

**Five Ways to Adjust Teaching  
from the Face-to-Face to  
Virtual Classroom**

Saul Carliner, PhD, CTDP  
eLearning Fellow  
and  
Associate Professor, Department of Education  
saul.carliner@concordia.ca  
www.saulcarliner.com

---

---

---

---

---

---

---

---

**Question 1  
What is your role?**

(In the Chat area, type the number that best describes  
your role at Concordia.)

1. Full-time instructor
2. Part-time instructor
3. Teaching Assistant
4. Administration or staff
5. Student
6. Other

---

---

---

---

---

---

---

---

**Question 2  
What is your previous experience with  
an online session like this?**

(Type your response in the Chat area.)

1. First time—I've never participated in a live online session like this before (outside of one-to-one sessions on Skype)
2. I have previous experience as a participant (student) in an online session like this.
3. I have previous experience leading an online session like this.

---

---

---

---

---

---

---

---

### Question 3

What do you hope to learn in today's session?

(Type your response in the Chat area.)

---

---

---

---

---

---

---

---

### Objectives

After participating in today's session, you should be able to:

- Differentiate a webcast from a live presentation.
- Familiarize yourself with the software.
- Describe tactics each for:
  - Starting a course
  - Starting class sessions
  - Structuring class sessions
  - Engaging participants—even large numbers of them.
  - Managing questions

---

---

---

---

---

---

---

---

### What is the *live virtual classroom*?

- Online "spaces" where instructors and students meet at an assigned time on a regular basis.
- Feature many similarities to face-to-face classrooms:
  - Regular meeting times
  - Specific "locations"
  - Ability to show slides and other programs
  - Ability to "write" on the "board"
  - Ability to interact with students
  - Ability to divide students into groups and have them work in teams during class time

---

---

---

---

---

---

---

---

People often refer to their virtual classrooms by product name.

- Adobe Connect
- Centra
- Elluminate
- GoToMeeting
- LiveMeeting
- WebEx

---

---

---

---

---

---

---

---

How the live virtual classroom differs from the traditional classroom

- More structured interaction
- Pre-programmed polling questions
- Although the ability to use voice and video exists, most instructors choose not to use them, so the voice conversation is one way
- As a result, instructors need to adjust their teaching techniques

---

---

---

---

---

---

---

---

How do you think instructors need to adjust teaching practices for the live virtual classroom?

(Type your response in the Chat area.)

---

---

---

---

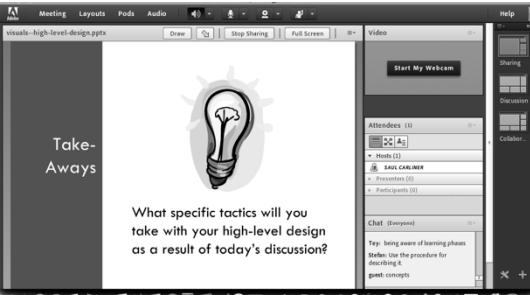
---

---

---

---

## 1. Familiarize yourself with the software.



---

---

---

---

---

---

---

---

## 2. Start the course with clear, explicitly stated expectations.

- Send a note a week in advance with all materials (or leading to them)
- Course materials:
  - Instructions for entering the online classroom
  - Attendance requirements
  - Homework (readings and assignments)
  - Discussion board requirements (the larger the class, the more discussions)
- Optional: Reading guidesheets

---

---

---

---

---

---

---

---

## 2. Start each class session interactively and with clearly stated objectives and agendas.

- Before class starts: initiate a conversation (weather, holiday plans, anything benign; also entertain course related questions)
- Start of class:
  - Begin at the appointed time
  - Polling question as "warm up"
  - Open question to go deeper
  - One, the other, or both:
    - Agenda
    - Objectives
  - Hold announcements until the end of class

---

---

---

---

---

---

---

---

**4. Structure sessions like a newscast, rather than as a lecture.**

- 2 to 5-minute segments
- Opening
- Topic 1 (presentation and interaction)
- Topic 2 (presentation and interaction)
- Topic n (presentation and interaction)
- Closing

---

---

---

---

---

---

---

---

**5. Engage participants with a variety of types of interactions.**

---

---

---

---

---

---

---

---

**For demographics or past experience, use the polling question.**

**What is your role?**

(In the Chat area, type the number that best describes your role at Concordia.)

1. Full-time instructor
2. Part-time instructor
3. Teaching Assistant
4. Administration or staff
5. Student
6. Other

---

---

---

---

---

---

---

---

To promote higher order thinking and spark discussion, use the “choose an option” question.

Should the instructors use online learning in this situation?

Agree  
Disagree

---

---

---

---

---

---

---

---

Manage the discussion like this.

1. Ask only for opinions. Require students take a position.
2. Ask for explanations of their choices:
  - Less-correct choice first
  - More correct response last
3. Present concepts and issues to consider when addressing the situation
4. Share your response

---

---

---

---

---

---

---

---

To promote problem-solving, discuss homework or assign group work.

---

---

---

---

---

---

---

---

To gauge understanding, use either a quiz question or a *confusometer*.

- Quiz question: multiple choice, true/false, or similar
- Confusometer:
  1. I couldn't tell the difference between live, virtual or classroom.
  - 2.
  3. I think I get it but no one has put me to the test yet.
  - 4.
  5. I could tell you a thing or two

---

---

---

---

---

---

---

---

Before moving among subjects, encourage questions.

---

---

---

---

---

---

---

---

To encourage application and transfer, ask about "take-aways" at the end of the session.

(It also tells you who was paying attention and what they heard.)

---

---

---

---

---

---

---

---

Whenever asking questions, pause to give participants time to reply.

---

---

---

---

---

---

---

---

***Bonus!*** Manage the questions in the back channel.

Respond to questioner by name.

1. Read the question.
2. If needed, verify understanding before responding. (Wait for the participant to acknowledge.)
3. Respond.
4. Ask the participant if that answered the question.

---

---

---

---

---

---

---

---

And yes—the back channel is confusing the first time people encounter it.

---

---

---

---

---

---

---

---



## Questions?

(Type your questions in the Chat area.)

---

---

---

---

---

---

---

---

## How comfortably can you *describe* the characteristics of teaching in the live virtual classroom?

(Type your response in the Chat area.)

1. I couldn't tell the difference between live, virtual or classroom.
- 2.
3. I think I get it but no one has put me to the test yet.
- 4.
5. I could tell you a thing or two.

---

---

---

---

---

---

---

---

## How interested are you in teaching in a live virtual classroom?

(Type your response in the Chat area.)

1. No way..
- 2.
3. If asked, I would do it. But I am not sure I would initiate the idea.
- 4.
5. I think it would be a blast! When can I start?

---

---

---

---

---

---

---

---

## Take -Aways

Name 1 or 2 insights about teaching online that you'll take away from this session.

(Type your response in the Chat area.)

---

---

---

---

---

---

---

## Learn more about the live virtual classroom.

**Experience** Take a webinar.

**Read** Hofmann, J. (2003.) The Synchronous Trainer's Survival Guide. San Francisco, CA: Pfeiffer.

Clark, R. C. & Kwinn, A. (2007.) The New Virtual Classroom: Evidence-based Guidelines for Synchronous e-Learning. San Francisco, CA: Pfeiffer.

---

---

---

---

---

---

---