

# ACE-WIL Town Hall #7

June 30, 2020

# Breakout Room 1

1. Curriculum: What are some virtual interview best practices for preparatory activities/curriculum, giving feedback online, and resources?

2. Employer/alumni interview clinics: How have you transitioned F2F mock interview clinics online? What worked? What would you do differently? B) If you haven't tried this yet, what are your main concerns [perhaps the group can help you find a solution]!

3. Peer to Peer learning: What peer to peer mock interview activities have you tried online and how did it go? B) If you haven't tried this yet, what are the hurdles?

# Breakout Room 2

|   |  |   |
|---|--|---|
| <p>1. Curriculum: What are some virtual interview best practices for preparatory activities/curriculum, giving feedback online, and resources?</p>  | <p>2. Employer/alumni interview clinics: How have you transitioned F2F mock interview clinics online? What worked? What would you do differently? B) If you haven't tried this yet, what are your main concerns [perhaps the group can help you find a solution]!</p>  | <p>3. Peer to Peer learning: What peer to peer mock interview activities have you tried online and how did it go? B) If you haven't tried this yet, what are the hurdles?</p>   |
| <p>UVic - Video interview + peer feedback<br/>UVic - Online career workshop<br/>UBCO - typically do in person, full-day event -<br/>UNBC - rebuilding ppt workshops<br/>-peer to peer feedback<br/>-students in the 'recruiter' role<br/>-Lots to learn to set up mock-interview clinic</p> | <ul style="list-style-type: none"><li>● -Include instructions for students on how to provide meaningful and respectful feedback.</li><li>● -Fear: how to balance feedback students will give each other versus what a different employer or HR professional might provide for feedback</li><li>● Opportunity to allow students and employers to coordinate their own interview based on mutual availability (experience shows that students may not follow through; have opportunities to do hybrid of scheduling to meet everyone's needs)</li><li>● Tech issues; building in rehearsal times to run through with colleagues (experience has shown this to be hugely helpful)</li></ul> | <ul style="list-style-type: none"><li>● Student engagement and interview preparation; pairing students have them share a story of a job they've done that they were proud of. The partner can help by reflecting back what they heard, and start to pull out what the student competencies are. Good ice-breaker, and good way to start talking about competencies.</li><li>● Decisions around synchronous versus asynchronous activities (peer review, discussion boards, etc.)</li><li>● Be mindful of timezones as well as the purpose for synchronous versus asynchronous activities.</li></ul> |

# Breakout Room 3

1. Curriculum: What are some virtual interview best practices for preparatory activities/curriculum, giving feedback online, and resources?

- be clear about timelines, expectations (ie. dress code, background), and the process
- send out information in advance (including renaming your profile)
- let students know the intent of the interview (it's not an interrogation)
- run practice sessions (work out the bugs and explore options)
- run networking events to help everyone become more comfortable
- use icebreakers for the students
- engagement tools (ie. annotations)
- have a co-host (or two) to help manage the waiting room and chat
- create a space for students to introduce themselves

2. Employer/alumni interview clinics: How have you transitioned F2F mock interview clinics online? What worked? What would you do differently? B) If you haven't tried this yet, what are your main concerns [perhaps the group can help you find a solution]!

- Using different methods for assigning to breakout rooms (including pre-assigned)
- 

3. Peer to Peer learning: What peer to peer mock interview activities have you tried online and how did it go? B) If you haven't tried this yet, what are the hurdles?

- pop in and out of the rooms to see how they are going
- using debriefing sessions to help the students process things

# Breakout Room 4

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| <p>-Career Corner (debrief after experience)</p> <ul style="list-style-type: none"><li>- groups of 3 (interviewer, interviewee and observer)</li><li>- Capture takeaways on google slides</li><li>-Big Interview as prep work/assignment so students can practice prior to mock interviews</li><li>- Student due self interview, and self asses; they get a selection of questions to choose from (1 behaviour, 1 traditional).</li></ul> | <p>Technical Criteria- Appropriate setup of computers / camera (lightning, no distractions of room, look at camera, no reading answers).</p>  | <ul style="list-style-type: none"><li>- Break out rooms. Set up with time and practice</li></ul>  |

# Breakout Room 5

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| <p>Dry runs of break-out rooms to test how it works</p> <p>Debriefing room</p> <p>Give questions in advance and give feedback</p>                  | <p>Getting students to talk and share their video screens has been a challenge.</p> <p>How can we continue to be inclusive when people may not have a distraction-free background?</p>  | <p>Student observer: one interviewed, one observing the interview, alternate.</p> <p>Peer to peer activities. Uvic is still trying to figure things out</p> <p>Having co-hosts is a good idea</p> |

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# Breakout Room 7

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| <ul style="list-style-type: none"><li>- SFU - InterviewStream - pre-recorded video interviews (score card for students to self eval umms, ahhs, eye contact and etc)</li><li>- Anita is looking into BigInterview - analyzes facial expressions and gives feedback (smiles, eye contact)</li><li>- Small class of 12 students</li><li>- Mock interviews with companies - breakout rooms</li><li>- Camosun - BB Collaborate, DTL for learning platform</li><li>- Rhea - different levels of preparation, using STAR approach</li><li>-</li><li>-</li></ul> | <ul style="list-style-type: none"><li>- PCL starts recruitment for fall in mid-May, june resumes review</li><li>- Lina's advice - Arrange a test session with employers. 2 out of 6 had technical issues (BB Collaborate)</li><li>- Anita - hosted virtual career chats using zoom. Would also recommend meeting up 5-10mins with employers before the mock starts</li><li>- Rhea PCL - mock interviews - students are prepared and given expectation. 1 - 2 hour commitment. 10 - 15 mins per interview. 5-10 minute window for employer to give feedback</li></ul> | <ul style="list-style-type: none"><li>- Troubleshooting and facilitating at the same time</li><li>- Answer - have a host and a co-host</li></ul>                              |



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- Dress professionally
- Quiet space and non-distracting background
- Appropriate lighting, sound, camera
- Practicing ahead of time with a friend
- Interview prep video  
<https://media.maventus.com/11597554>

- Appropriate ratio of moderators to students ie. 1 moderator and six break out rooms max (5 students per room) that can be managed
- Use students to assist in breakout rooms
- Keep questions short and limited number of questions rather than have a list of questions to choose from
- Employers provide feedback to students directly

- Senior students paired with junior students and provide feedback
- Less interaction in and out of breakout rooms best - rather prepare well and provide clear instructions
- Importance of testing wi-fi in the place and time will be using it
- Provide make up assignment if have wi-fi issues

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# Questions from Spark Sessions

Here's the LinkedIn video of 3 candidates answering a behavioural question using the STAR approach -

<https://www.linkedin.com/learning/communication-tips-weekly/preparing-for-interview>

Rhea what software are you using for interview recordings?The Federal Government uses VidCruiter for pre recorded interview questions

Some students have faced a challenge with this quiet no interruptions settings as they share their rental small spaces with families or landlords living on same place. Libraries or private areas with access to internet and quiet rooms are not as accessible yet. Are employers being more flexible with the quietness, no