**SYNCHRONOUS SESSION CHECKLIST**

**PRE - SESSION**

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|  | **GETTING STARTED** |
|  | Allow plenty of time for planning. |
|  | Go through the technology checklist: |
|  |  What type of collaboration will it be (classroom-to-classroom, etc.)? |
|  |  What kind of equipment does each side or participant have? |
|  |  What are technology restrictions? |
|  | Explore all the features the chosen tool has to offer. |
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|  | **DESIGN** |
|  | Remember: synchronous sessions are all about building **community.** |
|  | What are your objectives for the session? |
|  | What content do you want to cover? |
|  | What type of interaction would you like students to have? |
|  | Design session to last no more than 60 - 90 minutes. (Right around an hour best.) |
|  | What are language barriers? |
|  | What would you normally do in class? |
|  | Have you designed interactive activities spaced throughout the session (every 5 - 10 minutes)? |
|  | What tools do you need to achieve objectives? |
|  | What will you do synchronously and asynchronously? |
|  | What will the follow-up activities be? |
|  | Define common expectations for students on both sides. |
|  | Define instructor roles & responsibilities. |
|  | Prepare for assessment: |
|  |  Define success for students; faculty and institution/departments. |
|  |  Take into account different student experiences and backgrounds. |
|  |  Create pre/post surveys. |
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|  | **PREPARING FOR YOUR SESSION** |
|  | Students should know the schedule from the beginning of the course. |
|  | Any readings/assignments required for the session should should be given at least one week prior to the session. If there is a pre-survey, this should also go out at least a week in advance. |
|  | If there is not going to be video of all the participants, collect photos to post on screen at the beginning of the session. |
|  | Establish and announce an alternate communication route for people who have trouble logging into the session. |
|  | Send an e-mail with log-in and call in information 3 days before the session and again the same day. Include alternate communication instructions. |
|  | If the course has an online component, post the log-in/call-in information online and point it out to the students. |
|  | Be organized and have an **agenda.** |
|  | Do you have all the material you need for the session? (powerpoints, polls, hand-outs, etc.) |
|  | Who has responsibility for each step in the planning and running of the sessions? (Who will facilitate discussions? Who will present material? Who will give instructions for interactive activities, etc.?) |
|  | How will you ensure students on both sides have an equal chance to speak? |
|  | Who will monitor the text box? How often will you interject comments from the chat box? |
|  | Do you have tech support? |
|  | Prepare and communicate a “Plan B”.  |
|  | Conduct a dry run on the equipment you will use and in the room you will be using. |
|  | If there is a presentation component, practice, practice and practice some more (see if you can find some colleagues who will do a mock session with you). |

**LEADING THE SESSION**

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|  | Open the session 15 minutes early. Ask participants to log in early and run a sound check. |
|  | Chat with people who have arrived early. |
|  | If there is no video, post photos of participants (or at least instructors/presenters) on the screen while waiting to start and at the beginning of the session. |
|  | Before starting, check the alternate communication route for messages. |
|  | Try to start and end on time. |
|  | Make sure to break for activities during pre-determined times (you may want to assign someone as time keeper). |
|  | Periodically introduce different voices. (Instructors take turns talking, call on students, questions from the chat box monitor…) |
|  | Remember to give both sides equal time. |
|  | Track who is participating; bring in those who are not interacting.(You may want to set a time limit for each speaker.) |
|  | Periodically ask how things are going: questions, tech issues, if they understand, etc. (Perhaps do a muddiest point question or a poll,) |
|  | Announce follow-up activities and next steps; ask for questions about moving forward. |
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**POST-SESSION FOLLOW-UP ACTIVITIES**

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|  | Establish ways to continue sharing: Facebook, Twitter, Google Docs, blog, etc. |
|  | Asynchronous discussion forums and/or assignments. |
|  | Collect and analyze post-collaboration surveys |
|  | Review the session with your collaborators: What worked well? What could have been better? |

**\*Sample Session Agenda\***

**PRE-SESSION**

Make sure students have easy access to all materials needed.

Have a discussion/chat moderator

Remind to run sound check

Have video on or provide picture

**DURING SESSION:**

“House keeping” items

Introductions

Just like you would in a presentation or paper start with something that will grab their attention

Break presentation up into chunks. Around every 10 minutes you should stop for discussion/break out sessions/polls/interactive activity.

Summarize next steps

Set up asynchronous activity to continue discussion

**\*Sample Session Agenda\***

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