



UPM

Virtual Lecture

Frequently Asked Questions

Centre for Academic Development (CADe)
Universiti Putra Malaysia

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Q: Where can I get a guide on virtual learning?

A: CADe has prepared several materials to support virtual lecture which can be accessed at

https://cade.upm.edu.my/kandungan/pelaksanaan_kuliah_maya-56222.

Guide to
implement
virtual learning

Infographics
related to virtual
learning

Link to compiled
tutorial on virtual
learning

Q: What are the roles of instructor in delivering Online Learning?

Design your teaching for online sessions using suitable pedagogy and teaching tools.

Identify topics that need further explanation or supplementary materials (e.g., video, webpage).

Create, curate and upload teaching materials about the topic for the session.

Plan activities (solo, collaborative) according to topics learning outcome suitability e.g., presentation, commenting the sharing of resources in forum.

Define assessment methods e.g., quiz for synchronous session, forum and assignment as asynchronous session.

For topic that includes psychomotor skills, activities to demonstrate their understanding can be through live or pre-recorded video demo.

Implement synchronous using video conference tools (e.g., BBB, Webex, Zoom) for presenting learning materials and interacting live with students (through chat and giving feedbacks for student presentation/sharing) as activity and assessment using forum, quiz and assignment.

For topic that includes affective skills, activities to demonstrate their understanding can be through written or video expressions.

Implement asynchronous session by uploading curated learning materials and creating activities such as discussion (e.g. using forum) and self-assessment (e.g. using H5P) and assessment using forum, quiz and assignment.

Record and analyse attendance using suitable functions.

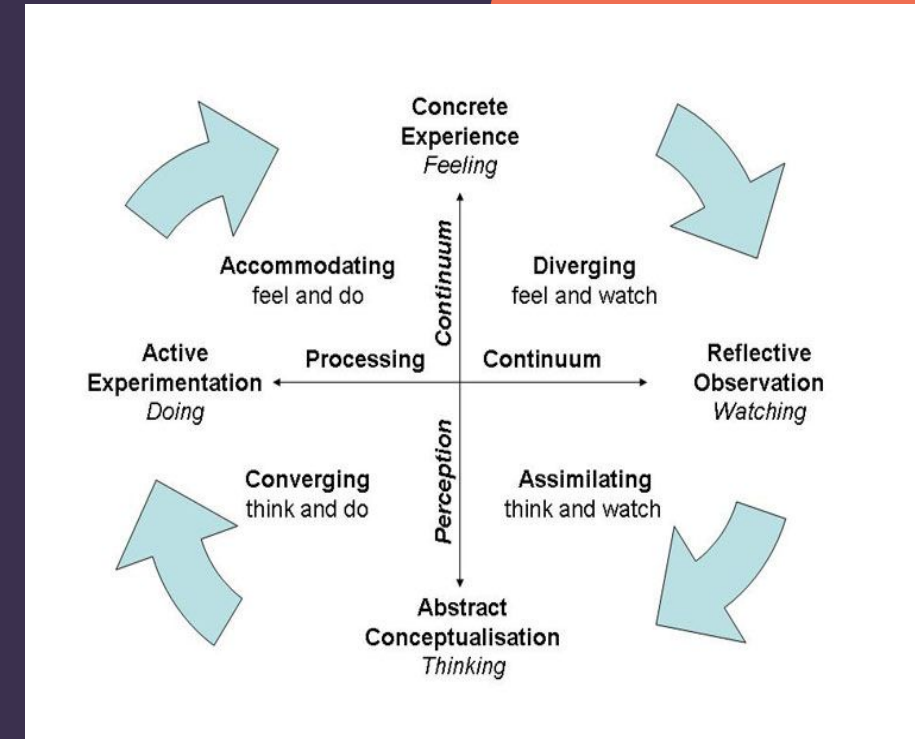
Give feedbacks to students in facilitating learning.

Q: How can online learning delivery be made effective especially during the MCO?

A: Various aspects need to be thought thoroughly e.g. the learning outcome of the topic, students' readiness (e.g., preparedness, prior knowledge, learning styles), pedagogy (e.g., synchronous or asynchronous session) and choice of technology (e.g, virtual conference, forum, whatsapp).

Since physical gestures and interaction may be less compared to physical meeting, focusing on micro lecture and experiential learning are one of the best options.

Lecturer can share the complete slides and other materials but during interaction, utilise an infographic expressing the gist of the topic relating to the learning outcome (i.e., prepare a mini lecture or condense several slides). Then, conduct activity that can be infused with assessment so students are more committed and directed in completing the learning tasks. Let them work collaboratively and present what they got. Give feedback (i.e., praise, criticism, comments) duly. Reflect on the session progress as constructive alignment.



source: https://www.simplypsychology.org/learning_styles.jpg

Q: What are choices of teaching approach in various bandwidth connection?

A: Usage of Learning Management System (e.g., PutraBLAST) and video conferencing requires high speed and stable internet connection. For low-bandwidth connectivity, consider the following alternatives:

- a) **microlearning** - Break your lesson into focused, concise, small chunks. Use materials such as PDF, images of selected slides (e.g., you can Save As selected slides in your PowerPoint as JPEG), voice notes, recorded explanation.
- b) **group messaging apps** - Whatsapp or Telegram has high penetration and access so utilise this. Create activities that allow student to discuss the focused topics through effective learning nuggets.
- c) **go text only or audio only** - These files consume less bandwidth. So write summary of important units in the topics and go step by step together with students to make sure they understand. You can quiz them using text too. Recorded audio may support your explanation. You may upload image with scribbles and sketches to emphasize points.

Students' Bandwidth	Low	Medium	High
Teaching Apps	Group messaging (e.g., Whatsapp, Telegram)	PutraBLAST Gamification apps (e.g., Quizizz, Kahoot) YouTube, FlipGrid, H5P	Virtual Conference (Big Blue Button, Zoom, Microsoft Team, Webex) Google suite (Doc, Slides, Drawing)
Teaching Approach	Microlearning	Presentation slide Interactive content Survey Quiz Collaborative activities	Virtual conference
Actions to Conduct Teaching	<ol style="list-style-type: none"> 1. Choose a focussed content to learning outcome and save as image. Write description as caption and upload. 2. Create Q&A activity. 3. Respond to students' answers 	<ol style="list-style-type: none"> 1. Upload interactive learning content 2. Conduct collaborative activity 3. Create assessment using gamification apps 4. Respond to students' answers 	<ol style="list-style-type: none"> 1. Conduct virtual conference using various functions such as share file, chat, annotate, presentation 2. Conduct collaborative activity 3. Create assessment using gamification apps 4. Respond to students' answers

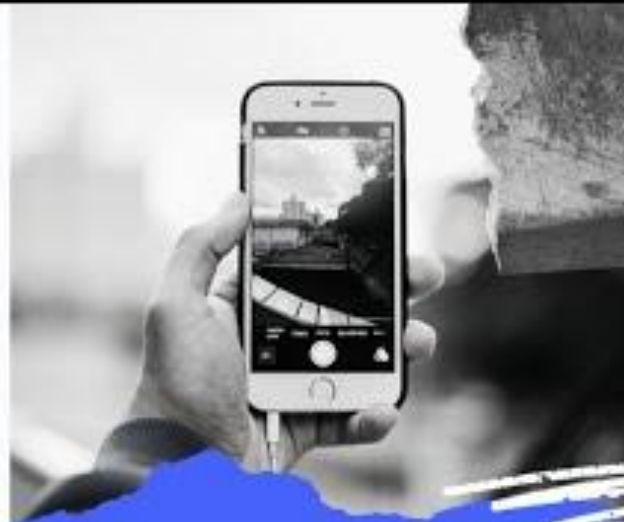
Suggested reference for low bandwidth teaching:

<https://www.skillbuilderlms.com/how-to-convert-elearning-content-to-microlearning/>
<https://youtu.be/WyjljwM5CGs>

Q: How to use group messaging (e.g. Whatsapp, Telegram) for learning?

TEACHING USING WHATSAPP OR TELEGRAM IN COVID-19 TIME

Delivering low bandwidth content to everyone with a phone but poor internet connection



ABD KARIM ALIAS

Example of steps to conduct asynchronous learning session as microlearning in Whatsapp:

1. share an image or short video (a focussed learning content) and write some description as caption
2. upload voice note as explanation
3. upload text to instruct activity and give time to student to respond with answers
4. give feedback

Q: Is there a tutorial on PutraBLAST?

A: CADe has developed a compilation of guides for functions in PutraBLAST which can be accessed at

<http://learninghub.upm.edu.my/blastdk/course/view.php?id=3909>



Q: Is there a tutorial on online learning tools?

A: Various applications can be used for online learning. CADe has developed a playlist on recommended tutorials for online learning software at

<https://www.youtube.com/watch?v=4vTD71fLMS&list=PL-QRC2CwNTvAKdJPJBcXrCRt0TuhdtgnR>

CADe has developed a PutraMOOC course entitled [Imagineering InnoCreative Educator](#). Please be welcomed to enrol to get a better guide on online learning techniques including the delivery techniques, tools, cybergogy, assessment, gamification and others. The [Outcome Based Education](#) course is also suitable as a guide.















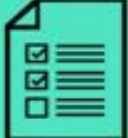
Purpose	Tools
Online meeting	BBB, Zoom, Google Meet, Webex, Skype
Quiz	Quizizz, Kahoot, H5P, Mentimeter, Nearpod, Socrative, Quizlet
Discussion	Padlet, FlipGrid, Facebook Live, Whatsapp, Telegram
Content curation	PowerPoint, TesTeach, Padlet, Nearpod, Socrative, Google Site, VoiceThread
Animation	Biteable, Powtoon, Videoscribe, Keynote
Infographic	Canva, Piktochart, Pages
Screencasting	Screencast-o-matic, PowerPoint Recording, Quicktime

Q: What software can be used for delivering virtual class?

CENTRE FOR ACADEMIC DEVELOPMENT, UPM

TECHNOLOGY ENHANCED

ACTIVE LEARNING

 <p>Online Meeting</p> <ul style="list-style-type: none">• Zoom• Skype• Zeetings• Google Hangout• Big Blue Button	 <p>Screencasting Tools</p> <ul style="list-style-type: none">• Camtasia• Screencast-o-Matic• Bandi Cam• Cam Studio• Audacity	 <p>Augmented Reality</p> <ul style="list-style-type: none">• Blippar• Vuforia• HP Reveal• Articulate	 <p>Brainstorming Tools</p> <ul style="list-style-type: none">• Poll Everywhere• Padlet	 <p>Presentation Tools</p> <ul style="list-style-type: none">• Prezi• E-Maze	 <p>Animation Tools</p> <ul style="list-style-type: none">• Adobe Animate• SPARKOL• BITEABLE
 <p>Real-time Quizzing Tools</p> <ul style="list-style-type: none">• Goformative• Socrative	 <p>Video based Quizzing Tools</p> <ul style="list-style-type: none">• EDPuzzle• TED-ED Lesson	 <p>Curation Tools</p> <ul style="list-style-type: none">• Pinterest• Blendspace	 <p>Infographic Tools</p> <ul style="list-style-type: none">• Piktochart• Canva• Mural• Animaker• Adobe Illustrator	 <p>Mindmapping Tools</p> <ul style="list-style-type: none">• MindMeister• Wisemapping• Popplet• MindMup• Coggle	 <p>Gamification Tools</p> <ul style="list-style-type: none">• Kahoot• Quizizz• Quizlet• HSP• Mentimeter
			 <p>Video Authoring</p> <ul style="list-style-type: none">• Powtoon• VideoScribe• GoAnimate	 <p>Interactive Content</p> <ul style="list-style-type: none">• ThingLink• Nearpod• InsertLearning	 <p>Scavenger Hunt</p> <ul style="list-style-type: none">• GooseChase• Scavify• Actionbound• Scavr• Huntzz

More information can be accessed at <http://learninghub.upm.edu.my/hub2/LearningTools>

Q: What software can be used for video conferencing?



A: Various software can be used for video conferencing such as:

Microsoft Team, Big Blue Button, Zoom, Skype, Vidyio, Webex, FB Live, Google Meet and Google Hangout. In PutraBLAST and PutraMOOC, Big Blue Button and Webex are installed. Functions related to teaching and learning such as sharing files, chat and doodle are enabled. Other suitable softwares are also encouraged to be used, depending on the learning needs. Various tutorials are available to support you such as https://www.youtube.com/results?search_query=remote+lessons

Q: I want to use video for my teaching and put it in PutraBLAST. How do I share this with my students?

A: A video file can be shared in PutraBLAST through giving url of the video or embedded:

- in the description of the section
- using Add Activity>URL
- using Add Activity>External Tool
- in the forum

Q: What is the guideline before, after and during video conference?

A: There are a few things that can be done to set up the video conference (VC).

Before:

Announce the VC session to the students. You should test the connection too. Prepare the materials for the lesson.

During:

Make sure you are ready several minutes earlier. Make sure the URL to the VC is released and students are connected. Greet your students and request them to introduce themselves. Ask them to mute the microphone and switch on the video camera. Students must share and cooperate during VC. Ask students to mark their online attendance. Lecturer can present their slides, ask questions, instruct group discussion and attend their students concern - similar to the face to face interaction.

After:

Students should complete the task as instructed. Lecturer downloads video if it is recorded. The video can be uploaded in the YouTube channel owned by the lecturer. The link to the video can be provided in PutraBLAST as URL, Page or in the topic description.

You can distribute this guide to the students:

http://learninghub.upm.edu.my/blastdk/pluginfile.php/5807/mod_forum/post/104/BBB%20GUIDELINES%20FOR%20STUDENT-01.jpg

Q: The video conference session quality is very bad. Is there any tips?

A: The quality of experience depends on the traffic load due to the bandwidth of each user, and the hosting server (remember the apps server is also hosting many other users around the world). Several tips can be considered to optimise the experience (in case the connection is not stable):

- Only the presenter switches on the video camera
- All users except the presenter mute the mic. This also solves the echo problem
- Pass the presentation materials eg slides to be downloaded separately so when the presenter wants to refer to certain slides, the user can refer to them
- Use small load materials in the presentation



Q: Is there a guide to release to the students regarding VC?

A: You can pass the link to the picture on the right

http://learninghub.upm.edu.my/blastdk/pluginfile.php/5807/mod_forum/post/104/BBB%20GUIDELINES%20FOR%20STUDENT-01.jpg

*Click to on the url to download.

*This can be applied to any virtual classes.




BigBlueButton

A GUIDE FOR STUDENTS

This guide will help students to use BigBlueButton (BBB) in order to participate in virtual classes effectively.

How to use?

- Make sure you are in a conducive environment to avoid distractions.
- Set up your digital devices such as laptop or smart phone (including headphone/earphone with microphone if necessary).
- Login into your own UPMID account for attendance record.
- Please follow the 5 steps below :



- JOIN SESSION**
Click "Join session" to start the virtual class.
Select "Microphone" when this popup (How would you like to join the audio?) appears.
- MUTE / UNMUTE**
Mute the microphone for few minutes and listen to your lecturer's Instructions.
Unmute the microphone whenever you wish to give your response.
- VIDEO CAMERA**
Please switch on/off the camera according to your lecturer's instructions.
- LISTEN**
Please pay attention to the virtual class activities.
- JOIN ACTIVITIES**
Allow yourself to take part in the virtual class activities.
HAVE FUN!

Q: When using BigBlueButton, there is a recording button which you can record the activity. But how to download the recording file and where the file is save?

A: If you have set up the session to be recorded, the file will be generated within 20 minutes after your session, depending on the internet speed and duration of your session. Just click on your created BBB activity to view the file. If it is still not there, please wait. The file will be available within 7 days only. Please download the file for your own copy. If you want to make it accessible to others, it is advisable that you upload it in your YouTube channel. You can share the link or embed it in your PutraBLAST.

Q: I have videos for my class but I am not comfortable to make it public to everyone. Is there any tips for this?

A: The video file can be uploaded into your YouTube channel by logging into your YouTube account (you can login using your Google or UPM account too), click the icon UPLOAD on the top right of your page and follow the steps in the upload wizard. You can choose visibility as UNLISTED. When the video is published, you can provide the URL to support your lesson.



Q: How do I conduct online practical for my class?

A: Various digital sources may be utilised to SIMULATE the real psychomotor experience (e.g., utilising 3D image, videos on the teaching unit/subject, using augmented reality or virtual reality), or the instructor show demonstration. There may also be apps specifically for the teaching unit in various apps such as

<https://www.thetechadvocate.org/19-best-science-apps-high-school-students/>

<https://www.theedadvocate.org/10-apps-help-students-science-homework/>

<https://www.bestcollegesonline.com/blog/40-most-awesome-ipad-apps-for-science-students/>

Students can be assigned to perform online scavenger hunt to find information and reflect on their findings. Demonstration of students' grasps of skills can also be monitored through their pre-recorded video or during virtual conference. Suitable video camera angles and usage of viewing functions e.g. zooming can allow lecturer and students to follow through specific practical experience, digitally. More advanced sensorial functions e.g., tactile, heat, smell offers higher quality experience.

According to the letter issue by the TNCAA Office (Reference No:UPM/TNCAA/1/3 Bhg. 7), all the practical classes have been temporarily postponed until further notice. However, lecturers are encouraged to explore various virtual practical tools or softwares. Any alternative practical activity that involves outdoor environment or possesses potential hazards to student's safety, should be avoided.

Q: How to implement an effective e-assessment?

A: e-assessment can be implemented within an online system in PutraBLAST using the Assignment (submission of file), Forum (can be set-up to auto grade or announcing to the students that their forum responses will be graded) and Quiz (for quiz or exam functions). Various forms of digital submission can be utilised such as answer to question, report, video, url of student's developed blog, and textual/image/video reflection as ePortfolio. Besides the choice of e-tools, various issues may be considered when performing summative assessment including authenticity of candidate, timing, accessibility, invigilation, question type, question bank and randomizing question.

Q: How to submit assignment such as videos and document files in PutraBLAST?

A: Direct submission of videos in PutraBLAST is not encouraged for economical server storage. Instead, it is advised that the students upload the video in the YouTube, and only submit the URL (explanation is optional, depending on the course requirements). Lecturer can save the video into the playlist.

Submission of files can be done by using the Assignment function. Log into your course in PutraBLAST, click Turn editing on and go to any section. Click the Add Activity button and choose Assignment. Complete the necessary setting and save.

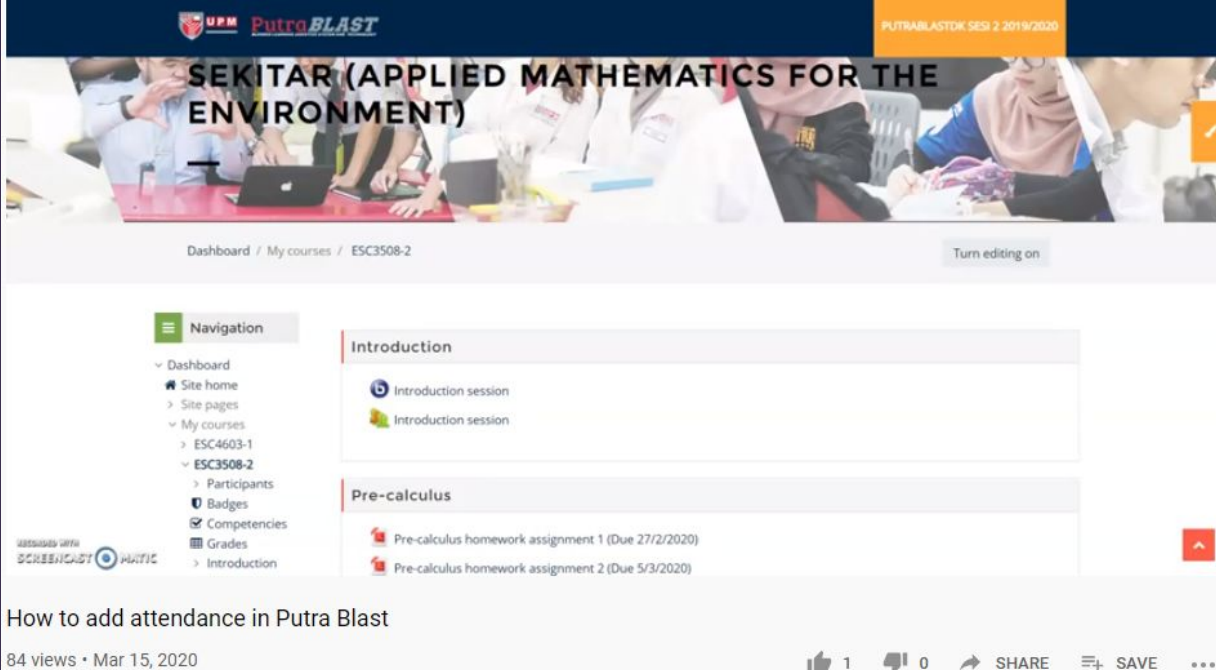
Q: How to record online attendance?

A: There are various ways to record attendance:

- 1) use online attendance function in PutraBLAST and add the learning session in it. Students can mark their presence within stipulated time
- 2) if using Big Blue Button, you can use the function "Save Participants List"
- 3) if u have enabled completion tracking under course setup, you can check whether they have completed your activity
- 4) you can extract from the log

A tutorial has been prepared

<https://www.youtube.com/watch?v=tz3WPftnteg>



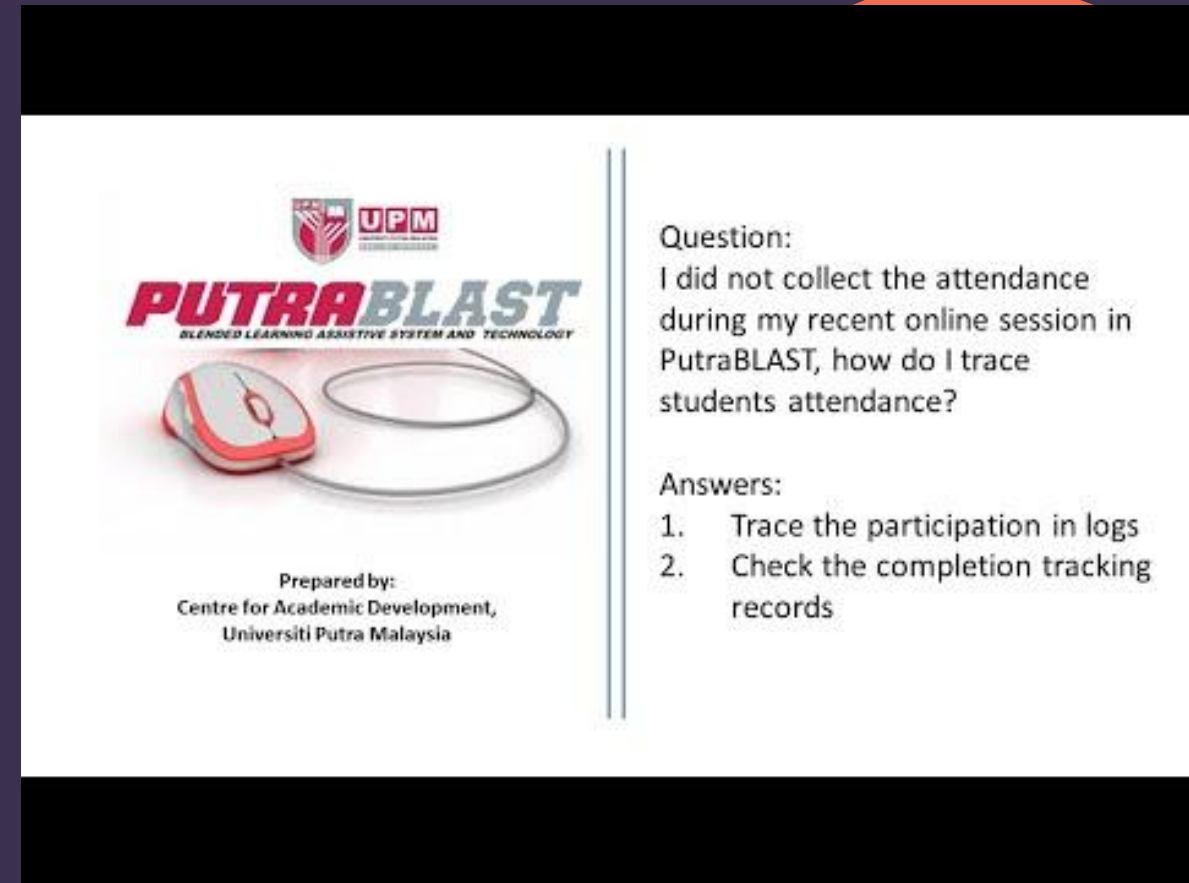
The screenshot displays a PutraBLAST course page for 'SEKITAR (APPLIED MATHEMATICS FOR THE ENVIRONMENT)'. The navigation menu on the left includes 'Dashboard', 'Site home', 'Site pages', 'My courses', 'ESC4603-1', 'ESC3508-2', 'Participants', 'Badges', 'Competencies', 'Grades', and 'Introduction'. The main content area shows 'Introduction' and 'Pre-calculus' sections. The 'Introduction' section contains two 'Introduction session' items. The 'Pre-calculus' section contains two homework assignments: 'Pre-calculus homework assignment 1 (Due 27/2/2020)' and 'Pre-calculus homework assignment 2 (Due 5/3/2020)'. The video title is 'How to add attendance in Putra Blast', and it has 84 views and was posted on Mar 15, 2020.


Q: If I did not collect the attendance during my recent session, how do I trace their attendance?


A: This can be done through at least 2 ways (video tutorial is provided too):

1) Log into your course in PutraBLAST. On the left side, find the Administrator block. Click Reports, then click Log. Choose the date of the activity. You can trace the students log here

2) If u have enabled Completion Tracking for the activity (to do this, find Course Setup in the Administrator block and enable Completion Tracking. You need to setup Completion Tracking in each activity), you can check whether they have completed your activity by clicking Report>Activity Completion. Tutorial by Moodle on Activity Completion is available [here](#).



 **UPM**
PUTRABLAST
BLENDED LEARNING ASSISTIVE SYSTEM AND TECHNOLOGY



Prepared by:
Centre for Academic Development,
Universiti Putra Malaysia

Question:
I did not collect the attendance during my recent online session in PutraBLAST, how do I trace students attendance?

Answers:
1. Trace the participation in logs
2. Check the completion tracking records

Q: Can the e-attendance be considered as evidence for ISO filing?

A: Yes, print the e-attendance or e-learning evidence. Specify “e-learning” at the relevant dates on attendance sheet, and then attached the e-attendance or evidence with the attendance sheet of ISO file.

Q: I cannot see the completion tracking ticked for the activity? How to set it?

There are 3 options for Completion Tracking:
Do not indicate activity completion - this will not show checks (ticks) next to the activity
Students can manually mark the activity as completed - students press the check (tick) to change it. (Note: they can do this even without doing the activity!)
Show activity as complete when conditions are met - the selected completion criteria must be met before the check (tick) will change style.

A: This can be set up in the Course Setting. Go to the left side of your course in PutraBLAST, scroll down and find Administration block and then click Course Setting. Scroll down and find Activity Completion. Enable that option and click Save. You need to enable the Completion Tracking the next time you set any Activity. Tutorial by Moodle is available [here](#)

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Surname: All ABCDEFGHIJKLMNOPQRSTUVWXYZ

First name / Surname	Before you start	What are we here to do?	Mr. Sanders says ...	Course Forum	Water Glossary	Waterbase	DANGER!	Key readings	Aqua Quiz	Interactive House	Water supply or water demand?	'Water solutions' wiki	30 Days Challenge	OXFAM - Water ...	Water Alert Game - Can you ...	Find and rate the most ...	Water and human health - ...	Sample Google Docs import	Bottled Water - Yes or No ??	Practice creating a ...	Create a junior school ...	
Lao Cai	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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Charles Gardner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jerry Hart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Margaret Rivera	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
David Stewart	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Carol Warren	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

First name: All ABCDEFGHIJKLMNOPQRSTUVWXYZ
Surname: All ABCDEFGHIJKLMNOPQRSTUVWXYZ

- Download in spreadsheet format (UTF-8 .csv)
- Download in Excel-compatible format (.csv)

Course completion status of all participants can be displayed on a page.

Q: I cannot join BBB. It stated “You have exceeded the maximum numbers of concurrent meeting”. What is the meaning of that?

A: That message error is displayed due to the limit at the hosting server. Please consider using other application for the time being.

Q: Is there Dos and Don'ts for Online Learning?

Dos & Don'ts

1. Greet students.
2. Always test microphone and speaker
3. Address concerns or questions.
4. Incorporate questioning as reinforcement of facts understanding at least every 10 minutes.
5. Ensure each lesson has engaging activities - flipped classroom is the best in this. Create communication among students using suitable discussion task.
6. Include assessment in the lessons.
7. Make video sharing compulsory for students.

1. Miss/skip the announcement of each online sessions.
2. Start immediately. Provide gap for everyone to be connected.
3. Ignore the interaction posed by students e.g. raise hands, mic etc.
4. Have too much open invitation of questions from students. Directly address them by name to get feedback.
5. Using video conference to watch another video together - this will make the network load heavy.

Q: Is there a best practices or guides for online teaching?

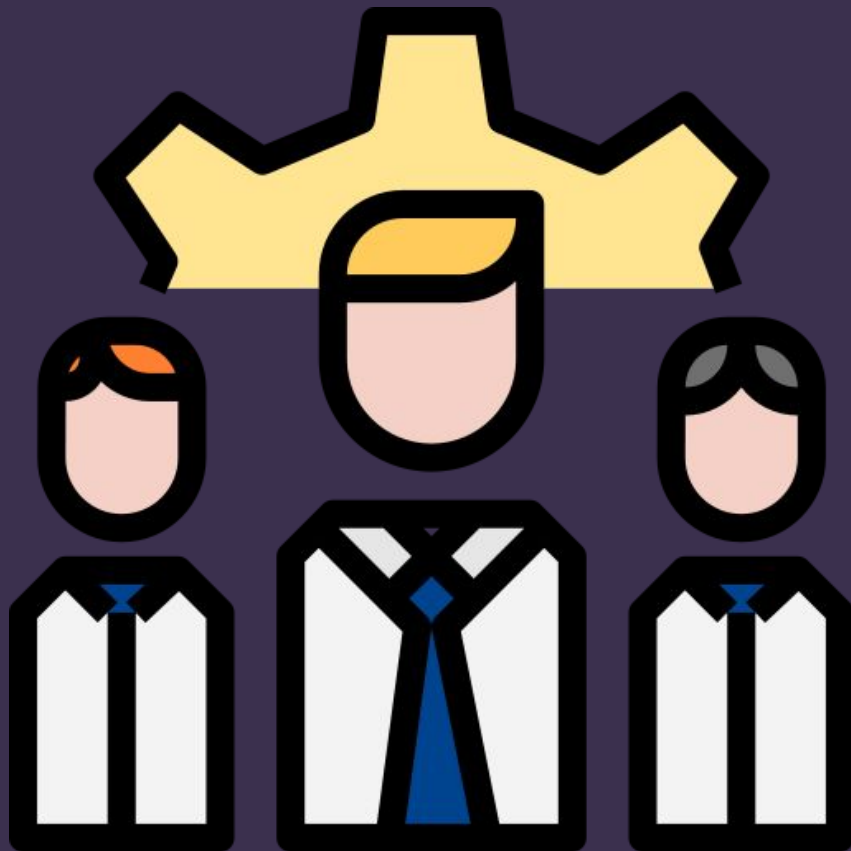
A: Various resources are available, including sharing of real experience within community of practise. An example of guide that is worth reading is [147 PRACTICAL TIPS FOR TEACHING ONLINE GROUPS](#)

Tips:

We're not professional video editors or animators, so if your hand-drawn, squiggly diagrams are OK for the whiteboard, they're OK for an online lecture or discussion (Gabhann, 2020).

<https://hub.jhu.edu/2020/03/12/how-to-teach-online-courses-coronavirus-response/>

Thank you to all who has contributed to this FAQ!



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