LIVE ONLINE CLASSES

A live online class is that session in which students and teachers, located in different places, share a single digital space (virtual) to connect remotely in real time.

This digital environment allows participants to see and hear each other, exchange messages and documentation in real time, as well as use additional tools and resources that facilitate the interaction and participation of all.

In hybrid systems, it is required that in the physical classroom there is the appropriate equipment of cameras and microphones that allow the interaction of the teacher and the students on equal terms with those who connect to the online session.
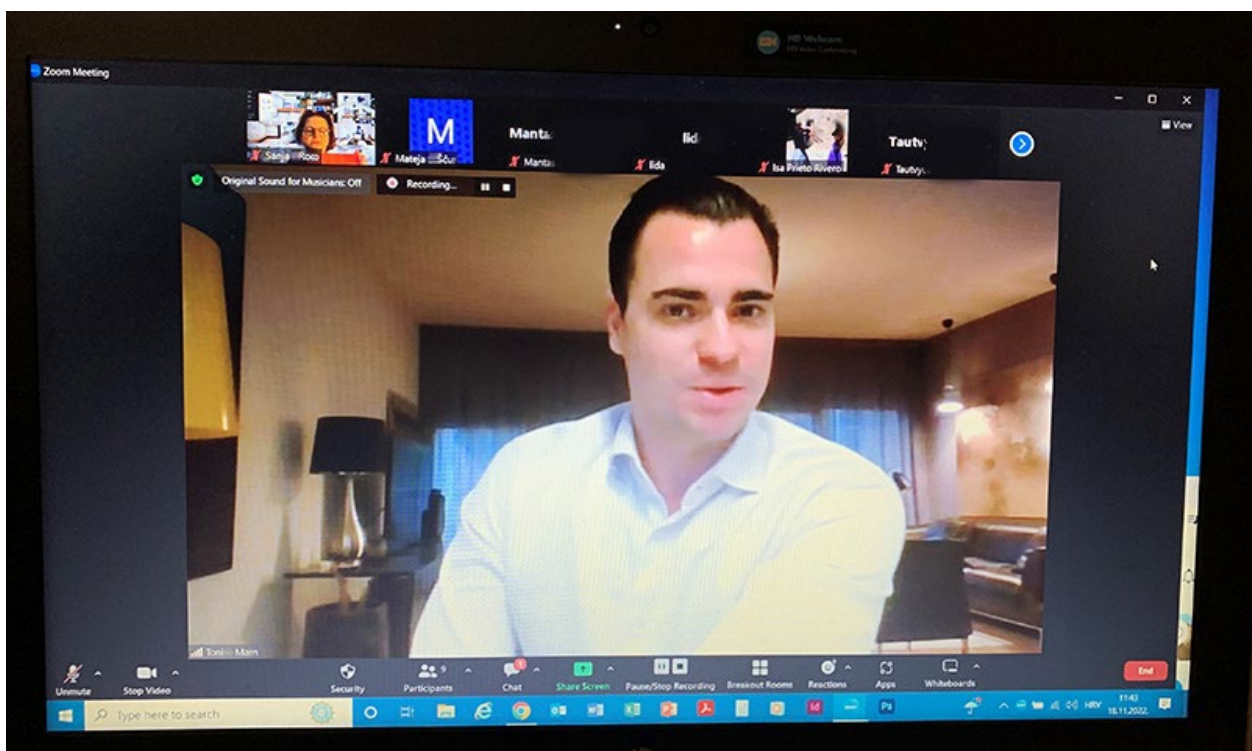
How to implement it

Technically, to implement a live online class, it is necessary to have a specific application to carry out online sessions, which allows the connection of all participants and includes the transmission of video and audio, in real time.

Pedagogically, a live online session requires on the part of the teacher, a previous **planning** that allows to develop the contents that he wants to transmit, as well as to promote participation, collaboration, and teamwork, either for groups that are 100% online, as for hybrid sessions where part of the group or the teacher is in the classroom and part connects to the online session.

The fundamental aspects to carry out this planning are the **duration** of the session, the **number of participants** and access to **additional resources** that complement the teaching activity.

As for the **duration**, it is advisable to divide the session into blocks, establishing a script in which time is dedicated to different actions, such as:

- ► Presentation of the teacher/topic
- ► Agenda of the session (What topics we are going to deal with and what are the objectives/learning outcomes)
- ► Teacher explanations and support resources you can use (ppt, videos, images)
- ► Debates or activities that can be developed at a general level or in a group.
- ► Dynamics that include polls and / or questions (Wooclap, Kahoot) or collaborative work (Miro or mural type panels)
- ► Question and answer periods, resolution of doubts
- ► Breaks
- ► Recapitulation of ideas, resumes, key ideas.
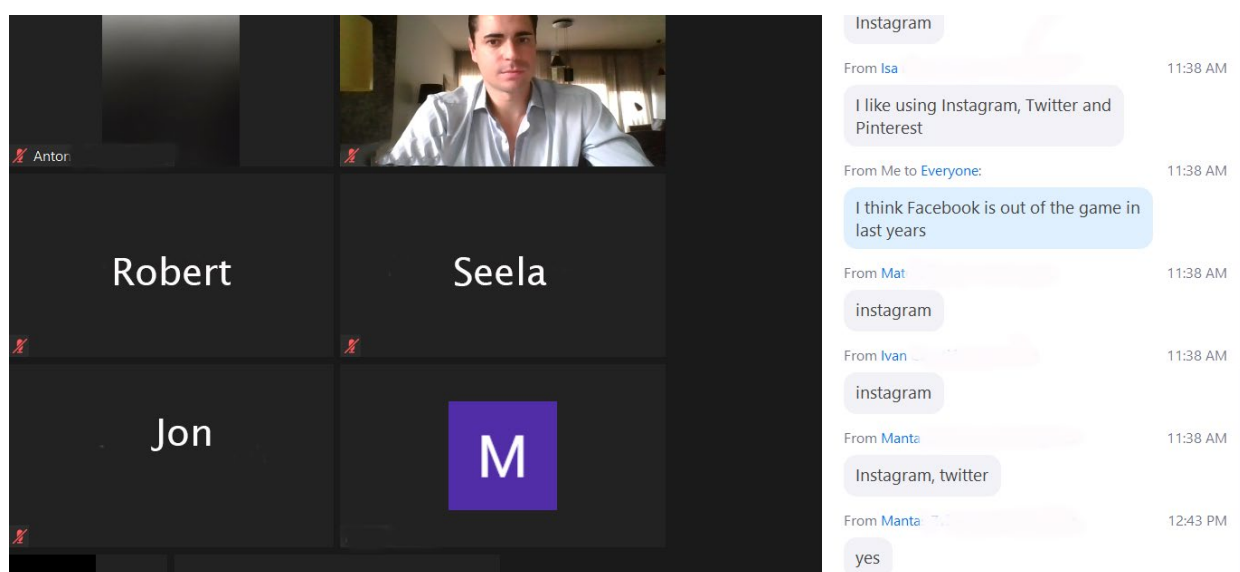- ► Closure/conclusions

Online classes are the most typical method of teaching online. Online conferencing tools such as Zoom are often used.

The number of **participants** will determine what strategies can be put into practice or not, with respect to the participation of the students, the interaction between them or the dynamics that we can perform.

- ► **In small groups: the participation of students** is further enhanced at any time of the session, through questions, problem resolution or open debates, with the possibility of peer work.
- ► **In medium groups:** It is conducive to work in small groups, with specific moments for the exchange of opinions.
- ► **In large groups:** it is necessary to establish rules for participation, it is advisable to use additional tools that allow the polling and the resolution of problems. It is possible to propose group work, choosing a spokesperson per team.

An important point that we must keep in mind are the basic rules to follow in a live online session, especially if the number of participants is very high. Things like keeping **microphones off** and **asking for speaking time**, setting up **question and answer periods**, using **chat** as a support tool for information sharing.

Utilizing chat functionality in Zoom to activate learners.

Regarding **resources**, we talk about the support tools that the teacher has when developing an online session. Most of the platforms to carry out online sessions, allow **you to share the teacher's screen** to show a presentation well, the browser itself or share videos. It is also possible to have **digital whiteboards** in which both the teacher and the students can share a space to draw, outline or write. Many of them have the option to throw **questions** to the group or **surveys**.

In the case of hybrid sessions, the physical space is required to be equipped with cameras and microphones that allow groups to be in the classroom. A point to highlight in this type of classes is the possibility that the session can be recorded, allowing students who have participated or not, to review the contents that have been taught.

How to assess and evaluate it

► Rubric system for student participation or teamwork.
► Test / activities type Wooclap, Mentimeter or Kahoot.

Best practice

► Synchronous distance teaching of radiology clerkship promotes medical students' learning and engagement (Alamer, 2021).

Tools

In Moodle:

There are multiple options in Moodle for Live Online Classes Tools such as:

► Integrated BigBlueButton
► Integrated Teams
► Integrated Zoom

Furthermore, there are options of using PowerPoint/Google Slide Embed Tool which can be used during the delivery of a Live Class.

Outside Moodle:

Video conferencing systems:

► BB Collaborate
► Google meet

Support resources:

► Wooclap
► Kahoot!
► Mentimeter
► Look
► Mural
► Padlet

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Case: H&M Group on LinkedIn: Fashioning
a sustainable brand marketing strategy

• Established as part of an organisational restructure, H&M Group
  launched its LinkedIn Company Page in December 2019 and
  embarked on a journey to create awareness and engagement
  around its sustainability efforts from scratch.
• "We want to drive positive brand perception and build trust around who we are
  and what we stand for. This is not something that can be achieved with a one-off
  investment. It's key to have an always-on strategy and ongoing conversations with
  colleagues, customers and communities – LinkedIn allows us to have those
  conversations in an engaging and scalable way."
                    Miriam Toppert, Project Manager, People & Organisational Development, H&M Group

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  📊 Logs
  📄 Backup
  ↥ Restore

› Course administration

Live online classes can also be recorded and embedded into the VLE

Resources

► Tips for Designing Live Sessions (Wiley University Services, 2023)
► Synchronous Online Classes: 10 Tips for Engaging Students (Faculty focus, 2022)