# Facilitating a Digital Poster Session (#/#/##): Run of Show

Length of Class Meeting: XX minutes

## Learning Outcomes for this Class

* Understand the digital formats that can be used to create posters for this session
* Present posters virtually by use of Zoom, PowerPoint and/or PDF
* Practice effective poster presentation strategies such as “verbally describe items on poster” as you share digital posters content via Zoom.

## Accessibility Considerations for this Class

### Creating and Posting Digital Posters - Pre-Session

* Instructor should advise students to use best practices for creating accessible posters in PowerPoint. If posters will be posted as a PDF, a text alternative should be posted as well.
* Instructor can link within their Canvas course to the “[Create an Accessible Digital](https://csus.instructure.com/courses/74723/pages/poster-presentations-accessible-digital-posters?module_item_id=3240737) Poster” self-guided resource created by Academic Technology Center staff. This resource provides a video tutorial and step-by-step instructions for poster creation, templates to create an accessible poster in PowerPoint and Adobe PDF, and instructions about how to convert your PDF/PowerPoint into an alternative text format.
* Instructor should advise students to post their digital posters to a shared Canvas area for all students to download before and/or during class synchronous session. This allows time to convert posters to a more accessible format if needed, and also addresses potential technical issues (lag) that may arise during synchronous session.
	+ A shared Canvas location could be set up as a “group area” in Canvas that would include all students. This enables access to a Group files area for students to upload their digital poster as a file. Alternatively, a discussion board can be set up for students to submit digital posters and be able to view and comment on their classmate's work.
* Distribute accessible presentation materials ahead of the presentation.

### Coordinating with SSWD Staff and Academic Technology Center Support Staff

* Coordination ahead of time with interpreters is important; share agenda for presentation event, any details of what to expect; make them co-host to allow interpreters to navigate and operate features of Zoom meeting independently.
* Work with interpreter to understand their skill and comfort level in operating co-host Zoom features.
* Contact the Academic Technology Center support staff to go over any Zoom training/prep needs for both you and SSWD staff e.g. interpreter in preparation for synchronous session.

### Using Zoom and Closed Captioning

* As a best practice, [Auto-Transcription should be enabled for Zoom sessions](https://support.zoom.us/hc/en-us/articles/207279736-Enabling-and-managing-closed-captioning-and-live-transcription#h_4cb4e874-d574-4e40-ab12-7d8fae1f71cc) by host via their Zoom account. Please note that automatic transcription does not carry over into breakout rooms (only the dialogue in main room will be transcribed and seen in main room).
* In most cases, instructors will be informed that a student requiring captioning or ASL is enrolled in their course. To ensure accessibility when using breakout rooms, instructors should use the main Zoom session as a group room. Instructors would simply refrain from assigning a group of students including the student who is Deaf/Hard-of-Hearing to a breakout room. This group of students would meet in the main Zoom session where the Auto-Transcription is enabled.
* If a Real Time Captioner has been assigned to work with a student, the host can use the “Assign a participant to type” feature under the Live Captioning button in Zoom window to provide the RTC the ability to type live captions directly using the Zoom window or through third party tool. These closed captions would carry over into a breakout room to which RTC and student are present.
	+ Please note: If you want a participant to type closed captions, make sure you assign them permission to type closed caption before starting the breakout room sessions. All participants would be able to see the closed captions being provided as well.
* If an ASL interpreter has been assigned to work with a student, instructor should make sure that student and ASL interpreter are moved into the same breakout room if using breakout rooms.
	+ Instructor can Join breakout room and [enable the Spotlight feature](https://support.zoom.us/hc/en-us/articles/201362653) to have ASL interpreter video present at all times during breakout room activity.
	+ Instructor should enable spotlight on ASL interpreter video for main room as well.
	+ As a best practice, breakout rooms should contain no more than 5 users at a time to ensure ASL interpreter and everyone else can share camera. See [Accessibility Tips for a Better Zoom Meeting Experience](https://www.deafhhtech.org/rerc/accessible-virtual-meeting-tips/)
* Record the presentation. Share a transcript of the presentation.
* Read the text on the screen or provide verbal explanations.
* Assure the shared screen shares fill the entire screen.
* Repeat questions during synchronous sessions.

# OPTION 1 (5 columns): Activities Adapted for Each Modality

## Synchronous in person | Synchronous online | Asynchronous Online or Recording

| **Activity** | **Time** | **Technology/Materials Preparation** | **Synchronous** **in Person** | **Synchronous****Online** | **Asynchronous Online** |
| --- | --- | --- | --- | --- | --- |
| Set Up | 20 min | * Start computer(s) – check connections (Wi-Fi and electricity)
* Log in to Zoom – check settings
* Prepare # of breakout rooms needed (including session in main room and couple extra); rename rooms to [group names; topic title; etc.]
* Office 365 – check link
* Test camera
* Test microphone
* Test Screenshare
 | Room set up for facilitating presentation  | * Test screenshare and Zoom settings for participants
* Turn on transcript
* Links for session [INSERT LINKS HERE]
 | * Check recording settings (enable Panopto in course, record to Cloud)
* Load in presentation into shared space for session (will these be video? Will a poster ambassador present?)
 |
| Instructor Opening (example) | 10-15 min | * Start recording (to cloud)
* Confirm sound and picture

[INSERT LINKS HERE]**Optional**: start and stop recording in transitions for easier post-production processing/digestion of content by online folks | Instructor greets everyone in class, gives an overview for how the session is organized (agenda):* Review of Activity 0
* Brief lecture/context of work leading up to showcase of event(mention learning objectives) (10 min)
* Poster presentation (50 min)
* Wrap up (10 min)

Next, summarizes results of Activity 0 and addresses questions/comments that were unclear from discussion posts in activity. Instructor shares a Microsoft Office 365 link for collaborative notetaking. **Optional**: Instructor could ask for a volunteer "chat jockey" -- an in-person student who watches the chat for questions and lets the instructor know. | Instructor greets everyone online, summarizes results of Activity 0, and addresses questions/comments that were unclear from discussion posts in activity. Instructor shares a Microsoft Office 365 link for collaborative notetaking.Overview includes how online sync are included in agenda: *
* Poster presentation (50 min) All posters are presented digitally and in breakout rooms. Both in-person and sync students will be randomly paired into breakout rooms to present.
 | Mention a future greeting for those watching the recording. Instructor Reminds async group to check replies in discussion board and email or respond to questions. Provide link to collaborative notes after class in Canvas module. Restates that feedback for the poster session for async posters will be in the [discussion board].Overview includes how the async group is included in agenda: *
* Poster presentation (50 min) Included in each breakout room, a poster ambassador will play the video poster presentation from our async colleagues. A link to their digital poster will be provided for feedback.

  |
| Mini-lecture (example) | 10min | * Check/start recording
* Screenshare ppt (with sound if needed)

**Note**: microphone quality/placement needed for sync and async? **Note**: links provided to poster ambassadors | Students listen to mini lecture in classroom. **Topic**: Strategies to present digital posters. This could cover:* How to screenshare
* how to ensure that you are describing important images on poster as you talk about your poster topic
* How to use the chat window to read aloud chat questions/comments about presentation to interact with audience.
* Timing
 | Students watch mini lecture via Zoom**Topic**: Strategies to present digital posters. This could cover:* “…”
 | Students watch recorded mini lecture**Topic**: Strategies to present digital posters. This could cover:* Poster ambassadors will play the poster video presentation
* Share link in chat for poster feedback in the [discussion board]
 |
| Group activity(example) | 50 min | * Open prepared breakout rooms
* Record Main room poster session (artifact of event)
* Breakout rooms not recorded
* Instructor visits breakout rooms provides guidance
* 5-minute warning to breakout rooms before closing rooms
 | Students provide a 5-10 minute poster presentation (Intro, main points, closing) and answer questions from audience via in person and Zoom.Presentations would need to be split up into two class periods. Recording in place for posting to Canvas course. | Students provide a 5-10 minute poster presentation (Intro, main points, closing) and answer questions from audience via Zoom. Presentations would need to be split up into two class periods. Recording in place for posting to Canvas course.  | Students record a 5-10 min digital poster presentation and post to Canvas discussion area or Groups space to share with classmates and instructor. Poster ambassador plays recording; Feedback provided in the [discussion board]. |
| Instructor Closing | 10 min | * Return to camera view
* Check/start recording
 | Summarize next steps, if next class session will have poster presentations | Summarize next steps, if next class session will have poster presentations | Summarize next steps, if next class session will have poster presentations advise students to watch recordings. |
| Post-Production | 60-90 min | * Recording processed to cloud
* Review / edit captions
* Check/post to canvas course
* Announcement reminders sent in Canvas
 |  |  |  |

# Resources by Kevin Kelly about the Run of Show Template

[YouTube Video](https://www.youtube.com/watch?v=BVL-4TUYAdw) (30 min) | [Detailed Run of Show Examples](https://docs.google.com/document/d/1OrWVzWs0o0C-LbKXIcZNCXyjopkkZNNbTGojFKmnorI/edit?usp=sharing) | [Tips for Making a Run of Show](https://csuco.instructure.com/courses/1939/pages/3-dot-3-managing-flexible-engagement-pathways?module_item_id=58615#fragment-3)

# OPTION 2 (3 columns): Activities Adapted for Each Modality

## SIP = Synchronous in person. SO = Synchronous online. AO = Asynchronous online / Recording

| **Activity** | **Time** | **Activity Adapted to Each Modality**  |
| --- | --- | --- |
| Set Up | 20 | * General Setup:
	+ Start computer(s) – check connections (Wi-Fi and electricity)
	+ Log in to Zoom – check settings
	+ Prepare # of breakout rooms needed (including session in main room and couple extra); rename rooms to [group names; topic title; etc.]
	+ Office 365 – check link
	+ Test camera
	+ Test microphone
	+ Test Screenshare
* SIP: Room set up for facilitating presentation
* SO: Test screenshare and Zoom settings for participants, Turn on transcript, Links for session [INSERT LINKS HERE]
* AO: Check recording settings (enable Panopto in course, record to Cloud)
* Load in presentation into shared space for session (will these be video? Will a poster ambassador present?)
 |
| Instructor Opening (example) | 10-15 | * SIP: Instructor greets everyone in class, summarizes results of Activity 0 and addresses questions/comments that were unclear from discussion posts in activity. Instructor shares a Microsoft Office 365 link for collaborative note-taking. Optional: Instructor could ask for a volunteer "chat jockey" -- an in-person student who watches the chat for questions and lets the instructor know.
* SO: Instructor greets everyone online and summarizes results of Activity 0 and addresses questions/comments that were unclear from discussion posts in activity. Instructor shares a Microsoft Office 365 link for collaborative note-taking
* AO: Mention a future greeting for those watching the recording. Provide link to collaborative notes after class in Canvas module.
 |
| Mini-lecture (example) | 10 | * SIP: Students listen to mini-lecture in classroom. Topic: Strategies to present digital posters. This could cover, how to ensure that you are describing important images on poster as you talk about your poster topic. How to use the chat window to read aloud chat questions/comments about presentation to interact with audience.
* SO: Students watch mini-lecture via Zoom
* AO: Students watch recorded mini-lecture
 |
| Group activity(example) | 50 | * SIP: Students provide a 5-10 minute poster presentation (Intro, main points, closing) and answer questions from audience via in person and Zoom. Presentations would need to be split up into two class periods. Recording in place for posting to Canvas course.
* SO: Students provide a 5-10 minute poster presentation (Intro, main points, closing) and answer questions from audience via Zoom. Presentations would need to be split up into two class periods. Recording in place for posting to Canvas course.
* AO: Students record a 5-10 min digital poster presentation and post to Canvas discussion area or Groups space to share with classmates and instructor.
 |
| Instructor Closing (example) | 10 | * SIP: Summarize next steps, if next class session will have poster presentations
* SO: Summarize next steps, if next class session will have poster presentations
* AO: Summarize next steps, if next class session will have poster presentations advise students to watch recordings.
 |
| Post Production | 60-90 minutes | * Recording processed to cloud
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