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Instructor Guide:

Teaching with Zoom

Best Practices and Teaching Strategies for Online Instruction

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GETTING STARTED



SUMMARY

This document will cover teaching strategies, planning, and best practices around teaching online using Zoom. This document will also introduce you to a few specific tools within Zoom that will help you facilitate interaction and improve engagement.

Expected Prior Knowledge

You should have basic knowledge of the Zoom application, including

* How to log in to Zoom using your NetID and password
* How to find and share your Meeting URL
* How to launch a meeting
* How to use the basic menu controls for hosts
* How to share your screen

GENERAL BEST PRACTICES

* Using your Personal Meeting ID for all sessions will allow you to keep the same meeting URL, and will likely be less confusing for students.
* Provide your students with your Meeting URL in an easy to access place, such as on the Canvas course website.
	+ The course homepage, syllabus, and/or modules are some good ideas to consider, depending on the structure of your course.
* Zoom updates its application regularly, so it is recommended that you download the latest version at least monthly.
	+ **Zoom Guide:** [Where Do I Download The Latest Version?](https://support.zoom.us/hc/en-us/articles/201362233-Where-Do-I-Download-The-Latest-Version-)
	+ **Zoom Guide:** [Checking the Version of Zoom you are Running](https://support.zoom.us/hc/en-us/articles/201362393)
* Whenever possible, establish your online video conferencing connection 10-15 minutes before the meeting start time. Make sure that your camera and audio are working, and that you can share your screen.
	+ You may also go to the Zoom site to [test your audio connection](https://support.zoom.us/hc/en-us/articles/201362283-How-Do-I-Join-or-Test-My-Computer-Audio-) or [test your video connection](https://support.zoom.us/hc/en-us/articles/201362313-How-Do-I-Test-My-Video-).
* Unless your background is highly inappropriate or distracting, turn on your video and encourage students to do the same.
	+ Video is crucial in building trust and engagement in virtual communications.
* Try to eliminate any background noise, and close blinds/curtains behind you.
* Avoid back-lighting! Keep lighting sources in front of you, so that your face is lit.
* Adjust your camera if it is too low or high. Your camera should be at eye level.
* Muting your participants (particularly as default upon entry) is always a good way to avoid background noise.
	+ Participants can always unmute themselves when they are ready to talk.
* If you are expecting more than 25 participants, consider using Gallery View to see 25 participants at a time.
* When sharing a screen, try to avoid sharing your whole desktop. Share only the specific application (e.g. PowerPoint).

THE BASICS



PREPARING YOUR CONTENT

* Use the Canvas LMS to make all activities and resources needed available to students prior to the start of your session.
* Consider setting up shared Google Docs or a Canvas page with guiding questions, activity instructions, and/or note-taking space for students to use during your session. Make sure this is available to students.
* Consider recording your sessions and sharing them with students after, as well as the chat file, slides, and any other information.
* Have your PowerPoint slides or any other materials open and ready to share via Zoom.

STRUCTURING YOUR TIME

Students struggle to pay attention in long lectures and online sessions. Teachers struggle to get students to remember all of the content. It is easy for people to check out or get distracted with a screen separating everyone. In traditional lectures (face to face or online), student attention span and the amount of information which students are able to successfully retain both go through a substantial decline after only approximately **10 minutes** (Thomas 1972, Benjamin 2002). By approximately **30 minutes**, student performance is at a serious low (Greer & Heaney 2004, Hall et al 2005).

**How you structure your time therefore has a direct impact on student learning and engagement.**

Prioritize

* You should consider covering the most important information at the start or first half of your session, before attention span wanes too far.
* Make an outline or an agenda for your session. Communicate with your students about what you plan to cover at different points.
* Review your course and lesson objectives to help yourself prioritize what most needs to be covered. What topics require more attention and detail? What topics require lecturing?

Break things up

* **10 + 2:** For every 10-15 minutes of lecture time, provide at least a 2 minute break, or some activity, to allow students to process and absorb, reflect, ask questions, or share out.
* **Wait Time:** Give students some time to process the materials and formulate their responses or questions. After you ask a question, or ask if they have any questions, try counting to 15, or saying the alphabet in your head.
* **Take Breaks:** For long sessions, schedule in a break (or two), *at least hourly.* Encourage students to get up, stretch, turn off their microphones and cameras, and come back after 10 minutes to continue your session.
	+ If recording, pause the recording during your break, and restart it when you reconvene.

ACTIVE LEARNING & ONLINE ACTIVITIES

What is Active Learning? Why is it important?

“Active learning requires students to participate in class, as opposed to sitting and listening quietly.” – *UW Center for Teaching and Learning.*

In addition to breaking up and structuring your time, minimizing the time that you spend lecturing at your students and maximizing activities and opportunities for feedback will greatly enrich your sessions – your time spent with students will be more interesting for you, and for students, and more effective for learning.

**Passive learning** refers to when students receive information, typically through listening or reading, and are expected to internalize it, with little to no feedback. **Active learning** means that students are *doing* things, and *thinking* about what they are doing, allowing them to make better connections with their learning. This also helps retain their focus, which results in increased performance.

Some Activities & Strategies to Try

Application Card

* Give students 2-3 minutes to individually think about and work on a real world application of a concept that you have introduced, and then invite or call on students to share out.

Entry Ticket

* Have a question ready as soon as students enter the meeting session. You can use this to have students re-engage and connect with knowledge from their readings, or from a prior session.
* **Tool Ideas:** Zoom Polls, Poll Everywhere, Padlet, Canvas Discussions

Focus Questions

* When introducing a new topic, a video, a guest speaker, or a reading, give students a list of questions to think about while they go through the lecture or materials. This will help them focus on the key, most important points, and retain the information better.

Small Groups

* Turn and Talk / Think-Pair-Share
	+ You can break students up into pairs or small groups, ask them to think about a topic or question, discuss with their classmates for just a few minutes, and then come back together to the main class. Invite or call on students to share out.
* Jigsaw
	+ Students are broken into small groups, and each group is given a **different** question of topic to work on. Have each group share out their responses.
	+ It’s useful to have the instructions for this accessible from your Canvas site so that students can easily refer to which problem they are expected to solve.
* **Tool Ideas:** Zoom Breakout Rooms, Canvas Collaborations (Google Docs)

**UW Libraries:** [Active Learning Resources](http://www.lib.washington.edu/ougl/learning-spaces/active-learning-classrooms/active-learning-resources)

**UW Center for Teaching and Learning:** [Promoting Student Engagement through Active Learning](http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/promoting-student-engagement-through-active-learning/)

ENGAGING WITH PARTICIPANTS

Aside from simply lecturing within Zoom using your microphone and video, it is important to make note of tools within Zoom for interacting and communicating with your students.

Non-Verbal Feedback Icons

At the bottom of the participants list, there are a series of icons which all participants in a meeting can use to respond to simple yes/no questions, or make requests of the meeting host. Once selected, the active icon will appear directly next to the participant’s name until another icon is selected, or the feedback is cleared.

Options include:

* Yes
* No
* Go Slower
* Go Faster
* More
	+ Thumbs Down
	+ Thumbs Up
	+ Applause
	+ Coffee Cup (“I need a break”)
	+ Clock (“I am away from the meeting” or “be right back”)
* Clear All (to remove/resest all current feedback icons)

Chat

The in-meeting chat allows you to send chat messages to other users within a meeting. Chat is supported on desktop, mobile, and is still available even while sharing your screen. When a new chat message is sent to everyone in the meeting room, or privately to you, a preview of the message will briefly appear and the Chat icon will flash orange within the meeting control panel with a number indicating how many new messages are available.

Some additional features of the in-meeting Chat:

* Messages can be sent to all participants, or privately to an individual participant.
* As the host, you can choose who the participants can chat with, or to disable chat entirely.
* Chat is supported on desktop, mobile, and is still available even while sharing your screen.
* When sharing your screen, the chat option will move into the**… More** section of the abbreviated meeting control menu.
	+ When sharing your screen, the Chat will appear as a floating window, as opposed to part of the side menu.
* Files can be sent via the Chat feature.
* In-meeting chat can be saved, manually or automatically.
	+ Auto-save chat will automatically save your in-meeting chat locally on your computer. You can also manually save your chat when you start local or cloud recording.

Under the **More** icon of the Chat window, you can edit your in-meeting chat settings. You can access the following options:

* [**Save chat**](https://support.zoom.us/hc/en-us/articles/115004792763-Saving-In-Meeting-Chat): Save all chat messages in a TXT file.
* [**Share file in meeting**](https://support.zoom.us/hc/en-us/articles/209605493-In-Meeting-File-Transfer): Send a file in the chat.
* **Allow attendees to chat with**: Control who participants can chat with.
	+ **No one**: Disables in-meeting chat.
	+ **Host only**: Only the host can send messages to everyone. Participants can still send private messages to the host.
	+ **Everyone publicly**: Participants can only send
	public messages. Public messages are visible to all participants.
	Participants can still send private messages to the host.
	+ **Everyone publicly and privately**: Participants can
	send public or private messages. Public messages are visible to all
	participants. Private messages are sent to a specific participant.

**Zoom Guide:** [In Meeting Chat](https://www.google.com/url?q=https%3A%2F%2Fsupport.zoom.us%2Fhc%2Fen-us%2Farticles%2F203650445-In-Meeting-Chat&sa=D&sntz=1&usg=AFQjCNGtV-xhJhG6Nvq9GLydi4GJttphWg)

Best Practices

* Use the non-verbal feedback icons to ask for quick and simple feedback. This will reduce noise from microphones and is easier to absorb than a cluttered series of short messages in the chat.
	+ “Are you ready to move on?”
	+ “Do you need more time?”
	+ “Is everyone following along well at this pace?”
* Allow students to chat with everyone publicly. If one student has a question, it is likely that another one has the same question. Additionally, students will feel more connected to their course if they are able to engage with their peers.
* Encourage students to use the Chat feature to ask questions and answer them for one another, or for you to answer when you reach a natural stopping point in the lecture.
* Ask students to unmute their microphone to explain or elaborate on something.
* Avoid using the chat for long responses or long explanations.
* Use the chat feature to share relevant files so that students do not need to go to a separate website.

ADVANCED TOOLS



GROUP WORK: BREAKOUT ROOMS

Student engagement can decline when students are in larger groups, and students may feel less heard. Shy students may also feel more intimidated to speak up. You can use small groups to increase participation, and allow students to feel more heard. Small groups should ideally be no more than 10 people. 2-5 is excellent, and 5-7 is closer to an upper limit, depending on the activity.

Some activities for small groups and breakout rooms

* Jigsaw
* Think-Pair-Share
* Small group discussions
* In-class time for collaboratively working on assignments or group projects
* Roleplay activities

About Breakout Rooms

* Up to 50 breakout rooms can be created
* Breakout room participants have full audio, video, and screen share capabilities
* Instructors/meeting hosts can join breakout rooms to
* If a meeting is being cloud recorded, it will **only** record the main room, **not** breakout room activity
* Breakout rooms can be recreated, allowing students to participate in the same discussion groups throughout the session
* You can broadcast a message to all breakout rooms
* Participants of a breakout room can **ask for help** to invite the host into their room

**Zoom Guide:** [Getting Started with Breakout Rooms](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms)

**Zoom Guide:** [Managing Video Breakout Rooms](https://support.zoom.us/hc/en-us/articles/206476313)

CLASSROOM RESPONSE & POLLING

Zoom Polling

* Single answer (traditional multiple choice) or multiple answer (select all that apply) responses
* Should be set up ahead of time, from zoom.us under the specific meeting.
* Can have one question or multiple in a single poll
* Can create multiple polls per session
* Can share out results during the session
* Can download responses later
	+ Response data is only attached to a specific meeting and does not carry forward if you reuse the poll
* Polls can be used across different meetings. They will automatically be available for new meetings.

Zoom polls are good for

* Taking the temperature of a session
	+ How are students feeling?
	+ Do students need a break?
	+ Are students finding these materials super interesting?
	+ (You can also invite students to use the Nonverbal Feedback Icons for many of these questions)
* Quick misconception checks
* Solicit feedback or opinions on sensitive subjects
* Get feedback on your lesson, or allow students to vote on how to use the next portion of class time
* Self-assessment (Example: ask students to rate their own understanding of a topic on a scale of 1-5)

Caveats to Zoom polls

* Polls need to be set up from the Zoom website ahead of time, they are difficult to create on the fly.
* Cannot automatically note if a response is **correct** or **incorrect**, the instructor would have to verbally talk about this after running the poll

**Zoom Guide:** [Polling for Meetings](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings)

Poll Everywhere

Poll Everywhere is a much more robust polling feature than the basic poll feature within Zoom. Poll Everywhere is centrally supported by UW Learning Technologies and UW-IT.

* Can be run through a browser, or embedded into PowerPoint or Google Slides
* Responses can be automatically marked as**correct** or **incorrect**
* Open ended questions are permitted
* Grades can be exported to Canvas
* Create polls from [polleverywhere.com](https://www.polleverywhere.com/) using your **UW NetID**

**IT Connect:** [Poll Everywhere Guides](https://itconnect.uw.edu/learn/tools/polleverywhere/)

[Poll Everywhere Instructors Guide](https://www.polleverywhere.com/guides/instructor/getting-started)

**Contact:** You can call 206.221.5000 to speak with a Learning Technologies consultant for help with Poll Everywhere