# How to support MME sessions

**For MME Stewards and Teaching Assistants**

Mixed Mode Education (MME) is the practice of teaching to groups of learners online and in the room simultaneously. In an ideal MME session, both groups of learners and the lecturer can communicate easily and freely, and online and on-site students are engaged in active learning together.

Having the support of an MME Steward or Teaching Assistant (TA) in large group sessions can be very helpful to avoid lags in the session due to technical issues, and to help manage the flow of communication between the lecturer and students, regardless of their location. It will be important to communicate with the lecturer about when and how they will require your support.

## How to prepare

- **Familiarise** yourself with the different streaming platforms used at QMUL. You may be asked to support sessions using either Blackboard Collaborate (BBC), MS Teams or Zoom. That includes understanding how features like chats, polls, reactions, and breakout rooms work.
- **Understand** the process of troubleshooting technical issues in your assigned rooms, and how to escalate issues that you are unable to resolve.

## What to do when you arrive

- **Introduce** yourself to the lecturer and check if they need any assistance. Confirm whether they require your assistance throughout the lecture.
- **Find out** if the session will be recorded and who will start the recording.
- **Ask** the lecturer how they expect you to respond to queries in the chat. Generally, chat queries will fall into one of two categories:
  - Technical issues – you should respond to these queries directly and help students troubleshoot their issues. That may include changes to settings, resetting by logging out and back in, and ensuring they are using compatible web browsers.
  - Questions/comments about the content of the lecture – since it unlikely that you are a subject expert, find out how the lecturer wants you to support them in answering and responding to students’ question. That may include reading questions aloud or aggregating repeated questions.
- **Review** any other activities or applications with which the lecturer may want your assistance.
  - Do you need to support the setup of breakout groups? Will you need to be able to identify which students are online and which ones are in the room? In Zoom, you could ask students to change their names to reflect where they are. You could also run a poll or allow students to move themselves to rooms depending on their location.
  - Will the lecturer require your help managing any external applications, like Mentimeters, Google Docs, Padlets, etc.? Will there be links or other things shared in the lecture that you’ll have to post to the chat?

## What to do during the lecture

- **Communicate** with the lecturer when needed. If you aren’t assisting from the lectern, make sure you sit in a location in the room where you can easily get their attention.
• **Introduce** yourself in the chat and remind everyone how you’ll be supporting the session. Remember that in some platforms, people cannot see any messages that were sent before they logged in, so you may have to repeat yourself at the start of the lecture.

• **Respond** to questions in the chat using the @ function to help people track answers to their questions. Using people’s names and answering them directly helps develop a sense of community. You can also ask people to clarify their question if you are unsure how to assist them.

• **Regularly check** the following:
  o Are there raised hands that haven’t been addressed? Has someone forgotten to lower their hand from a previous question? Check if it’s a new question and if not, lower their hand or ask them to do so.
  o Has someone forgotten to mute their microphone? Mute them, especially if they are causing a disruption.
  o If the session is being recorded, is the recording still on?

• **Quickly address** any behaviour in the chat contravenes QMUL netiquette rules or could be harmful to other students.

**What to do after the lecture**

• **Log** any technical issues that arose during the session. There may have been problems with equipment, software or connectivity that did not prevent the lecture from moving forward but that should be addressed.

• **Reset** any changes to the room’s configuration that were made during the lecture. That may include disconnected wires or peripherals or equipment that has been moved from its usual location.