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## Is there anybody there? Designing effective and engaging live online information literacy teaching

Conference or Workshop Item

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# Designing Effective and Engaging Live Online Teaching

Clear objective	
Learning Outcomes that can be assessed	
Content	
Social presence/icebreaker	
Interactivity	
Accessibility	
Student feedback	
Promotion	

## Points to consider

### Clear objective

- One short sentence on what your session is about. This will help you to keep to the point when creating the content along with the learning outcomes

### Learning Outcomes

- Students need to know what to expect in the session and what they will get out of it. You should also monitor the content against your LO's. It is often helpful to look at the learning outcomes again at the end of a session so students can see what they have learned. Don't have too many, three is a good number.

### Content

- This should be based on your learning outcomes. What do you want to teach your students? Is it at the right level? Why do they need to know this now? Are you covering the outcomes in your content? Are you adding extra content not in the LO's? It is fatally easy to try and teach students more than they really need to know and run over time. Keeping to your objective and LO's can help overcome this.
- A mixture of media can create more interest, e.g. slides, live demonstration, AV if supported by tool.

### Social presence

- How are you going to create a rapport with your students? This can be hard if you can't see each other. Will you be using a photo of yourself or web cam? Can you get them chatting to each other? Setting a friendly supportive tone at the beginning allows them to feel comfortable about asking questions. Using a suitable poll can get them interacting with each other and the trainer.

### Interactivity

- Use the features of the tool to allow students to interact with the session, this is much more engaging than just lecturing with PowerPoint slides. Make sure you factor in enough time.
  - Real time demonstrations
  - Get them to do a task that you have demonstrated and give feedback
  - Polls/ Quizzes - this will also allow you to gauge understanding
  - Ask for suggestions in the chat (or by mic if using)
  - Whiteboards – get them to do tasks but beware of bandwidth problems

### Accessibility

- How will you make sure all students can access your sessions?
  - Timing –is it at a time most students can attend? Length of session – enough time to cover teaching points but not so long that no one turns up or leaves early.
  - Layout – colours, is the platform accessible to screen readers?
  - Recordings for those unable to attend in person. Transcript/captions? On the VLE, YouTube?

### Student feedback

- How will you find out if students found the session useful? Internal polls, or a short survey? Feedback from students can provide really good evidence to support Library sessions and show management and faculty the value of them. This will also help you to improve your sessions.

### Promotion

- How will students find out about your sessions? Do you want to advertise it on social media? The Library website? In faculties? The VLE? Does your organisation have tutorial booking software?