



Elluminate Live!® Virtual Classroom Design Template

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Illuminate Live!® Virtual Classroom Design Template

Introduction

This template is designed to provide a quick start for customers who need help designing interactive and engaging virtual classroom sessions. In general, it is recommended that you introduce a form of interactivity every 3 to 5 minutes. This document will give you some ideas how.

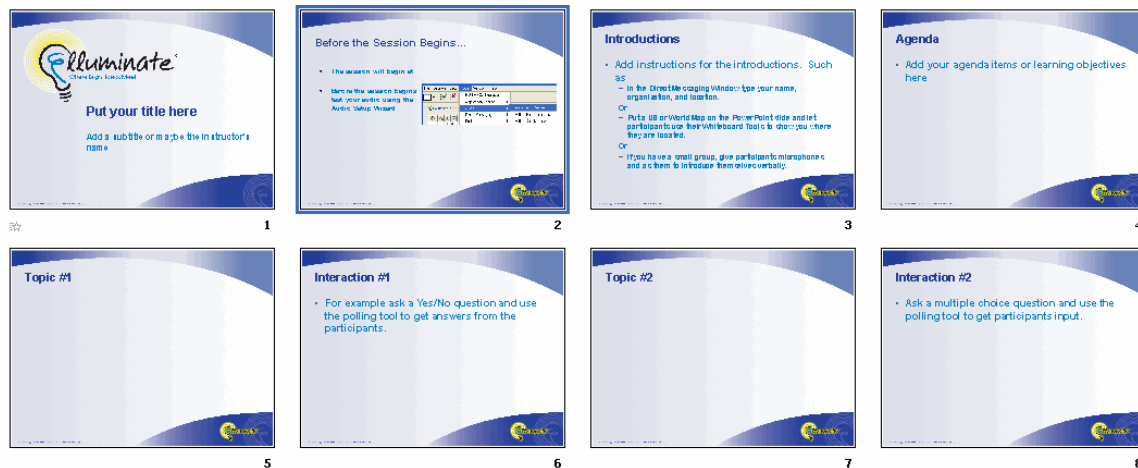
Interactive Tools

- **Hand Raising and Audio.** Encourage participants to raise their hands and use the audio to ask questions or make comments. You may also want to take advantage of the numbers that appear next to each participants name when they raise their hands. For example, you can play “Fastest Finger” quiz games or use the numbers to assign participants to teams.
- **Direct Messaging.** Encourage participants to ask questions of the instructor or of other students in the Direct Messaging window. Use the messaging window for brainstorming activities, introductions, or design exercises that give learners the opportunity to submit their responses in text format.
- **Polling.** Use the Yes/No, multiple choice or pacing polls to engage the participants. Make sure you review the results and share them with the class.
- **Whiteboard and Whiteboard Tools.** Use the Whiteboard to capture the results of a brainstorming activity or to give a more in-depth explanation of a topic. Give participants the Whiteboard Tools and a blank screen during breaks. Encourage them to draw and play this will keep them focused on your Illuminate session.
- **Breakout Rooms.** Use the Breakout Rooms for small group work, one-on-one work, tutoring, and coaching.
- **Web Tour.** Use the Web Tour to give participants the opportunity to have hands-on interaction with a website or a web-based application.
- **Application Sharing.** Use Application Sharing to give students control over your application so they can demonstrate learning or students or let students peer teach by interacting with one another’s application.
- **Quiz Manager.** Use the Quiz Manager to conduct quizzes, knowledge checks and other activities through multiple choice and short answer questions.

Social Tools

- **Profile.** Setup your user profile and encourage participants to do the same. If possible add a picture.
- **Direct Messaging.** Participants can chat with one another before, during and after class. They can answer each others questions and establish rapport and relationships.
- **Live Video.** Use a webcam for introductions and class activities.
- **Breakout Rooms.** Use them for small group activities and projects. It will allow participants to get to know one another and start building social relationships.
- **Whiteboard and Whiteboard Tools.** No one can resist drawing on the whiteboard. Use it for introductions or during breaks.

Sample Content Flow



Sample Content Flow

1. **Welcome Slide** –This slide should include the time the course will start and any other information the learner will need before the session begins. For example, instructions for using the Audio Setup Wizard are recommended.
2. **Course Title** – Consider adding the moderator’s name to the title slide.
3. **Introductions** – To begin building a community of learners it is important to take the time for introductions. Be sure to acknowledge the introductions and jot down a couple of notes for each participant. You can then reference the information throughout the session. This will help make the session personal for all of the participants.
 - a. If you have a large class, Direct Messaging is perfect for introductions.
 - b. If you have a small class or a group of learners (big or small) that will be together over many hours/many sessions, then it is advisable to have participants introduce themselves verbally.

- Additionally, introduction ideas include:
 - Put a map on the Whiteboard and ask participants to use the Whiteboard Tools to indicate where they are geographically located.
 - Create a Whiteboard that has a square for each participant. Ask the participants to draw or insert a picture or graphic that represents something important to the participant. Use this as the catalyst for introductions and be sure to tell participants how to put an image on the whiteboard.
 - Put participants in Breakout Rooms and have them interview one another. Then come back to the main room and have each pair or set of participants introduce someone else.
4. **Agenda** – Each session should include an agenda, course objectives, learning objectives and/or a course map. Review the agenda so participants know exactly what the objectives of the session are and how you intend to accomplish them.
 5. **Topic 1** – Add a slide or several slides that teach your first agenda topic. Remember less is more and meaningful graphics are better than text. In other words, don't try to do too much on a slide and whenever possible use graphics instead of text.
 6. **Interaction 1** – Every 3 to 5 minutes add an interaction. For example, ask the participants a Yes or No type of question. Have them respond using the Green Checkmark or the Red X. Review their responses and consider calling on a participant to explain why they answered in a particular way.
 7. **Topic 2** – Add a slide, several slides or Application Sharing.
 8. **Interaction 2** – Conduct a Poll. Use a multiple choice poll to survey the class on the topic. Be sure to type the question and responses on the Whiteboard or on a slide before the session begins.
 9. **Topic 3** – Add a slide or Application Sharing.
 10. **Interaction 3** – Whiteboard. Create an exercise or activity that utilizes the whiteboard. It can be as simple as asking for feedback or input on a topic. Type participant's responses on the Whiteboard. You may want to save the Whiteboard for review later in the class or in a subsequent class.
 11. **Topic 4** – Add a slide or Application Sharing.
 12. **Interaction 4** – Direct Messaging. Have participants use the Direct Messaging tool to respond to a question or conduct a brainstorming activity. Be sure to

review some of the responses or ask a few participants to expand upon what they wrote.

13. **Topic 5** – Add a slide or Application Sharing.
14. **Interaction 5** – Breakout Room. Send participants into Breakout Rooms to complete an exercise. They may work in pairs, groups or solo. Be sure to move from room to room to check on their progress. Consider having them put their work on the Whiteboard so that you can review each groups work once you have returned to the main room.
15. **Topic 6** – Add a slide or Application Sharing
16. **Interaction 6** – Deliver a Quiz. Quizzes are composed on multiple choice and short answer. Quizzes should be created before the session begins and stored in the Quiz Manager. In this context, use quizzes as another form of interactivity and as a knowledge/comprehension check. You may need to reassure participants that the quiz results will not be saved or that they are not being graded to get enthusiastic participation.
17. **Topic 7** – Add a slide or Application Sharing.
18. **Interaction 7** – Conduct a Web Tour. Take advantage of the Web Tour tool to access any web based applications or resources on the web that support your topic. The Web Tour tool will display the website in a window for each participant. You may want to give them a brief tour and then give participants an assignment that allows them to move around the site independently.
19. **Conclusion** – Review the session agenda or objectives and tell participants what's next.

Session Logistics

1. **Class Size** – There is no magic number when it comes to class size. New moderators should strive to keep class size between 10 and 15 students. Experienced moderators can handle more students but may want to consider having a co-moderator to help manage the session. Ultimately the ideal number of students will be influenced by the level and types of interactivity and exercises planned by the instructor.
2. **Duration** – Learning in small chunks is better than learning in big hunks! In other words, whenever possible chunk classes into 60 to 90 minutes blocks of time. Any class over 90 minutes should have one or two breaks.
3. **Breaks** – Everyone needs a break from learning and that is especially true in the virtual classroom. It can be hard to stay engaged for long periods of time and we all know the temptation to check email and instant message with friends and co-workers is always there. So be sure to give learners frequent breaks. For a 90 minutes class, one 5 minute break is sufficient. A two hour class should include at least two breaks. Breaks can be as short as 5 minutes or can be longer, say an hour to let participants eat lunch. Plan activities during the break. Break activities will give participants something to do during the break and entice them to come back on time!
 - a. **Sample Break Activities**
 - i. Give all participants the Whiteboard Tools and bring up a Whiteboard. Encourage everyone to draw.
 - ii. Create a word search game on the Whiteboard or on a slide. Give all participants the Whiteboard Tools so they can circle or highlight the words.
 - iii. Use the Web Tour to display a website with games. All participants will be able to interact with the site independent of one another.