PREPARING FOR ONLINE TEACHING: MANAGING THE ZOOM CLASSROOM

ACTIVITY	TEACHERS SAY …
  ☑ Zoom tools ☑ Encourage interaction ☑ Break-out rooms	**KNOW YOUR TOOLS** ☑ Ensure you and your tutors are confident in employing all the Zoom features needed to run tutorials (eg, switching and sharing screens, sending students into break-out rooms, adding links to resources in chat, etc) - the self-paced Zoom workshop can help with this **ENCOURAGE INTERACTION IN A SAFE PLACE** ☑ While Zoom classes are 'live', they can still make for a 'dead' classroom – have strategies in place to build community and interaction, and which also encourage students to share their thoughts and ideas ☑ For interactive Zoom sessions, ask participants to either turn their camera on or use a Zoom profile photo to encourage engagement ☑ Provide tasks that can be completed individually to give students a break from always talking/working in groups ☑ For individual tasks that will take some time to complete (eg, 15 minutes or more), allow students to leave class to complete the task and then re-join the Zoom tutorial once the time has expired ☑ Give students the opportunity to 'fail safe' in tutorials by not recording everything they say – if you feel you have to record tutorials, record only one each week (eg, if you have multiple tutorial classes, 'roster' the recordings so that each tutorial group is only recorded once or twice during the semester) ☑ Zoom consultations can be set up with individuals or small groups of students – teachers found that when several students dropped into the consultation at the same time, there were more questions and chatter (NOTE: To manage questions from multiple students, ask students to enter their questions into the Zoom chat – quite often, several students will have the same question and/or more questions get asked because students can see what questions their peers are asking)

☑ Many teachers reported their surprise and delight with how well Zoom consultations worked - they plan to give students the choice of F2F or Zoom consultations when teaching returns to campus

USE BREAK-OUT ROOMS

☑ Before sending students to break-out rooms, ask them to nominate a spokesperson for their group – this signals that you are expecting each group to provide feedback and be more actively involved in their learning

☑ Avoid entering the break-out rooms with students, or at least delay your entry by 4-5 minutes – our teachers say that students either enjoy working independently and don't want teacher help/interruptions OR become lazy and wait for the teacher to 'arrive' and help them with the activity

☑ Teachers advise giving students a pre-prepared template or partially completed worksheet/activity BEFORE sending them into the break-out rooms – this works well because students have a 'prompt' to guide their learning, and feel more confident in starting and continuing work on the task

☑ Google Docs (Word) and Google Sheets (Spreadsheet) work well in Zoom break-out rooms – for example, you can set up multiple aspects of a task, giving each group a different part of the task to work on; once the activity is completed, each group will be able to see what the other groups have contributed

☑ Teachers found that break-out rooms increased students' willingness to participate in role playing activities - students were more comfortable role playing with 2 or 3 peers in a private 'room' as opposed to doing so in front of the whole class

ATTENTION: Do you have another '*Managing the Zoom Classroom*' tip to share? Please add it **here.**