

GYS Zoom Suggestions

Teaching and/or learning in the virtual world is different than in-person training, but it doesn't have to be difficult. It's a learning curve and conquerable. Through experimentation, planning, ingenuity, positive attitude and attention to detail, the virtual world can be equally satisfying and successful.

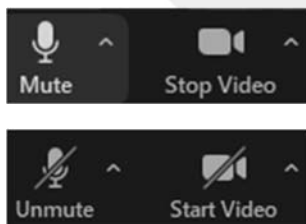
Throughout this training, you have the unique opportunity to be both a student and a teacher, thus appreciating the virtual classroom from each perspective.

As the teacher we must imagine that the lens is our student/s. We focus on it, talk to it and through it build a relationship. The student's camera is their connection to you, the teacher, and the better the experience the more likely their ongoing participation.

TECHNOLOGY:

Zoom: having an account is optional; to participate as a student really all you need it to click on the link or codes provided by the teacher and then attend. To offer classes, set up an account as it provides additional features such as length of session and number of participants.

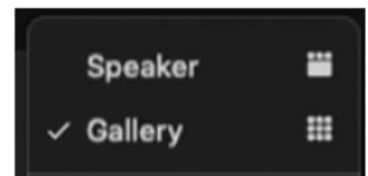
Knowing how to change settings is important for participant and paramount for the host. In our case, GYS will remain the host, however, we encourage you to review the following for training purposes:



Click on the icon to temporarily toggle the sound and video. Clicking on the arrow will bring up dialogue boxes with additional options.

When more than 3 participants, the option for changing the view screen should appear in the upper right corner.

In Speaker View, the person talking (or space with the predominant sound) will enlarge and the other images will reduce (or be hidden). This is recommended for YTTs (and your future participants) as it provides the best opportunity to view the instructor in the largest view no matter their screen size.



In Gallery View, all participants are visible on screen with the size of image dependent upon the number of participants and your screen dimensions. This is the recommended view for the instructor as it creates the opportunity to view all students.

Note: There are other virtual teaching/video platforms available; when the time is right do a little exploration.

Camera: using your laptop, phone or tablet's main camera (not selfie lens) is an option especially at the beginning. A remote camera (\$50+) will definitely increase opportunities for improving the visual presentation.

Viewing Screen: remember it's the projected image (camera frame) that must take precedence and will dictate the camera's location. If using a remote camera, position your screen so you may discreetly view your students; the added benefit is that this removes the likelihood of what we've dubbed "gorilla cam" [face too close to camera trying to see the screen]. And, regardless of where your screen is keep your students or teacher (lens) as your focal point.

Finally, although pretty, the virtual background images are often blurry—turn them off.

Remember that what you might view clearly on your screen may not be what others see. That will depend on individual settings and equipment.

Microphone: laptops, tablets and many remote cameras have built-in mics. A remote, wireless mic is an option too, but can be expensive; ensure it is compatible with your technology. *Speak towards the microphone and use your natural “teaching” voice. This will take practice especially as we move through downward facing or twisted yoga poses.*

Mouse: we suggest you use a wireless mouse as this allows you to move away from the computer and still be able to access the functions.

High-Speed Internet/Wi-Fi: having reliable internet and a plan that allows streaming is important. That said, be prepared for it to go awry: power outages, slow connections. Using your data time may be needed.

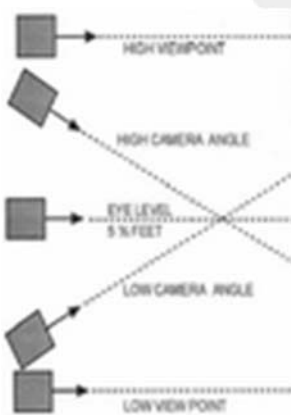
TRAINING SPACE:

All the best technology isn’t going to help if your space layout is not well planned. Spending a few minutes ahead of time doing your due diligence will show and make this transition to virtual more comfortable for all.

As you test for camera location, also check your training space, equipment and clothing. Maybe furniture needs to be moved, or lamps added to brighten the space; avoid being backlit. Is there a reflection off windows, mirrors, TV screens? Does your mat/props or clothing fade into the background? Consider removing clutter from walls/floor around your teaching space. Keep your props behind or to the side when not in use—avoid being blocked by your own equipment! Turn off your radio/TV and before playing music learn about copyright, royalty

and licensing requirements (more about music during training).

Keep in mind that your camera needs to be able to see ALL of you, head to toe and from end to end of the mat, 100% of the time. Set the camera as if speaking to a person in front of you; not up on a high shelf, down on the floor, or off to the side.

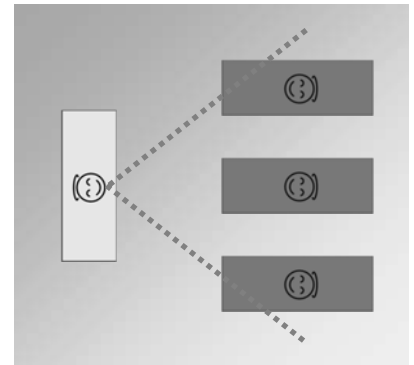


camera. *What does it look like to those watching—are they seeing your back or backside? Are your fingers blocking the camera?*

While in-person classes usually have the teacher’s mat crossways and the students’ mat lengthwise, in the virtual world always position your mat so that the long side is towards and centred within the camera’s frame.

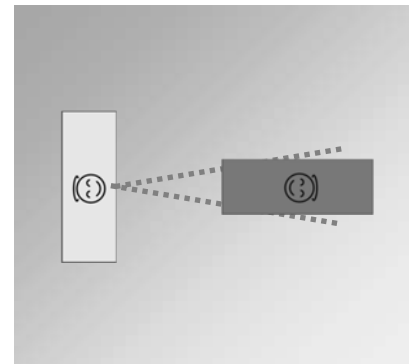
Typical in-studio layout

The field of vision is wide as the teacher and students can adapt their positions; the teacher can also move about the room to visit individual students.



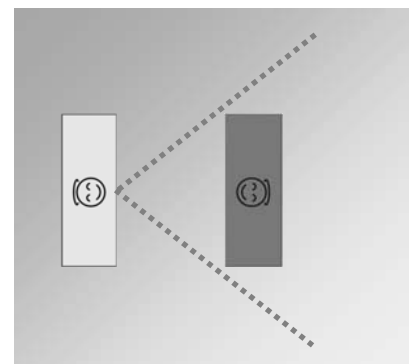
Virtual—vertical mat

Although teaching to a group, the teacher’s screen view of an each individual student is singular. The opportunity offer guidance or re-cues is significantly reduced.



Virtual—horizontal

Although still singular, with the mat placed in line with the teacher (always horizontal—in-studio or virtual) has a wider field of vision benefitting both student and teacher.



But life happens, and if the dog runs through or there’s a knock on your door, oh well. Acknowledge and adapt and keep going—all will be fine.