbers with the teacher so you can find each other easily in case of delays before or during the session (ie. the internet is disconnected or you cannot log in).
- Practice.
- Do a 'dry-run' of your session with the teacher present. Troubleshoot possible technical pitfalls in advance with the same technology and settings you will be using with the class.
- Clarify the role of parents if the online session is taking place at home. The teacher should communicate with parents how to support student participation. Be aware that a parent may not be available - so have a realistic expectation of what support is available.

02

PLAN FOR INTERACTION WITH THE STUDENTS.

- Start with a brief overview. Allow students to see the pace and expectations to help engagement and focus.
- Keep your session interactive. Ask reflective questions and listen to the answers.
- Encourage questions in the chat or allow students to unmute during discussions.
- Ask the teacher to help manage the chat and mics, and to call on the students who have not yet had a chance to speak.
- Pause regularly for feedback or simply check if your audience is still engaged. Use non verbal feedback strategies like a 'thumbs up' for a quick check in.
- Invite students to present their work in the front of the class. Encourage hands-on work if they have access to a document camera, or other means to take photos of their work to share back with their class.

03

ONLINE FACILITATION:

- **Voice:** Use a headset to deliver clear quality sound. Test sound levels at the beginning to make adjustments. Adapt to voice delays and speak slowly.
- **Noise:** Eliminate background noise. Avoid paper rustling and accidentally touching your microphone. Require students to have muted mics when you speak.
- **Lighting:** Test out different lighting in your room, so that your image is bright and clear. Adjust the level of the screen so that you appear in the center and eye level.
- **Internet connection:** If your internet is often unstable, consider a wired connection to your modem using an ethernet connection. Ask housemates to avoid heavy internet usage when hosting a session.

04

FOLLOW - UP:

- **Sharing photos publicly or recordings of the students or their work is not permitted without a signed written consent from their parents.**
- **Organize in advance a brief feedback survey and follow-up**
- **Through the teacher you can share extra materials or 'homework' you have assigned for the next session. Students can share their work post-session in an online shared folder.**

CURRICULUM LINKS THAT CONNECT TO PARTNER WORKSHOPS

English Language Arts

- Uses language/talk to communicate and to learn
- Produces texts for personal and social purposes
- Represents her/his literacy in different media

Français, langue seconde

- Interagir en français
- Produire des textes variés en français

Geography

- Constructs his/her consciousness of global citizenship

History

- Constructs his/her consciousness of citizenship through the study of history

Ethics and Religious Culture

- Constructs a moral frame of reference
- Takes a reflective position on ethical issues
- Engages in moral dialogue

Arts Education

- Drama Appreciation - Analyzing a work, interpreting its meaning and making a critical and aesthetic judgement
- Art - Creates individual images – Creates media images – Appreciate works of art, traditional cultural objects, individual images and media images

Cross Curriculum Competencies

- To exercise critical judgement
- To adopt effective work methods
- To use information and communication technologies (ICT)
- To construct his/her identity
- To communicate appropriately

Broad Areas of Learning

- Media Literacy
- Citizenship and Community Life

Digital Competencies Framework

Working with students in an online classroom?

Plan to interact with the students:

- start with a brief overview
- use non-verbal check-ins like chat, polls or thumbs-up
- allow time for discussion and questions
- encourage students to document and present their work process
- set up a short feedback survey to complete during the session

Adapt the delivery:

- modify your material for the length of the session and class size
- divide material into 10-minute capsules
- build in pauses for a hands-on activity or discussion

As a community partner, you are sharing expertise in the classroom that will enrich student learning

Collaborate & plan with the teacher in advance :

- define the roles & responsibilities
- clarify who moderates student discussions
- highlight curriculum links
- list required materials to have on hand
- exchange cell numbers in case of 'day-of' issues

Prep in advance:

- provide students with a video to view or a short text to read before the workshop
- verify and test tech setup
- practice a dry-run of the session as a team