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| **Template Agenda for a Live Session** |
| **1** | (2 MINS) | **Welcome**  introduction (people) and topics (Agenda for the day) |
| **2** | (10-15 MINS) | **Instructor responds** to class questions or general feedback on assignments or topics |
| **Polling** to assess students’ readings or learning of the weekly concepts. (Polls can be prepared in zoom, and the results can be downloaded at end of the session) |
| – **Questions**to the class, students respond with voice or in chat. |
| **3** | (10-15 MINS) | **Instructor presentation/lecture**. *What value is my presentation adding to the course readings? Why would students want to come to the live session?* |
| **DO** |
| Expand on the topics of the week with new information. |
| Make connections between course topics and current events. |
| Explain or clarify a topic or activity that was difficult or needs more support. |
| Introduce a new topic that will be discussed in the upcoming week, and get students excited about what they are about to learn. |
| Make a *brief* presentation. *(Hint: focus on interaction.)* |
| Use a case or problem as a prompt. |
| **DON’T** |
| Don’t repeat what you have presented before or what is already in the course readings. Ask questions about that. Provide examples. |
| Don’t take too much time to clarify previous topics with individual students. Encourage students to use office hours for a more personalized consultation. |
| Don’t repeat logistics or instructions that they can find in readings or a syllabus. Send them to read from the source. |
| **4** | (10-15 MINS) | ·       **Active learning activities** |
| – Provide students with a discussion prompt (a case, questions, current event). |
| –  Send them to breakout rooms in groups of 5 or 6. After discussing with their peers, they return to the main room and present their ideas. |
| –  Instructors and peers pose questions or comments on student reports. |
| –  Capture individual or team responses with polling software. |
| **5** | (15-20 MINS) | **Ideas for student presentations or discussions** |
| Students could present: |
| –       What they discussed in the breakout rooms (assign a recording secretary) |
| –       On topics that were pre-arranged per class schedule |
| –       Summaries of the live sessions (groups sign up for different sessions) |
| –       Summaries of shared annotations of assigned readings (e.g. use of hypothesis) |
| **6** | (15 MINS) | **Wrap up** |
| –        Ask students if they have further questions. |
| –        Review key ideas of live session. |
| –        Share highlights or assignments for the following week. |
| –        Provide logistics if needed. |