

# Zoom Recommendations for Faculty (Created Dec. 2020)<sup>1</sup>

This document contains recommendations and resources for use of zoom within the classroom setting. It synthesizes input from students, faculty from different disciplines, administration, NWSMU librarians, and a precursory scanning of best practices, it should serve as a starting point for how zoom can be used within NWSMU teaching. Since part of a university culture is academic freedom and each discipline has unique strengths and needs, this document contains recommendations only. The resources are for each faculty to utilize as it meets their own unique course needs.

In general the findings can be summarized into the following five areas:

1. [University/ administration stance on using zoom](#)
2. [Set clear expectations of how you will be using zoom](#)
3. [Recommended best practices](#)
4. [How to use zoom](#) / [Trouble-shooting](#)
5. [Ways to engage students that are compatible with using zoom](#) (for both blended or fully synchronous online classes)

[Further resources](#) can be found at the end of the document.

## University recommendations

- Dr Hooyman reiterated that the use of zoom “cannot be dictated to the individual classes. That being said the important issues to remember are to provide a strong academic environment, accommodate students’ needs when due to illness, isolation, quarantine, etc. I know each faculty member has a better idea of what is appropriate for their class. The same goes to what students have access, we need to accommodate isolation, quarantine, split classes, etc. But how that is done may differ per classroom and instructor. The main thing for us to communicate with students is what are our expectation per classroom setting.”
- Official Notifications of excused absences --(Jacquie Lamer will talk to Matt Baker) -This is still under investigation of options.
- [Alternating or Remote Attendance Recommendations from Student Success Center](#)

## Setting Expectations

Communicating your expectations of how your class will be operated and how zoom will be incorporated is key to success with zoom. Not all faculty will be using zoom in the same manner. Set expectations for how you will be using (or not using) zoom.

1. Cover expectations in multiple forms, e.g., place in your syllabus, place in a resource space on Canvas, verbally go over expectations during the first class meeting.
2. Add details to the [classroom plans template](#) distributed by provost in the fall 2020 term to clearly explain *how* you will be using (or not using) zoom.

---

<sup>1</sup> Linked documents were created by multiple people and uploaded for merging into google docs.

3. How you will be using zoom (e.g., only if you are quarantined, only if sick, for specific classes, for all classes, etc.)
4. How the students will access link (e.g., by invitation only and must contact professor, in an announcement on Canvas, etc.)
5. Encourage student to use laptop to log onto zoom. This has the least amount of issues with features and connectivity.
6. When students are on zoom what do you expect. Consider covering:
  - a. How they appear (e.g., must show face, must have a picture of themselves, must sit up and participate, etc.)
  - b. What tools students should use (e.g, headphones, computer applications, access canvas, etc.) and what they should not use (e.g., turn off radio, TV, other distractions, etc.)
  - c. How they participate (e.g., stay muted until contacted, unmute to participate, write in chat, type responses in google doc/ google slides/ whiteboard/ discussion post/etc., take turns responding)
    - i. Explain expectations for participation and how you will handle hand raising. Are you going to require that they raise their hand physically, and you can shuffle through the video feed and call on someone? You can also use Zoom's [Raise Hand function](#) -found if students click the Participants icon at the bottom of their Zoom box and select Raise Hand. To call on a student using this function, which is better for larger lectures, open the Participants list to see who has raised their hand and call on someone (students will be sorted in the order that they raised their hands...the quicker they raised their hand, the closer to the top they will appear).
  - d. What applications/ work is expected (e.g., posting to a discussion, after class application, verbal/ written contribution, etc.)
  - e. What methods you might use (e.g., polling, interactive documents, whiteboard, chat, breakout rooms, screen sharing, etc.)
  - f. How you will communicate if circumstances change (posting through Canvas, email, etc.)
  - g. For recommendations of other resources to model what you It is recommended See example [Zoom course norms](#) (document used in education for explaining zoom) and Zoom best practices for University Classes (developed by [Dr. Joseph Haughey](#))
  - h. [Faculty Pro Tips submitted by Provost](#) (includes tips in general and addresses technology beyond zoom (e.g., use of vidgrid, microphones, etc.)

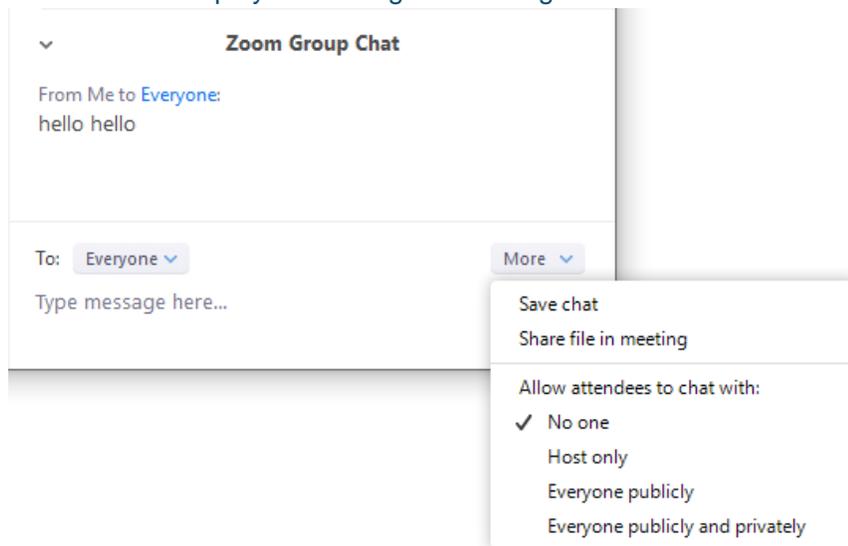
## Best Practices

- Set clear expectations
- Create a sense of community with warm-up or course specific icebreaker/ class teaser at the beginning of class ([Engagement Resources](#))
- Engage students (see [Engagement Resources](#) some ideas) by requiring an activity for each class (e.g., a discussion post, an application of the concept, answering questions on chat or in person, etc.). Whenever possible, use similar applications that you would in the area being studied).

- Create consistent organization to the class (e.g., open with question, application, lesson, and close with reflective question or summary review). This will vary by content. This helps all students know what is expected.

## How to... (Links are for videos from various resources)

- Split screen for multiple documents, powerpoint lecture, notes etc.
  - Multiple modes function & arrows & snap screen (dull but quick video)
  - [Google chrome](#) (Mallory Cameron explains how on google to split tabs & why this is useful)
  - This can be done several different ways alt & brackets ([Bakersfield school district video](#))
  - Online tech tips [Snapping windows](#) (excellent explanation about different features and trouble shooting)
- How to Pin speaker (so you can see speaker and lecture/ or screen share) [Zoom help directions with photos](#) / [video](#) (Valiant Technology)
- Different ways to share screens
- Set backgrounds
- Use breakout rooms (only host or co-host can manage) [Zoom breakout room video](#)
- [Use whiteboard](#) (a blank screen to type, draw, or provide feedback)--both teachers and students can write (annotate) on it (Great video of different features including saving and knowing what students are contributing. White board can be used to explain, review concepts, engage students, and capture resources. The students also can save these as a great study aid.
- [Managing chat to prevent distractions](#) DisneyEpicLearners -video-- This can be done directly from your own zoom log in
  1. While in a meeting, click Chat in the meeting controls.
  2. Click More to display in-meeting chat settings.



- Capturing chat for addressing questions and responses after class is over
  - [Zoom help center directions](#) (article format) -explains how to set up to do this automatically or manually
  - If you record Zoom meeting then chat is automatically recorded ([zoom help video](#))

- Applications that link contributions directly to the Canvas gradebook
- Use google slides with Zoom
- Zoom and other polling software. Zoom [Polls](#) appear only if your scheduled meeting has a poll already available – you will have to create the poll in advance of your meeting on your Meetings page (<https://zoom.us/meeting>). Directions for creating/launching a poll are on page Salter, 2020, pp. 63-68). See interactive software resources for other options and suggestions
- Sharing multiple screens simultaneously ([zoom tutorial video](#): create for dual monitors and comparing information)
- Cite [One page Graphic Zoom User Guide](#)
- [Tips & Tricks: Teachers Educating on Zoom](#) (This is clear and would be good to post as zoom expectations)
- [Carnegie Mellon Pedagogy Considerations with Zoom](#) (quick easy read with expansions of several techniques covered in this document)

## Troubleshooting/Common Issues

- Issues connecting via Apple phones
- Issues connecting via Android phones
- Poor internet connections
- If you want to play a video during a Zoom recording, click Share Screen, choose the screen with the video, select “Share computer sound” AND “Optimize Screen Sharing for Video Clip”
- Contact CITE Call or e-mail the Learning & Teaching Center for training or assistance: [ltc@nwmissouri.edu](mailto:ltc@nwmissouri.edu) or x-1532

## Ideas & Resources for engagement

1. Start with an activity or small check-in [chat](#) and then lay out the expectations for the day and the agenda. At the end, go over any homework or upcoming assignments and allow time for person-to-person questions
  - a. [Silly thought & thought-provoking questions](#) (This document has been set to be edited)
  - b. Poll questions on last class content (polleverywhere works really well and has some pre-made questions as well)
  - c. Use white board for reviews, to check attendance, etc. (students can annotate and zoom shows the name of the person typing).
  - d. Wordcloud polling to question ([Polleverywhere](#) has this option as an activity)
  - e. Use interactive engagement Surveys, digital walls/bulletin boards, whiteboards, concept mapping, and discussions (think-pair-share, jigsaw, [Nearpod](#), [Polleverywhere](#), [Peardeck](#), [mentimeter](#), [slido](#), [Padlet](#), [Jamboard](#), [Flippity](#), [Ziteboard](#), [bubbl.us](#), [Mind Map](#), [Plickers](#), etc.)
  - f. Use music before class begins by playing songs from a Spotify playlist created for class (invite students to contribute to the playlist).

- g. Write something in chat before class begins (example for business class: Name an interesting product partnership where 2 products/companies joined together to make a product better like Starbucks + Spotify, Spotify+Hulu)
  - h. Have students share about themselves by creating a different virtual background for each class based upon a prompt (place you wish you could be right now, still from a movie/cartoon/TV show you love, favorite food/dessert, something that makes you happy, favorite city, etc.)
  - i. Games ([Fishbowl](#), [Quizlet Live](#), [Kahoot!](#), [Autodraw.com](#), [JeopardyLabs](#), [Super Teacher Tools](#), [PurposeGames](#), etc.)
  - j. Korsunskiy, E. (May 22, 2020) Zoom-friendly warmups and icebreakers. <https://medium.com/future-of-design-in-higher-education/zoom-friendly-warmups-and-icebreakers-3400c8b7263> (Contains simple questions and activities to get students engaged when on zoom)
  - k. Salters (2020) suggested ending the class with a reflective question such as:
    - i. “What is one thing you learned today that you don’t think your parent or relatives know, or that you could teach them later, or are excited to share with them?”
    - ii. “What is one thing you did in class today... [that you] thought was neat?”
2. Give students something to do with their hands: activities to do on the spot (mute your own mic while they do these) for 5-7 minutes, a couple of times each class, or more, if it’s a longer class. Allow students to ask questions during this time.
    - a. Hands-on activities for these learners can be simple (printed templates or a written task in a notebook)
    - b. [28 Brain Gym Movements](#) (Quick physical activities to keep students engaged)
  3. Encourage students to ask questions
    - a. When you have specific questions for the group, make sure that at least 50% of the time you are addressing them to a person *by name* to prompt engagement. Asking questions of students by name will make the entire class feel more included, reminding them of your personal connection to them, and is also a great way to rope back in students who are losing focus and to remind students to pay attention, as they may be called upon next.
    - b. Calling on students by name, reduces stress and confusion of students speaking at once. You can have each student pick another to answer next.
    - c. If you teach an extremely long lecture, give a break, and encourage students to use the Zoom Room to chat during this break – encourage them also to use the chat function, especially to ask questions, which you can read and address during the break
  4. Use annotations when sharing a screen. The host is able to [annotate](#) while sharing a screen (type on it, draw, circle, add clip-art). You can also extend this permission to students if you wish. This is a great way to encourage collaboration and hold interest. You can also share a [virtual whiteboard](#) ([directions](#)).
  5. Use breakout rooms: Be sure to have activities students can work on in [breakout rooms](#) in groups of 2-3, and be sure to *pop into those breakout rooms* to help guide and facilitate discussions and provide positive feedback.

- a. You can create up to 50 separate breakout rooms, with a maximum of 200 participants/room.
  - b. In each breakout room, participants will have full audio, video, and screen-share capabilities.
  - c. If you are recording the class to the cloud, your recording will cover only the main room (even if you as the host enter one of the breakout rooms). However, if you are recording the class to your computer, Zoom will record whichever room the person recording is in – and multiple people (e.g., your co-hosts) can record locally at one time.
  - d. Directions for enabling and assigning students to breakout rooms (Slaters, 2020, p. 70-73)--See [How to section](#)
6. Split your screen so students see shared screen, but you see both students *and* yourself ([directions](#))
  7. Assign a volunteer to monitor students on chat. This can address questions with connectivity or issues with what students in zoom see or hear beyond what you communicate. This will allow you to focus on the in-class teaching. This can be alternated by students. You can also assign a co-host. Do this only once a class has begun, not before. The co-host cannot start a class. If you end your Zoom meeting without ending it for the entire class, a randomized co-host (or the sole co-host) should automatically become the host. This helps if your connections are lost.

## References/ Resources

[NWMSU template for how you will introduce zoom](#)

[NWMSU Zoom Handout: \(student and faculty\)](#)

[NWMSU Directions for Using Zoom](#)

Salters, M. (2020). [Introduction to teaching with Zoom : A practical guide for implementing digital education strategies, creating engaging classroom activities, and building an effective online learning environment](#). Ulysses Press. [https://kc-towersencore.searchmobius.org/iii/encore/record/C\\_Rb4284707](https://kc-towersencore.searchmobius.org/iii/encore/record/C_Rb4284707)

Zoom help videos <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials> (These are short videos include everything from how to set up a video to issues with connection on the phone. Several videos were used above).