

**Course Development Resources**

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**Flexible Teaching Toolkit:**  
<https://cfde.emory.edu/book/index.html>

**Teaching with Zoom:**  
<https://cfde.emory.edu/courses/45878/>

**Teaching with Video:**  
<https://canvas.emory.edu/courses/74712/>

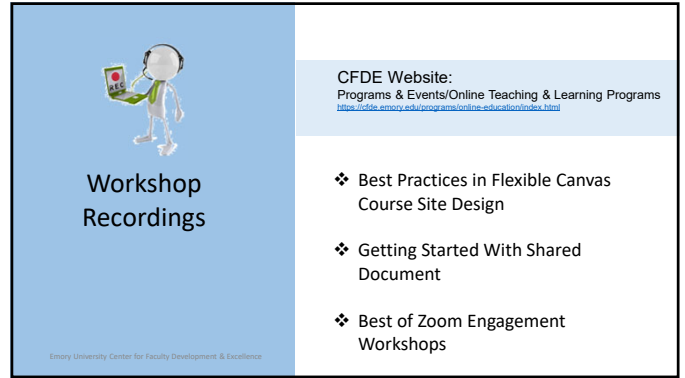
**Canvas Template Request:**  
<https://docs.google.com/forms/d/19d5b3U7zABW2XTCaEjgkxLjwQ53m1009g6k7vce3d4edg/>

**Course Site Review Request:**  
<https://docs.google.com/forms/d/1FAjPjQLSdyY0TfBhAXTMMmGZheNj3ocM1vzLkQZ7PewuOQ9AMUj/viewform>

**Course Site Review File:**  
[https://drive.google.com/file/d/1qyLjT7wN1u5cm1P7IS\\_Bd4AMUj/view?usp=sharing](https://drive.google.com/file/d/1qyLjT7wN1u5cm1P7IS_Bd4AMUj/view?usp=sharing)

**Teaching Consultations Sign-up:**  
<https://cfde.emory.edu/programs/teaching/consultations/index.html>

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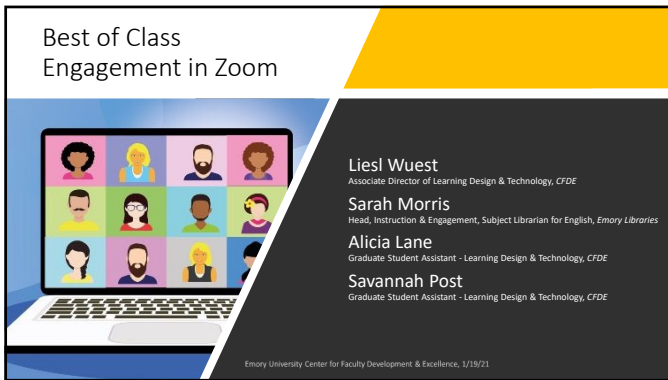
**Workshop Recordings**

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**CFDE Website:**  
 Programs & Events/Online Teaching & Learning Programs  
<https://cfde.emory.edu/programs/online-education/index.html>

- ❖ Best Practices in Flexible Canvas Course Site Design
- ❖ Getting Started With Shared Document
- ❖ Best of Zoom Engagement Workshops

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**Best of Class Engagement in Zoom**

Liesl Wuest  
 Associate Director of Learning Design & Technology, CFDE

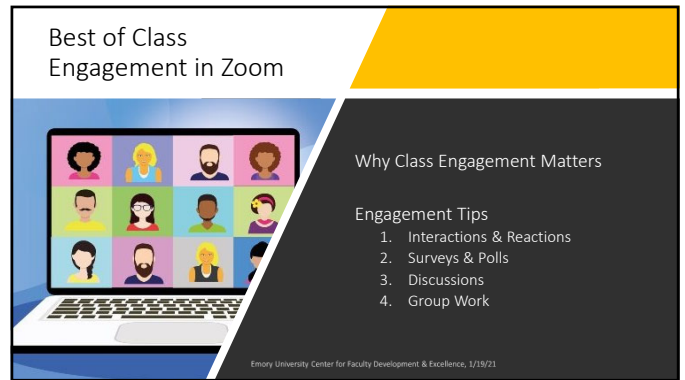
Sarah Morris  
 Head, Instruction & Engagement, Subject Librarian for English, Emory Libraries

Alicia Lane  
 Graduate Student Assistant - Learning Design & Technology, CFDE

Savannah Post  
 Graduate Student Assistant - Learning Design & Technology, CFDE

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**Best of Class Engagement in Zoom**

**Why Class Engagement Matters**

**Engagement Tips**

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

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**Why It Matters**

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Keeps Students

**INVOLVED & INTERESTED**

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## 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!

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## Supports knowledge construction:

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

Figure 2.2. Examples of Knowledge Organizations

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## Active Learning is more effective:

In 2014, the National Academy of Sciences analyzed results from 225 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 we analyzed were based on data from identical instructors teaching active learning v 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."

Active learning boosts performance in STEM courses Scott Freeman, Sarah L. Eddy, Miles McDonough, Michele K. Smith, Khrystine Okoroafor, Hannah Jordt, Mary Pat Wandersmith  
Proceedings of the National Academy of Sciences May 2014, 201319630; DOI: 10.1073/pnas.1319630111

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## Performance vs. perception

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

Statement	Positive learning	Active learning
I enjoyed this lecture	~4.2	~3.8
I feel like I learned a great deal from this lecture	~3.8	~3.2
Instructor was effective at teaching of teaching of this lecture	~4.5	~3.8
I wish all my physical courses were taught this way	~3.5	~2.8

Source: "Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom." Louis Deslauriers, Logan S. McCarty, Kelly Miller, Kristina Callaghan, and Greg Keirlin

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We've got the WHY... Now the HOW

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PLANNED INTERACTIONS


CLEAR INSTRUCTIONS

STRUCTURED, STRATEGIC BREAKS

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### How Often?

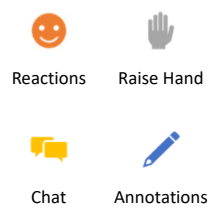


- Try to do something at least every 20 minutes
- Average attention span ~15 – 20 minutes (ever wonder why TED Talks are 18 minutes?)
- Taking a “brain break” will help students maintain focus over a longer period of time
- For classes longer than 75 minutes, consider including a stretch break
  - 5-10 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

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### Tip 1: Interaction Functions



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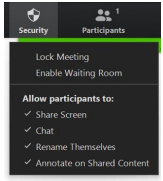
### Zoom Prep: Student Permissions in Zoom

**Default Settings in Emory Zoom Account:**

<https://emory.zoom.us/profile/setting>

- ✓ Annotation
- ✓ Whiteboard
- ✓ Meeting reactions
- ✓ Chat

**During a live meeting:**



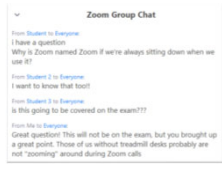
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### Chat Break

**When**

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



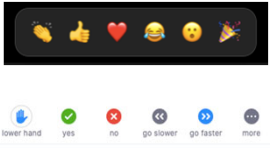
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### Reactions Raise Hand Y/N

**When**

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



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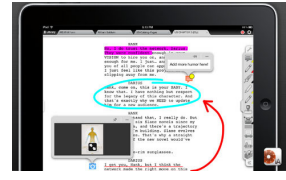
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### Annotate Slides

**When**

- ✓ Brainstorming/crowd sourcing
- ✓ Reviewing diagrams/images/charts/graphs etc.

- ❖ Add text
- ❖ Draw
- ❖ Point
- ❖ Circle

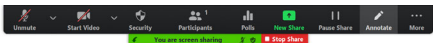


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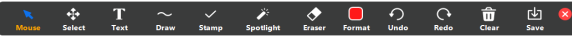
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### How


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 add text  
or you can draw!



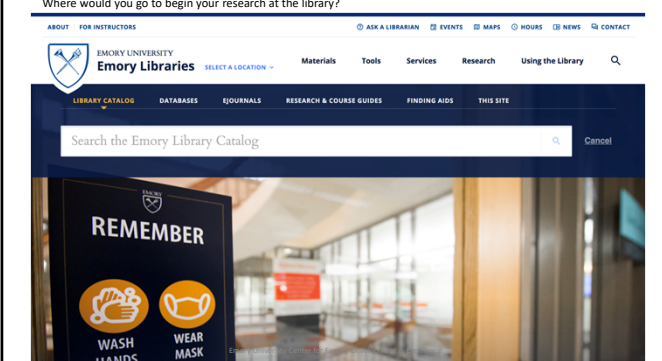


You can use the Spotlight to  
draw attention to your cursor

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



The screenshot shows the Emory Libraries website with a search bar and navigation tabs for Library Catalog, Databases, EJournals, Research & Course Guides, Finding Aids, and This Site. A banner image at the bottom features a sign that says 'REMEMBER WASH HANDS WEAR MASK'.

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


### Draw or write your response to the prompts below.

<p>If I were an animal, I would be a</p>	<p>My favorite season is</p>
--	------------------------------

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## Tip 2: Survey or Polling



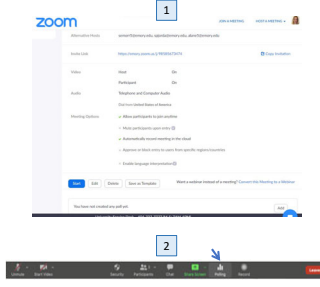
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### How: Zoom Polls

- Polls must be **ENABLED** (profile settings) and **CREATED** in the web browser version of Zoom (as opposed to your downloaded/desktop version)

  - To Create: Go into to **SCHEDULED MEETING** and **SCROLL TO THE BOTTOM OF THE PAGE**
  - Once your poll is created, it will be available during your zoom meeting
- To **LAUNCH** the poll, click on "Polling" in your Zoom toolbar

  - After you close the poll, you will have the option to share or relaunch.
  - Sharing does **NOT** show who got the question correct, but this information can be generated in a report later. Answers can also be anonymous.
  - If you relaunch a poll, data from the first poll will **NOT** be saved.

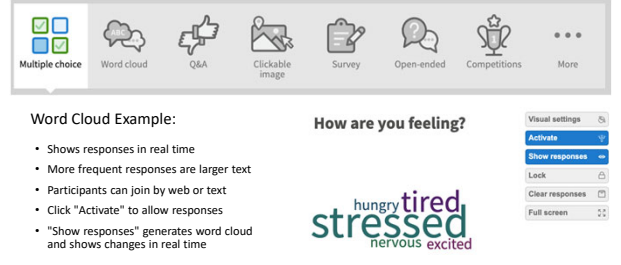


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### Poll Everywhere is here!

<https://www.pollerywhere.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?**

hungry tired  
stressed  
nervous excited

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### 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)

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### Tip 3: Discussions

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### 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 opportunities 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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### 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

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### 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

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### Use Breakout Rooms


- Put students into breakout rooms!
  - Think, pair, share approaches
  - Chance 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

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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




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## 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!

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## How to make group work WORK


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## 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



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## 2. Assign Roles


 Facilitator	 Recorder
 Reporter	 Rotate roles week to week!

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## 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)



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#### 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 of surprise or a stop in discussion when you enter

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#### Activity Ideas

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#### Activity Ideas

##### 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**

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#### Activity Ideas

##### Scaffold Projects

- Research paper/project
- Website development
- eBook

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#### Activity Ideas

##### Group worksheet or guided activity

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

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#### Activity Ideas

##### 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.)

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## Shared Workspaces

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



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## 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!***

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