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| Should I choose synchronous sessions? | | |
| Scenario | **Options** | Smiling face with no fill Sad face with no fill |
| Class size: this will be one of the primary items of interest when deciding to host synchronous sessions. Synchronous sessions for very large groups can not only put pressure on students but can also impose time constraints. Allowing time to digest a pre-recorded session might be preferable | 50 students in a live session | Smiling face with no fill |
| 150+ students in a live session | Sad face with no fill |
| Goal of session: an important point to consider – why are you holding the session? Thinking about the motivations for holding the session will allow you to be more critical in your choice | To motivate and instil interest in topic while providing some content | Smiling face with no fill |
| To provide content in a lecture style format with little need for motivating and engaging | Sad face with no fill |
| Is feedback necessary: do students normally receive feedback in your sessions or will they expect to receive some feedback? | Yes, students require my feedback during the sessions | Smiling face with no fill |
| No, the session is purely a method of delivering content | Sad face with no fill |
| Office hours: do you normally have weekly office hours where students can drop in? | I have held face-to-face office hours so my students expect similar access | Smiling face with no fill |
| I do not normally hold office hours so this is not applicable | Sad face with no fill |
| Community building: another important consideration is how well do your students know one another? Is bonding and collaborating important in your course? | Yes, my students do not know one another well and this can give me an opportunity to further engage while promoting a collaborative working environment | Smiling face with no fill |
| My students being familiar with each other is not important and collaborative work is not a major concern for my course | Sad face with no fill |
| Video conferencing tool: TU Delft has a number of tools at your disposal some of which have more affordances for engagement. | I use a tool with many capabilities for student engagement which the group and I are comfortable with | Smiling face with no fill |
| I use a tool solely for delivering lectures with minimal engagement on the part of the students | Sad face with no fill |

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