Zoom Meetings

Setting Up the Meeting

- Setting the synchronous class meetings as reoccurring Zoom meetings on Canvas will add the meeting to the student's Canvas Calendar and provide them with the Zoom link to join. Be aware that this will alert the entire class, so is best used when the meeting applies to the entire class. It can be confusing if the Zoom meeting is for meetings designed for only a subgroup of students.
- Consider disabling the "ding" up entry/exit, as it can be distracting. Students may experience technical issues and be entering/leaving throughout the session.
- Muting and disabling participant's video upon entry allows students the option to enable these features only once they are comfortable and creates less disruption in the class setting.
- It can be overwhelming for the faculty member to monitor the chat and lecture at the same time. Consider setting the TA's/Instructors as co-hosts so that they might help facilitate the answering of student questions.
- Asking the TA's/Instructors to enable their video can create a more communal atmosphere and allow the students to see their instructors.
- Enabling public chat so students can view and answer each others' questions provides a more communal class atmosphere. However, this can also be how students can "Zoom Bomb" a course. Thus, we recommend using with care and being ready to react in case a zoom bomb should occur.

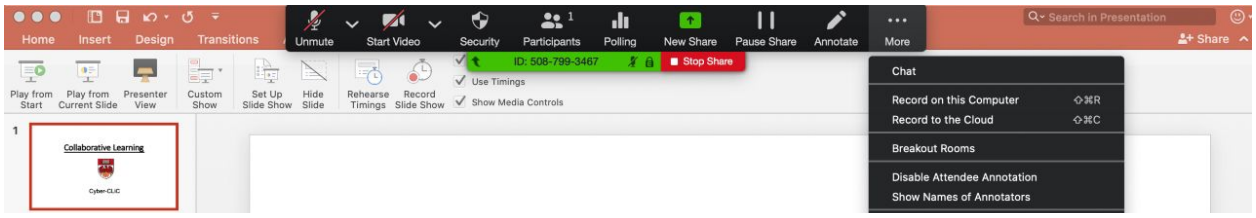
During the Meeting

- If lectures were pre-recorded, then consider using the "Lecture" time to briefly recap the main points and answer direct student questions in an organized fashion. Communicate to students in advance how they can ask questions (see next point).
- Encourage students to ask questions by either 1) unmuting themselves, asking the question, and then muting themselves again, 2) submitting the question via the public chat, or 3) submitting the question via a private chat to the Instructor and/or TA's (for students who prefer a more discrete way to ask questions). Participants can "raise their hand" or use the icons for rapid responses to yes/no type questions. It is helpful if the instructor asks the class ahead of time what they prefer. Be certain that the instructor/host or their designee co-host/TA pay attention to the chat questions and respond. We found that even with a class of 170 students, allowing students to mute/unmute themselves worked well and no one spoke over each other.
- If the instructor designates a meeting moderator, this moderator might help field questions. Students could submit the questions to the moderator via private chat and the moderator could read them aloud while the instructor uses the shared screen and responds. A moderator could watch for students with "raised hands" and interrupt at an appropriate time to flag the question for the instructor. Private chats limit distraction and help the students remain focused on the lecture. We found that asking TA's/Instructors to answer simple questions from students during the meeting time, via chat, was effective. We found that using screen share with a tablet and stylus while either lecturing and/or answering questions, is very effective.

- If time permits, using the Lecture time to solve additional and more challenging problems. This higher level application of the asynchronous materials may encourage the students to watch the videos prior to attending.

Miscellaneous Tips

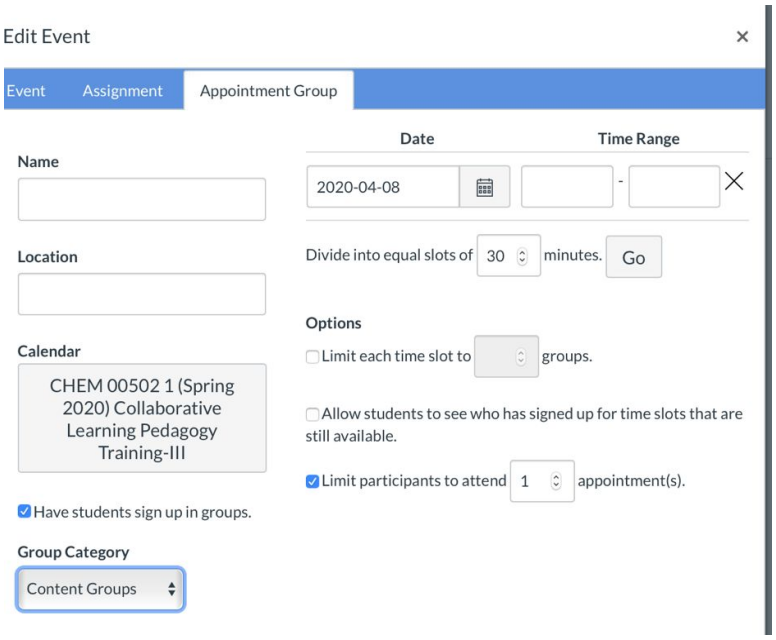
- You can make the chat window visible while screen sharing, allowing the instructor to both field questions and respond. While screen sharing, hover your mouse over the green “Meeting ID” number. A black control bar will pop up. Click the “...” on the right and select “chat”.



- Consider using shared documents on Google Drive instead of the annotation function for group work between students - some operating systems (such as those on Chromebooks) do not support the whiteboard and annotation functions.
- We have found that editing videos takes significantly longer than presenting lecture information. When creating recorded video lectures using Zoom’s whiteboard and annotation functions, it helps to prepare a script for both what you’re going to say and draw.

TA Practices

- TAs may set open office hours through the Canvas Zoom meeting. The whole class will receive an email alert.
- TAs can create section specific office hours through the Zoom application (not on Canvas and not listing any invitees). Once the meeting is created, a Meeting ID will be designated. TAs can share this invitation with the Zoom Meeting ID with the section students on the Canvas Group home page. Additionally, these meetings can be added to a student's Canvas calendar by creating a Calendar event for the "Group Category".



- TAs may set the time for Discussion Section through Canvas Zoom meetings if you want to share the section discussions with the whole class. Otherwise, set the discussion time as the private Zoom meetings.
- TAs will either record or summarize discussion sessions and post to their respective Group pages. This will better serve the students' needs from different time zones and inability to attend synchronous sessions.
- Because timely feedback on grading assignments is essential to students, using Canvas testing and grading tools and having students upload assignments to Canvas, we believe will work effectively. Creating a pre assignment to help students understand how to turn their written work into PDF format and upload effectively, we have found to be a good best practice.