



1 | SET IT UP

Process Document

What you need to know!

This document is designed to help you reflect and create your VTT experiences.

- Customize it to fit your needs.
- The instructions are intended as trigger questions to help you reflect.
- You may leave boxes unfilled, or add more if you feel that some issues are left unaddressed.



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1 | SET IT UP

Introduction

Before you start, it's important to remember that at some educational establishments, you'll need to ensure that the administration, IT, and the pedagogical counselor have confirmed their support for your project. We'll assume that you have, and also found a suitable partner to work on your Virtual Team Teaching (VTT) project with you. Now, it's time to get to work!

Deciding to begin a Virtual Team Teaching project can sometimes feel like a daunting task. There are so many things to think about before you begin that you may not know where to start. Here's are a few things to help you get started.



Reflection Questions

- Why is your course a good candidate for VTTN?
- What elements of the course benefit from the VTT collaboration?

Course Descriptions

At this point, you've thought about which course could be a good candidate for a VTT project. First, write down the general information for your course: title, program, college location, number of students per class, and a short description of your course.

You'll also need to think about the course objectives. Try to include elements of the course that could benefit from a VTT collaboration.



Case Examples

Course 1: Marketing	Course 2: Micropublishing and Hypermedia
Title, program, professor, college, short description	
<ul style="list-style-type: none"> • Vanier College in Montreal • Approx 40 students 	<ul style="list-style-type: none"> • Cégep de Victoriaville • Approx 20 students
Objectives may include program competencies, transversal competencies, other skills and aptitudes	
<ul style="list-style-type: none"> • To introduce you to the key elements and develop a marketing strategy. • To give you an opportunity to refine your oral and written communication skills • To improve your ability to work effectively in a team 	<ul style="list-style-type: none"> • To interact in various work situations • To successfully enter the labour market and build a career • To design and produce multimedia presentations

Up Next

In the next section, you'll see how to define your goals. It will be important to be explicit about what you want to achieve by clearly defining the objectives for each of the courses that you and your VTT partner are teaching.



You can also [download a fillable worksheet](#) from the VTTNREVE web site.

1 | SET IT UP



HINTS

- Why do you think your course is a good candidate for VTT?
- What elements of your course could benefit from collaboration?

Course 1	Course 2

2 | DEFINE YOUR GOALS



HINTS

- What are the common or complementary objectives?
- What do you want your students to learn or practice through the VTT activity?
- What product will they create together, and is it consistent with the desired learning outcome?

Common Objective	Learning Outcome	VTT Activity	Product

3 | CREATE A LESSON PLAN



	Description	Technology / Materials
	<ul style="list-style-type: none"> • How will the students get engaged, be challenged and collaborate? 	<ul style="list-style-type: none"> • What software or hardware will be needed? Did you test it? Do you need to set up accounts? • Will your students need guidelines, procedures, templates, grading rubrics, etc.?
<p>Preparation</p> <ul style="list-style-type: none"> • What will the students need to know beforehand? • What will the students need to do before they can interact? 		
<p>Collaboration</p> <ul style="list-style-type: none"> • How will you break the ice? • How will students collaborate to meet the outcomes and create a product? • How will you conclude the collaboration? 		
<p>Follow-up</p> <ul style="list-style-type: none"> • How will the students integrate what they learned with their course? • How will they evaluate the results of their interaction? • Will they follow up with their virtual partners? If so, how and when? 		