

# Spanned Classroom Management Procedures

## *Planning: Before your first class*

- ▶ Become familiar with the room and spanned technology. Attend a drop-in training session (Staff Development or email [eLearningTraining@ecu.edu.au](mailto:eLearningTraining@ecu.edu.au)).
- ▶ View the instructional videos and support resources on the [ECU Learning Technologies Intranet site](#). Review the *Spanned Classroom Session Planning Template* (under Templates; [Exemplar \[PDF\]](#)) and the video, *Promoting Active Learning in the Spanned Classroom* (under Instructional videos), in order to plan spanned classroom sessions that promote student engagement, active learning and checks for understanding.
- ▶ Warmly welcome students to the unit via a short video of yourself and inform them when presentation slides have been uploaded in Blackboard so that they can print hard copy for note-taking purposes if they wish.
- ▶ Upload or provide a link in Blackboard to the student resource, *The Spanned Classroom Student Experience* ([Tip Sheet \[PDF\]](#)), in order to prepare students for their first session in a spanned classroom environment. Embed the slide, *Spanned first class - Protocols and Technology Awareness* ([Slide \[PPT\]](#)), in your first session’s presentation slideshow.

## *Implementation: In your first class*

- ▶ Ensure that the presenter camera is on you. Look into the camera and ask for room silence and confirm that the audio can be heard at both ends of the connection.
- ▶ Warmly welcome students at both sites. Assure students at the remote site that you can see and hear them and that you aim to be responsive to their questions and learning needs.
- ▶ Establish communication protocols using both visual and audible cues:
  - ✓ Adopt a standard signposting of presentation slides. For instance, use a white background for content slides and a blue background for slides that outline instructions to support implementation of active learning strategies.
  - ✓ Instruct all students to raise their hand if they have a question. You may utilise instructional pauses (accompanied by a blank PPT slide) to indicate an appropriate time for questions.

- ▶ Advise all students to be mindful of casual conversation levels when ceiling microphones are active.
- ▶ Inform students at the remote site that a warning message will display 15 minutes before the end of the allocated class time and will auto disconnect the spanned connection. Note ECU policy to vacate the room 15 minutes prior to the beginning of next class.
- ▶ Ask a student at the remote site to locate and identify the room support phone for OSH awareness.

## At the beginning of each session

- ▶ Ensure that the presenter camera is on you. Look into the camera and ask for room silence and confirm that the audio can be heard at both ends of the connection.
- ▶ Warmly welcome students at both sites and confirm that any required materials and handouts are accessible to students at the remote site, as organised prior to the class (e.g. *“Bunbury, can you please confirm that you have coloured activity cards arranged in packs? We’ll need these first up. Thank you.”*).

## During the session: Maintaining student engagement at remote site

- ▶ Humanise the learning experience. Create a sense of belonging to a whole class. In the early weeks, facilitate ice-breaker activities to learn the names of your students. Invite students to introduce themselves by posting photographs of themselves or their happy places in an online gallery.
- ▶ Implement active and interactive learning strategies (e.g. Background Knowledge Probe, quick write, mind mapping, group problem solving, muddiest point, or polling activity with Kahoot!) to promote student engagement and learning, gauge understanding and adapt to immediate learning needs.
- ▶ Ask questions and select students to report back directly by name and site (e.g. *“Hi Mt Lawley, Sarah would you be happy to share your response with us? Thank you.”*).
- ▶ Create opportunities for cross-site interaction (e.g. *“Would anyone in Bunbury wish to provide another perspective?”*). Ask if a student at the other site can answer a student’s question. If your class size is small, turn camera auto-tracking off and manually zoom to frame the local audience.
- ▶ Continue to check in with students at the remote site (e.g. *“Bunbury, does everyone have a partner for this activity? Is it OK to proceed?”*). Confirm that the audio can be heard, when making any changes on the console.
- ▶ Move around the room untethered from the lectern. Ensure you use the lapel microphone. Present wirelessly using the Solstice application. Turn camera auto-tracking off and provide a wide-angle view of the main classroom to the remote audience, checking in with students (e.g. *“Bunbury, can you see your peers here in Joondalup?”*).

## For group activities

- ▶ Form groups by providing clear and simple instructions; for instance, for groups of four, ask students to turn to their right and pair with their peer first, and then for two pairs to join each other. Check in with students at the remote site that everyone is in a group.
- ▶ Outline step by step instructions for the group activity (e.g. SWOT analysis, case-based problem solving, ethical dilemma etc.) on a slide that is projected onto the shared screen or within a document that has been uploaded in Blackboard prior to the session. Upload other materials (e.g. templates, tables, figures, worked examples etc.) and provide relevant links (e.g. software, stimulus media etc.) to support group activities in Blackboard prior to the session.
- ▶ Limit group activities to 10-15 minutes. Move around groups at your home site and check in with students at the remote site (e.g. *“How are groups progressing in Bunbury? Do I need to clarify any details of the case scenario at this stage or are the parameters clear?”*).
- ▶ Mute the conference microphones at both ends of the connection during the activity. If you are highly proficient with technology, consider establishing a backchannel to communicate privately with the remote audience, utilising applications like Microsoft Teams or Blackboard Collaborate Ultra.
- ▶ Allow groups to share their work for presentation or to promote discussion using the Solstice application. Scaffold the technology so that students have practice connecting their devices. Instruct groups to elect a ‘group reporter’, who is willing to report back to the whole class if called upon (e.g. *“Hello Toby in Bunbury, can a reporter for your group share the strengths of the organisation. Thank you. ...Maddie, here in Mt Lawley, can your group reporter now identify potential weaknesses of the organisation. Thank you.”*)

## Technical difficulties

- ▶ If the spanned connection is lost, allow the system to auto reconnect rather than use the redial option on the console.
- ▶ Use the room support phone to call for assistance with technical difficulties.

## At the end of each session

- ▶ Look into the camera and thank students for their active participation in the session. Acknowledge the remote site (e.g. *“We will now leave you Mt Lawley. We look forward to your posts on the Discussion Board. Have a wonderful day!”*)
- ▶ Turn wireless microphones off and return the microphones to the charging station. Shutdown the room PC and turn off the console.

## At least once during the semester

- ▶ If possible, help bridge the distance between yourself and your students at the remote site by visiting and teaching from that location.

## Further resources and readings

- Barkley, E., Cross, K., & Major, C. (2014). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Educause. (2010). 7 things you should know about backchannel communication. Retrieved from <https://library.educause.edu/resources/2010/2/7-things-you-should-know-about-backchannel-communication>
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- Faust, J., & Paulson, D. (1998). Active learning in the college classroom. *Journal on Excellence in College Teaching*, 9(2), 3-24.
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- University of Massachusetts Amherst (2018). Online tools for teaching and learning. Retrieved from <https://blogs.umass.edu/onlinetools/>