Flexible Teaching Toolkit: https://cfde.emory.edu/toolkit/index.html
Teaching with Zoom: https://canvas.emory.edu/courses/82878
Teaching with Video: https://canvas.emory.edu/courses/74712
Canvas Template Request: https://docs.google.com/spreadsheets/d/19d563Lu73ABji2X7Ce8EpbkrK_UoyR5JwTOXjXpl4jY/edit#gid=0
Course Site Review Request: https://docs.google.com/forms/d/e/1FAIpQLSdY0TffDnhAXTMMmGZhpN_j0pdkM1svLI0iQZFbehvOO6MkJg/viewform
Course Site Review File: https://drive.google.com/file/d/1qyU-jTwAWuu5cmYpY1S_Be4pNM0jYjy5/view?usp=sharing
Teaching Consultations Sign-up: https://cfde.emory.edu/programs/teaching/consultations/index.html

Workshop Recordings

Best of Class Engagement in Zoom

Liesel Wuest
Associate Director of Learning Design & Technology, CFDE
Sarah Morris
Head, Instruction & Engagement, Subject Librarian for English, Emory Libraries
Alicia Lane
Graduate Student Assistant - Learning Design & Technology, CFDE
Savannah Post
Graduate Student Assistant - Learning Design & Technology, CFDE

Why Class Engagement Matters

Engagement Tips
1. Interactions & Reactions
2. Surveys & Polls
3. Discussions
4. Group Work

Keeps Students INVOLVED & INTERESTED
Supports Learning Communities

- Learning communities aid in student learning and student success.
- Learning communities help students feel invested and empowered.
- Students are more likely to participate in class discussion and activities if they feel like confident and comfortable in their learning community.

**Supports knowledge construction:**

- Helps reinforce main points by “chunking” content
- Helps students build and solidify a working framework of knowledge
- Reduces information overload

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**Active Learning is more effective:**

- In 2014, the National Academy of Sciences analyzed results from 275 studies of STEM classes where:
  - The same instructor delivered lectures to half of the students randomly assigned and used active learning techniques for the other half.
  - Found that the student failure rate dropped by 12% points, from a 34% failure rate to a 22% failure rate.

- Most of the studies analyzed were based on data from identical instructors teaching active learning vs. lecturing sections; some studies (e.g. Van Heuvelen in Am. J. Physics; Deslauriers et al. in Science)
  - Have purposely matched award-winning lecturers with inexperienced teachers who do active learning and found that the students did worse when given “brilliant lectures.”
  - We’ve yet to see any evidence that celebrated lecturers can help students more than even 1st-generation active learning does.

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**Active Learning Boosts Performance in STEM Courses**

Scott Freeman, Sarah L. Eddy, Miles McDonough, Michelle K. Smith, Nnadozie Okoroafor, Hannah Jordt, Mary Pat Wenderoth

**Performance vs. perception**

- Students don’t always think so, but it’s true.
- Let them know why it is important!

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We’ve got the WHY...

Now the HOW

**Planned Interactions**
**Clear Instructions**
**Structured, Strategic Breaks**
How Often?

• Try to do something at least every 20 minutes
• Average attention span ~15 – 20 minutes (ever wonder why TED Talks are 18 minutes?)
• Taking a “brain break” will help students maintain focus over a longer period of time
• For classes longer than 75 minutes, consider including a stretch break
  • 5-10 minutes students can get up and move around, get a drink etc.
  • You could even find short videos to post that could lead them in stretches

Tip 1: Interaction Functions

- Reactions
- Raise Hand
- Chat
- Annotations

Zoom Prep: Student Permissions in Zoom

Default Settings in Emory Zoom Account:
- Annotation
- Whiteboard
- Meeting reactions
- Chat

During a live meeting:

Chat Break

- Mid way through class
- After major concepts
  • Main concept in a sentence
  • “I still wonder…”
- Class wrap-up

Reactions
Raise Hand
Y/N

When
- When you want quick feedback (like raising a hand in class)
- Start of class
- Concept check-in
- After giving directions

Annotate Slides
- Add text
- Draw
- Point
- Circle

When
- Brainstorming/crowd sourcing
- Reviewing diagrams/images/charts/graphs etc.
How
When you are sharing your screen, students are able to click on the “Annotate” tool in the tool bar (Remember, you can turn this on/off as needed in “security” settings)

Annotation Tools:

You can use the Spotlight to draw attention to your corner

Where would you go to begin your research at the library?

Emory University Center for Faculty Development & Excellence

Draw or write your response to the prompts below.

Use it as a fun conversation starter while you’re waiting for class to begin or during brain breaks!

If I were an animal, I would be a My favorite season is

Tip 2: Survey or Polling

Poll Everywhere is here!

https://www.polleverywhere.com/

Word Cloud Example:

• Shows responses in real time
• More frequent responses are larger text
• Participants can join by web or text
• Click “Activate” to allow responses
• “Show responses” generates word cloud and shows changes in real time

How are you feeling?

Emory University Center for Faculty Development & Excellence

1. Polls must be ENABLED (profile settings) and CREATED in the web browser version of Zoom (as opposed to your downloaded/desktop version)
   o To Create: Go into SCHEDULED MEETING and SCROLL TO THE BOTTOM OF THE PAGE
   o Once your poll is created, it will be available during your zoom meeting

2. To LAUNCH the poll, click on “Polling” in your Zoom toolbar
   o After you close the poll, you will have the option to share or relaunch.
   o Sharing does NOT show who got the question correct, but this information can be generated in a report later. Answers can also be anonymous.
   o If you relaunch a poll, data from the first poll will NOT be saved.
Poll Everywhere is here!

- If you have a free account using an Emory email address, your account was migrated to the Emory enterprise account
  - No lost polls!
  - More than 40 students can take a poll

- If you have a free account but it is not with an Emory email address:
  - If you go into your account and change the associated email address to your Emory address, the account will migrate
  - If you DO NOT change the email address, it will not migrate

- If you do not have an account you can make one now with your Emory email address (netid email preferred)

Tip 3: Discussions

Start the Discussion in Canvas

- Help the discussion flow better in class by having students begin the discussion on Canvas in a discussion board
- Can give students more time to reflect and compose a response
- Can give you a launching point for your in-class discussion

Discussion Responses in Chat or via Polls

- Give students the opportunity to respond to discussions in different ways
- Can be a way to hear from more students and manage discussions, especially in larger classes or with quieter groups

Use Breakout Rooms

- Put students into breakout rooms!
  - Think, pair, share approaches
  - Change for students to share ideas and report back out
  - Have structure report-out opportunities
  - Assign roles, such as note takers or presenters
  - Have students use shared Google docs or slides for reporting out (and can double as assessment)
  - Be sure to check in with international students to ensure everyone has access to the shared resources you might want to use

Challenges with online discussion

Discussions on Zoom can be awkward

- Hard to see people (especially in large classes) and get immediate feedback
- Students might not feel as comfortable speaking up in Zoom
- Can be difficult to monitor

Getting students to connect in online environments can be difficult

- Less opportunity to connect and engage, both in and outside of class
- Students might feel a lack of community or disconnected from the class

Online environments can present challenges for engagement

- Students might not feel as comfortable speaking up or participating online
- Can be easy for students to get disengaged

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Student Led Discussions

- Keep students engaged by having them lead discussions
- Assign individuals or groups to lead discussion for a class
- Students can submit questions in advance for their peer to consider

Create Groups

- Assign students into cohort groups
- Cohort groups can foster community and engagement
- Can be a space for discussion and collaboration
- Can be a way to foster discussion in the class as students feel comfortable in their groups

Leads us to Tip 4: Group Work!

How to make group work WORK

1. Provide Structure
   What should they be doing in their group?
   - Provide specific instructions
   - If they will be in their group for a while, consider providing a time frame
   - What tool are they using
   - What is the output expectation?
     - Notes
     - Report out
     - Expertise to facilitate a different group

2. Assign Roles
   - Facilitator
   - Recorder
   - Reporter
   - Rotate roles week to week!

3. Use Shared Workspaces
   - Google Apps
     - Google Slides
     - Pre-Populated with directions
   - Google Docs
     - Outline of questions
   - Blank for brainstorming
   - O365 Suite
     - Shared Excel files
     - Shared Whiteboard
     - Miro (Account Based)
4. Check In

- Monitor shared slides/docs
- Let groups know when you will be entering their breakout room to check in
  - Since they can't see you, this helps reduce the element or surprise or a stop in discussion when you enter

Small group discussion:

- Brainstorm
  - Use a shared document or slide deck to capture their thoughts, e.g. Google docs/slides, Miro, O365 etc.
- Jigsaw activity
  - First meet as the “expert” group
  - Then meet as “mixed” group – each person is not the expert on their topic in their group
- Case study
- Analyze data

Group worksheet or guided activity

- Finding sources for a project
- Evaluating online media
- Completing a lab worksheet

Scaffold Projects

- Research paper/project
- Website development
- eBook

Games or polls

- Team trivia game
- Poll the class and show the results - then have small groups discuss their answers
  - The group could be tasked with choosing one answer to resubmit
- Simulations (business, econ, etc.)
Shared Workspaces

- Add the shared link(s) to your Canvas site
- Keep the link(s) with that week's content

Questions or Comments?

What’s Next:

- This and the other sessions from January are posted on the CFDE site:
  - Programs And Events/Online Teaching and Learning Programs
- I’ll post this as a pdf with this recording
- If you have ideas for additional sections this semester, please type them in the chat before you leave!

Thank You, and have a great semester!