

WEBINARS AT AIB

Introduction

At AIB we strive to provide a very practical student experience, where our subjects bring theories to life through grounding and applying them in a real-world context. Live webinars uniquely allow synchronous discussion and engagement in an online environment.

AIB Webinars are used to provide:

- A synchronous platform for students and their OLF to communicate with each other in real time
- To maximise the ability for students to discuss the subject content and obtain immediate responses
- Opportunities to practice applying subject theory to problems or case studies and receive immediate feedback and input
- To build relationships with each other and teaching staff.
- The driving principle is to provide a consistent and engaging AIB webinar experience for all students, regardless of their OLF. Based on the Student Webinar Survey (2019) results from over 800 AIB students, there was a large majority agreement for consistency in the timing, content and structure across webinars.

Interactive

Webinars should be as interactive as possible to make use of the synchronous medium.
Webinars are a platform to discuss readings, viewpoints, question real-world examples.

Accessible

Central location for webinar times, topics, links and recordings with ability to ask questions pre- and post-webinar
All webinars are automatically recorded, transcribed and downloadable

Before the Webinar

Ensure you 'sell' the webinar to students:

- Tell students what is to be covered
- Any preparation expectations (eg pre-reading/activities)
- What you expect students to be doing during the webinar
- What can they expect from you
- Encourage students to ask questions in advance, so you can tailor the webinar to their needs
- Introduce topic, key outcomes, expectations and structure
- Work through any pre-submitted questions and invite additional questions and/or use a poll.
- Start discussions by drawing on examples from your own experience (but keep this short! 2 mins is plenty to set the scene)
- Provide an opening introductory question to encourage initial student engagement
- Use welcoming responses to encourage further interaction by the students and acknowledge the students who are brave enough to kick off the discussion. Invite students to share similar or different experiences to those of their peers
- Progressively build the discussion towards more challenging aspects of the topic.
- Discussion via video, audio or chat; where possible, invite other students to help each other with the queries, e.g. "what do others think?" and facilitate (e.g. where answers veer off-topic) to help set-up a community between students
- Manage those students who tend to monopolise the conversation (e.g. at the beginning, specify that you will need to limit individual's time speaking so that everyone has a chance to speak; then remind the group that others still need a chance to contribute. A timer alarm or similar may be useful here.)

- Encourage students who may not be participating. For example: 'I'm interested to hear what others think, who we haven't heard from...'
- If using break-out rooms, pause the recording when students are in break-out rooms to avoid time gaps in the recording
- Summarise the key perspectives that have come from the discussion to reinforce the learning and linkage with the rest of the subject and assessment

During the Webinar

- Introduce topic, key outcomes, expectations and structure
- Work through any pre-submitted questions (from the Webinar Hub) and invite additional questions and/or use a poll.
- Start discussions by drawing on examples from your own experience (but keep this short! 2 mins is plenty to set the scene)
- Provide an opening introductory question to encourage initial student engagement and
- Use welcoming responses to encourage further interaction by the students and acknowledge the students who are brave enough to kick off the discussion. Invite students to share similar or different experiences to those of their peers
- Progressively build the discussion towards more challenging aspects of the topic.
- Discussion via video, audio or chat; where possible, invite other students to help each other with the queries, e.g. "what do others think?" and facilitate (e.g. where answers veer off-topic) to help set-up a community between students
- Manage those students who tend to monopolise the conversation (e.g. at the beginning, specify that you will need to limit individual's time speaking so that everyone has a chance to speak; then remind the group that others still need a chance to contribute. A timer alarm or similar may be useful here.)
- students who may not be participating. For example: 'I'm interested to hear what others think, who we haven't heard from...'
- If using break-out rooms, pause the recording when students are in break-out rooms to avoid time gaps in the recording
- Summarise the key perspectives that have come from the discussion to reinforce the learning and linkage with the rest of the subject and assessment
- Explain that unanswered questions will be addressed on the Webinar Hub

After the Webinar

- Post summary and recording link on the subject site within 3 working days)
- Respond to any unanswered questions from the webinar

