Guide for Facilitators

By: Alicia James, Zachary Williams, Sofia Trombino

Do:

1. Provide time at the beginning of class for group discussion or chat (that is not related to course content) in order to build peer to peer connections/ relationships/ engagement, this may be effective in promoting more engagement with peers as well as greater engagement with course content.
2. Allow students to sometimes work with people they're comfortable/familiar with for larger assignments while also leaving space for students to get to know other students in lower-stakes situations
3. Smaller class sizes may mean more comfort for students to be able to turn on their cameras as this creates a more intimate, safe space for sharing thoughts and ideas without the "large audience"
4. When students are working with unfamiliar people, encourage them to get to know each other before beginning to work
   a. Assignments that involve sharing experiences and opinions
5. Leave space for games & activities that students will enjoy taking part in when possible
6. Include assignments that are unlike other common assignments, allowing students to be creative

Don't:
1. Make camera usage mandatory, as issues of accessibility can arise and students will not feel motivated to engage if they just feel like they have to
2. Make classes feel overly long as student attention will almost certainly be lost by the end of the session
   a. Taking breaks can allow longer classes to feel shorter
   b. More breaks might be more effective for longer classes so that students and instructors alike do not have to remain in one spot for 3 hours & are able to stretch and move around
3. Do not make participation such as speaking out mandatory each class
4. Forget about each student's unique situation and fail to understand that some students might not be able to engage exactly as you'd like