

# Guide to Live Online Sessions & Webinars in online learning (Teams & Zoom)

## When to use live online sessions and webinars

At present, live online sessions or webinars are used in the following ways in Learning for Life Centre (LfLC) courses:

1. As part of an existing instructor-paced course, which enables lecturers to provide updated content, more detailed or tailored information according to participants' needs, and/or feedback on assignments. Within a course, these are most successful when they are connected to the discussion of assignments with the lecturer/expert, where the participants' context matters (i.e. they are compelled to ask questions relevant to their situation). That way, participants are prepared and have a sound reason to attend the webinar.

Examples of in-course live online sessions include:

**ProfEd Fibre Reinforced Polymers** has a webinar for each group (3 participants) with a lecturer in week 1. The purpose is to explain the group assignment and the case they will be working on. The webinar is 20 minutes long. Afterwards, the group can discuss how they will collaborate. The date is announced in the start email, so participants have time to free up their agenda. The lecturer sends an invitation with a link.

A second webinar is held at the end of the course. Each group member presents their case solution in 5 minutes. Lecturers share their feedback about the case. The final webinar is also used to collect feedback from each participant about the course.

**PCP Project Finance:** The participants are invited to submit questions they would like to discuss with the lecturer in the final week. It is important to invite participants at the start of the course by opening a separate module with a forum to collect questions and to include the webinar link. Before the webinar starts, they can open the tool and install it if needed. Participants are reminded in weekly emails to submit their questions for the webinar.

**ProfEd Spatial Circularity Strategies for the Built Environment:** the lecturers host biweekly online round tables across the course run (6 weeks). The aim of those sessions is to go over some assignment submissions and, based on that, bring up the topic that was part of the released content.

2. Small feedback or even 1-1 sessions can be very effective and motivating for participants of online courses. Some examples are:

**PCP Railway Engineering Capstone project:** each participant is invited to a 1-1 meeting with 1 expert in the field to discuss the solution to their assignment. Afterwards, the participant can improve his/her assignment before handing it in.

In addition, several networking webinars are held during this course via Teams, allowing participants to learn from one another and discuss railway engineering in their own countries.

3. As a stand-alone educational experience called Online Expert Lectures. These are 20-40-minute lectures by an expert (either pre-recorded or live), followed by 20-40 minutes of audience questions. Participants gain a certificate of attendance.
4. As a promotional opportunity ahead of a MOOC or ProfEd, which allows potential participants to ask questions and see if the topic is relevant to them.



# Top Tips for using live sessions and webinars

## *Didactic set-up:*

- Check if the webinar is necessary, what purpose it serves, and if this is the best format for your task. Communicate this clearly in the course or on the website (if it is a stand-alone experience). If you **don't** want engagement, then this shouldn't be a live session — record a video or send an email.
- Do your participants come from a range of time zones? If so, and they are extreme (i.e. China to Chile), consider:
  - hosting two webinars at different times, AND/OR
  - allow participants to post questions to a forum ahead of time, and
  - offer to record the webinar for participants who can't attend.
- Be clear ahead of the webinar whether it will be recorded or not, and if so, remind participants during the first 5 minutes that you will record it. Allow them to turn off their cameras if they wish not to be recorded. Also note that if you intend to share the recording outside of the context of this course, you need to ask for explicit consent and/or remove the identities of the individuals who didn't consent via editing.

## *Technical set-up:*

- Test your setup at least one day before with another person (Teaching Assistant, partner, Learning Developer, etc.). This way, you can become familiar with the functions and views, and they can tell you whether your mic is too loud/soft, or if it has issues.
- If you are doing multiple webinars, use the same device each time. This way, you will always know the settings, and it will take you less time to set up. Things also tend to change when using a different browser (if using the Zoom application or the browser version), so keep that the same, too.
- While many people are familiar with tools like MS Teams and Zoom after 2020, not everyone is, so ensure that you provide clear instructions on how to install and navigate the software, and what is expected during a webinar (mics on/off, how to ask questions, etc.).
- Start the webinar several minutes earlier and invite participants, who are unfamiliar with the tool, to come early to test it out.
- Have a pre-recorded 15 -30 min portion of the webinar ready in case anything goes wrong. This gives you time to fix problems.

## *Webinar Engagement:*

- Actively leading the webinar is key.
- Share an agenda beforehand: participants want to know what's coming up.
- Participants can sometimes be very active in the live session, keep strict time, and bring a charger for your device!
- Only 5% of participants usually ask questions, so have a few questions prepared, just in case.
- If you have many participants, you will need a system for determining who can speak when. This can be done via the chat function or by asking participants to use the 'raise hand' function. If you are using Zoom Webinars, using the Q&A function (rather than "chat") lets you keep track of questions more easily.
- Make sure that all others mute their microphones when not speaking.
- If the group is small, ask each participant to introduce themselves if they are new. Don't start off by just asking "who has a question?"
- MS Teams and Zoom have options to automatically switch the screen to the participant who is talking. However, you don't always want that. You can choose a gallery view or spotlight participants, depending on your preferences.

- Have 2 people running a webinar (for instance, an instructor and a TA) so that one can interact with the audience and one can type in chat, as well as move people to smaller groups/breakout rooms, if needed.
- Consider the use of Breakout Rooms, if you wish to have a more active webinar session, where participants work in smaller groups for a few minutes on a task or question before reporting back.
- Collect feedback on how the webinar went from your participants during or after the session.

## Which tool should I use and how?

Looking for a fast and simple way for live online sessions / webinars using your own computer? Maybe record it too? Check out what suits your situation:

You can view a comparative list of webinar tools here:

<https://teaching-support.tudelft.nl/comparing-online-meeting-tools/>

Is the webinar a **mandatory** element?

- If yes, due to privacy regulations, the TU Delft may not use Google tools as a mandatory element for its students. Use MS Teams.
- If the webinar is not mandatory, you can use MS Teams (recommended) or Zoom (some privacy issues).

### Tools & support:

- **MS Teams:** Collaboration and Webinar tool. Go to <https://teaching-support.tudelft.nl/teams/> or contact [teaching-support@tudelft.nl](mailto:teaching-support@tudelft.nl) for didactical guidance.
- **Zoom:** web-based webinar tool. Zoom is not recommended, and you can read more here: <https://intranet.tudelft.nl/en/group/guest/-/zoom>, but if you insist on using it, you can use the TUDelft license: <https://tudelft.zoom.us/>, which will allow you to use it for longer than 40 minutes.

