Teaching with Zoom: An Instructor Guide

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What is Zoom?

Zoom is UofA's centrally supported, easy-to-use video conferencing platform that provides high definition, interactive collaboration tools, and telephone conferencing to use for communication and collaboration.

Teaching with Zoom you can:
- Share your screen to show slides or other materials and ask students to share their screens to present
- Annotate and mark on the screen, or draw on a whiteboard
- Break your class into groups for discussions or projects using the Breakout Rooms feature
- Use the chat feature to answer questions or share learning resources
- Record your class so students can review materials
- Poll your students to check for understanding

Click here to read Frequently Asked Questions about Zoom

How do I host my class using Zoom?

You will be sent a list of your classes, and next to each class moved to Zoom, you will see a link. Move your cursor to the "click here," and click on it. **Every week the class meets, you'll use the same link.**

A Zoom account isn't required to attend a class session or teach a class session. Anyone can attend a class session using their laptop or desktop (Windows or Mac), tablet, smartphone (iPhone or Android) smartphone.

- If you haven't used Zoom before, leave about 5 minutes to set it up before your first use.

- If you are planning on using a **laptop or desktop**, the first time you click on a link it will download a free and secure program to your computer.

- If you are planning on using a **tablet or smartphone**, you'll want to download the free and secure Zoom application from your application store.

Click here for a 1 minute video about running Zoom.

The "host" of the Zoom classroom will be an OLLI at ASU staff member when class begins, and then the staff members will make you the "co-host" of the classroom. This will allow you to mute participants, turn off participants' webcams, and more.

What equipment do I need to get started?

At the most basic level, all you need to use Zoom is a telephone, such as a smartphone or landline. However, if you have access to a computer or mobile device you can use the full capabilities of Zoom.

The following equipment will enhance your experience but is **not** necessary:

1. **Web camera**: A camera will increase your connection with your instructor and your peers by allowing you to see each other face-to-face.
2. **Headset with a microphone**: This will let you hear and be heard more clearly. This does not need to be fancy equipment, it can be the same as the headphones you might use with your phone.
3. **Charger:** Charging your device during class will ensure that you do not have an unexpected power outage interrupting your learning.

The OLLI at ASU staff highly suggests that you have a working web camera, and that you send your presentation slides to olli@uark.edu prior to the class session, so staff can send the class materials to enrolled members.

What do I need to tell members to get them started?

Below is a sample script that can be sent or said to members who contact you directly with questions about accessing the class:

> Our class is currently meeting on Zoom at the regularly scheduled time. You should have received an email from the OLLI at UofA staff with the link to the class. There are instructional materials on the OLLI website – olli.uark.edu. If you still have questions, call the OLLI main office at 479-575-4545.

What if something goes wrong?

It might. *And it's going to be okay.*

Here are the top three challenges of using Zoom, and how you can address them before they happen:
- **I can't see:** Click here step-by-step instructions for "Testing Your Video"
- **I can't hear:** Click here for step-by-step instructions for "Testing Your Audio"
- **There's background noise or feedback:** Click here for "Solutions for Audio Echo"

What if someone is being disruptive to the learning experience?
Co-hosts (you and the coordinators) are able to:
- Mute all participants at once (click here to learn more)
- Click here to learn how to:
  - Mute specific participants
  - Turn off participants' webcam
  - Remove participants from the meeting

Your best chances of success?
Time, patience, and scheduling a "testing" session with your OLLI at ASU coordinator.

Tip: If you experience a low bandwidth signal, shutting off your video or removing other devices on your WiFi network will help.

Is there a training I can attend?

There are several! Zoom hosts daily training - click here to see what training options are available and register for upcoming live training. Zoom also has many resources on their website: click here to view them.

As noted above, you are encouraged to schedule a "testing" session with your OLLI moderator.

What do I do at the beginning of class?

Just as in an in-person class, it is important to have procedures to get started and set expectations with your students.

At the beginning of class:

- The coordinator will do the standard introductions of the class
- You will begin by saying hello and notifying members how you'd like them to participate in class (un-mute themselves to ask questions, use the "chat" function, have a Q and A at the end, etc.)
- Remind members to mute their mics when they aren't contributing (they will automatically be muted).

Assign students roles to help you host the meeting so you can focus on teaching such as:
- Technology Troubleshooter - Help others with their technology
- Chat Monitor - Monitor the chat window for questions or shared resources
- Note Taker - You can have a student typing closed captions for the class if there are students that need that accommodation. Getting Started with Closed Captioning. Or, a student can take notes to be shared with everyone after class.
- Note Taker's Note Taker - If you are having a student do live closed captioning, ask another student to share their notes with the Note Taker so they don't miss out on learning.

Select a Video Layout that is best suited for your class. The more students can see you and each other, the more connected they feel as a class.

How do I design classes to be accessible?

Visual Impairment
Participants with visual impairment can now have a "front row" experience! They are able to get as close to your presentation as they'd like, and they can also connect their Zoom classroom to their TV to make the experience even larger.

Want to go above-and-beyond for participants with visual impairment? Send your slideshow to them ahead of time, so they can use a screen reader to access content in real-time.

Hearing Impairment
Participants with hearing impairment can now crank the volume up! They are able to adjust their volume on their digital device, and they can connect their Bluetooth hearing aids to Zoom.

You can also assign someone in the class to type Closed Captions - click here to learn more. We suggest that if you have a slideshow, you number your slides - this can make it easier for participants to follow the content's progression.

Using Google Slides? Click here to learn how to turn on auto-Closed Captioning
Using Microsoft PowerPoint? Click here to learn how to turn on auto-Closed Captioning
Click here to learn more about automatic transcription.

Mobility Impairment
Participants who have mobility impairment can now customize their experience at home! Maybe they're a caretaker, or their physical mobility is a bit different than others. Now they can enjoy class in a place that is comfortable for them, on a device comfortable to them!

Zoom has a number of Hot Keys and Keyboard Shortcuts for those who may choose not to use a mouse. Click here to see a list of them!

What do I do during a Zoom class?

As you develop your slideshow for Zoom, there are a couple tips and tricks that can help you be most successful.

First, when you share your screen on Zoom, you and the participants may benefit from having a "blank space" on each slide where those little boxes with everyone's faces or the chat box can "live." By building this space into your

presentation, it will create a cleaner and more accessible look for all. **We recommend you leave about 1/4 of the right side of each slide empty!**

Want some advanced tips for sharing your slideshow in Zoom? Click here to learn about presenter notes and dual screens.

Also, consider adding one or two "Start Slides" with some basic Zoom instructions. These slides could be on the screen as participants enter the digital classroom, so they can set up their Zoom experience before class begins.

You can use the features of Zoom to guide different types of interactive activities (***Credit to the University of Minnesota Information Technology Department***).

Whiteboard

Draw on the whiteboard, or ask students to contribute to a whiteboard as a means of engaging them differently in the discussion.

Note: whiteboard activity is completely inaccessible to people who use screen readers. If you use this feature, be prepared to read aloud all the contributions so that everyone can see and/or hear them. And, you'll need to take a screenshot of each whiteboard if you want to save it.

Polling

Set up polls in advance and launch them at specific times during your class session, the same way you'd use clicker questions to introduce a new section of a lecture.

Breakout Rooms

You can use Zoom's breakout rooms functionality to have students do group work. Not all of the features that are present in the main session will be present in breakout rooms. Still, as the instructor, you can "travel" from one breakout room to the next, broadcast messages to various rooms, and end the breakout sessions when it is time to regroup.

Chat as Backchannel

Backchanneling refers to having a synchronous conversation while something else is happening. For example, people sometimes live-tweet their reactions to a presidential debate as it is being broadcast. Using the chat tool as a backchannel can give students agency and encourage engagement by allowing more students to interact with the live activity, rather than just listening.

Some uses of backchannel:
- Emulate live-tweeting of guest lectures as a way to collect questions, which you then answer at the end of the session. Elect 1 student to monitor the chat and curate questions as they come in.
- Host a virtual fishbowl, in which a small group of students interact around solving a problem or discussing an issue. The other students react to their classmates' contributions via the chat backchannel.
- During your lectures, encourage students to log questions as small groups and elect 1 student to bring them forward for group conversation.

Note: Backchannel activities can be overwhelming for some students, and are thus an accessibility concern. Therefore, it is recommended you offer this type of interaction as an option for students who thrive on this level of stimulation, but do not require it from all students.

Sample Class Agenda

Plan for a synchronous course session just as you would plan for an in-person class. Here is a sample agenda for a 60-minute synchronous course session. You might want to share your agenda with students ahead of time, so they know what to expect.

Duration	Segment	Details	Prepare
5 min	Intro: Whiteboard activity	On entry into the virtual classroom, have students think about a question and write their contribution on the whiteboard.	Launch a whiteboard at start of class so it's the first thing students see, and add visible instructions.
2 min	Poll	Use the polling tool to ask a question that engages and determines personal relevance for the topic of the mini-lecture.	Set up the poll question in advance.
10 min	Mini-lecture	Share screen, launch PowerPoint, and deliver mini-lecture. Use Annotation features in Zoom to mark up your PowerPoint slides.	Learn about screen-sharing a PowerPoint presentation. Have the PowerPoint file launched already so you can get to it seamlessly.
2 min	Poll	Ask 1 or more questions for understanding.	Set up the poll question in advance.
10 min	Breakout Room Activity	Assign students into individual breakout rooms, discuss for 10 minutes, and create a collaborative Google doc (which you will then collect in the Canvas site).	Practice hosting breakout rooms, both manual and machine-assigned.
10 min	Debrief	Ask each group to appoint a representative to summarize the main points of their discussion. Post these in the chat field, which you then read.	
2 min	Chat: Muddiest Point	Ask students to contribute to chat where they are still confused.	
5 min	Debrief	Clear up misconceptions that were unearthed in the muddiest point chat.	

| 5 min | Closing | Summarize the activity of the session, set up expectations for follow-up activities, and dismiss. | |