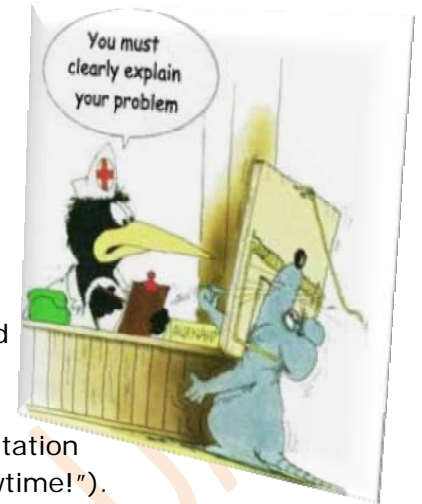


## ***Critical Skills for Instructors...***

1. Energy!
  - a. Remember how bored you were the last time you sat through a presentation where the instructor went on and on and on? Put that instructor in a virtual classroom and you can multiply the effect by a factor of 10.
  - b. Make a conscious effort to put all your energy, enthusiasm and excitement into your voice. Let your students know this is a class worthy of their time and commitment.
  - c. Ask a colleague to listen to the first 10 minutes of your presentation and rate your energy on a scale of 1 ("Nap Time") to 5 ("Showtime!"). Anything less than a 4 is cause for concern.
2. Specificity is a Virtue
  - a. Virtual classes are most effective when they are focused, brief, (1 hour or less) and interactive. Look for logical break points in your content and "Chunk" it up into smaller, more focused segments.
  - b. If you are using a PowerPoint presentation as a guide for your live session, work to shave your talk time to <5 minutes per slide. Dedicate time for class interactions along the way.
3. Focus on interactions
  - a. In a virtual classroom, there is no way to ensure your students aren't playing solitaire, catching up on email, or even napping.
  - b. Use Q&A, to keep students engaged. Once students know you will randomly ask questions, they are more likely to curb other activities.
  - c. Use visual clues on your slides to remind you to engage your students. Some instructors use a favorite icon such as a light bulb to let them know it's time to pause and ask a question or open the floor for discussion.



## ***During the Training Session...***

1. Current available resources
  - a. Horizon Wimba Live Audio Conferencing.
  - b. Live Audio Discussion Board.
  - c. Voice Presentation.
2. Partner with a colleague
  - a. Another presenter adds interactivity and helps manage the class.
  - b. Guest speakers no longer need to travel to participate.
3. Set the stage
  - a. Start with a 5 minute intro to familiarize students with the environment.
  - b. Focus on how to participate
    - i. Explain the interface window
    - ii. Rules for chat
    - iii. Raise hand
    - iv. Audio

- v. Q&A - Use a variety of questions during audio conferences – direct, relay, overhead, etc.
- 4. Keep it simple
  - a. If complicated charts and graphs are to be used, make sure students have a printed copy to view as you discuss.
  - b. Discussions should not go more than 5 minutes without interaction with students.
  - c. Ask questions as you would in a normal classroom

### *After the Training Session...*

- 5. Sessions are archived/recorded
  - a. Don't assume students "got" what you taught – Ask them!
  - b. Class sessions are recorded. Students can return to listen to presentations in chronological order, just as the session progressed in real time.
  - c. Provide opportunities for questions after the session.
  - d. Incorporating a Quiz, Self-test, or exam within your course based upon these discussions will encourage student participation and allow you to measure their understanding of the content.
- 6. Make sure your students have support contact information in case they run into trouble. **AskIT does not currently provide support for Wimba.**

**NOTE: These numbers are for "Technical" support. Academic questions should be referred to the course instructor. It is our policy not to make any changes to academic content without specific communication with course faculty.**

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