Online Masterclasses: Handbook for Supervisors

Contents

1 Introduction

This guide covers how to supervise Ri Online Masterclasses, including safeguarding guidelines for online Ri Masterclasses and how to run an individual online Masterclass session.

Included is advice for supervisors leading online Masterclasses without a Masterclass organiser present. Please familiarise yourself with this advice so you can take the lead at any point during a session.

Roles and responsibilities for each session should be defined in advance so that each supervisor is aware of what tasks they need to oversee.

> *Who is a supervisor?*
>
> Any adult who has safeguarding responsibilities and/or the ability to send private massages to students is classed as a supervisor. This may include speakers or helpers who are made co-hosts of sessions to perform certain actions, such as screen sharing.

Important Ri documentation

Supervisors also need to be familiar with the following documents:

- The Ri Safeguarding Policy for Children
- The Ri Data Protection Policy
- Risk assessments provided by the organiser for the Masterclass activities they are supervising

> Webpage for contributors with supporting materials for Masterclass supervisors, helpers and speakers.
> https://www.rigb.org/education/masterclasses/contributor-resources/

> Ri safeguarding policies and procedures
> https://www.rigb.org/policies/safeguarding-policies

> Masterclass Code of Conduct for all attendees
> https://www.rigb.org/ri-masterclasses-code-conduct

> Ri data protection policy
> https://www.rigb.org/policies

Please note that these guidelines do not cover running face-to-face Masterclasses. Furthermore, for all online Masterclasses, this document supersedes 'Ri Masterclasses face-face supervisor handbook'.

1.1 Role terminology

Masterclass organisers are the team of local people who organise and plan the Masterclass series. They may or may not be present during the actual sessions.

Masterclass supervisors are DBS-checked individuals who attend the Masterclasses and are responsible for the overall running of the sessions, in particular overseeing the students and safeguarding. Some supervisors may be more experienced and will lead on areas such as safeguarding. Supervisors may also be organisers or speakers.

Masterclass speakers are those delivering the main content of the workshops. They will also be classed as either supervisors or helpers, depending on their level of responsibility or access to certain features of the online platforms being used. These may be someone from the organising team or an external adult who has been invited to deliver a workshop.

Masterclass helpers are those who support the sessions, help the supervisors manage behaviour and assist students with their activities. They should not have access to certain features of the online platforms being used, such as the ability to message students privately.

2 Safeguarding

As stated in the Ri Safeguarding Policies, the Ri is committed to ensuring that safeguarding is paramount throughout all that we do.

> Access the policies and procedures via the links in section 1
>
> or contact us for a digital/paper copy

We require all individuals associated with the Ri to:
- Share this commitment

- Understand that safeguarding is everyone's responsibility

- Safeguard the welfare of children and promote their wellbeing

- Work together with other Ri representatives, children and their families and relevant external organisations to help achieve the best possible outcomes for children and to protect them from harm

- Know what to do and who to speak to if they have any safeguarding concerns relating to a child or an Ri representative

- Be aware of and follow the guidance in the Ri's Child Safeguarding Policy and Procedure to recognise, respond to and report any concerns proactively and swiftly, no matter how minor or who is involved.

Everyone has a role to play in identifying concerns, sharing information appropriately and taking prompt action.

A child is anyone under the age of 18, regardless of any other status. If you have any concerns about the welfare of an adult, please refer to the Ri's Adult Safeguarding Policy and Procedure via the link on page 2.

2.1 Ri Child Safeguarding Procedure – explained for Masterclasses

Procedure overview

Our safeguarding policies and procedures are here to support and protect you as well as the children that we work with, and to help create a safe and secure environment for all, where safeguarding is paramount and inaction or silence around concerns of abuse or poor practice is not acceptable.

The Ri safeguarding policies cover the Ri's approach to safeguarding, while the procedures outline what you should do to maintain a high level of safeguarding throughout all Ri activities. This includes who you should talk to about any safeguarding questions or concerns (also available on the safeguarding webpage), how you should behave to create a safe environment, and the key steps in dealing with any concerns raised. These are referred to as the 4 Rs:

RECOGNISE a concern, disclosure or accusation	**RESPOND** appropriately	**REPORT** all concerns to the DSOs or appropriate responsible person ASAP	**RECORD** all the relevant information
Take these seriously and do not dismiss them	Reassure anyone sharing a concern, disclosure or accusation that they are doing the right thing in speaking up	Tell anyone sharing concerns that you will pass them on to the appropriate people to help keep everyone safe	This will be required so the DSOs can assess what to do, and in case concerns need to be passed on to external organisations
Listen to everything being shared	Do not promise confidentiality		
Do not ask leading questions or investigate			

If you have any concerns, or something is reported to you, you CANNOT assume someone else is dealing with it – you must report it to the appropriate people.

Following the Ri safeguarding procedure in a Masterclass

Initially, any safeguarding concerns or queries should be directed to the main supervisor during the Masterclass session, and then to the Masterclass organiser (unless this would be inappropriate, for example if they were somehow involved in the situation) and one of the Ri's Designated Safeguarding Officers (DSOs). If you are ever unsure, contact an Ri Safeguarding Officer or the NSPCC for advice.

A report form should also be completed as soon as possible and emailed to the relevant contact. This is available on the Ri child safeguarding policy webpage and all supervisors should be aware of how to access it.

Ri DSO contact details and phone numbers are on the main Ri safeguarding webpage, along with a link to the NSPCC help service, and in the safeguarding procedures. The DSOs have the general email address safeguarding@ri.ac.uk.

If your concern involves one of the DSOs in some way (either directly or if you do not feel your concern was acted upon properly), please contact one of the other responsible people – details for who to contact are listed on the main safeguarding webpage and in the safeguarding procedures.

2.2 DBS Verification

Masterclass supervisors for all series that are **not** supervised by teachers at their own school must have their DBS (or PVG, AccessNI) check verified by designated Ri staff. Renewal of this verification will be every four years.

> *Ri DBS verification - Teacher exemption*
>
> Supervisors who are teachers at the school hosting the Masterclasses are classed as exempt from the DBS verification process, The Ri still requires that their names and dates of supervision be shared with the Ri in advance (on the Organiser Agreement form). This exemption does not apply if supervisors are teachers but the host venue is not the school which currently employs them, but teachers do have additional verification routes open to them.

Verification is undertaken once the Organiser Agreement has been submitted to the Ri for the series in question. An Ri staff member will contact each supervisor via email to initiate the verification process. Verification must take place BEFORE the supervisor supervises any Masterclasses.

There are several options for DBS verification, the most common being:

- DBS Updates service
- A designated Ri staff member seeing an existing check certificate
- For current teachers, verification via their school

Any sensitive details recorded on the check will be kept in confidence and details of any convictions etc. revealed by the check will not be stored.

Should anyone refuse the verification, the Ri will expect the group in question to replace them with a new supervisor whose DBS can be verified. If a supervisor cannot find their DBS documentation a new check can be carried out by the Ri.

Organisers/supervisors with PVG checks may need to follow a slightly different process, so should get in touch with the Masterclass team to discuss.

2.3 Useful Resources

If you want to read more about safeguarding children online, **NSPCC Learning** has a range of resources to support you. These pages may be particularly relevant:

- https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse#heading-top

- https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety#heading-top

NetAware, run by the NSPCC, has a selection of online safety resources as well as overviews of different platforms, apps and websites which you may wish to explore: https://www.net-aware.org.uk/

While the safety of the children or young people we work with is paramount, so is our safety. Please ensure that you take care of your own well-being when exploring these issues. If you have any questions or want to discuss any of the issues raised, please contact the Ri Masterclass team.

2.4 Safeguarding best practice in online Masterclasses

Organising committees often designate one person as their main safeguarding lead, and this person should be responsible for overseeing the records from online meetings. These records would include the attendance registers and copies/screen-grabs of online chats that may have safeguarding implications, as well as any direct conversations between students and supervisors. Supervisors should be prepared to record online chats and pass the copies directly to their safeguarding lead.

2.4.1 Session attendance

Masterclass student attendees should only receive joining instructions once appropriate consent has been obtained; joining information should never be shared with anyone not due to attend.

Use of Waiting Rooms and student verification

Sessions should have a waiting room feature enabled as a tool to manage behaviour and to allow organisers/ supervisors to verify joiners.

- Students 'arrive' in the waiting room and wait to be admitted to the main event. Supervisors hold them here and check that those joining the meeting are the correct students (with consent), and that no additional people are trying to join.
  - Assign this task of admitting attendees to specific supervisors; they will need to closely coordinate to avoid duplicating any verifications
  - You can have the waiting room open for 20-30 minutes before the session starts to allow enough time for all students to be verified against the register
  - Platforms generally allow individuals in the waiting room to be sent a message to check details, for example to verify their name if their screen name does not match an expected student name – many students may log in with a parent/carer name
  - Organisers should share essential details with supervisors to allow this verification to take place (e.g. names but not contact details). If an organiser is not overseeing the session, a principal supervisor should have access to all the students' details in case of any issues.
  - Note: It may be the case that some students need to sign in on more than one device for accessibility or technological reasons, but do not assume that additional users are legitimate – always ask.

- Organisers/supervisors should be able to temporarily remove participants from a meeting where necessary (e.g. to address a behavioural issue such as trolling or bullying). This is best achieved by moving them into the waiting room. Note that removing someone from a meeting entirely often means that they cannot re-join. It is often enough to just suspend the chat for minor misdemeanours such as spamming.

Student and adult Registers

A student register is taken at each session – a supervisor could do this using the attendee list rather than calling names.

An adult register is also taken so that the Masterclass groups and the Ri have a log of attending adults. Organisers have access to a spreadsheet template from the Ri, so ask them for this.

2.4.2   Accessibility

- Supervisors should have been informed of any accessibility requirements in advance of sessions. Supervisors should maintain confidentiality where possible, but ensure all relevant adult volunteers are aware of students' needs.

- If a student or a parent/carer shares an accessibility need with you during a session, do what you can to accommodate them (e.g. typing notes on the chat about the speaker's presentation, ensuring a speaker does not share anything with flashing or strobe effects) and pass these needs on to the Masterclass organisers so that they can help to prepare for these access needs in advance of future sessions.

- Breaks: Many students may need to take breaks if they become overwhelmed or if something in the meeting does not go to plan – have a clear procedure in place (e.g. A parent/carer messaging one of the supervisors to notify them, and the student taking a break away from the screen in another room until they are ready to return, at which point the supervisor may be able to fill them in on what they have missed in a private message). A record should be kept of any occurrences.

2.4.3   Supervising online Masterclasses

Use of breakout rooms

There is at least one DBS-checked supervisor in each breakout room at all times.

For large groups, it is advisable to have multiple supervisors/helpers in each room. Someone should always be available to moderate the chat and deal with any issues or enquiries.

If possible, when using breakout rooms, a supervisor should stay in the main session room so that students can leave breakout rooms and ask for help if required. That person can also help resolve any issues, such as helpers needing to move to rooms which require extra assistance.

Communicating with students

- No students should be contacted directly by any individual outside of a Masterclass session – students should be contacted via parents/carers.

- During Masterclass sessions, supervisors should have a method of contacting students directly to resolve any issues. No-one without a verified DBS check should be able to

send private messages to any student, and students should not be able to send any private messages to anyone other than the DBS-checked session leaders/helpers.

- Anyone who is co-hosting an online activity and/or can send private messages to students counts as a supervisor and MUST have their DBS status verified. If screen sharing etc. is limited to co-hosts, and a speaker cannot undertake the verification step for any reason, then one of the supervisors will need to take over any screen sharing/running polls/etc. on behalf of that speaker.

- Supervisors must save a record of their chats, including any direct messages with students to address any issues or ask questions etc. This must be sent to the Masterclass organiser following each session, or if this not appropriate, to the Ri Masterclass team or an Ri safeguarding officer if a safeguarding concern has been identified.

- No-one should share personal contact details (including social media accounts etc) with the students.

- Students should not be allowed to share links or other files within the session – if they wish to share any relevant resources, these should be sent to a supervisor who can check the content before anything is shared with the wider group.

3   Code of conduct and managing behaviour

You have a duty to ensure that there is a safe and welcoming environment for all those involved and as such there is an Ri Online Masterclasses Code of Conduct (CoC) outlining acceptable behaviour for students and all attending adults.

The CoC can be found on the Online Masterclasses webpage (see Section 1). As supervisor, you should deal with any breaches in the CoC (including disruptive, vindictive or offensive behaviour) decisively and quickly to maintain a safe environment for all participants.

A student breaching the code of conduct does not need to be reported as a safeguarding concern, unless you are concerned that what they are doing or saying is linked to something which could be potentially harmful to themselves or others.

- The CoC should be shared with all participants at the beginning of each session, and supervisors will need to ensure that it is adhered to

- When sharing the code of conduct at the start of the session (especially in the first Masterclass when boundaries are being established), a verbal summary should be given in the introduction. This can include a reminder that:
  - While you encourage students to say hello and introduce themselves, excessive spamming of text chats is a violation of the code of conduct and will result in chatrooms being closed
  - In the unlikely event that a student breaks the code of conduct, you can remove students from the current session. As an extreme measure, they could be removed from future sessions and their parents/carers and teachers informed.

- Students should have a method of contacting supervisors in private to raise any issues they do not wish to discuss publicly, such as being uncomfortable with another student's behaviour. They may bring this up in the chat, but more likely will want to raise it privately

- The sessions should not be recorded, and no pictures or screenshots of the sessions should include participants or their details (e.g. video feeds, names, audio). The exception is when pictures or screenshots need to be used to keep safeguarding or attendance records, but these should not be shared.

> Supervisor must keep a record of any direct message they receive from students
>
> (e.g. save the chat, screenshot or photograph the screen)
>
> Send it to the Masterclass organiser to keep as a record. This might be sent to Ri as part of a report in the event of safeguarding concerns

3.1.1   Students violating the Code of Conduct

Be alert for anything which would violate the CoC in the chat, participants' video or audio feeds (e.g. backgrounds), usernames etc. Students may also message you privately if they have any concerns.

You should ensure that **no personal details are shared** – this includes anything which could be used to contact someone individually, such as contact details, social media handles, gamer tags, etc. Most cooperative games, streaming/video services and social media have a private chat function.

- Note: Some game codes are series of seemly random letters/numbers - treat these the same as other personal data (try not to bring attention to them).

If the CoC is broken, try not to bring attention to it as this can cause additional distress among the other participants.

- If it is something written in the chat, delete it if possible or ask the person responsible to delete it if you cannot do so. Some platforms do not offer this functionality. Explain why it is not appropriate (it is usually best to do this in a private message so that you are not drawing attention to whatever has been shared). This also applies to any links or other media shared.

- If it is in a username, ask the meeting host or the student (depending on settings for the platform you are using) to change it. You can move students to the waiting room if you cannot make this change quickly enough, as their name will then not be able to be seen by other participants.

- If it is in a video or audio feed (or in the video background), turn off the camera/mute the microphone of the participant in question and message them directly to ask them to remove or change whatever is needed. NOTE: Typically, meeting hosts and co-hosts can mute or turn off other user's microphones and cameras but cannot turn them back on again. Only the user themself is able to do that.

- If someone is being deliberately obstructive (e.g. spamming/posting too frequently) or being vindictive, you can immediately move them to the waiting room and/or ask the meeting host to remove them from the meeting.

- If a student has sent you a direct message saying they are uncomfortable about something which has been said or shared, or the way someone else is behaving, assure

them you will deal with it sensitively and verify what has happened/is happening and act according to the above guidelines for code of conduct violations. Do not bring further attention to the issue publicly unless it is appropriate to do so (e.g. changing the topic of conversation), and make sure you do not specify the identity of anyone raising a concern. If you need advice, ask the Masterclass organiser, again in a private message.

- Sometimes discussions may bring up strong viewpoints, which is fine (unless people are being offensive to others, which would violate the code of conduct). All supervisors will need to keep an eye on the discussions to ensure that no-one is being attacked because of their views – encourage students to challenge the statement or the viewpoint, not the person. One way of doing this could be to ask why people feel that way and remind them that there are many different views around different topics.

- Participants should be reminded of the CoC during each session – this should typically take place at the beginning of the session, but it may be appropriate to post additional reminders, for example after breaks, in breakout rooms or if some students have not been following the CoC fully.

3.1.2   Useful phrases

Here is a list of useful phrases that supervisors can copy and paste in chats to help moderate behaviour:

- This language/statement is not appropriate/is offensive and violates the Code of Conduct you agreed to for this event

- Just sending a reminder to all students that no personal details can be shared at this event

- Please do not share links in the chat. If you want to share an interesting or relevant resource, send it to a supervisor who can review the link before posting it for other students to see

- Please do not spam the chat, it makes it difficult for other students to participate in the Masterclass

- This has gone off-topic – please keep your discussions relevant to the Masterclass

- Just sending a reminder to all students that violating the Code of Conduct may result in us having to remove you from the event

- You have been moved to the waiting room due to inappropriate language/comments/spamming/content sharing. We would like to remind you that the Code of Conduct is: [ADD LINK]. Please take a few minutes to re-read this and if you agree to abide by it we will give you another chance to re-join the session.

- You have been removed from the Masterclass due to inappropriate language/comments/spamming/content sharing. We will be in touch with your teacher and parent/carer to inform them of your behaviour and let them know whether you will be able to join future Masterclass events.

4   Social Media Guidance

The Ri welcomes the use of social media to celebrate and promote Masterclass activities. You should avoid anything which implies you are posting on behalf of the Royal Institution and should follow these guidelines to keep everyone safe. If in doubt, ask for advice.

You are not able to take any pictures or recordings containing any students, their voices or their personal information. However, you could still share images or short videos showing speakers' demos or slide content, with their permission. Note that no details of how to join the sessions should be shared.

4.1   General Masterclass social media requirements

Wherever possible, you should use the Ri Masterclass hashtag and/or tag the Ri in any Masterclass posts:

> Ri handle: @Ri_Science
>
> Masterclasses hashtag: #RiMasterclasses

- The @Ri_Science twitter account endeavours to retweet a small selection of Masterclass tweets that it is tagged in every month. Feel free to send us your Twitter handle and we'll arrange for the @Ri_science account to follow you.

- Please make every effort to credit/tag adult individuals and organisations featured in the content providing you have their consent e.g. the Masterclass speaker or host/organising institution. Please check with the speaker before sharing any of their materials or Masterclass content publicly.

- Where an individual or organisation uses social media to promote Masterclass activities, it should be made clear that any views expressed do not necessarily represent the views of the Royal Institution or any Royal Institution staff members. Many individuals who use social media to promote similar activities include a statement in their personal description to highlight that all views are their own.

- Use of Facebook and Twitter should be via personal or institution accounts. Standalone/regional 'Ri Masterclasses' pages or profiles should not be created, as this can cause confusion with other Masterclass groups and the main Ri brand.

4.2 Social media safeguarding requirements

- Masterclass volunteers should not send private messages or instigate/accept friend requests from students on social media.

- Students should never be tagged in social media posts.

- All social media platforms have a minimum age requirement for their users (often age 13, sometimes older). Students should never be encouraged to use a social media platform if they are under the required age for that platform.

4.2.1   Identifiable information

You must avoid giving details which could lead to the identification of any students. The following list includes personal information which may aid in identifying students; you should never share two or more of these pieces of information together:

- First name
- Surname
- School name or logo
- Town or village of residence
- Age
- Association with other identifiable (e.g. famous) people

Sensitive personal details (e.g. health information) should never be shared.

In addition, specific written consent should be obtained from parents/carers prior to any of the following being released for publication or released to the press, a journalist or any other professional:

- Student names (even first names) along with the name of the school they attend
- Any kind of immediately identifying information such as telephone number or email address

5   Preparing for the Online Masterclasses

5.1   Familiarise yourself with the technology

Masterclass organisers have been advised to run a test of the platform(s) they plan to use for the Masterclasses. If you are asked to take part in these tests, we would advise trying to 'break' the system so that you can troubleshoot any emerging issues.

During the platform test, help organisers keep a note of any potential mistakes/key info to share with the students – e.g. the 'leave breakout room' button being very close to the 'leave meeting' button on Zoom, or how to raise hand/post a reaction. Plan to mention these at appropriate points during the sessions to help students use the platform effectively.

Familiarise yourself with the platforms which will be used for your series, particularly if you are one of the principal supervisors or have not used a platform before. Make sure you know how to:

- Use key safeguarding features, such as waiting rooms, changing screen names, muting people, etc.
- Check that the features are correctly set even if you have used the platform before (some platforms such as Zoom reset features during upgrades). Investigate any new features created by upgrades in case they need to be switched off to avoid safeguarding issues.

- Change settings on the chat, annotation and other features to keep students from spamming and generally keep them safe – check which settings will be required and at which times (e.g. most of the time the chat could be set so that students can contact 'co hosts' only, i.e. supervisors, and set so that students can message 'everyone' only when interaction is required such as questions being discussed)

- Set up key features as a meeting host, such as breakout rooms or polls

- Access features like the chat function, raise hand option, reactions, annotation, screen share, etc.

- Use any accessibility features which may have been enabled, such as subtitles

Masterclass students will be accessing the sessions on a variety of devices (computer/phone/ tablet, different types and ages of operating systems, etc.), so if possible, check what the differences are on different devices/versions of the software so you can assist students who need help.

5.2 Contingency Planning

Running online Masterclass activities involves some uncertainties that you will not have previously had to consider. Consider the following as you plan your Masterclasses:

Prepare some backup activity

If the speaker becomes unavailable at the last minute or is having trouble joining the session due to technology problems, it's nice to have a backup activity for the students. Have something to hand that someone in your team could present while the students wait or in place of the planned session. Talk to your Masterclass organisers for suggestions and here are a few useful mathematics links:

- NRICH has a range of puzzles and problems which the students could work on: http://nrich.maths.org

- The 2019 CHRISTMAS LECTURES, delivered by Hannah Fry, are available here: https://www.rigb.org/christmas-lectures/watch/2019/secrets-and-lies

Have a backup supervisor

Online sessions rely on having enough supervisors to adequately cover all the breakout rooms and session supervision. Make sure you can quickly notify the organisers/other supervisors if you are unable to attend for any reason and tell people as soon as possible so that it is more likely that cover can be arranged.

If you are the person hosting the Masterclass, are there other people with access to the relevant account logins and register information? For many platforms, only the person who scheduled a session can start a meeting, so you will need to have a backup agreed with the Masterclass organisers if you cannot get online for any reason.

If you are having issues with the device you had intended to use, is there an alternative you can still access the session on? If this is a phone or tablet it may have more limited tools for

supervision – if so, you will need to be able to pass on some of your tasks to an alternative supervisor.

If fewer supervisors than expected attend, you may need to reduce the number of planned breakout rooms so that all can run with a DBS checked supervisor.

5.3 Session content

You should be notified of the timeline and content of a session beforehand, particularly if you are due to support students by overseeing interactive elements such as breakout rooms. You may find you need more preparation on the content of the workshop to help students in an online Masterclass than a face-to-face one.

If you are responsible for sharing slideshows and content with the students, make sure you have everything you need from the speaker/organiser and that you have tested the content before the session to ensure that it works. You should also have any documents, slides etc. fully open and loaded before the session starts to avoid any delays during the session.

6 Running an Online Masterclass Workshop

To help the Masterclass run well, you may wish to have a closed chat group with the other meeting supervisors/speakers so that you can discuss things behind the scenes and work effectively as a team during the workshop.

6.1 Assigning roles

All supervisors and other attending adults should be clear on what their roles and responsibilities are before the session – for example, who is admitting students, who is running and polls, who is doing introductions, etc. You may wish to discuss this to ensure everyone is clear on who is doing what before the students are admitted to the event.

- It is useful if the person currently talking is NOT the person responsible for managing the waiting room/running any behind-the-scenes activities/organising breakout rooms. This may mean that the meeting host functionality needs to switch between different people.

- The person assigned to admitting students could also be the person who sets up any breakout rooms, which would likely mean that this person needs to be assigned as meeting host. Please note that assigning rooms can be very time-consuming, but most platforms allow the same room assignments to be used for the duration of the meeting. Seamless movement of students from main presentation to breakout rooms is a very important element of successful online Masterclasses.

6.2 Masterclass checklist

Before each Masterclass session, have a checklist of the things you need to share with the students, when they need to be said and who will do this (your Masterclass organisers may provide this). Ensure you cover the key points at every Masterclass in case students missed previous sessions.

- At the beginning of the session, you should:
    - Welcome the students.
    - Introduce the adult volunteers.
    - Give a summary of the session and what to expect.
    - Tell the students how to access help if they need it.
    - Remind them of the Code of Conduct – tell them that the sessions are for everyone, so they must be inclusive and always welcoming, including in the chat. Make sure they are using appropriate language and if they disagree with something, question the idea, don't challenge the person. This is not a competition and it is OK to make mistakes – no-one ever does anything perfectly all the time.
    - Share the link to the Code of Conduct. Any late arrivals should be sent the link in a direct message.
    - Explain that everyone should remain muted unless they are sharing something with the group to avoid echoes and other interference.
    - Check students know how to unmute/mute themselves and remind them that they can turn off their video if they wish.
    - Explain your expectations on how the chat should be used – for example, to answer questions posed by speakers, not for irrelevant chat or spam.
    - Check students know how to use any interactivity features you plan to rely on, such as 'raise hand' functions or reactions.

- Before any breakout rooms you should:
    - Tell the students what is about to happen, e.g. if they will be automatically moved or if they need to click something.
    - Remind them there will be one (or more) supervisor in each room and where to go if they need help.
    - Tell them what they are expected to do in the breakout session.
    - Tell them what will happen at the end of the session (e.g. one-minute warming then automatic transferral back to the main room).

- If you are supervising a breakout room, you should:
    - Welcome the students when they first arrive
    - Introduce yourself and the other adult helpers again (only at the first time in the room)
    - Ask that students allow opportunities for everyone to interact – you can apologise in advance if you interrupt anyone to get another person's input

- At the end you should:

- o   Do any evaluation surveys – remember to leave enough time for this.
- o   Thank everyone.
- o   Tell the students what they should expect to receive following the meeting if anything (e.g. additional activities they can do at home?).
- o   Remind them of anything they need to know for any future sessions (e.g. dates, what to bring).

6.3 Top Tips

- To avoid echoes and background noise, students (and additional helpers/supervisors etc) should remain muted unless speaking. Ensure that they know why this is and can unmute if required.

- Explain how students can ask questions/contribute ideas. Remind them that not all their video screens will be visible to speakers so any physical raised hands may be missed.

- Nominate one of the supervisors (not the speaker) to have questions directed at them during any presentations, so that they can raise them with the speaker; it is difficult to both present and keep an eye on questions.

6.4 Helping students

Access issues

Students may have issues accessing some content due to the device they are using or the quality of their internet. A few suggestions which could help are:

- Typing out what a speaker is saying/doing if a student cannot hear or see properly

- Asking the student to turn off their own video feed as this often helps with bandwidth issues

- Checking if anything can be accessed separately to the video call, such as a link to an activity hosted online

Organisers and speaker have been asked to consider what can be sent to students who miss all or part of a session – check this with them, and let students know what they will be sent so that they do not miss out. Remember that it can be very distressing to some students if they feel they have missed an activity or explanation, to try to reassure them and find them an alternative way to access the content if possible; this may be by asking the organiser to send things later.

Some students will not have access to equipment or additional resources at home, including the ability to print worksheets. Speakers will have been asked to bear this in mind when designing their sessions, but some students may have questions about what to do. If these are directed to you privately, please pass them on to the speaker while maintaining the anonymity of the questioner.

Questions

You may receive questions in a private message if students are unclear on something the speaker is sharing. You will likely need to pass these onto the speaker, unless you are able to answer yourself. Bear in mind that the chat can be difficult to keep track of if you are presenting, so you may have to interrupt them verbally at an appropriate point. Ensure that you are maintaining the anonymity of the questioner.

6.5 Time management

Online Masterclasses will differ from face-to-face sessions in several ways. Sessions will be shorter than face-to-face Masterclasses, with proportionally longer timeslots scheduled for doing any activities. Remember that things will take a lot longer than you expect on online sessions, particularly with students sharing ideas – it can take a surprising amount of time for them to navigate the software to unmute and say something, or to share something over the camera.

Organisers and speakers should give you instructions on the format of each session, such as when to move to breakout rooms and how long each section will take. Make sure that one of the supervisors is helping the speaker keep things to time, and helping them to adjust things to ensure that the session will end on time and the students still get enough time to work on the activities.

6.6 Evaluation

Organisers may have provided you with a link for feedback to be collected during the session, or have arranged a poll. Don't forget to leave time for this to be completed by the students. If you are running an in-session poll, you will need to find a way to record the results (e.g. screen grab) to pass on to the organisers, as these cannot usually be accessed after the session.