This is a Working Draft
Virtual Classroom – Teaching from the Studio for MBA & EDP

This document is a guide for faculty teaching during the COVID-19 outbreak when you have to teach remotely from an INSEAD studio. We welcome suggestions, feedback, and reports from P2/P4 faculty so that we can continue to update it. Please email your input to iLITE@insead.edu.

If you want more personalised assistance with your teaching needs in these circumstances, please contact iLITE directly and we will arrange an individual session promptly.

Getting Connected

• Typical Studio setup

1. Your laptop for content sharing and annotation (if any)
2. Monitor in extended view, to view your remote participants
3. Additional desktop connected to a whiteboard capture (Wolfvision)
4. A webcam and in-room mic and speaker
5. Ensure you have installed the Zoom desktop app
6. In Zoom client setting, under General tab, enable “Use dual monitors”

• IT team will help you set up in the studio. Some points to remember:
  o You will be connected through Zoom on Canvas. This link is accessible to you and all the virtually connected students through the same link on your course page on Canvas.
  o The studio has two screens, one where you can see your slides, the other to see the remotely connected students. There is a white board behind you to write on.
The students will see a split screen of your slides and the you/white board. If the target room as two projectors/screens, then one projector screen will show your slides and the other your image with the white board behind you.

- Ask Onsite to set one screen to show your slides and the other screen to show you. This allows your students to see you and your slides clearly.

- At any time, you can zoom in on the white board to focus on your board work.
- Use a clip-on mic when you are speaking.
- You may contact 5555 (5555-ITservicedesk@insead.edu)

**Your Zoom connections before each session:**

- Within Canvas, you or your FA will create a Zoom link for the course. This link will be available to all of you and all the students who log into Canvas.
- Ask students or participants to mute their audio unless they are speaking. They can also type on the “Chat” feature on Zoom.
- Work with Onsite as early as possible if you have special requirements. The team’s resources are stretched at the moment. Allow more time for them to help you.

**EDP:** create a WhatsApp group for you and all the participants.

**MBA:** either create a course WhatsApp group for you and all the students or share your number with two class REPs or two students of your choice.

**Create a live Google doc and share the link with all of the participants/students.**

**Teaching – Keeping the Human in Remote Learning**

When students or participants receive a Zoom link, imagine the role that they assume? The default is to be passive. The goal for you is to make everyone feel connected. Here is how plus other tips.

**Do**

- Tell students or participants your clear norms and expectations for how you plan on being connected with them in YOUR session or course.
  - **Student or Participant list**
    - Have the list of all students or participants with pictures in front of you printed out. Have it with you each time you teach.
  - **Use of platforms**
    - WhatsApp group – only for communicating technical issues. You will have that on and will check it regularly during teaching.
    - Zoom chat – only for asking you clarification questions or to each other.
o Google Doc – for the students or participants to build questions and refine them during the session for the session. Set time points appropriate for you (e.g., every 10 minutes) when you will check them and answer them or select questions.

o Cold Calling
  o Scroll through the names to see the person speaking. Ask them your question and ask them to mute again after you have finished interacting. Not all the students or participants calling in can be seen on the screen at the same time.

o Presence/Absence
  o If a student or participant is not present over Zoom, they will count as absent.

- Distribute materials on Canvas before class so that students can follow the class better.

- Group work
  o Assign students or participants to groups ahead of time. Post this information on Canvas or share with participants ahead of time so there is no confusion.
  o Zoom has virtual BORs! Use them to have students or participants do their group work. Look at guide to set up the BORs online – it’s very straightforward.

- Course or Session Preparation
  o Revise your teaching plan to be more deliberate and structured. Convert heavy discussion segments to a bit more lecture from you, polling from students or participants, and cold calling as you cannot see raised hands.
  o Prepare very clear questions ahead of time to avoid misunderstanding or ambiguity. Going with the flow is more difficult with virtual teaching.
  o Use mentimeter.com to conduct polls, word cloud or quizzes.
  o Reduce the number of media heavy items in your slides, such as showing videos. Instead, share the video link in the Zoom chat box and have students watch them on their own. Or, embed them in Canvas ahead of time for students to watch before class.

- Email students/participants after class session
  o Ask if they have any questions.
  o Offer to set up a short call if they need it or email you their questions.
  o Ask for feedback from the student or participant technical coordinators on how to improve the learning experience.

Don’t
- Wear white, stripes or dots so as not to blend in with the background white board or to create distractions.
- Ignore students'/participants' learning experience
It will dampen their learning experience and increase their sense of isolation, especially for students or participants using Zoom.

Challenges to Consider

- **Some activities may not work as well with students/participants on Zoom**
  - Heavy discussion-based session, activities, or long group work. Joining a simulation that requires heavy interaction might feel awkward.

- **Be patient**
  - Teaching remote tend to slow down the teaching with technical, spatial and logistical challenges. Exercise more patience when students or participants take a longer time to respond.
  - Expect the class to be less energetic and spontaneous with the “distance” from you. The means you have to put in more effort to excite them to stay with you for the entire session.