

## Teaching with Zoom

### *Prepare for Zoom instruction*

- **Master Zoom.** Learn the nuances, including chat, breakout rooms, screen sharing and more.
- **Familiarize host controls and meeting settings.** Determine whether you'll include other hosts or co-hosts, mute participant microphones (muting recommended for large groups) or record the session for use at a later time. (See [Host Controls](#), [Managing participants in a meeting](#), and [recording](#)).
- **Test your audio & video.** Be sure light is on your face and that your background and desktop are free of distractions. Practice looking at your webcam, not the screen when you present. Practice sharing your screen. (See [Testing computer or device audio](#) and [Share Screen](#)).
- **Hold a Zoom Training with the Logistics Team and contributing participants**
  - Share session logistics with the other participating facilitators.
  - If you are leading/ hosting the session, facilitating and or moderating, discuss protocols and session activity flow.
    - Who starts/ ends the sessions?
    - Is it being recorded? Who is recording it?
    - How are the groups divided (on the fly, pre-assigned)
    - Does one manage the technical aspects while the other leads the activity?
      - Admitting students into the meeting / assigning (on the fly) breakouts
      - Will you be sharing your screen (slides, whiteboard and or polling)?
        - See Zoom [Share Screen](#) and [Screen Sharing a PowerPoint Presentation](#).
        - See Zoom [Polling](#).
- **Have ZOOM practice sessions (dry runs).** Set-up a dry run for faculty & moderators with the Logistics Team.
  - Hold an virtual practice session with all facilitators / participants and volunteers (Contact [zoomlogistics@lists.wayne.edu](mailto:zoomlogistics@lists.wayne.edu))
  - [Join a "test" meeting – Zoom](#)
- **Anticipate potential challenges** including the possibility that students don't have ideal connections and aren't able to hear and see everything perfectly. (include what should faculty/ students do if technical issues arise)
  - Consider making session materials available in advance in Canvas, etc. so that students can access the content, for example screen sharing does not work.
  - Be flexible. If for some reason a cannot login or get placed in a Breakout room, consider conducting personal sessions with that student(s) yourself.

## Use screen sharing to share your screen or slides as you speak

(See [Share Screen](#) and [Screen Sharing a PowerPoint Presentation](#)).

- **Display an agenda** at the start of the class session so that students know what to expect of the shared time together.
- **Narrate the material that you're displaying visually on the screen.** Just as you might read materials aloud in class, read screen material that you share on-screen just in case students are not able to see essential text.
- **Post discussion questions in your slides** so these can be visible to students who may have a slow Internet connection or who may struggle to hear the audio.

## Use the chat tool to connect regularly with students during meetings

(See [In-Meeting Chat](#)).

- Use chat to **troubleshoot technical problems** at the start of a meeting. If you have a TA who can support the class instruction with technical help, this would also be a good person to respond to troubleshooting tips in the chat.
- **Check the chat often** to identify student questions and areas of interest or confusion. For larger classes, assign a TA to moderate the chat and make sure important questions and comments are addressed. Even for smaller classes, it may be worthwhile to ask a student (or two) to take on special roles as “chat monitors” to voice if there are questions that arise that the instructor has missed.
- **Use chat to engage students in discussion.** Pause often during a lecture to ask a question and invite students to answer or comment. “Call on” students with a text question or comment to elaborate.

## Use active learning and collaboration tools to make the class more interactive

- Use **polling tool within Zoom** to collect student responses, and then share results with both in-person and online students. (See [Polling for Meetings](#)).

- **Use breakout rooms** to help students talk in smaller groups, just as they would do break-out groups in a larger class environment. As the instructor, you can visit the breakout rooms, broadcast messages to various rooms, and end the breakout sessions when it is time to regroup. (See [Getting Started with Breakout Rooms](#) and [Managing Video Breakout Rooms](#)).
- Consider asking students to work together as a large group or breakout groups on a **shared Google Doc** (instructor sharing a document or students using [WebCampus Collaborations](#)).

### Ask students to use Zoom to collaborate or present

- University of Nevada, Reno students are automatically entitled to a Zoom account which they can use to host their own meetings for collaborative learning. Please direct them to visit the [Zoom Video Conferencing Portal](#) and sign in there to activate their account.
- Students, like instructors, can use Zoom to give **real-time presentations in a synchronous meeting** or to **record video presentations** to share on WebCampus. Contact IDT for more information: [idt@unr.edu](mailto:idt@unr.edu).

If you are co-leading, work out protocols in advance. Who starts? Who closes? Are you dividing the session in half? Does one manage the tech part while the other leads?

### Recommended Resources

- Stanford University, [Teaching Effectively in Times of Disruption](#)
- University of Minnesota, [Zoom: Teach Online Class Sessions](#)
- Zoom, [Tips & Tricks for Teachers Educating on Zoom](#)

### FAQ

#### Managing Participation

- **For all classes, use only one mode of participation** (e.g., hands-up on Zoom, hands-up on video, or “jump in”) and communicate clearly to students which mode you’ll be using; more than one mode is confusing.
- **For larger classes (25+ students), use the “hands-up” feature for participation. Feedback suggests that students perceive this as the fairest approach in a large class, where the instructor cannot view all students on the grid.**

- Open the participants list (by clicking on the Participants icon at the control panel at the bottom of the screen) and keep it open as a separate window (by using the pulldown menu at the top left corner to select popup). This way, even when you share PowerPoint slides, switch back to gallery views, and back and forth, you will always see the participant list, which shows who has raised their hands in the order of when they raised their hands.
- Use the “mute all” button in the Participant list when you hear audio feedback. (Shortcut: Command+Control+M for Mac; Alt+M for Windows).

[Watch Recorded Training Sessions \(all under an hour\)](#)