FROM ZZZZ TO ZOOM!

Exploring Zoom tools to keep your students focused and engaged

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**LAND ACKNOWLEDGEMENT**

While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live, learn, and play.
AGENDA

• Reflections from remote teaching
• Zoom tools
  – Polling
  – Annotation
  – Chat
  – Breakout rooms
  – Non-verbal reactions
• Support
• Open Q & A
REFLECTIONS FROM REMOTE TEACHING
HOW DID WE GET HERE?

• Looking back over the past 16 months, integration of technology has been essential

• **Emergency remote** – March & April 2020
  – Quickly pivoting to remote delivery of remaining classes
  – Relatively limited toolset

• **Remote teaching & learning** – May 2020 to Present
  – Majority of courses delivered remotely (synchronous or asynchronous)
COMMON CONCERNS

1. Selecting a delivery method (and technology)
2. Talking “into the void” can be challenging. How do I know whether my students are actually engaged during class and paying attention?
3. Breakout rooms seem like a great idea in concept, but when I move around to different rooms, I find that students aren’t actually doing the assigned work either having off topic conversations or people have just left.
WHERE ARE WE GOING?

Return to campus – Fall 2021

- More faculty, staff & students back on campus
- Diversity in course delivery methods
- Hybrid lecture and flipped classrooms
Zoom Tools
WHAT ARE MY OPTIONS?

Zoom has a lot of great ways to engage and interact with your students. Today we will take a look at:

1. Polling
2. Annotations
3. Chat
4. Breakout Rooms
5. Non-verbal Feedback
**Zoom Setup**

For today, I am making a few basic assumptions about the setup of the Zoom meeting based around our established best practices:

- Zoom has been integrated into your CourseLink site to allow secure sharing of meeting links with your class
- Authentication is required to join (UofG/GH domains)
- Meeting has a passcode and/or waiting room

**Note:** These settings are outside the scope of today’s session. If you have any questions about your options for meeting security, please reach out.
GENERAL CONSIDERATIONS

To help class meetings run smoothly & take advantage of all that Zoom has to offer:

• Encourage your students to use the desktop client
• Check regularly for updates to Zoom
• Let students know they will need to create a free Zoom Basic account to access your classes
• New to Zoom? Pick one or two options to start and expand your toolkit from there, as needed
Polling
Polling

• Built-in feature available to Pro accounts
• Allows for the creation of single & multiple response multiple choice questions.
• Who can create a poll?
  – Only the original meeting host can edit or add polls.
• Where do I create a poll?
  – Polls are created in the meeting management page
• Who can launch a poll?
  – A host or co-host
• Can I download poll results?
  – Yes
When to use a poll

Polls are useful for:

• **Diagnostic assessment**
  – Start a class with a couple quick questions to determine where students are

• **Formative assessment**
  – Check if a lesson landed the way you expected

• **Peer instruction**
  – Pre-quiz > discussion > post-quiz

• **Start a discussion**
  – Provide a simple prompt to solicit initial opinions

• **Collecting student feedback**
Polling Considerations

- Zoom polls are best prepared in advance of starting your lecture since they are created within the Zoom website.
- Want an option for an on-the-fly poll? Consider creating a simple A/B/C/D poll.
- Poll results are not shared automatically with participants. This can be helpful to get “true” responses from students rather than being pulled by the class.
- Zoom allows for response to polls to be anonymous or not (email address). Consider which option is best for the type of poll you are running.
ANNOTATIONS

- Annotations are available once you have begun screensharing (Whiteboard/Annotate)
- Options to enable annotations for other and show/hide annotators names can be found under “More”.
- When enabled, participants can find annotations in the Zoom toolbar under View Options → Annotate.
When to Use Annotations?

Annotations are useful for:

- **Icebreakers**
  - Have a simple activity running at the start of your class as students are joining

- **Discussions prompts**
  - i.e., four corners, philosophical chair (this or that), etc.

- **Brainstorming**
  - text
EXPLORING ANNOTATIONS

Let’s try annotations out. You can find them by going to View Options → Annotate

How do you feel about pineapple on pizza?
ANNOTATIONS - CONSIDERATIONS

- Set your **classroom expectations** around annotations early concerning appropriate language and drawing.
- **Hide/show names** of annotators can help to keep students more accountable for their annotations.
- Only turn on annotations for others during the points in your class when you want the tool to be used!
- Annotations can be **saved** as images if there is something you’d like to keep.
- Remember to **clear** your annotations before moving to the next slide.
IN-MEETING CHAT
**Chat**

- The in-meeting chat allows you to send chat messages to other users within a meeting.
- You can send a private message to an individual participant, or you can send a message to all participants.
- As the host, you can choose who the participants can chat with or to disable chat entirely.
- In-meeting chat can be saved manually or automatically.
  - All public chat and any private chats you are part of
When to Use the Chat

The chat is useful for:

• **Backchanneling**
  – Provides students an avenue to ask a question that either you, a TA, or a fellow student can answer

• **Think-Pair-Share**
  – Consider enabling private chat to let students discuss with a fellow student before the “Share” starts.

• **Reveal your answer/quick comprehension test**
  – As an alternative to polling when a simple A/B/C/D won’t do
CHAT - CONSIDERATIONS

- Set your **classroom expectations** around the chat early concerning appropriate language and engagement with others.

- Consider how you **plan to interact with the chat** during your classes. Do you have a TA or student to monitor it? Will you review it after class?

- **Public versus private chat** for students
  - Private chat could leave students open to unwanted messages, but can also have value for specific activities
  - Advice: Make in-meeting changes, when necessary

- **Saving the chat**: considering enabling auto-save
BREAKOUT ROOMS
**Breakout Rooms**

- Up to 50 breakout rooms
- Creation options:
  - In meeting creation (manual, automatic, or participant-selected)
  - Pre-assign***
- A Host can:
  - Create, manage, move in and out of all rooms
- A Co-host can:
  - Move in and out of all rooms assigned to them
- A Participant can:
  - Join room, leave room, ask for help, & record *
BREAKOUT ROOM CREATION

1. Decide how many rooms you want to create. The # of participants per room will adjust.
2. Decide how students will be distributed.
3. Create the rooms.
4. Check room assignments/assign students to rooms
5. Check Options & tailor to your class
6. Open All Rooms
BREAKOUT ROOM PRE-ASSIGN

- To pre-assign, you will need to edit the meeting on the Zoom website
  - Found under **Meeting Options**
- Create a CSV file with room assignments & emails
- Limitations:
  - You can only assign users who have Zoom accounts (**Zoom uses the email to identify participants**)
  - External users (i.e., our students) can only be assigned with a **CSV file**
  - **Up to 200** participants can be pre-assigned
  - For recurring meetings, the pre-assign only works if applied to ALL meetings (cannot edit individually)
WHEN TO USE BREAKOUT ROOMS

Breakout rooms are useful for:

• **Small group discussion**
  – Provide a prompt and divide up the class

• **Gallery walks**
  – Use ‘let participants choose rooms’ to move around to different presentations

• **Group work**
  – *E.g.*, case studies, brainstorming, scenario roleplay, etc.

• **Peer feedback**
  – Pair up students to work on refining an assignment for the course
BREAKOUT ROOMS - CONSIDERATIONS

• What is your best option for room creation?
  – Consider the goal behind using breakout rooms
  – Do students need to be able to move around?
  – Are you using consistent rooms throughout the semester?

• Keeping students on task
  – Consider partnering breakout rooms with a collaborative document that groups need to complete
  – Provide roles for each student in the group

• Managing behaviours
  – Set expectations early on
  – Let students know how to reach you via “ask for help”
NON-VERBAL FEEDBACK
NON-VERBAL FEEDBACK

• Option for participants to have an emoji or other icon display with their name on the participants list and on their video panel

• Broken down into two components:
  – Feedback: Raise hand, yes, no, slow down, speed up
  – Reactions (emojis): clapping hands, thumbs up, heart, etc.
USES OF NON-VERBAL FEEDBACK

Non-verbal feedback is useful for:

- **Check students’ understanding**
  - Have students use an emoji to express their comfort with today’s topic

- **Ordering speakers** for a discussion
  - Raised hand places students at the top of the participant list in the order they raised their hand

- **Quick polling**
  - Use the Yes/No option to ask simple questions
CONSIDERATIONS

• Reactions pop up on a student’s video panel and could be distracting
  – Can disable everything but raise hand in background settings, if needed

• Consider which emojis are available to students.
  – All emojis
  – Selected set of emojis (generally positive reactions)

• Set your **classroom expectations** around non-verbal feedback and its appropriate uses
WHERE TO FIND SUPPORT?
ITS SUPPORTS

• The ITS team can help you select the best tool to meet your pedagogical goals and assist with its implementation

• Summer Drop-ins
  – Monday, July 5th, 2:00 to 4:00 PM
  – Tuesday, July 21st, 2:00 to 4:00 PM

• Consultation Request
  – bit.ly/UG-ITS-Consult

• Email:
  – insttech@uoguelph.ca
**CourseLink Support**

- CourseLink Support is your first line of support for technical assistance with any CourseLink tools & integrations
- Email:  
  - courselink@uoguelph.ca
- Phone  
  - 519-824-4120 x56939  
  - 1-866-275-1478 (CAN/US)
- Hours  
  - Mon thru Fri: 8:30 AM to 8:30 PM  
  - Saturday/Holidays: 10:00 AM to 4:00 PM  
  - Sunday: 12:00 PM to 6:00 PM
OPEN Q & A