

How to Facilitate a Live, Interactive Zoom Class Meeting

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Learning Objectives

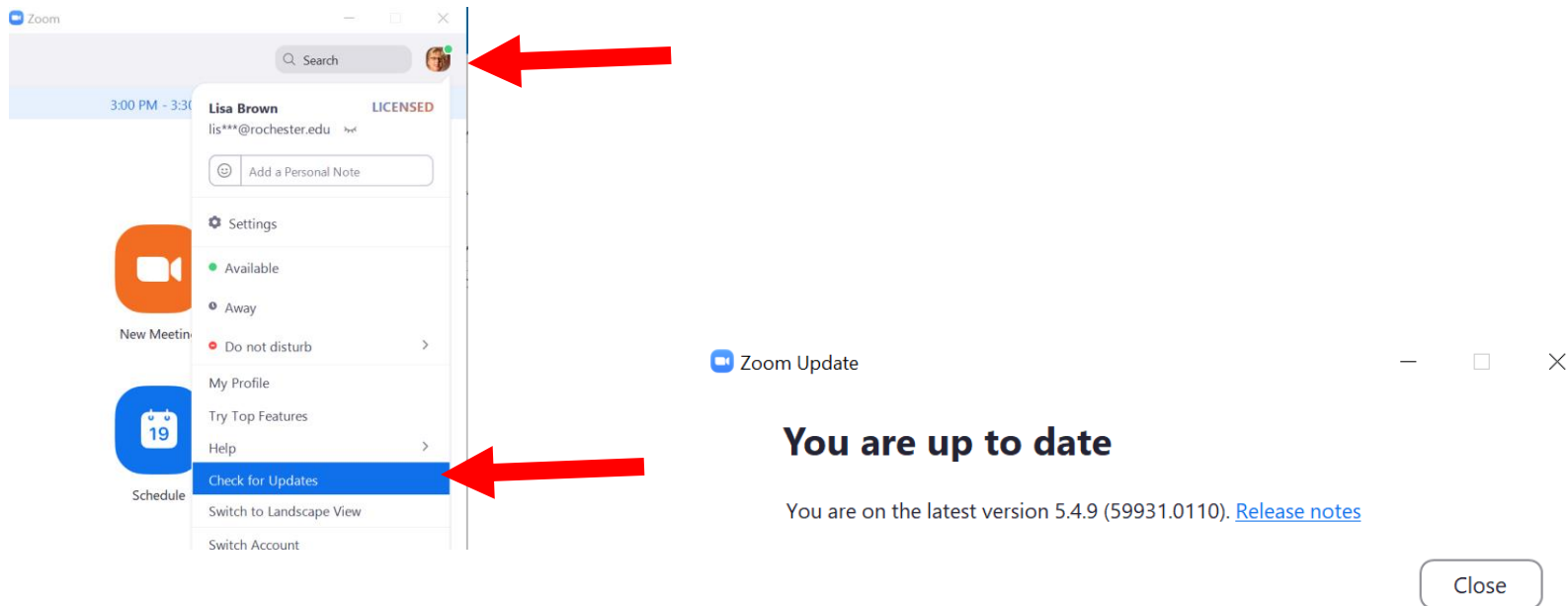
Participants will be able to...

- Describe Best Practices for Security within a Class Session
- Review Accessibility Features
- Use Interactivity Options in Zoom
 - Chat and Reactions
 - Annotation and/or Whiteboard
 - Breakout Rooms
 - Polling
- Provide a Recording to Students



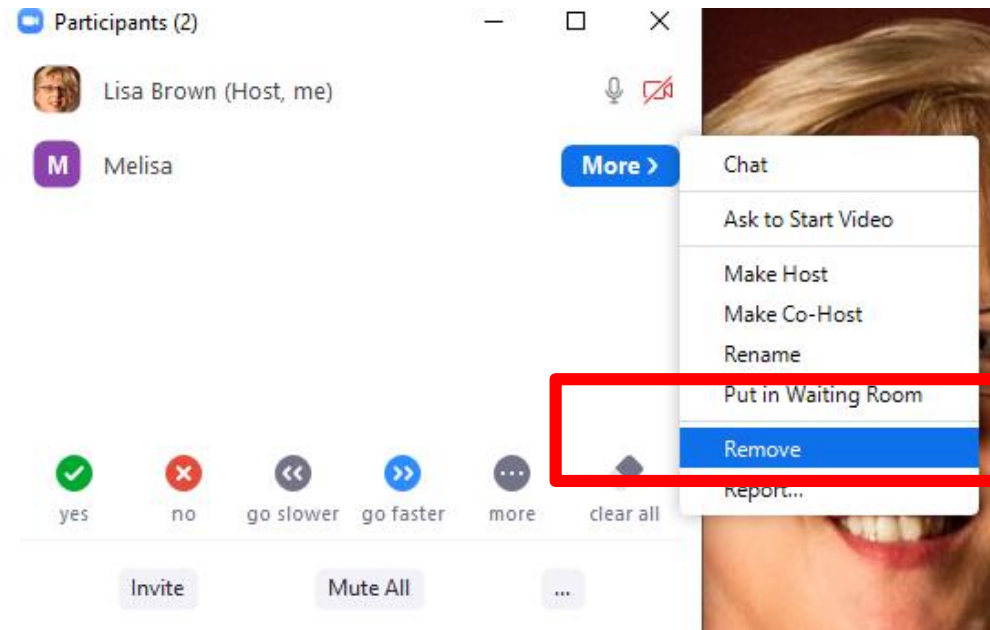
Before We Start

- Keep Zoom up to date
- Remind students to stay up to date



Avoid Zoom-bombing

- Only share your Zoom link in your Blackboard course
- Know how to **Remove a Participant**

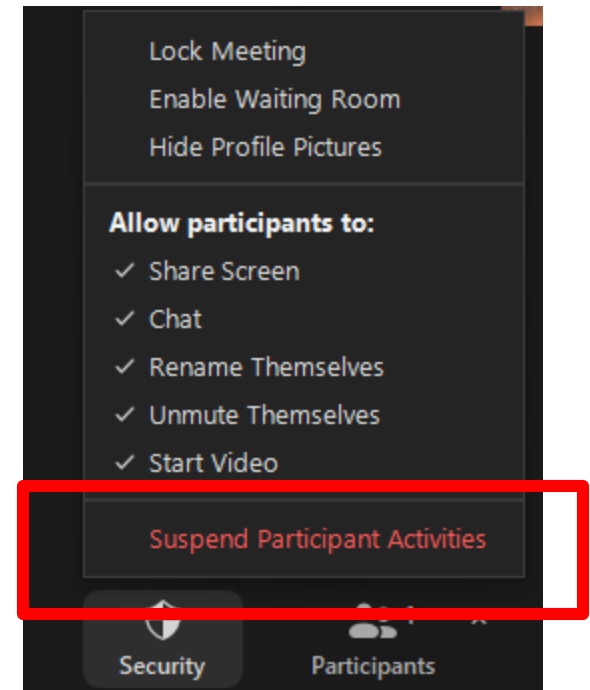


<http://rochester.edu/online-learning/disruption/privacy-in-zoom.pdf>



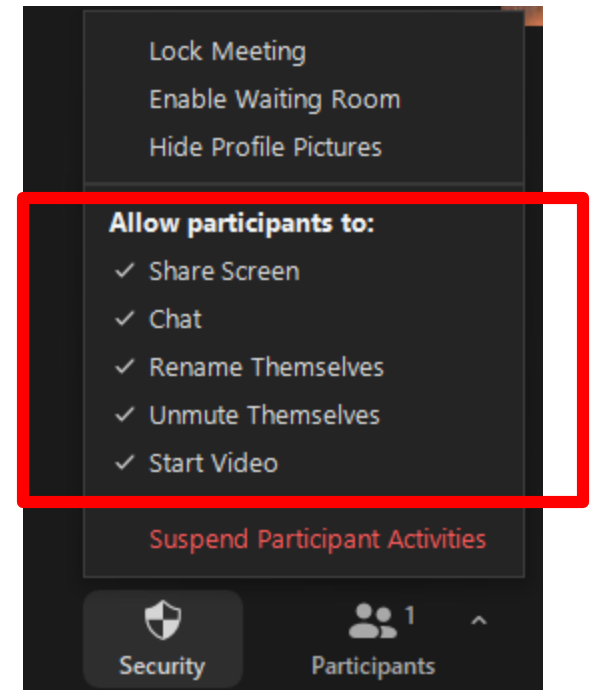
Understand Security Options

All video, audio, in-meeting chat, annotation, screen sharing, and recording during that time will **stop**, and Breakout Rooms will end.



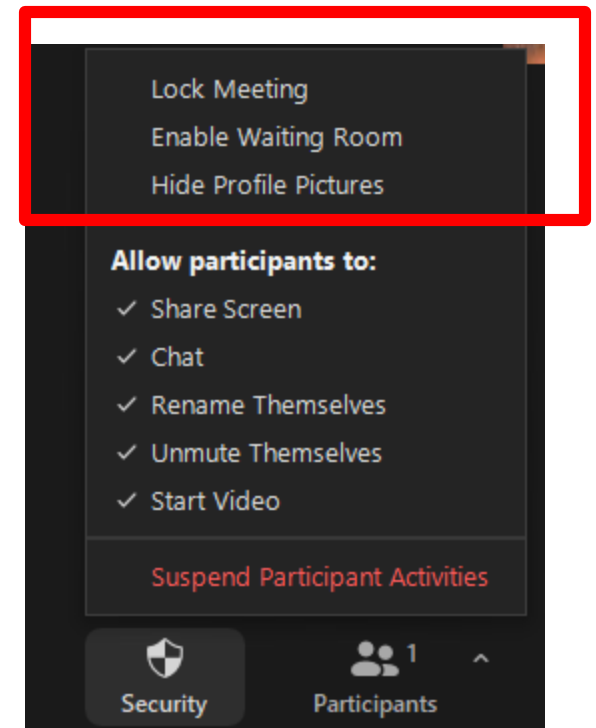
Understand Security Options

Change settings during the meeting for what participants can and cannot do.



Understand Security Options

Control who can enter the meeting

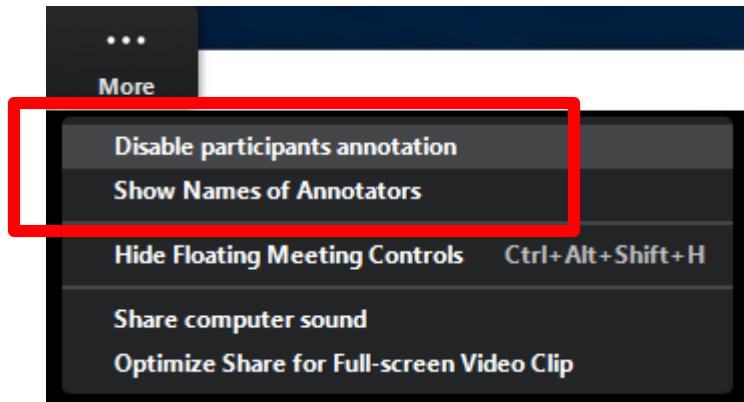


Additional Tips

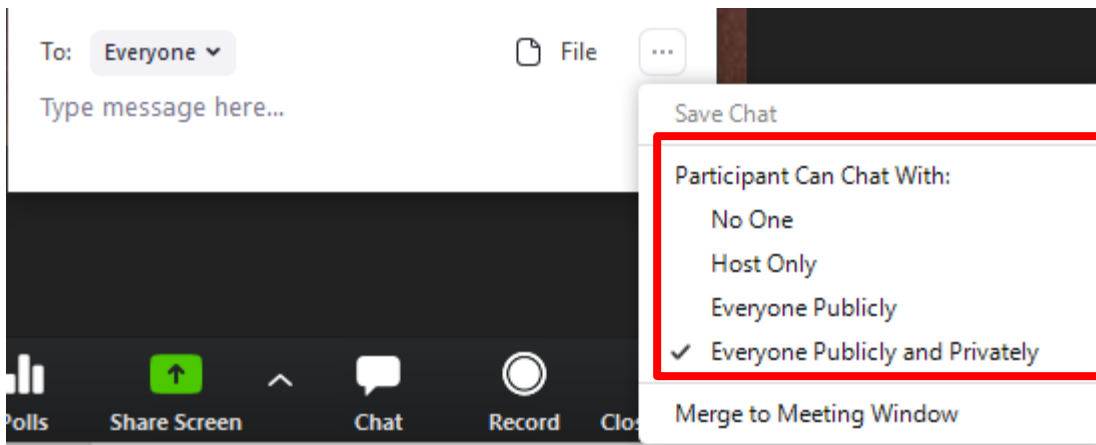
OTHER THINGS YOU CAN DO DURING THE MEETING



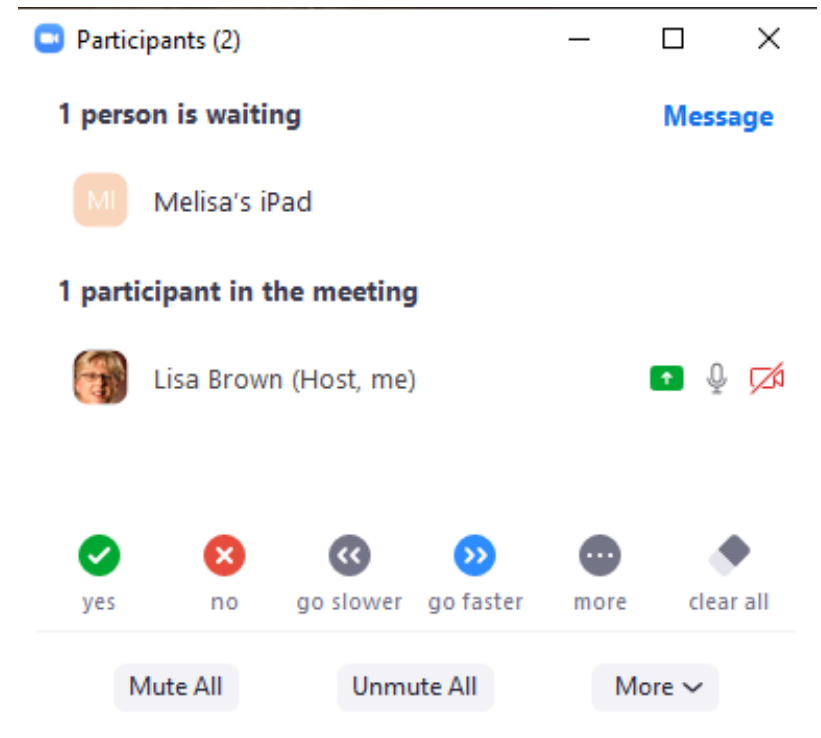
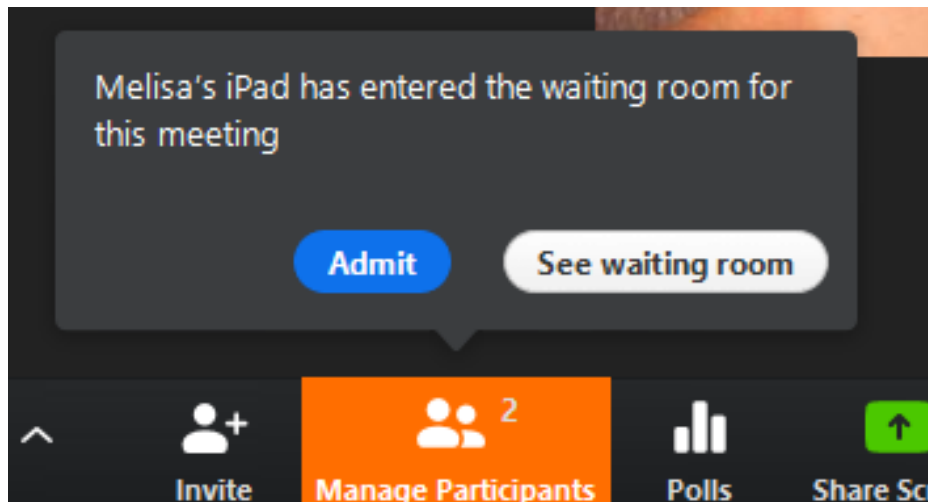
Disable Attendee/Participant Annotation



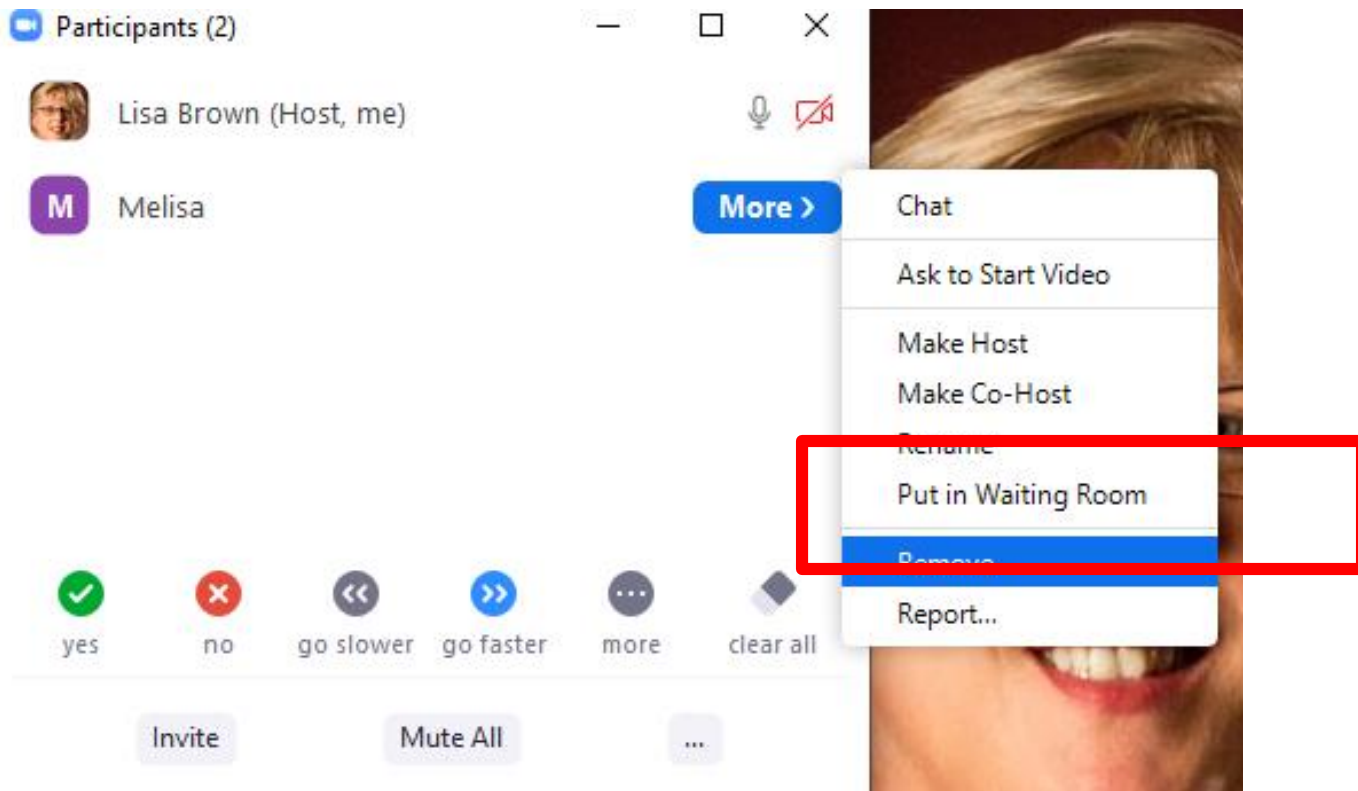
Manage Chat Communication



Using a Waiting Room



Move Participant to Waiting Room



Additional Tips

THINGS YOU CAN DO BEFORE THE MEETING



In Web Site

- <http://Rochester.zoom.us>
- <http://urmc.zoom.us>

- Meeting already scheduled
 - Find your meeting and edit it to see the options.
- Use when scheduling any new meetings.



Security to Join

Security

Passcode

Waiting Room

Video

Host

on off

Participant

on off



Participants Video Off

Security

Passcode

Waiting Room

Video

Host

on off

Participant


on off



Disable Join Before Host

Meeting Options

Enable join before host

Mute participants upon entry 

Only authenticated users can join

Breakout Room pre-assign


Record the meeting automatically on the local computer



Mute participants when joining

Meeting Options

Enable join before host

Mute participants upon entry 

Only authenticated users can join

Breakout Room pre-assign

Record the meeting automatically on the local computer



ACCESSIBILITY FEATURE



Closed Captions Live Transcription

Closed captioning

Allow host to type closed captions or assign a participant/third party device to add closed captions



Enable live transcription service to show transcript on the side panel in-meeting



This feature is only available in the NetID Zoom account



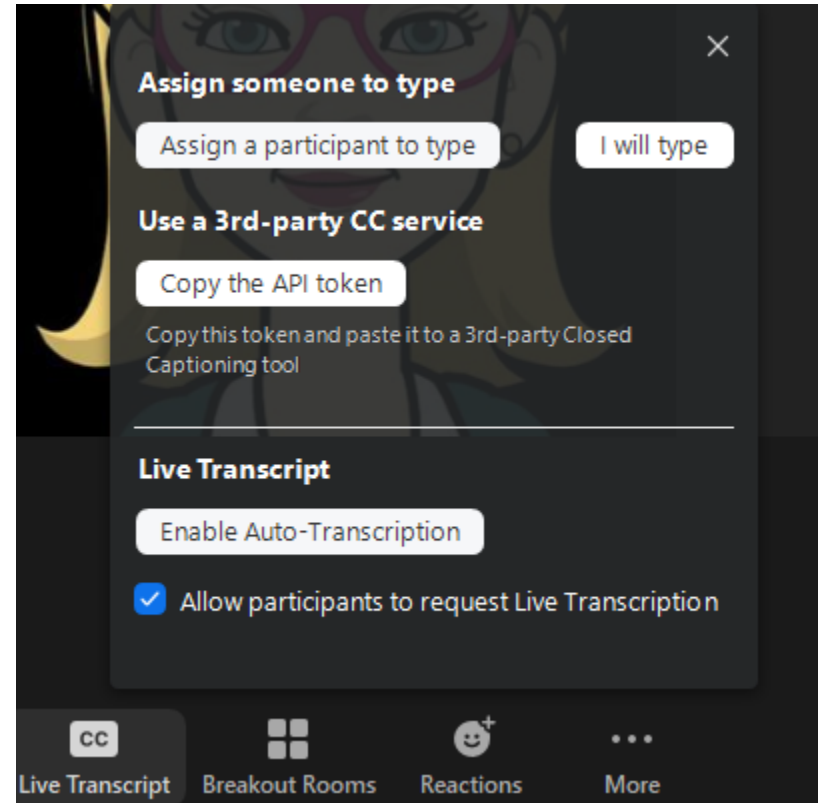
Turn on Live Transcript

A participant requests that Live Transcription be enabled for the meeting

Enable


Decline

Decline and don't ask again



View Transcript

Live Transcription (Closed Captioning) has been enabled

 **Who can see this transcript?**



The transcript from this meeting may be saved and shared with apps and others by participants with relevant permissions (based on the settings configured for this meeting).

Hide Subtitle

View Full Transcript

Subtitle Settings...

CC




Live Transcript

Breakout Rooms

React

Transcript

 Search transcript

 Melisa's iPad (2)

12:47:11

It's.

12:47:27

Hello.

12:47:30

Save Transcript

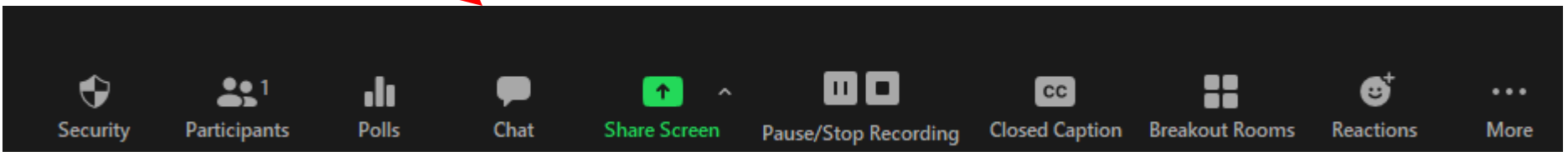
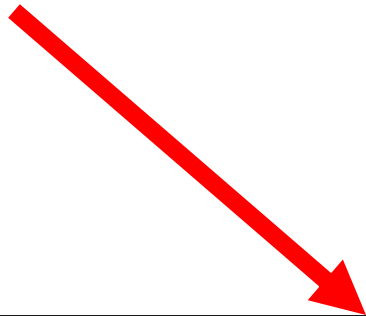


In-class interactivity

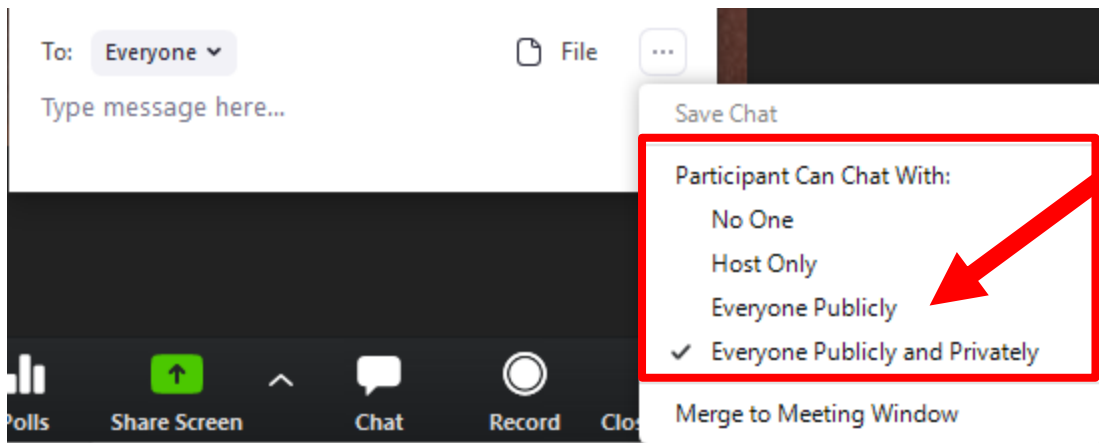
USING CHAT



Managing Chat



Chat Options

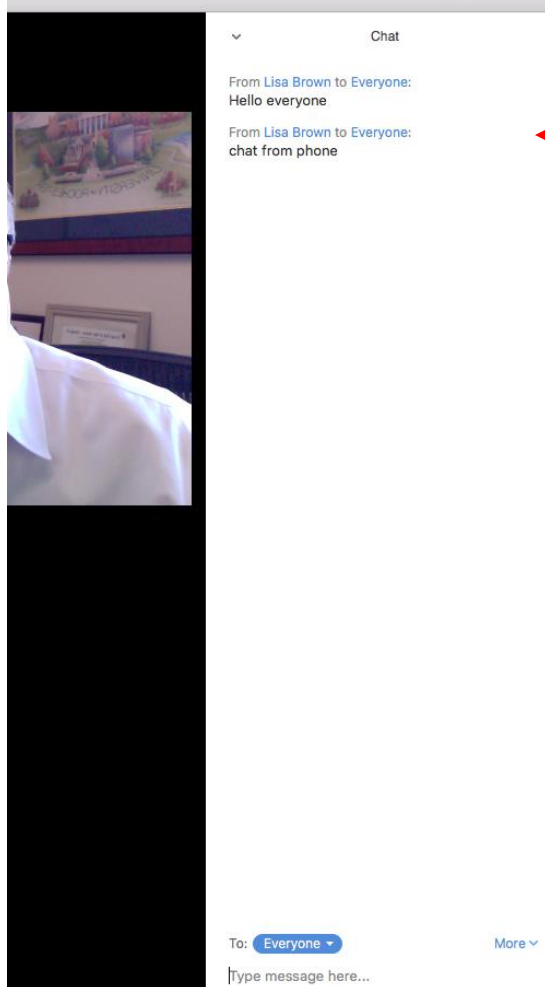


Allow students to see the public chat

Turn off private messaging if you like



Managing Chat



Encourage students to ask and answer questions here

In a large course, have a second person to moderate
(Teaching Assistant)



In-class interactivity

FEEDBACK AND REACTIONS



Non-Verbal Feedback

Nonverbal feedback



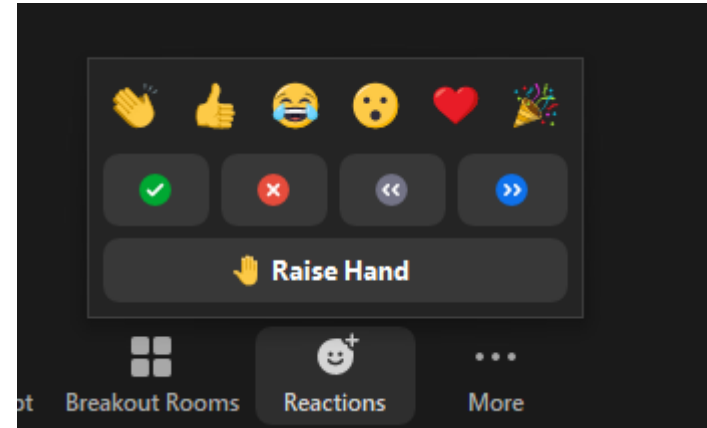
Participants in a meeting can provide nonverbal feedback and express opinions by clicking on icons in the Participants panel. 

<https://rochester.zoom.us>



Reactions


Encourage Students to use Reactions throughout your lecture




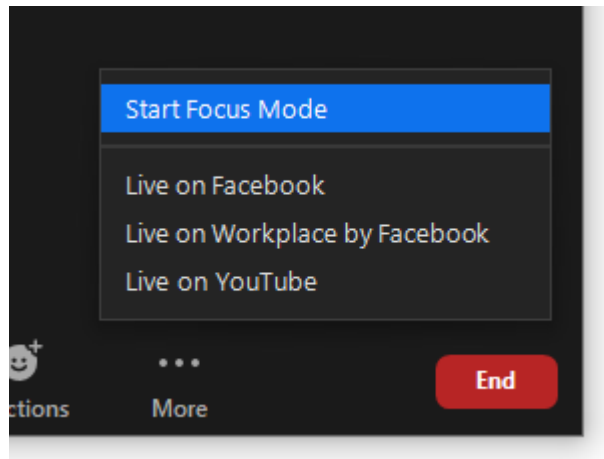
Focus Mode

Focus Mode



A mode that shows only hosts and co-hosts' videos and profile pictures during a meeting. Focus Mode can be found in the "More" menu in the in-meeting toolbar. 

Allow host to enable focus mode when scheduling 



<https://rochester.zoom.us>



Virtual Seating Chart

Save Gallery View



After re-ordering the gallery, the host may save the arrangement as a custom seating chart to the unique meeting ID.

- Requires all participants to be authenticated
- Only works for recurring meetings

<https://rochester.zoom.us>

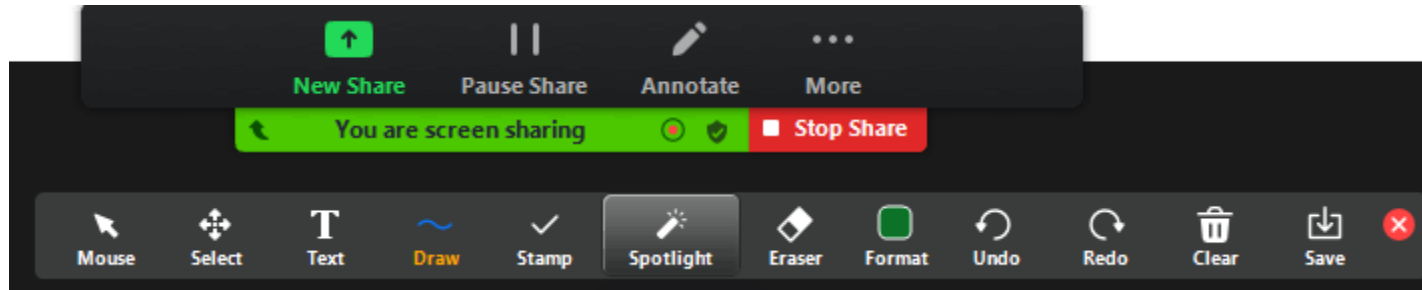


In-class interactivity

USE ANNOTATION



Annotation Tools

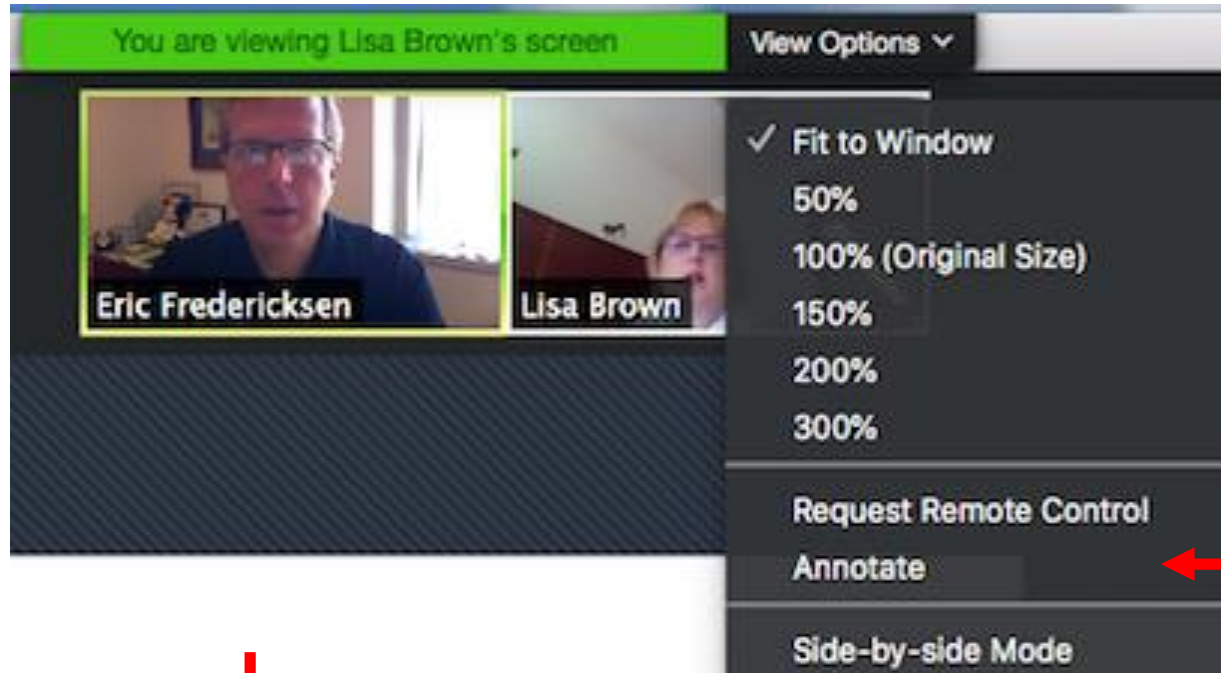


Design an activity where students collectively draw or write on the whiteboard or on your slides

Can type Text or use Draw



Annotation Tools – Student View



What are some of the benefits of
each mode of instruction?

Synchronous

Asynchronous



Share the Whiteboard

Select a window or an application that you want to share

Basic Advanced

Screen 1 Screen 2 Screen 3 Whiteboard

iPhone/iPad

Facilitate Live Zoom Class Sessio... Capture Copied Inbox - lisa.brown@rochester.ed... Grant excerpts for Yvonne and Sa...

Share computer sound Optimize Screen Sharing for Video Clip

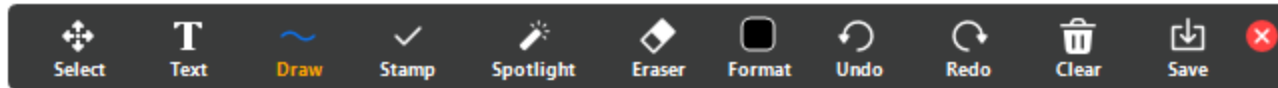
Share



Add Pages to the Whiteboard



Save the Annotated Screen



In-class interactivity

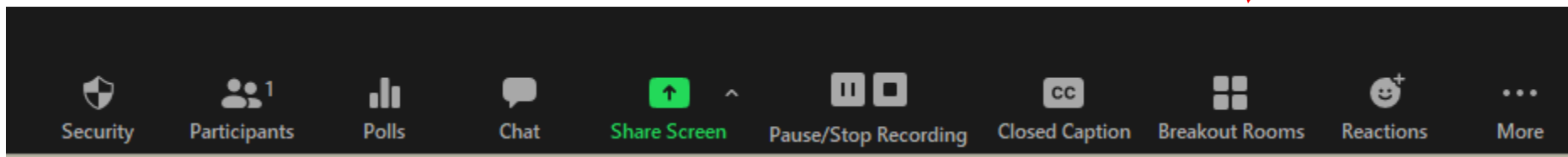
USING BREAKOUT ROOMS



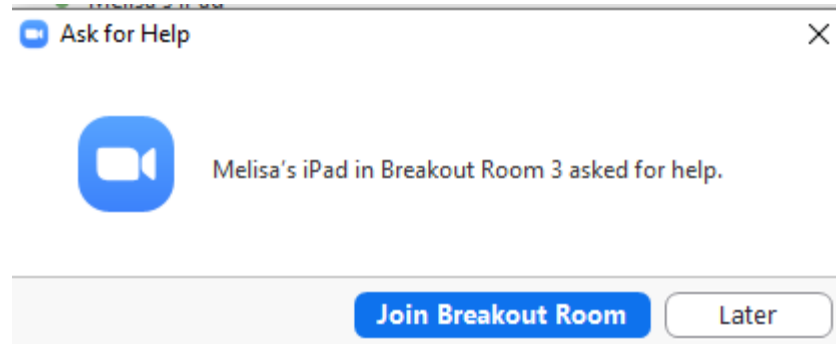
Breakout Rooms

Design activities for students to work and talk in smaller groups

Note: Only the meeting host can open/close/manage breakout rooms



Students Request Help



Make sure that students know that there is a
“Request Help Button



Send a Message to All

▼ Breakout Room 1 [Join](#)

● Eren Yaeger

▼ Breakout Room 2 [Join](#)

● Jack Barker

Type your message here

[Broadcast](#)

[Broadcast a message to all ▼](#)

[Broadcast a message to all ^](#) [Close All Rooms](#)



Creating Breakout Rooms

Create Breakout Rooms ×

Create breakout rooms

Assign automatically

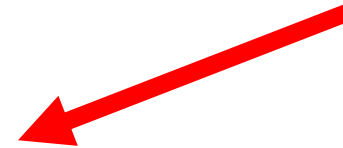
Assign manually

Let participants choose room

0 participants per room

Create

Breakout rooms can be created three ways...
Choose one

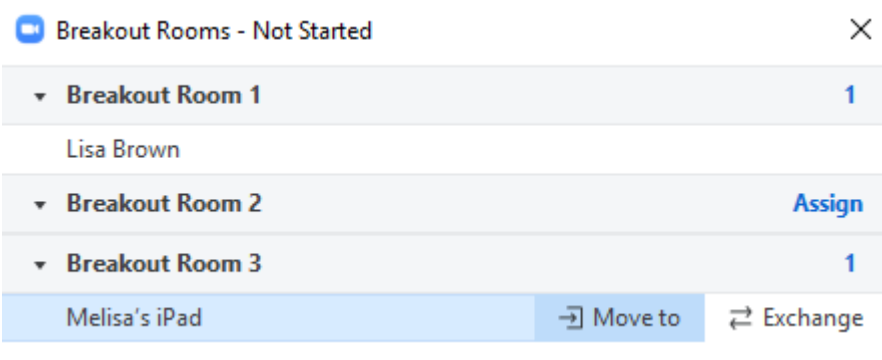


Options during Breakout Rooms

- Turn off your audio and video
- Pause Recording



Automatic Breakout Rooms



A screenshot of the Zoom Breakout Rooms interface. At the top, it says "Breakout Rooms - Not Started" with a close button (X). Below this, there are three breakout rooms listed:

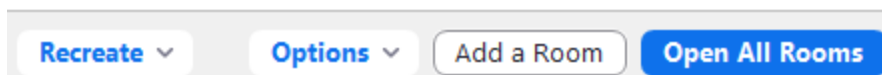
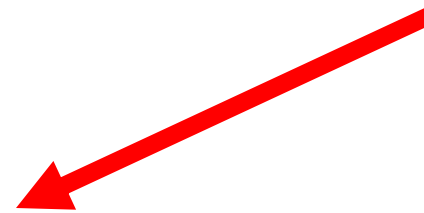
- Breakout Room 1**: 1 participant (Lisa Brown)
- Breakout Room 2**: Assign button
- Breakout Room 3**: 1 participant (Melisa's iPad)

At the bottom of the room list, there are two buttons: "Move to" and "Exchange".

Zoom will pre-assign students into rooms.

You can move them if desired

Great for spontaneous activities.



A screenshot of the Zoom Breakout Rooms control bar. It contains four buttons: "Recreate" (with a dropdown arrow), "Options" (with a dropdown arrow), "Add a Room", and "Open All Rooms".

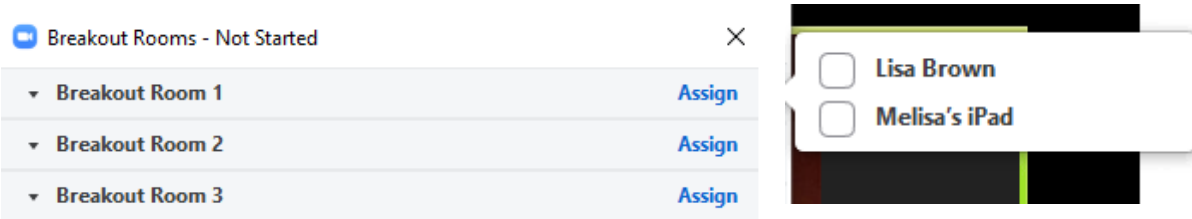


Let's Try!

- Take 2 minutes to introduce yourselves to each other!
- Be sure to turn on your cameras and microphones!

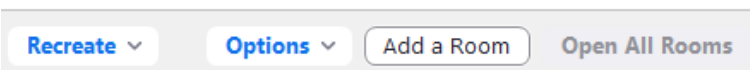


Manual Breakout Rooms

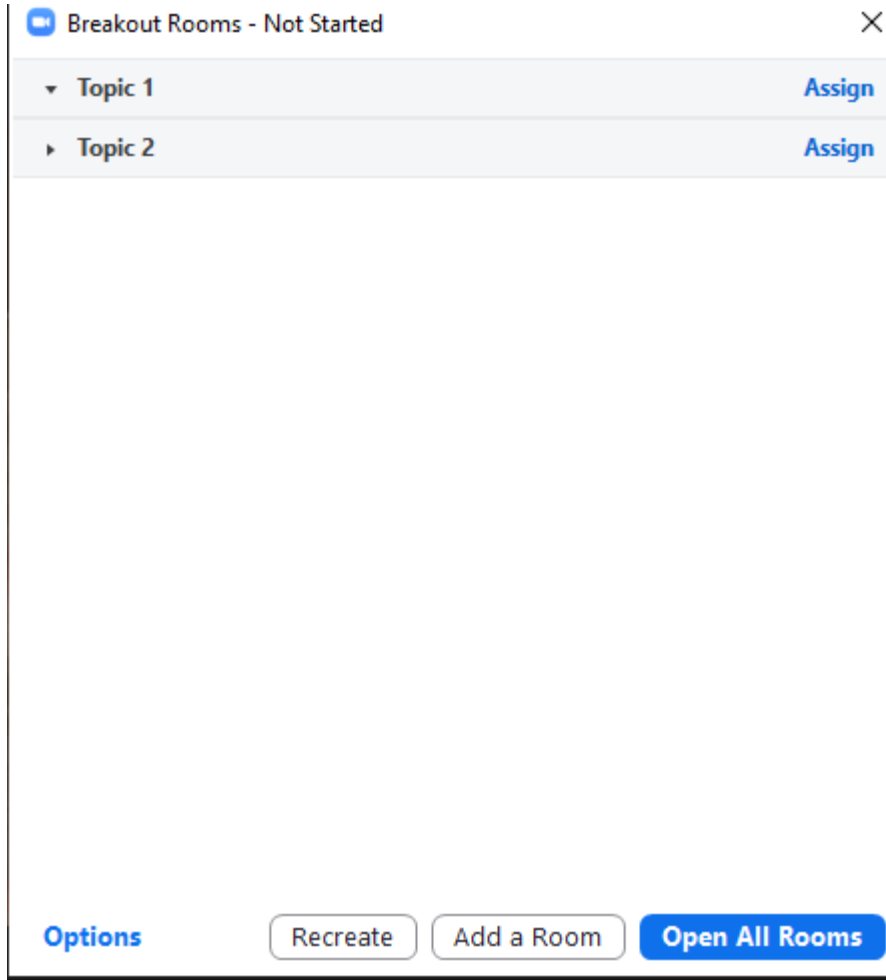


You will need to assign students into rooms.

Great for deliberate group activities.



Choice of Breakout Rooms



The screenshot shows a window titled "Breakout Rooms - Not Started" with a close button (X) in the top right corner. Below the title bar, there are two rows representing topics. The first row is "Topic 1" with a downward arrow on the left and an "Assign" button on the right. The second row is "Topic 2" with a rightward arrow on the left and an "Assign" button on the right. At the bottom of the window, there is an "Options" label followed by three buttons: "Recreate", "Add a Room", and "Open All Rooms". A red arrow points from the right side of the slide towards the "Open All Rooms" button.

You create rooms – provide names.

Students choose which room to join.

Great for choice activities



Let's Try!

- Choose A if you are in Arts Sciences and Engineering
- Choose B if you are in any other school

What challenges do you see in using these tools in class?



Sharing YOUR Screen to the Breakout Rooms

Select a window or an application that you want to share

Basic Advanced

Screen 1 Screen 2 Screen 3 Whiteboard

iPhone/iPad

Inbox - lisa.brown@rochester.ed... [UNIVITLSS-6316] [EXT] Adding ... System Admin - Blackboard Lear... Courses - Blackboard Learn - Go...

Share sound Optimize for video Share to breakout rooms **NEW** Share



Closing Breakout Rooms

▼ Breakout Room 1 [Join](#)

- Eren Yaeger

▼ Breakout Room 2 [Join](#)

- Jack Barker

Broadcast a message to all ^ [Close All Rooms](#)



In-class interactivity

USE POLLING



Make Sure Polling is ON

Meeting Polls/Quizzes



Allow host to add polls before or during a meeting

Allow host to create advanced polls and quizzes



If this option is selected, hosts will be able to create polls that include single choice, multiple choice, drop down, matching, short answer, long answer, rank order, and fill-in-the-blank questions. Hosts will also be able to set correct answers for quizzes they create. Users below version 5.8.3 will not be able to view or participate in advanced polls.

<https://rochester.zoom.us>



Add Questions to your Meeting

Poll Live Streaming

You have created 1 poll for this meeting.

Title	Total Questions	Anonymous	
▼ Poll 1:Sample question	1 question	No	Add Edit Delete

Want a webinar instead of a meeting? [Convert this Meeting to a Webinar](#)

Note: Only the meeting owner can add/edit polling questions to a meeting. A host/co-host can run an existing poll.

<https://rochester.zoom.us>



Create Individual Poll Questions

Add a Poll ×

Enter a title for this poll.

Anonymous? ?

1.

Type your question here.

Single Choice Multiple Choice

Answer 1

Answer 2

Answer 3 (Optional)

Answer 4 (Optional)

Answer 5 (Optional)

Answer 6 (Optional)

Answer 7 (Optional)

Answer 8 (Optional)

Answer 9 (Optional)

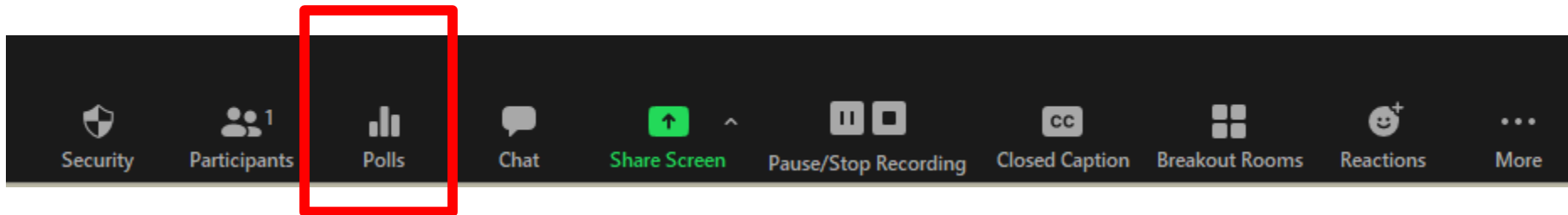
Answer 10 (Optional)

Delete

[+ Add a Question](#)



Polling – During Meeting



Choose Question and Launch

Windows title bar: Polls

Header: Polling 1: W1 - Online courses

Buttons: Edit

Question: 1. Have you ever taken an online course?

Options: Yes, No

Bottom button: Launch Polling

Right sidebar list:

- ✓ Polling 1: W1 - Online courses
- Polling 2: W1 - Steps Review
- Polling 3: W2 - Communication
- Polling 4: W2 - Collaboration
- Polling 5: W3 - Find in repository
- Polling 6: W3 - Tool
- Polling 7: W3 - Recording



Let's Take a Poll...



In-class interactivity

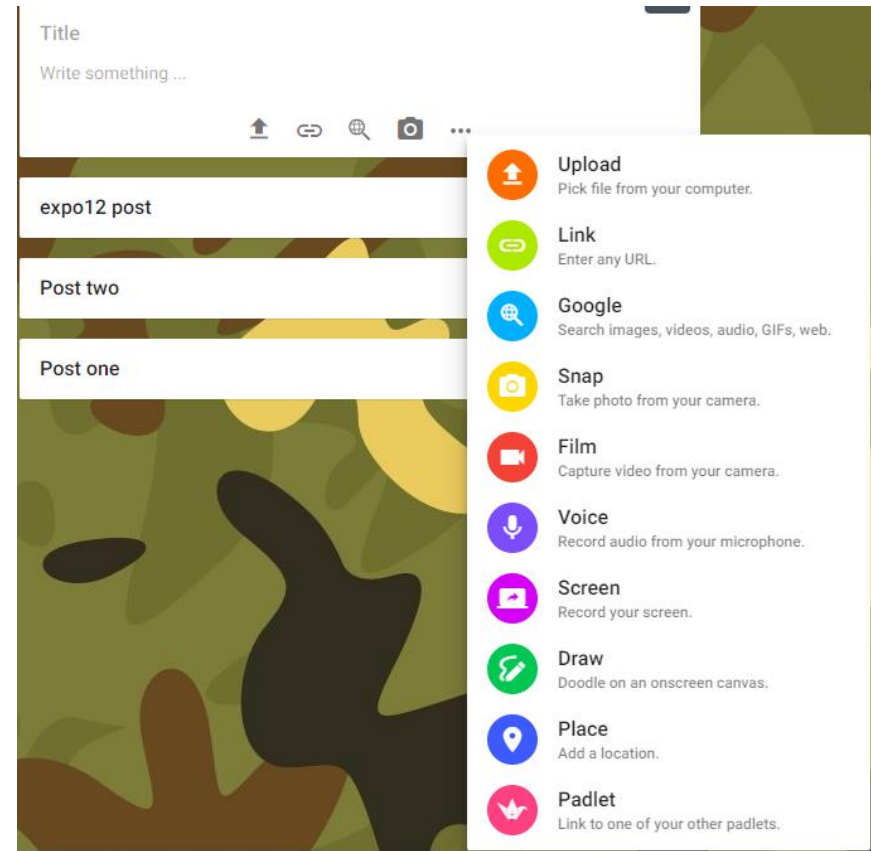
USE PADLET



Padlet is...

- Bulletin Board
- Collaborative Space
- Multimedia-friendly

- University Accounts
 - Unlimited Padlets
 - Ability to connect through LMS
- Faculty can request accounts



Padlet Templates

Start with a blank ...



Wall

PREVIEW

Pack content in a brick-like layout.

SELECT



Canvas

PREVIEW

Scatter, group, and connect content in any way.

SELECT



Stream

PREVIEW

Streamline content in an easy to read, top-to-bottom feed.

SELECT



Grid

PREVIEW

Arrange content in rows of boxes.

SELECT



Shelf

PREVIEW

Stack content in a series of columns.

SELECT



Backchannel

PREVIEW

Communicate in a chat like environment.

SELECT



Map

PREVIEW

Add content to points on a map.

SELECT



Timeline

PREVIEW

Place content along a horizontal line.

SELECT



Let's Try

- Click the link in the Chat
- Create a Post to answer the question..

How will you use these interactive features in YOUR next Zoom session?



Eric Fredericksen + 7 • 1mo

EDU581 5:30 class**Room 3**

-Professors who understand that grading/points are important, but aren't the end-all be-all of learning (ie classes aren't focused on grades but more on learning).

-Simple point system, simple design

-When lessons build on themselves

-Professor spending time with each individual (or small groups)

-A class that teaches you the "why"

-Small groups= less intimidating, more personal experience

-Variability in content presented

-Good discussion

-Low pressure on grades and due dates, understanding extending deadlines

-Feeling "invited" to class

-Professor enthusiasm

Group 5:

-Small groups

-team work & collaboration

-Interaction in various team sizes (small and large group)

-activities that spark engagement

-building on prior knowledge

-inquiry based learning

-independent effort followed by collaboration

Group 4:

- Open and safe learning environment

- Good communication

- Fun and effective

- Never made you feel dumb

- Inspiring

- Leader qualities

- Flexible

- Ability to assess our needs as students and asking students what they want to learn

- Allows for learning from each other

- Role model: helped us figure out what we like and don't like; talents and weaknesses and how to improve

group 6

-non-judgmental environment

-open ended questions to guide thinking

- art gallery experience - we don't always see the same thing/think the same way

- great supporters

- real-time feedback

- clear objectives

Group 2

Simulation during EM residency at UMass: high fidelity simulators, engaging instructors that had ample experience with acute cases (LifeFlight paramedics)

Clinical experience in Clin lab 362: running lab B students, "see one do" Psychotic patient ripped metal bar and attacked staff -> lack of debriefing, could have been improved upon
Clinical rotation at cancer center: teaching nurses about chemo, customizing padlet presentations

Group 7 : Learning Environment

- clear syllabus/objectives

-clear understanding of roles

-safe space and supportive environment

-having an environment that offers multiple different teaching methods (i.e. audio, visual)

-environment that all allows students to be active thinkers and learners vs

passive thinkers and learners

-collaboration between peer (i.e. group projects)

-being adaptable as an educator to best fit students learning needs

-having timely feedback

Group 1 Rich Learning Environment

Open communication - professor is accessible

Comfort zone & psychological safety, judgement free

Appropriate and timely feedback

Engagement in the material - genuine interest

Equal participation by everyone involved

Clear, concise, communication

Learning objectives established early - clear course expectations

Poll EV, Voice Thread - technology to increase engagement and learner participation

Elementary Music Classroom = Play is learning

Multiple modalities of learning



EDE486 Spring 2021

Use the plus sign at the bottom right to add a text box.

Room 2

- yellowdig: good for fostering informal conversation and sharing resources and ideas
- voicethread: presentations that you can watch back at your own pace/ choice built into it (i.e. video vs audio vs both)
- virtual simulations
- google drive: accessibility, option to choose what to share, working in the same document- real time

Room 1

- Padlet, Jamboard
- Yellowdig
- PowerPoint
- Google Drive, Google Docs
- Educational Facebook groups
- Flipgrid
- Topia
- Kahoot
- Book Creator

Room 3-

Powtoon. Using it to do science fair. Creative video production and presentations. Add Powtoon to whitelist to block other sites. Premade templates, timelines, interactive.

Sutori. Presentation templates through timeline scroll. Embed videos, photos, quizzes, etc. Similar to prezzi, user friendly.

Classlink for linking apps and managing logins.

Anything free. Nothing that doesn't have a bunch of individual log ins.

Seesaw for 2nd grade and below.

Creatly for concept mapping.

Jamboard for collaboration which engages the under sharers (logs) and over sharers (hogs).

Canva free graphic software with templates

Kahoot

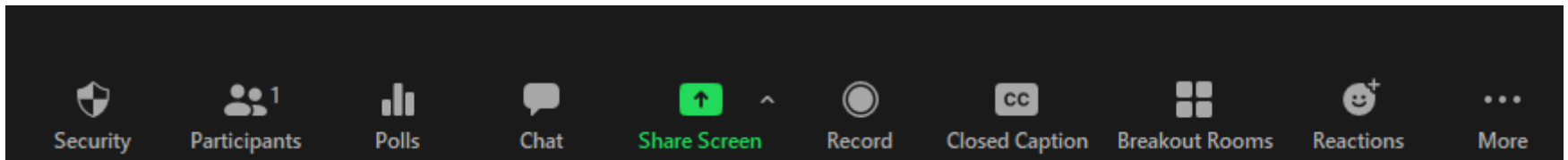
YellowDig



RECORDING YOUR SESSION



Record Sessions for Playback



Start the recording

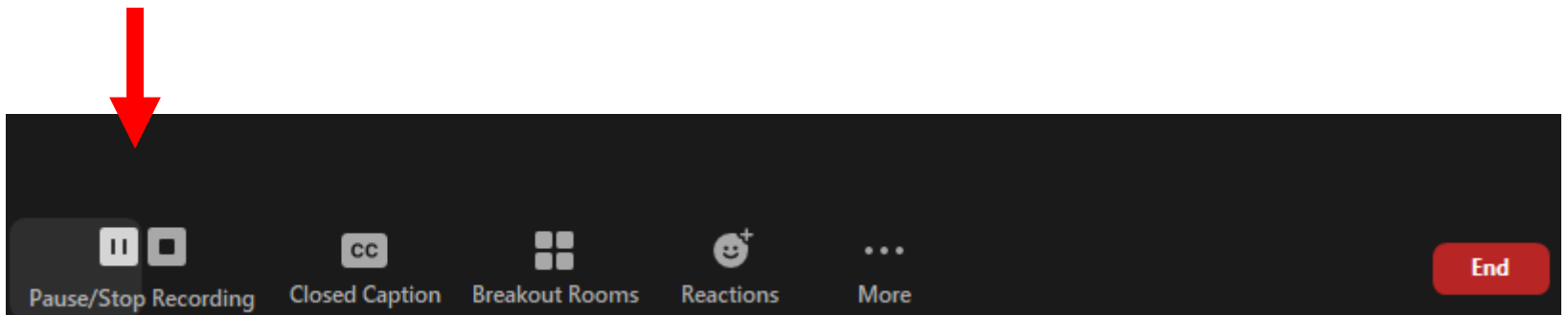
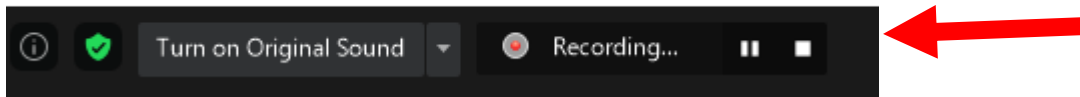
Note: Only a meeting host or co-host can record, or assign others to record.



How to Pause/Stop Recording

- Use **Pause** to temporarily suspend recording
- When you are done, click **Stop** recording button.

Zoom Meeting

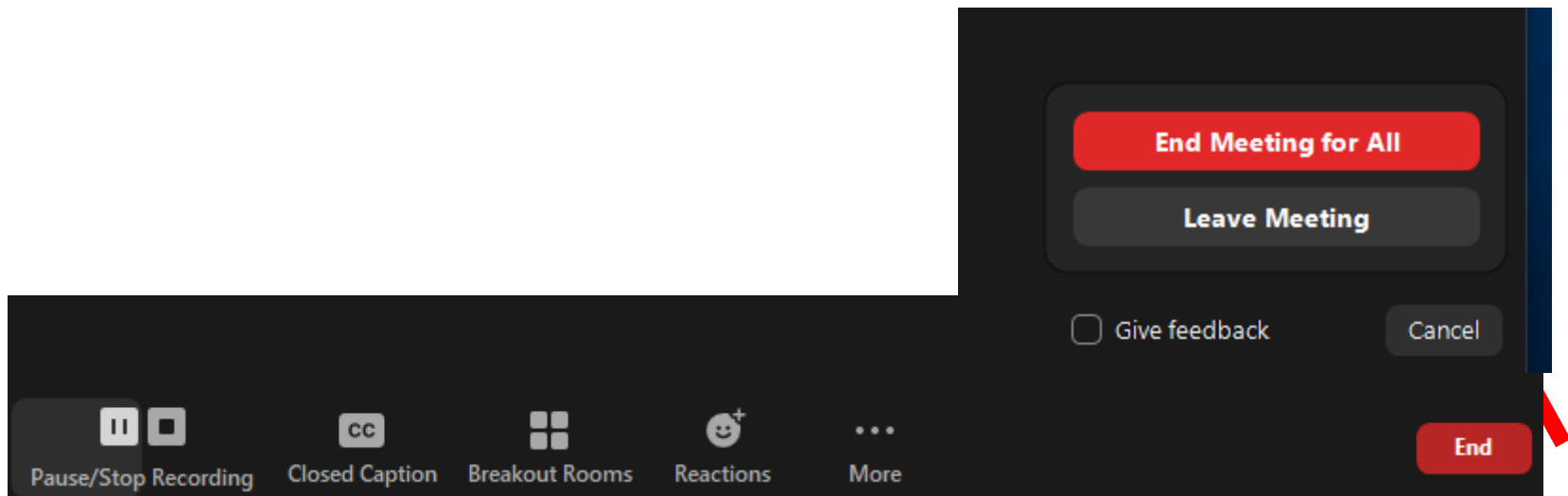


SHARING YOUR RECORDING



End the Meeting

- For Recordings:
- When you End the Meeting, Zoom will create an mp4 file on your computer.





Converting meeting recording

You have a recording that needs to be converted before viewing

3% 

Note: After the file has completed converting, if you choose to rename the file from the default naming convention, we recommend you use a unique file name. We recommend you do not use the words "Zoom", "Personal Meeting Room", or "My Meeting" when saving your meeting files.

Stop Converting



Share View

« zoom » 2021-0...

Search 2021-09-29 20.35.17 online teaching and learning - fall2021wse 91288432629

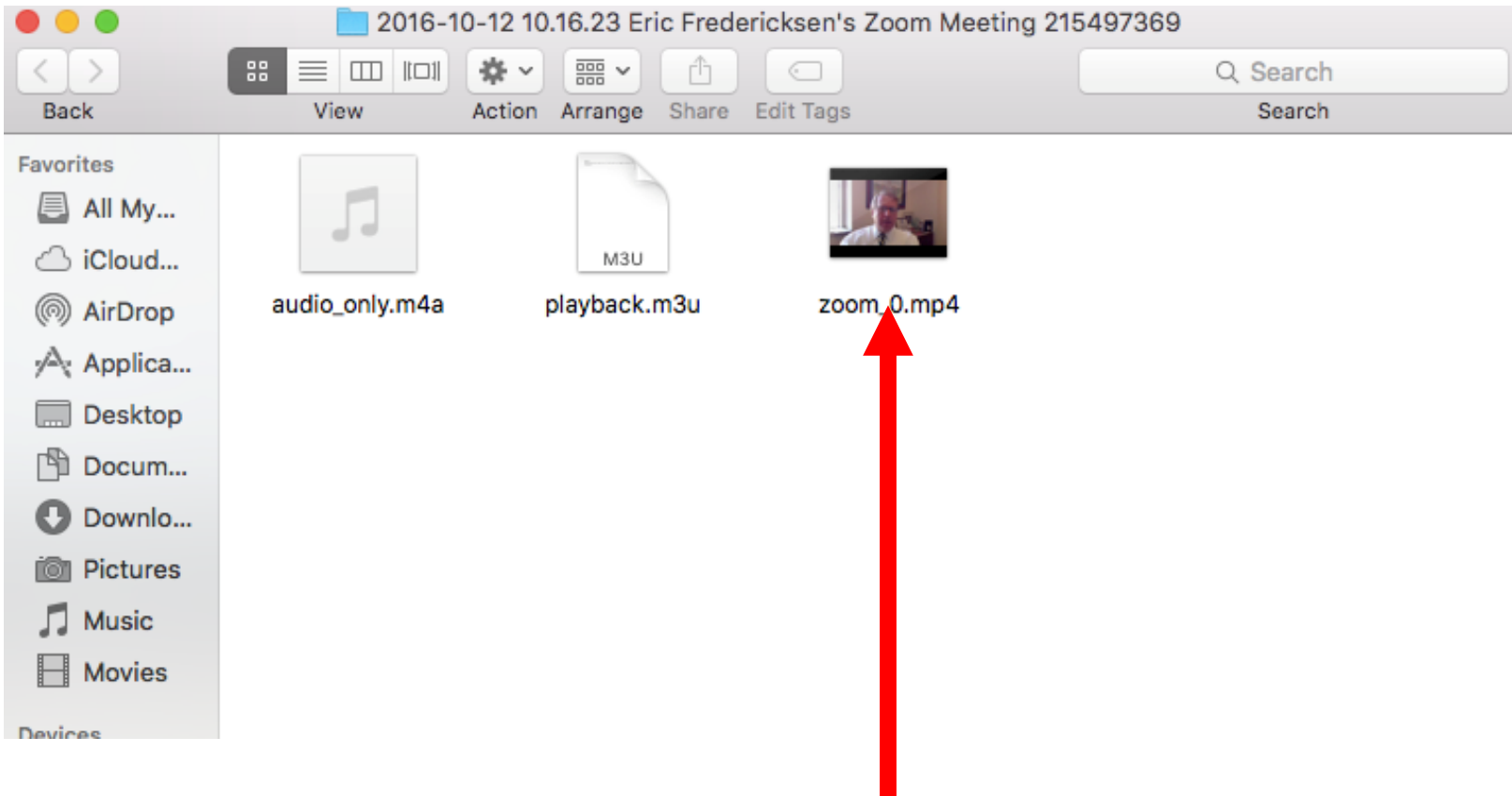
Name	Date modified	Type	Size
audio1197302461	9/29/2021 10:07 PM	MPEG-4 Audio	28,932 KB
recording.conf	9/29/2021 10:07 PM	CONF File	1 KB
video1197302461	9/29/2021 10:07 PM	MP4 Video File (VLC)	93,509 KB

ions

22



File Created After Conversion

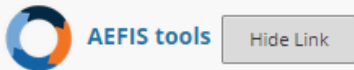


*rename the video file on your computer before uploading



Access to Panopto

Tools



AEFIS tools

Hide Link

View syllabus, evaluations, assessments and more.



Achievements

Hide Link

Achievements



Announcements

Hide Link

Create and view Course Announcements.



My Grades

Hide Link

Displays detailed information about your grades.



Panopto Content

Hide Link

Panopto Content



Piazza

Hide Link



Upload Media

CLIN TCHNG HLTH ED:INST MTHD - 2020SPRING EDU581.2020SPRING.48629 Course Panopto Content

Panopto Content

Search in folder "EDU581.2020SPRIN..."

Create ▾

- Record a new session
Record from your Mac or Windows PC
- Upload media
Create new sessions by uploading video or audio
- Playlist
Create a new video playlist
- New Folder
In EDU581.2020SPRING.48629: CLIN T...

Sort by: Name Duration Date ▾

Add folder

EDU581 Zoom Mar 4 days ago 1:02:40

EDU581 Zoom Feb 24 2020 18 days ago 1:24:32

EDU581 Zoom Feb 10 2020 a month ago 1:13:27

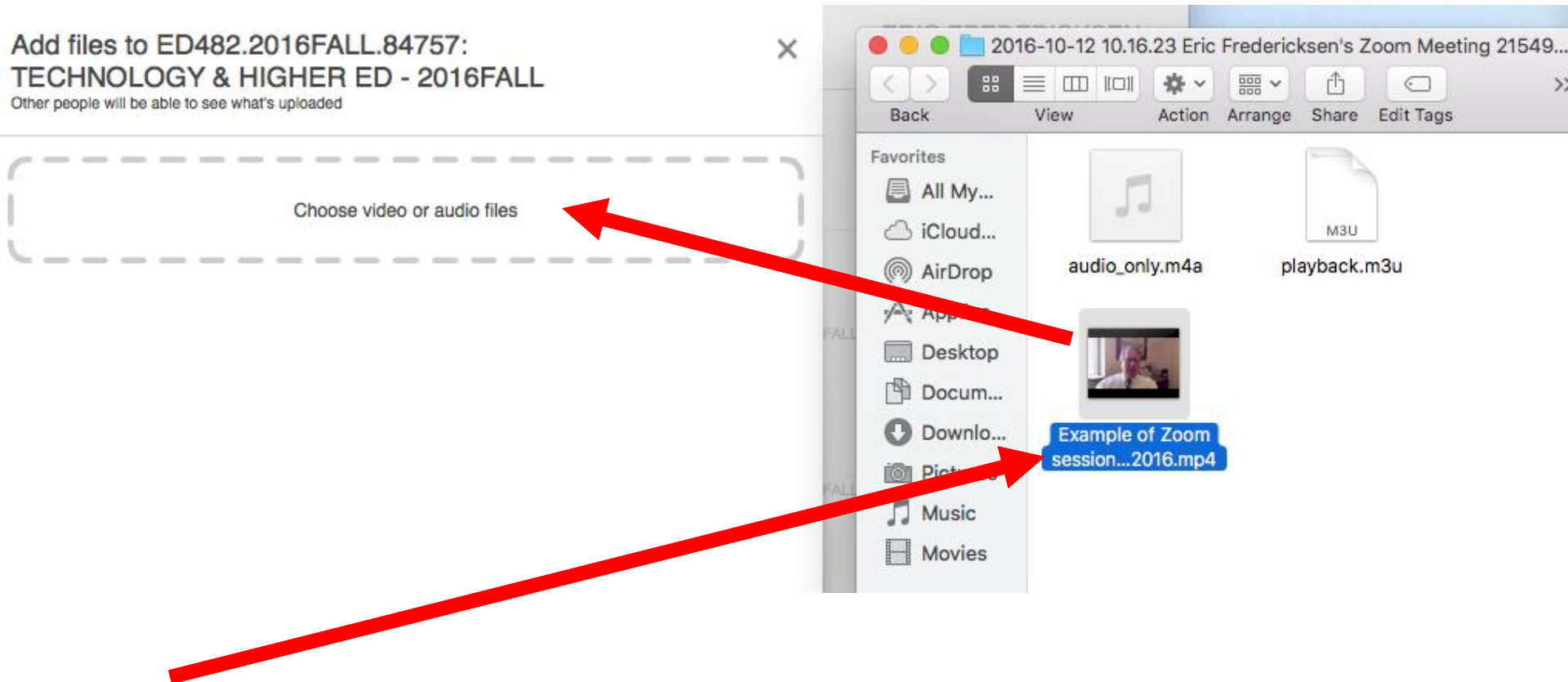
Module 2: Bedside Teaching and Effective Feedback
EDU 581
February 10, 2020

CLIN TCHNG HLTH ED:INST MTHD - 2020SPRING (EDU581.2020SPRING.48629)

- Course Home Page
- Announcements
- Syllabus
- Course Schedule
- Learning Modules
- Quickly Attendance
- Course Evaluations
- Assignments
- Journal
- Yellowdig
- MNE Student Teaching
- Groups
- Faculty Resources
- Student Services
- Grades
- Course Tools



Drag or Choose Your File



*rename the video file on your computer before uploading



Use Panopto Video Link

The screenshot displays the Blackboard interface for the course "DESIGNING ONLINE COURSES - 2020SPRING EDE486.2020SPRING.47358". The page is titled "Module 4 - Instructional Resources and Technology Tools". A navigation menu on the left includes options like "Course Home Page", "Announcements", "Course Schedule", "Assignment Checklist", "Syllabus", "Learning Modules", "Quickly Attendance", "Discussion", "Email", "Library Resources", "Textbooks", "Reserves", "Journals", and "Groups". The main content area shows a "Kahoot - Intro to Module 4" section with a "More Tools" button. A dropdown menu is open from this button, listing various tools: Discussion Board, Blogs, Journals, Groups, Tools Area, Panopto Video Link, Achievements, VoiceThread, and GoReact. A red arrow points to the "Panopto Video Link" option. Below this, there is a "Module Overview" section with text about the module's focus and learning objectives.



Choose Your Video

Insert Panopto Video

* Folder EDE486.2020SPRING.47358: DESIGNING ONLINE COURSES - 2020SPRING ▾

* Lecture ✓ -- Select a Lecture --

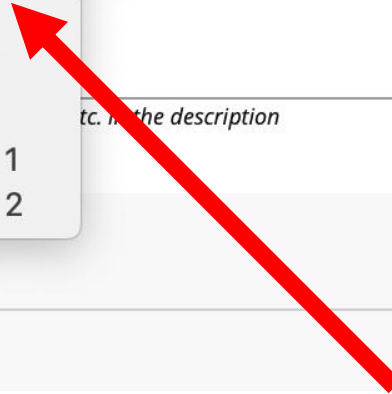
* Title

Description

- Welcome to EDE486 Spring 2020
- EDE486 Zoom Jan 21 2020
- EDE486 Zoom Jan 28 2020
- EDE486 Zoom Feb 4 2020
- EDE486 Zoom Feb 11 2020
- EDE486 Zoom Feb 18 2020
- EDE486 Zoom Mar 3 2020 Part 1
- EDE486 Zoom Mar 3 2020 Part 2

etc. in the description

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**THANK YOU
QUESTIONS?**



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Video Tutorials

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