



## Table of Contents

Tips on virtual.....	1
Reboot every day or two.....	1
Easiest way to log in to your webinar.....	2
Polling.....	2
Ideas for Break time.....	4
Best Practice for Handling nonverbal questions in GoToWebinar .....	4
VOIP Audio Issues (added 9/8/10).....	7
Viewing Student Computers .....	8
Within a GoToWebinar session.....	8
Within WebEx Remote Access.....	8
Beginning of class.....	10
Start the Webinar early.....	10
Regarding student issues .....	10
Class Participation.....	11

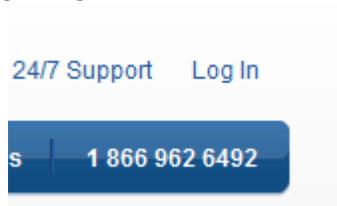
## Tips on virtual.

**Reboot every day or two.** From an instructor: I had not, and started experiencing audio drops of 20-30 seconds on Monday (the 6th day). It got worse Tuesday, and a reboot fixed that. The webinar software apparently creates quite a load while executing, and probably stores lots of temporary files, and combined with running heavy-duty database and application software, and the other daily chores, it leaves a lot of gunk in the pipes.

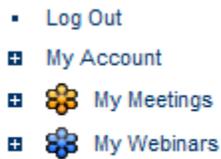
## Easiest way to log in to your webinar.

Instructors often struggle to find the email from GoToWebinar. This is an alternative way.

1. Go to [www.gotowebinar.com](http://www.gotowebinar.com)
2. Upper right Log In

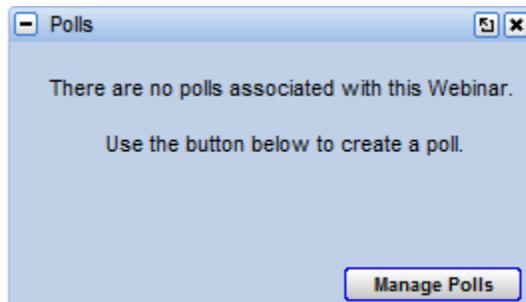


- a.
3. Left bar - My Webinars



- a.
4. You should find your webinars listed there. One of the buttons accessible is the Start Button.
5. That's the way I typically start my meetings.

## Polling



Click on Manage Polls and it brings you to a screen that you can add questions with up to 5 answers.

**New Poll** 

**Question Type**  
Choice - Single Answer  [Show me the Question Types](#)

**Question:**

**Answers:**

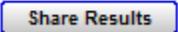
 **Create**

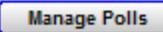
Once you save all your changes, the polls that you have created appear in the Polls menu item of the GoToWebinar Control Panel.

When you push the poll, you can track until you get 100% votes, then you can share or hide the results with the class.

What Time Zone are you in?

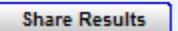
<input checked="" type="checkbox"/>	100 % Eastern
<input type="checkbox"/>	0 % Central
<input type="checkbox"/>	0 % Mountain
<input type="checkbox"/>	0 % Pacific
<input type="checkbox"/>	0 % Other

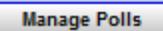
**100 % Voted** 

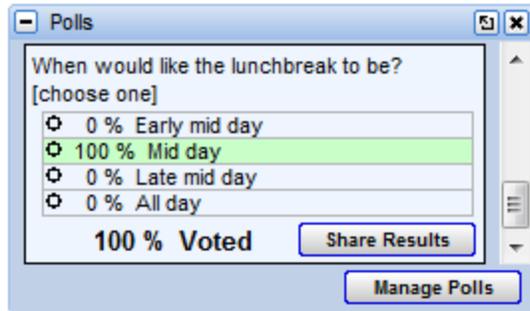


Example for Prereq, How much experience do you have in this language?

<input type="checkbox"/>	0 % I've never seen code in this langu...
<input checked="" type="checkbox"/>	100 % Seen but not coded.
<input type="checkbox"/>	0 % Changed programs created by oth...
<input type="checkbox"/>	0 % Originated programs myself

**100 % Voted** 





## Ideas for Break time

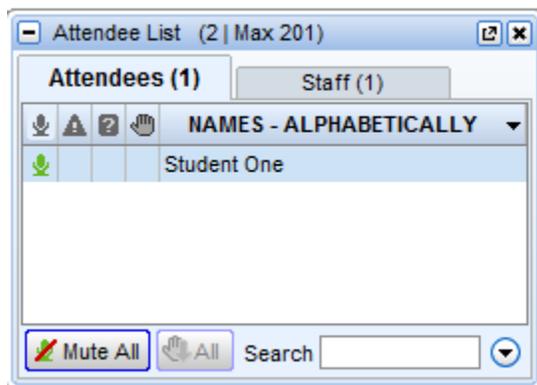
Display a countdown on your screen to show everyone when break is over. One such countdown is available here: <http://www.online-stopwatch.com/>

If you have a wire that you can use to listen to your ipod through your car radio or other stereo, that wire will fit in to the mic plug of your soundcard. You can play music to your class during break. Possibly something cool would be to get everyone to contribute a title.

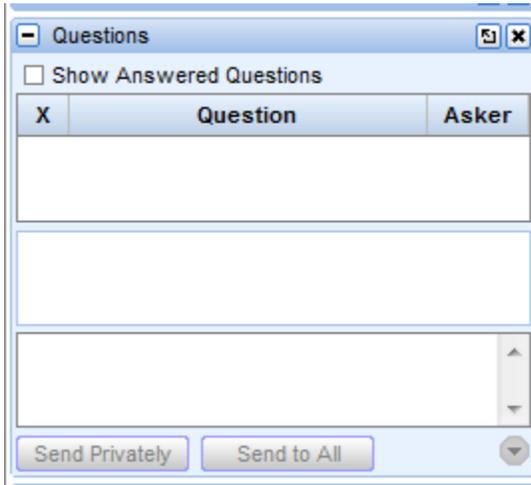
For something different for your students to look at during what would otherwise be 'dead time'.  
<http://www.protechtraining.com/BreakTime.wmv>

## Best Practice for Handling nonverbal questions in GoToWebinar

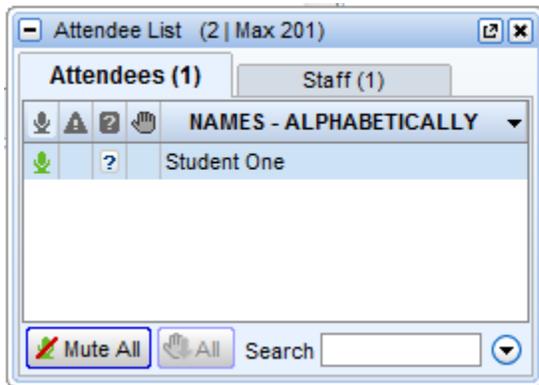
It is our recommendation that you keep the Attendee List undocked so that you can always keep an eye on it. This tutorial will give you our opinion of best practice when handling questions typed to you from your students.



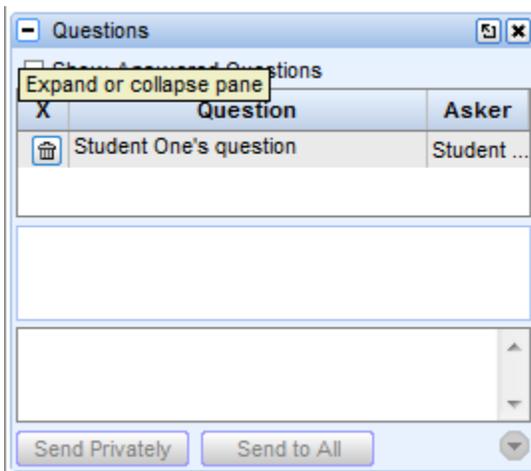
Along with keeping the Attendee List undocked, we also recommend that you keep the question area always visible.



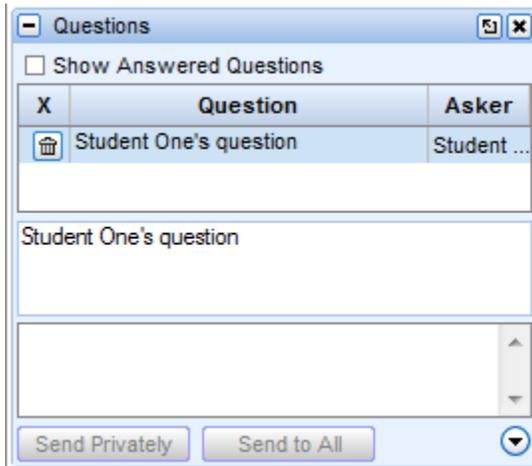
Keep the "Show Answered Questions" box unchecked.



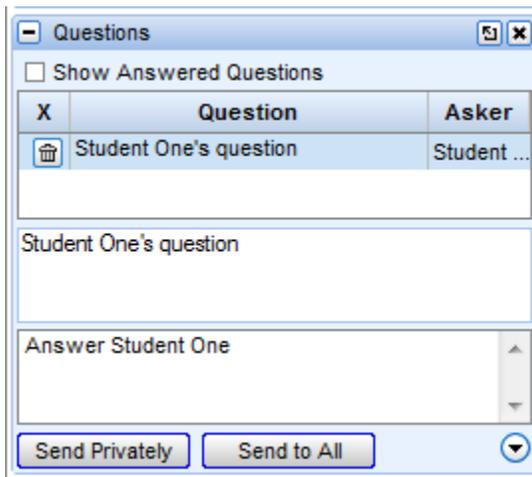
Student One has asked a question, indicated by the question mark icon in the Attendee List.



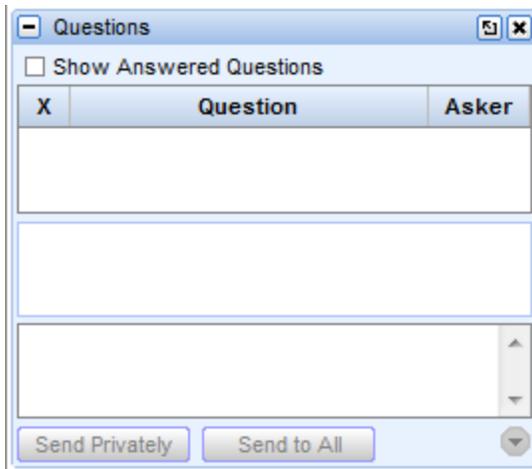
The question shows up in the Question box.



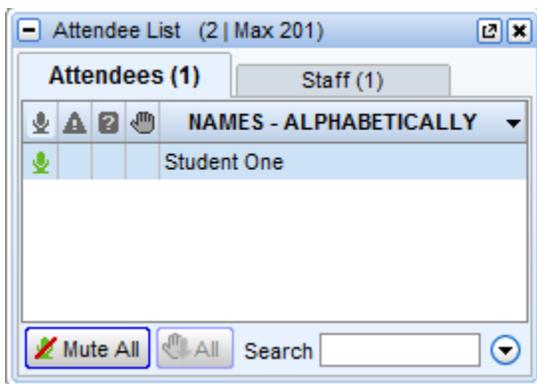
Highlight the question, and that will drop it in to the middle space.



Answer the question in the lower space and send privately or publicly.



The question disappears as long as the 'show answered question' box is unchecked. This keeps your question area clean so that you know when new ones come in.



The question mark has disappeared from student one in the attendee list.

Answering questions in this way lets you always know if new questions are posted. When answering questions verbally, simply put a space in the answer area and send the answer privately.

## VOIP Audio Issues (added 9/8/10)

Our preference is that you use voip for audio. If you have any difficulty with voip, please get on the phone quickly. If you pay for your long distance, please use the below link. Nothing is more frustrating

for your students than the ability to not hear you well. Again, our preference is voip, and our preference is that if it you have difficulty, solve it **quickly** by using the phone.

[http://www.protechtraining.com/training/call\\_me\\_webinar](http://www.protechtraining.com/training/call_me_webinar)

## **Viewing Student Computers**

**Within a GoToWebinar session**, right click on the students name in the Attendee list. You will find several options here, one of them is the ability to make presenter.

Many times our virtual classes use Webex Remote Access so that students can do labs on ProTech computers.

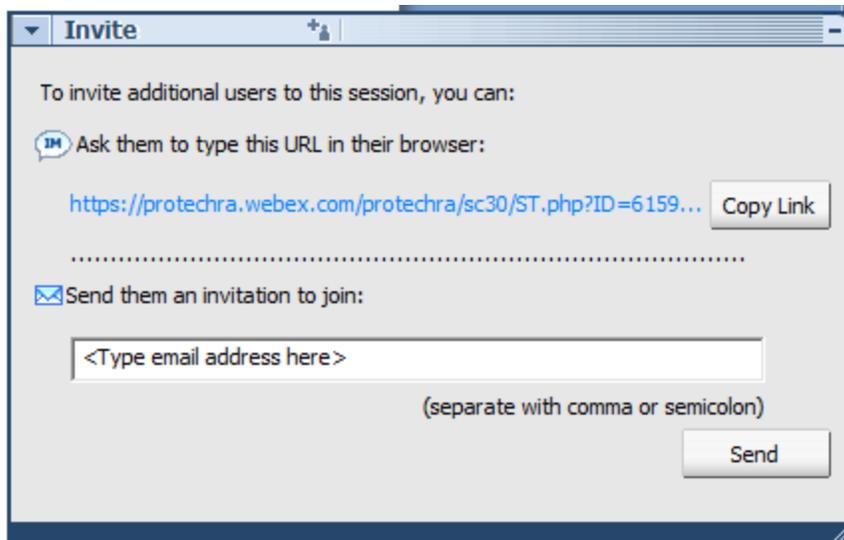
### **Within WebEx Remote Access.**

These directions will explain how the instructor can view the student computer.

On the student computer, hit the down arrow in the lower right corner of their screen – the same one that they access to change the view of the remote computer, or to end the remote session.

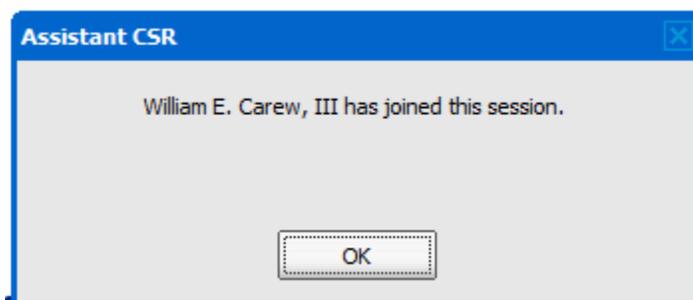
The top menu item there is invite user. Please click on invite user.

Then you are presented with this screen.



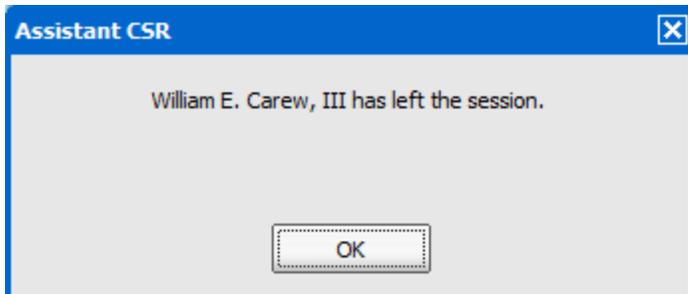
Invite the instructor through either method.

When the instructor joins, you will see a message like this, but with the instructor's name:



The instructor has browse access only, and only to the remote computer. They cannot see the Student PC, and they cannot type on the remote PC that they are viewing.

After the question is answered and the instructor signs out of the remote PC, the student will get a message like this, but with the instructor's name.



## Beginning of class.

**Start the Webinar early.** What a horrible first impression to begin a webinar just a couple minutes before the class is to begin. Please be sure to be in the webinar and ready to roll at least 15 minutes early. You can give the students something interesting to view by using our quotes wmv at <http://www.protechtraining.com/BreakTime.wmv> or any other ideas that you may have. Welcome your students in as they arrive.

**Regarding student issues,** the most common are:

Mic not working

Speakers not working

The Registration page keeps coming up.

The webinar says I'm already logged in.

There's an echo in my room.

Student instructions on muting their own microphone in-room.

They are all covered in this link. Please forward it to your student(s) as necessary - <http://www.protechtraining.com/pdf/BeginningOfClass.pdf>

## Class Participation

Participation from students in a virtual class is even more important. Teaching in 2D has extra challenges to it, having your students watch a screen and hear only the teacher voice for long periods of time would be difficult on them. Do anything that you can to engage as much of their brains as possible and do it as often as possible.

In no particular order, some ideas to help make sure your students can stay focused.

1. Take a 2 minute break and demand (in as friendly of a way as possible) that they get their blood moving. Do a few pushups, run down the hall, at a minimum stand up and walk around the desk.
2. Start your class with your webcam. Just giving them the chance to see you helps to break down barriers.
3. During the introductions as the mic goes around the class, be sure to catch something outside of work. Ask a question in response to their outside interest. This gets them speaking with you, and makes it easier to speak with you the second time - when they have a question or comment during class.
4. Ask direct questions directly to students. Keep a list on paper of all your students and check off every time that you ask someone a direct question. Be sure to do this randomly so that they know (a) you will do it and (b) they don't know when you will do it.
5. If you find that participation is sparse, acknowledge that this virtual thing is different and you're concerned about coming to them in 2D rather than in 3D (really 1D (voice only) for you personally). Acknowledge that listening to one person speak all the time can make for a long day, and you want this to be as interesting as could possibly be. With something like that as a setup, then ask how they think it is going. Are they getting what they need? More or less of something? Is there anything that they want to be sure is covered by end of week? Sometimes just the acknowledgement says politely "it's pretty quiet out there", and this line of question might get them to open up.
6. Group lab. You log on to your lab computer and direct them that this lab is going to be done by group. You will randomly call on students one at a time, and have each student tell you the next step. You will type what they tell you to type. You will not comment on what they tell you. I realize that this is not possible with every situation, but I heard of one situation where this technique really brought the group together. As they told the teacher with to type, others in the room acknowledged as a good move or told them "you can't do that!". They had fun with it.