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**Online Activities**

**Checklist**

* Who in the committee is leading the session?
* Are there any additional resources for the session ready to use?
* Has the session been planned in advance?
* Are those in attendance all students?
* The background to your video call is clear or any personal details?
* Is the content for the session appropriate?
* Is the activity planned inline with The SU Code of Conduct?
* If cameras are on – are the committee looking ready to welcome new faces?
* Have you advised new participants in advance what this activity is about? If not – has a welcome/intro been planned to ensure they know what the next hour etc is about?!
* Interactive events – have the participants been advised on H&S e.g. to clear space around them,
* Post event – have the committee checked in with members/each other to see if they are ok? Some members might be missing the contact so keep the community you have worked so hard to build!
* Have you referred to The SU Code of Conduct for your activity?

**Delivering your session online**

**Choosing your technology**

There are a range of technology solutions to support a wide variety of online activity; from meetings via Microsoft Teams to Facebook Live events, Zoom,; the choices can seem endless.

When you have a handle of the tech that’s available to you, have a think about:

**What you feel comfortable with**: It’s okay to use a familiar tool while you are figuring out what online training, meetings or events look like. You can then maybe try new tech down the line.

**What people around you know how to use**: If you think you might need support getting to grips with a new tool, remember you are part of a committee and the wider clubs, societies. It's worth asking around to see what other groups are using and asking for advice.

Just as it may seem all new and exciting to host your activities online, long video calls aren't that engaging, whether that's for meetings, training or anything else. Remember to consider all of the features at your disposal to support an engaging online environment, as well as to [support accessibility for all participants](https://eactivities.union.ic.ac.uk/training/collections/76) to make sure everyone can access it.

Some features to consider include:

* Screen sharing
* A virtual 'hands up' tool
* Question and Answer (Q&A) functions
* Breakout groups: smaller 'groups' within the larger meeting or session
* Being able to mute and unmute participants: like calling on hands in a real life training
* Collaborative document sharing or editing during the session

**Preparing for an online session**

**Preparing your team**

A big misconception is that online activity takes less planning and preparation that it's in-person equivalent. Maybe it's the 'protection' of being behind a screen, however in our experience, it will likely take you *more* time to prepare for a successful online meeting, training session or other activity.

Before diving into your planning, it's good to have a clear idea of what 'success looks like' for your online activity. An easy framework for evaluating success is by agreeing your Aims, Indicators and Measures (AIMs) in advance of your event or activity.

**Aims, Indicators & Measures**

**Aim**: what is it that you're trying to achieve with your online activity? What is the issue you are looking to tackle by delivering this online?

**Measure**: what is your measure of success? What does success look like in numbers, outcomes or outputs?

**Indicator**: how will you practically measure your indicator?

**There are 3 main things to think about:**

1. [Participants have the information they need to attend](https://eactivities.union.ic.ac.uk/training/articles/482?collection=79#Participant Information)
2. [Your team is prepped, read and aware of its roles](https://eactivities.union.ic.ac.uk/training/articles/482?collection=79#The Team)
3. [Resources are ready to use](https://eactivities.union.ic.ac.uk/training/articles/482?collection=79#Resources)

Providing clear and concise information on how to participate in your online activity is a key tenet of accessibility. This might include:

What to expect: *Am I expected to have my camera switched on? Is there an agenda I can read in advance to prepare myself and any thoughts and questions?*

All the links and info they need to join the session: *Do I have the Zoom meeting room number and password in case the link doesn't work?*

How you are meeting their access requirements if they’ve flagged them: *Do you have alternatives methods of participation e.g. providing written commens in advance or using the chat function instead of audio?*

Details of any prep or pre-work they should do: *Will I be expected to contribute to group discussion or work during the session?*

Think about your activity and if it is accessible to all potential students. It could be a physical disability or a hidden one so make sure committee members listen to any feedback or questions from new members and it might be you can offer multiple ways to engage with your online content and activity.

**The Team**

When delivering online activities we would always recommend working together as a team, whether in front of the camera or behind the scenes. There are various roles you can take including: Participant support, note/question taker, tech support, timekeeper etc.