Tips for course teams
Preparing for Virtual Teaching

Course: MG 473 Negotiations Analysis

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Teaching Virtually

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1. Class preparation

a. For teachers – guiding student pre-class activities

- Plan for virtual delivery & attendance (lectures, classes, office hours)
    - Discuss set-up and proactive planning with Admin Team- agree tasks, timing, roles
    - Develop materials proactively to the extent possible in advance of teaching weeks
    - Upload all materials to Moodle "hidden" for access across all teaching team in case of interrupted access by one of more teaching team member

- Organisation & scheduling of lectures & classes
    - Hold virtual class during normal timetabled hours so students do it together & class leaders can coordinate and lead feedback
    - Allow extra time for negotiation online than for face-to-face in class
    - Create extra time needed by shifting some preparation activity (such as case role reading" to outside of class time (pre-work)

- Review and prepare teaching materials for virtual instruction
    - Review and refine teaching activities, materials, cases and teaching plans
    - Consider modifications needed in exercises to better support effectiveness in virtual
    - Prepare revised teaching notes and session timing

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1. Class preparation

a. For teachers – guiding student pre-class activities

- Develop competence in use of Zoom

    - Develop competence particularly overall meeting management, use of microphone, use of slide share, use of chat, use of breakout rooms functionality

    - Technical note: Put Zoom in LSE 'Self Service' Folder so can be sure to download genuine version of software

- Virtual office hours

    - NUDGE – as a behavioral nudge to build confidence in use of Zoom, hold Zoom office hours and ask students to join

    - If not needing an office hour, they can join a "collective office hour" to learn more about Zoom with fellow students.

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1. Class preparation

b. For students – pre-class preparation

- Brief students for virtual delivery & what that means for participation in course
    - Brief students on planned approach to 100% virtual delivery to reassure no barriers to successful course completion
    - Brief students on measures to submit assignments and how to attend virtual office hours
    - Clearly communicate required pre-lecture or pre-class activities (such as readings, small group work, technical requirements)
- Invite students to attend "How to Zoom" seminar
    - Activity: Zoom training
    - Participate in class teacher-led introduction to Zoom seminar in class or virtually via Zoom
    - Alternative: Attend available online training from Zoom (free of charge, pre-corded or live)
    - Download and install Zoom on personal laptop. Save ID and password log in.
    - Log in and use Zoom guided steps to test audio/ video
    - Practice using Zoom at least once with fellow student or friend
    - Encourage students to familiarize with Zoom – specify which functionality is required for use in the class exercise

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1. Class preparation

c. For Admin teams – pre-class and post-class activities

- Prepare advance communications of class guidance and instructions to the extent possible
    - Prepare and send "Joining Instructions & Preparation Activities" email to students explaining what is required as independent work before virtual class
    - Assign class activity guidance (such as case roles in advance of class)
    - Distribute class materials and guidance information in advance (post on Moodle)
    - Anticipate student questions and instruction needs – prepare and communicate in advance, clearly and concisely, ideally in one email (aim for fewest possible to avoid confusion)

- Prepare and host "How to Zoom" seminar
    - Provide guidance on how to use Zoom. Point students to specific functionality of Zoom required for the class (such as chat functions for 1:1 and 1:many negotiations discussions required to complete the case activity)

- Support
    - Provide contact in DOM HRO or teaching team and phone or email for live support if students encounter issues during class, which can be handled separately to avoid disruption to class and to enable student continue participation after resolving issue

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1. Class preparation

c. For Admin teams – pre-class and post-class activities

- Pre-class communications and activity instructions
    - Announce virtual class & rationale
    - Set up Zoom meeting for virtual lecture/ class
    - Issue email invitation to Zoom meeting to teachers and to students, set up for normal class times
    - Email Joining Instructions & pre-class preparation guidance to class of students
    - Distribute class activity materials, where needed, if allocated individually (send by email batch) otherwise include link in joining instructions to where to locate class or lecture materials on Moodle page
- Post-class communications and activity instructions
    - Send class wrap up email (content to be provided by teachers)
    - Reminders of next steps required to complete the week's learning assignment.
    - Reminder of deadline for assignments.
- Post-lecture/class Moodle updates
    - Post recorded Zoom lecture on Moodle
    - Post recorded Zoom class exercise on Moodle

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2. Class participation

a. For teachers – framing student in-class tasks

- Lecture
    - Pre-record option (asynchronous delivery for student viewing independently)
        - Present slides with commentary and record via Zoom Meeting; Upload to Moodle
    - Live option (synchronous delivery with students in virtual attendance)
        - Present lecture, using Zoom instead of classroom
        - Continue to foster interaction, posing questions and facilitating student response and focused interaction as specific points as designed in the lecture
    - Lecture timing & messaging
        - Allow time to introduce virtual teaching preparations, remind / instruct on Zoom How To
        - Introduce virtual lecture components and present clear outline of timings, expected student participation and involvement, instructions as to how to ask questions or ask for technical assistance during lecture or class activity
        - Point students to specific functionality of Zoom required for their active use in class (chat functions for 1:1 and 1:many, raise hand, breakout groups, microphone mute)
    - Zoom use
        - Use BOTH video and audio. Video is closer simulation of classroom experience
        - Set up and test, log into Zoom meeting 15 mins early. Open teaching slides on welcome slide with visible instructions to students to setup and test audio / video, start time.
        - Remember to RECORD Zoom Meeting and upload to Moodle (link to 360 Echo- pending)

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2. Class participation

a. For teachers – framing student in-class tasks

- Class exercise
  - Plenary
    - Introduction of case exercise
    - Use "slides share" functionality
    - Remember - ask students to mute microphone until small group activities or questions
    - Reminder – which components of functionality students can use to participate actively (chat, hand raise, question, breakout rooms_
    - Present clear concise and specific outline of virtual class structure, timing, sequence, instructions. Provide a document version also on Moodle for students to refer to if issues
  - Small group activities
    - Use Zoom "breakout room" functionality
    - Explain to students how this functions and what core steps or functions they will use
    - Be clear on time expected to complete small group work and return to plenary for reporting and debrief
  - Plenary Debrief
    - Debrief of class exercise, instructions on assignments after the virtual class
    - Wrap up of class

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2. Class participation

b. For students – student small group activities

- Join Zoom meeting as scheduled in your calendar invitation
    - Set up lap top and headset / headphones
    - Open Zoom and log in
    - Test audio /video

- Attend virtual lecture/ class
    - Download lecture slides / class materials form Moodle
    - Participate in lecture where opportunities to do so (interactive components)
    - Participate in class activity as instructed. This will include breakout groups followed by reporting back in plenary virtual class.

- Post-class homework
    - Complete post-class activities independently (such as learning log) or with another student (such as peer feedback required) per guidance from teachers
    - Submit assignments based on your class exercise / activity - as required per guidance from teachers - upload to Moodle

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3. Class coordination of synchronous activities

a. Timing of in-class activities in a virtual environment

- Revise and revise session timing for virtual delivery
  - Review all teaching materials, teaching plan and session timings including interactive activities
  - Look for opportunities to re-allocate some reading or preparation tasks to pre-course activities and include in pre-class preparation tasks
  - Allocate greater time in the virtual lecture/ class for
    - Set up time (ask students to log into Zoom Meeting 15 minutes before formal class or lecture time start to allow for log in, technology or internet connectivity issues, test for audio/ visual
    - Any interactive activities or components of the lecture or class will require additional time allowed for students to raise their hand or post a question in chat, and for lecturers or teachers to invite comment and facilitate open discussion or debrief
    - Breakout groups or small group work – will take longer for students to navigate into the small group activity. Allow additional time.

- Give very clear and concise timing instructions – prior to and throughout
  - Present a clear outline sequence and timing of each component of the lecture or the interactive activity, adjusted for the additional time required. Post this additionally on Moodle or including in the Zoom Meeting invitation
  - Provided clear and concise instruction – what time a small group or individual task is to begin, how long it is expected to take, what specific time students should return their attention and focus to the plenary (or speaker)

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3. Class coordination of synchronous activities

b. 'Chairing' & guidance of in-class discussions

- Communicate intentionally and concisely
    - When providing instruction or directions or guidance of a learning activity, strive for clear concise directions, to avoid confusion and need for multiple clarifications.
    - When inviting input from attendees (whether open plenary discussion or form specific small group in plenary debrief of exercise), ask clear simple questions, pause for possible responses.
    - Give space and pause for a moment to enable students to respond using the Zoom functionality availability including turning off mute of microphone.

- Prepare clear instruction guidance (in addition to class or lecture slides)
    - Consider scripting your key instructional messages for significant transition moments in the lecture or class exercise when moving from one activity to another, when reconvening plenary after small working groups, when conveying activity instructions

- Leverage the available Zoom Meeting functionality
    - Practice use of chat functionality, whiteboard, polling, mute/unmute, slides share functionality

- Enhance your teaching slides to support student followership of current task
    - Prepare lecture and teaching slides which visually present your instructions and guidance.
    - Rely less on verbal instructions. Make it as simple as possible for students to follow key points or instructions for the current task. Use slides to clearly "signpost" and what to expect next.
    - Anticipate questions (content or process) and proactively answer those on the teaching slides.

Teaching Virtually – Example: Negotiations MG473

4- Class design – Moving from face-to-face to virtual

- A new teaching model to prepare for virtual delivery of lectures & classes

    - **Now** – the urgent priority is teaching continuity. In the immediate term, for speed of transition to virtual and lowered risk of error or impact to student learning outcomes, we aimed for largely a direct transfer from classroom to virtual, with some necessary adjustments.

    - **Longer term** – We foresee other changes we can make longer term to innovate our teaching practices, which we will continue to explore (such as flipped lectures, town hall meetings, lecturer pod casts) as students and teachers become familiar with the virtual environment and Zoom functionality.

Element & sequence	Learning component	Current model	Virtual model	Differences of note
Pre-lecture / class preparation	Read core readings Access lecture slides posted on Moodle	Asynchronous independent study	Asynchronous independent study	Class preparation materials are distributed in advance to allow greater individual preparation time
Lecture	Interactive lecture	Face-to-face classroom	Virtual synchronous via Zoom *(offer "make-up assignment for non-attendees)*	Lecture recording available in advance and on Moodle
Class	Negotiations case exercise			Preparation for case distributed in advance to create additional time in virtual case tea exercise
Post-lecture / class	Learning Log assignment & submission	Asynchronous independent study	Mixed synch & asynchronous independent study	Students now conduct peer-to-peer feedback activity via independent activity post-class rather than during class
Student learning support	Office hours	Individual in-office	Individual or collective office hours via Zoom meeting	Ease of access for students. Shift to option of individual or collective office hours (where common queries). "Nudge" to upskill on Zoom

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5. Sharing advice & considerations for full virtual delivery

- **Prepare** - Preparation is 90% of the game, planning and preparation is crucial

- **Simplify** - Keep it as simple as possible (while not impacting learning outcomes). Start with a simple translation from in-classroom to virtual teaching, then develop and evolve with practice

- **Coordinate** – between teaching and course admin teams

- **Communicate** - with students concisely and clearly - before, during, after

- **Pause** – Create space for participation in the virtual session.

- **Design** - Shift preparation tasks to pre-class activities (conserve live synchronous time as it will take longer than expected!)

- **Enhance –** Upgrade your teaching / lecturing slides as a facilitation tool to engage, focus and guide the session

- **Focus** – Remember to focus on the learning activity as central (in addition to the medium or tool) in order to deliver on the learning promise. The learning is the thing! (not the tool).

- **New technology takes time** - Build student competence and confidence in use of technology (Zoom) over time

- **Adapt** - Have a plan B, have an Observer to spot and support learner needs during teaching

- **Collaborate** - Work as a team, share feedback, keep learning!

- **Record & post** – Post everything on Moodle (even if "hidden" to avoid interrupted access to materials if any team member unavailable at short notice

- **Enjoy your virtual teaching!** This is a great way to explore opportunities for greater impact in our teaching pedagogy and practice!

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6. Checklist (in development)

	Pre-virtual class	Virtual Class	Post-virtual class
Communica-tions	Announce virtual class & rationale Set up Zoom meeting Invitation Email Joining Instructions & pre-class preparation	Introduction to the Virtual Class & Guidelines for today's class via Zoon	Class wrap up email. Reminders of next steps required to complete the week's learning assignment.
Plenary teaching	Prepare revised case teaching plan, revise teaching notes to align to new format and timing Prepare pre-class guidance, post-class follow up	Teach live case, use revised timing	Post recorded Zoom lecture on Moodle
Live negotiation exercise	Distribute case roles briefing packs, allocated individually (send by email batch) Prepare revised case teaching plan	Watch for issues in activity functioning	Post recorded Zoom class exercise on Moodle
Alternative assessed assignment	Prepare and post guidance on Moodle for an alternative "make-up assignment for students not able to join either on campus or virtual classes	Student, self-timed virtual exercise with peers, for those who were not able to attend either teacher-led class option (campus or virtual)	Provide guidance to students how to complete the self-led "make-up assignment
Technology & support	Teachers test Zoom (upskill) Instructions to students – Zoom download and how to guide (consider a taught virtual How to Zoom module)	Observer monitors and provides support or communicates to lead teacher if issue or question	Moodle updates after virtual teaching Link with 360 Echo when available
Learning materials	Prepare all materials Revise reaching plan to virtual Post materials on Moodle (hidden) for access by all team	Share plenary teaching slides on Zoom via "share slides" function	Upload case debrief slides to Moodle
Time	Closely review the timing needed for each activity	Prepare clear guidance on timing for students	Follow up promptly to support learning completion & embeddedness