OIST | C-HUB Center for Professional Development & Inclusive Excellence

Tips and Tricks for Teaching on Zoom

OIST C-Hub Brownbag Discussion
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Today's Objectives

- Provide you with practical tips for creating effective and engaging online learning environments using the Zoom platform that you can implement into your own online teaching.
- Help you develop your own network of educators/future educators

Introductions

Please introduce yourself so that we can use this opportunity to build community!

- Include your office/lab affiliation
- Briefly describe your current teaching activities or interest in teaching

Let's Discuss

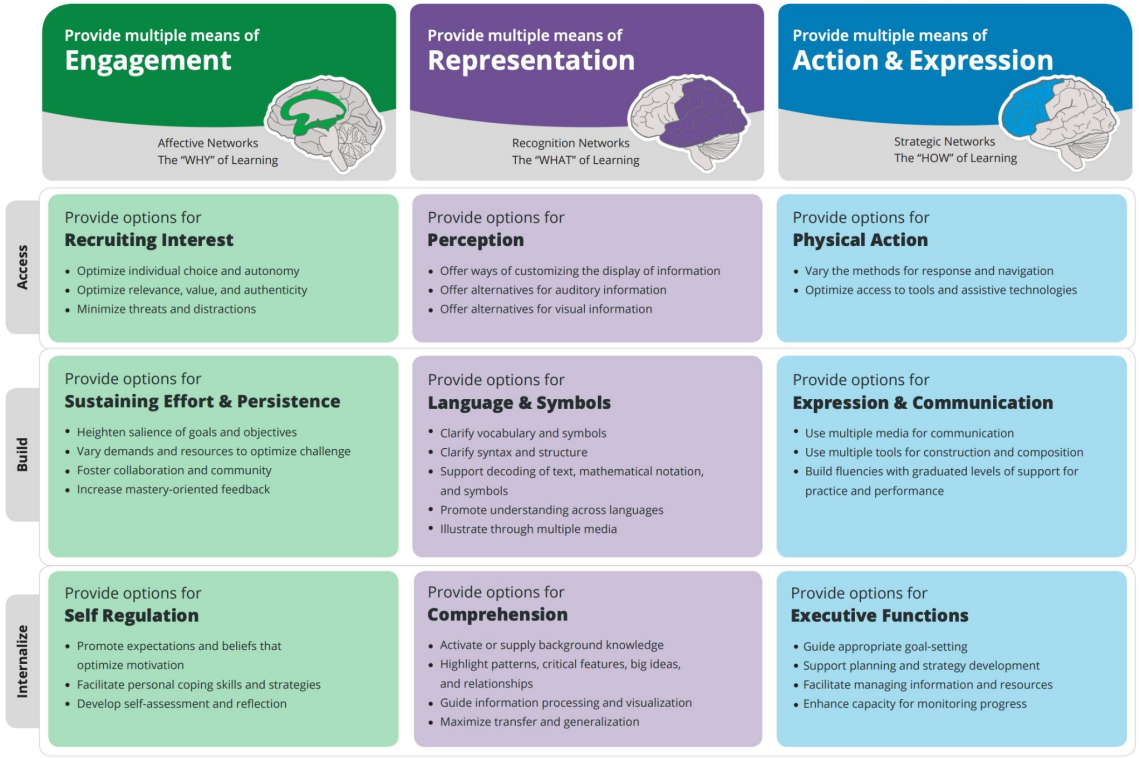
What have been your experiences with teaching (or learning) on Zoom? What are some of the challenges/opportunities of the online platform?

(If you haven't personally used the platform as a student/educator, you can draw on your other experiences using Zoom and/or brainstorm ideas about online learning in general)

Challenges and Opportunities on Zoom

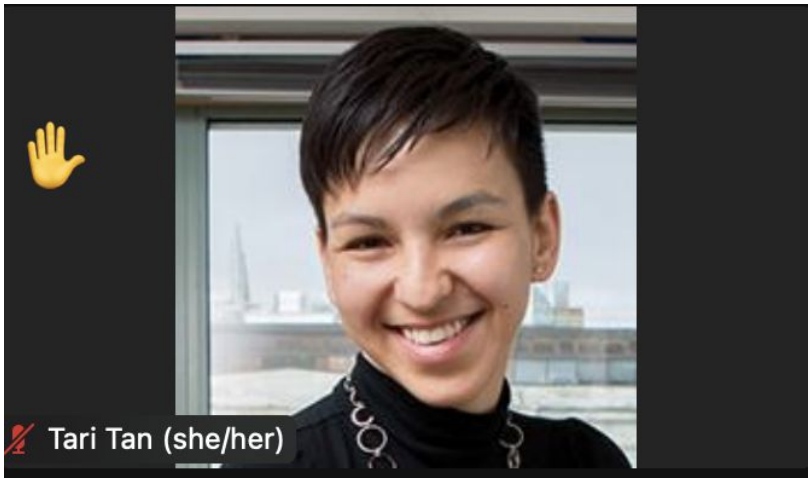
Challenges	Opportunities
• Engaging students (e.g., teaching to black squares) • Students distracted on their computers • Building community	• Easier to create/re-mix groups the learning environment (i.e., no moving furniture) • Easy opportunities for non-verbal participation • Google tool as excellent resources for collaboration and student monitoring

Universal Design for Learning (UDL)



CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author. Website here.

Verbal Engagement on Zoom



Students can raise their virtual hand and/or unmute themselves to join the conversation.

- Build in opportunities for students to engage (e.g., interrupt lecture slides with questions/discussion activities)
- Craft course policies to be compassionate while setting expectations that the students will remain as engaged as possible (e.g., cameras on)

Verbal Engagement on Zoom: Small Groups

Activity #2: Aligning Instructional Approaches to Learner Expertise

In breakout rooms, take **6 minutes** to identify 2-3 instructional approaches from the given list, determine the level(s) of learner expertise for which they are appropriate **(novice / developing expertise / expert)**, and explain your reasoning.

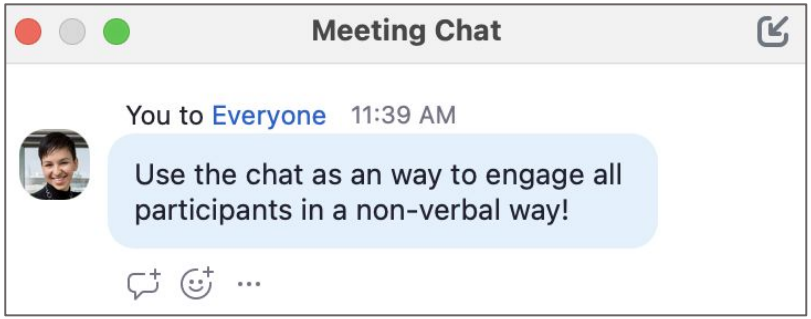
Please assign a **reporter** who will share out 1-2 of your group's ideas with the full class.

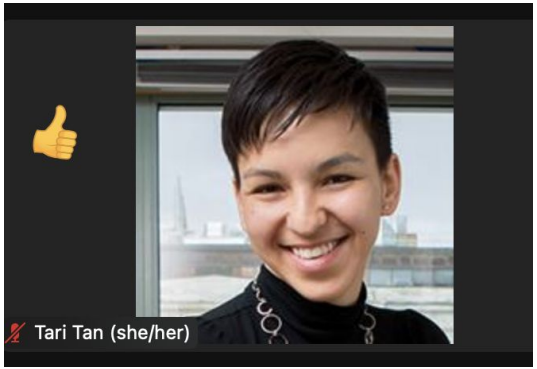
Google Doc for the activity

Instructional Approaches:

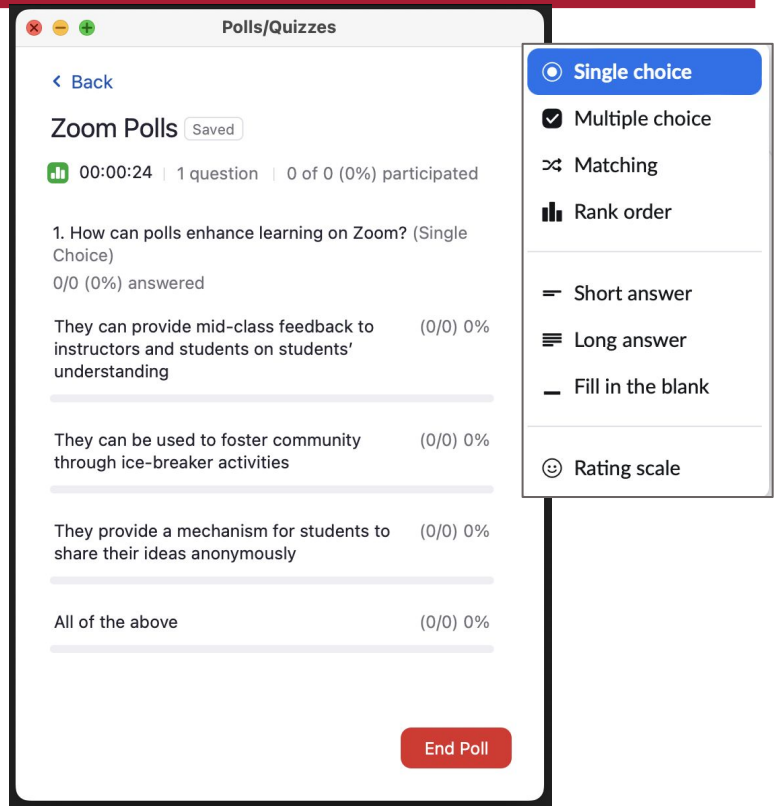
1. Emphasize basic knowledge that underpins the specific example being taught
2. Balance supervision with autonomy
3. Help learners prioritize information
4. Support learner confidence and intuition
5. Expose the learner to uncommon cases
6. Immerse learner in very high fidelity learning experiences (real situations)
7. Ask learners what they would do instead of telling them what to do
8. Help learners organize their knowledge (tables, concept maps)
9. Support development of self-reflection
10. Provide complex and unique learning experiences

Non-Verbal Engagement on Zoom

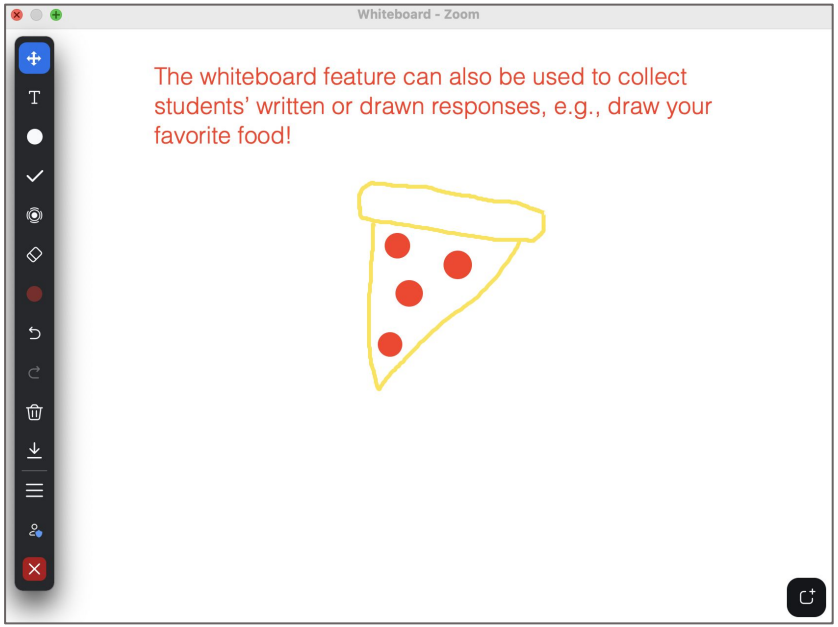


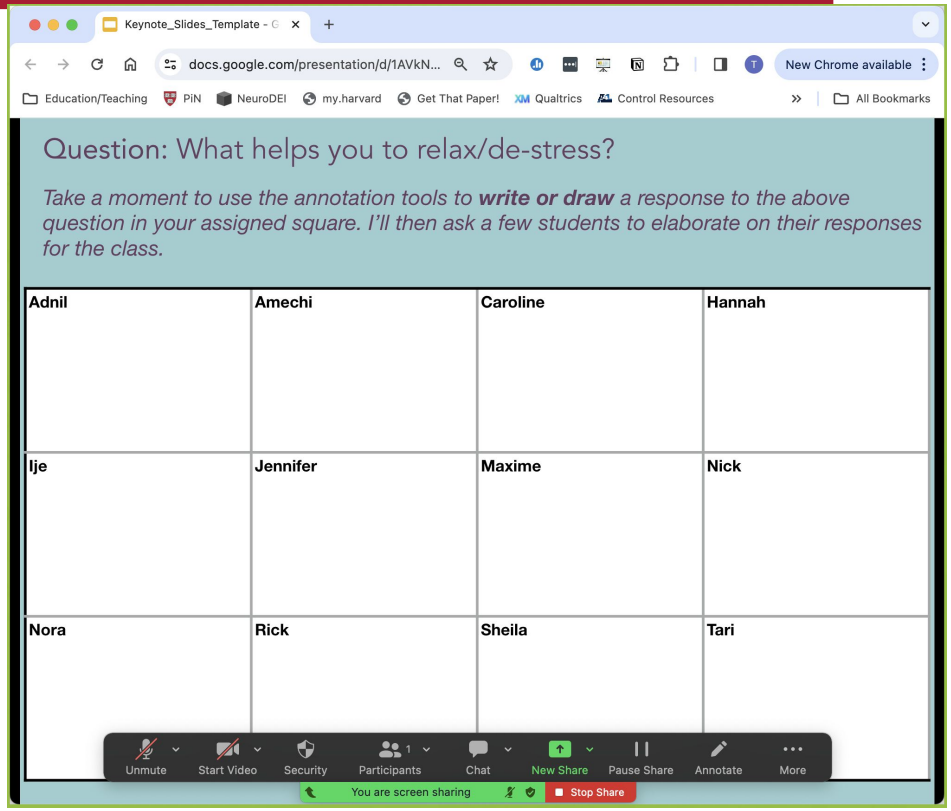


Reactions can be used as quick check-in polls



Non-Verbal Engagement on Zoom





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HARVARD MEDICAL SCHOOL

Lesson Plans to Stay Organized

Virtual Class Session - Wednesday (8-10 am)

Upon completion of this session & related assignments, you should be able to:

- Productively engage with this class per collaboratively established group norms and class guidelines
- Consider different definitions of "learning" and identify relevant concepts/topics that impact how and to what extent learning occurs
- Generate ideas for a course you'd like to use as the basis for the capstone syllabus assignment
- Describe the six major components of Fink's Taxonomy of Significant Learning and reflect on their application to your capstone syllabus assignment course

Class Slide deck

Wednesday session facilitation notes

RECORD CLASS

(8:00-8:45) **Welcome & Group Discussion: Establishing Course Guidelines** Did intros for 10 min, then went into breakout rooms at 8:11. End 9:09 am

- Intro slides
  - Word cloud of students' 1-word answers from asynchronous materials
  - Learning objectives
- **(8:05-8:15)** Small group discussion - 5 groups (assign each group to primarily talk about one area; discuss others if they have time) Create 4 breakout rooms with ~4 people in them (Group 1 = community guidelines, 2=AI, 3=Passing the course, 4 = your choice :-))
  - Wednesday section Google doc *Add link to chat
- **(8:15-8:35)** Full class discussion & finalization of policies
  - How do we hold each other accountable to these things?

Student feedback: This exercise was really helpful. Helps with accountability, and buy-in. Consider use of "guidelines" instead of "policies"

(9:00-9:10 am) **BREAK** 9:10-9:15 am

(8:45-9:00 am) **Small Group Discussion: What is Learning?** Start 9:15

- **(5' small group discussion + 10' full class discussion)** Create 4 breakout rooms (can do the same rooms as before or re-create them)

(9:10-9:30 am) **What is Learning? (cont.)** End: 9:50

- **(20')** [Slides] Definitions & Dimensions of Learning
  - Various definitions, Barron *et al.* 2015 article
  - Consensus Barron 2015 framework, *Make it Stick* definition
  - Definition from "How Learning Works"
    - **Discussion:** Ask students to respond: *What are some implications for us as teachers as we consider learning in this way?*
  - Present Fink's Taxonomy of Significant Learning
    - **Quick check:** thumbs up/down (on camera or via Zoom reactions) to indicate level of familiarity with Fink's Taxonomy

(9:30-9:40 am) **(Slides) Introduction to Syllabus Assignment** End 9:52

- Have students recall: characteristics of learner-centered syllabi (from asynchronous readings) (raise virtual hand, unmute yourself, or type thoughts into chat)
- Talk about the goal of syllabus, mention rubric
- Go over scaffolding of assignment
- *What questions do you have for me?*

(9:40-9:50 am) **Syllabus Assignment: Brainstorming your Course** 9:52-10 am

- **(3')** Let's reflect: Who are your learners? What is your course idea? (Give students time to write with their cameras off)
- **(5')** Let's imagine: What do you want your learning to get out of your course? (Don't worry about specific terminology...just free-write)

Final Tips

- I find Google slides (presenting in presenter view) to be the easiest with Zoom screensharing; also easy to toggle between slides and other Google docs/websites used for class
- Having a second monitor is incredibly helpful so that you can display all your students' faces and other pop-up windows like the chat and breakout rooms in addition to your slides
- Very helpful to have administrative support (e.g., a teaching assistant) to set up breakout rooms, etc; however, with good organization it is feasible to do it yourself :-)

Thanks for listening!

What questions do you have for me?

What other ideas/thoughts about teaching on Zoom do you have?

Keep in touch: taralyn_tan@hms.harvard.edu

A Big Thank You to Kathy & C-Hub Team!

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