

# Tips for Best Practice Teaching in a Zoom Room

## Plan for Success

- ✓ Where possible, practice ahead of time by scheduling a test session in a Zoom Room to ensure you are confident using the Zoom Room Controller. To schedule a training opportunity, please contact the CSI Teaching & Learning Center at 208 732 6520 or [tlc@csi.edu](mailto:tlc@csi.edu).
- ✓ For your first class session, set aside some time to introduce your students to Zoom Room technology they'll be interacting with, such as cameras that can pan, tilt, and zoom in on them, the high-quality microphone arrays that can pick up any conversation, and Zoom tools they'll find familiar, such as sharing screen and chat.
- ✓ Discuss participation etiquette so both local and remote students clearly understand expectations. Revisit this as needed.
- ✓ Let students know what they can expect from you if technical difficulties arise, and the class session is interrupted.

## Accessibility & Inclusivity

- ✓ Have you evaluated your presentation materials to ensure they will be accessible to all learners, including those who may experience auditory or visual disability, low access to internet connectivity, and more? [CSI Student Accessibility Services](#) and the [CSI Office of Information Technology](#) can offer help and resources if you need them.
- ✓ Have you evaluated your presentation materials to ensure second-language learners will be able to ask for added clarity if needed?

### **Pro Tips:**

- Live Transcription - As the meeting host, you will need to both [enable this feature in your Zoom user settings](#) (scroll down to the "User" section), and [turn it on once the meeting begins](#).
- Video Options – Zoom offers multi-spotlight, multi-pinning, and the option to rearrange the gallery view. This could be helpful if you want to spotlight a sign-language interpreter, so they are always in view for everyone, for example. Check out the [Zoom Accessibility Guide](#) for more information.

## Active Learning

### If your goal is to engage in content learning:

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| Small group discussion | Zoom Breakout Rooms can facilitate small group discussion, but be aware that without headphones, this activity could be noisy in a Zoom Room due to the high caliber microphone ceiling arrays.  |
| Turn & Talk            | Use the Zoom chat feature. Ask a question and invite students to give a brief response. Read responses aloud or cut/paste them into a word cloud generator like <a href="#">Wordle</a> or <a href="#">Mentimeter</a> .   |
| Partial Outline/Slide  | Create a set of class notes or an outline with blanks for important information. Consider using a collaborative document and encouraging students to fill in the blanks during the class session.  |
| Pause                  | Break up a synchronous lecture by stopping for a quick activity, such as answering a question in a poll. Consider <a href="#">Zoom Polling</a> , <a href="#">Quizziz</a> , or <a href="#">Kahoot!</a> as tools to enable quick interactions.                               |
| Posters & Gallery Walk | Use shared virtual spaces like Zoom Breakout Rooms for small groups to record ideas using collaborative tools like <a href="#">Padlet</a> or <a href="#">Jamboard</a> .  |
| Fishbowl               | Students take turns role playing or miming a situation or solution and others watch and respond in chat or live discussion. Students in the fishbowl can be remote or local. Alternatively, you could run a Pictionary version using a tool like <a href="#">Skribbl</a> . |

## If your goal is to reflect on learning:

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| Four Corners    | Students are presented with a controversial statement or are asked a question. Four possible opinions or responses are posted on a shared screen, designated by color. Students express their opinion or response by holding up a colored card relative to one of four statements, and then talking to others about why they have chosen their “corner”. |
| What’s Missing? | Using a shared screen, present a list of ideas, terms, equation, or rationale. Students can respond with what is missing using chat, poll, or live discussion.   |
| Aha! Wall       | Ask students in real-time to post an “Aha!” in the chat and use these submissions to guide discussion or future instruction.   |

## If your goal is to strengthen and check understanding:

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| Pro/Con List  | Work together to create a pro/con list using a collaborative OneDrive document in real-time or on a shared screen.  |
| Concept Map   | Use an online tool such as <a href="#">Mindmeister</a> to enable students to work collaboratively in real-time to add to a concept map.   |
| Visual Prompt | Offer a visual prompt and ask students to respond. This can be done using tools like <a href="#">Zoom Annotation</a> , <a href="#">A.nnotate</a> or <a href="#">Flipgrid</a> .                                  |
| Polling       | Use Zoom Polling or another online poll such as <a href="#">Poll Everywhere</a> , <a href="#">Slido</a> or <a href="#">Plickers</a> to ask questions and show responses in real-time                            |
| QuickWrite    | Pose a question or two and ask students to reply in chat using x # of words or less. Invite some students to share a selection of responses or a summary of responses with the class.                           |
| Muddy Marvy   | Encourage students to identify any unclear or “muddy” points. Alternately, encourage them to share marvelous points they now understand. Muddy or marvy points can be added in Zoom chat or on a shared screen. |

## If your goal is active engagement + planning for future learning connections:

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|-------------------------|---|
| Brainstorming Challenge | Use the Zoom chat feature or a collaborative OneDrive document to brainstorm ideas and review in class.   |
| Collaborative Summaries | Students individually compose a summary of a topic and then share those with small group members via Zoom Breakout Rooms. These groups collaborate to compose a best-of summary to share with the class. A student or the instructor can then lead a class discussion based on best-of summaries. |
| 1-Minute Quiz           | Students complete a 3-question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are posted in the last 5 minutes of the previous class session, as either a screen share, a group email, or as an adaptive release discussion board post.                              |

\*This document was built with ideas pulled from [Active Learning while Physically Distancing](#), a Creative Commons-licensed document provided by Louisiana State University.