

# How to Facilitate a Live, Interactive Zoom Class or Meeting

**Eric Fredericksen, EdD**

Associate Vice President for Online Learning  
Professor in Educational Leadership

**Lisa Brown, EdD**

Assistant Director  
University IT & URMCI Institute for Innovative Education



# Learning Objectives

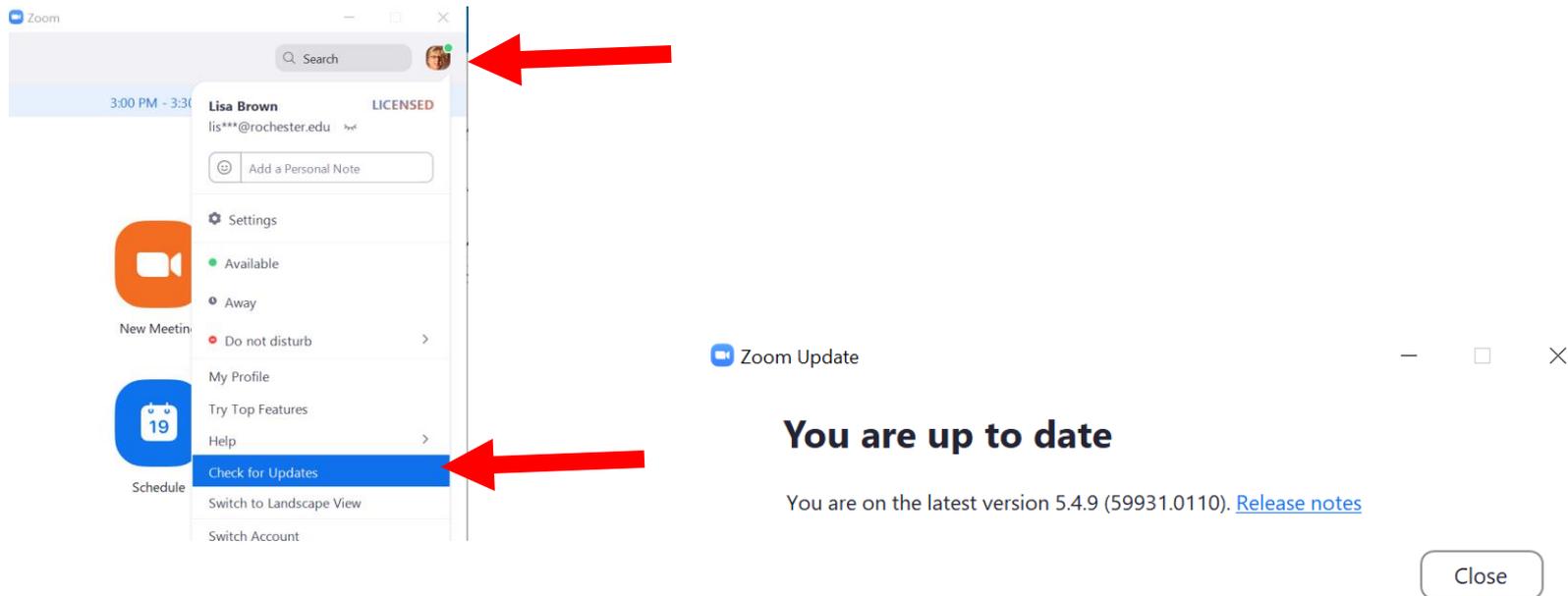
## Participants will be able to...

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



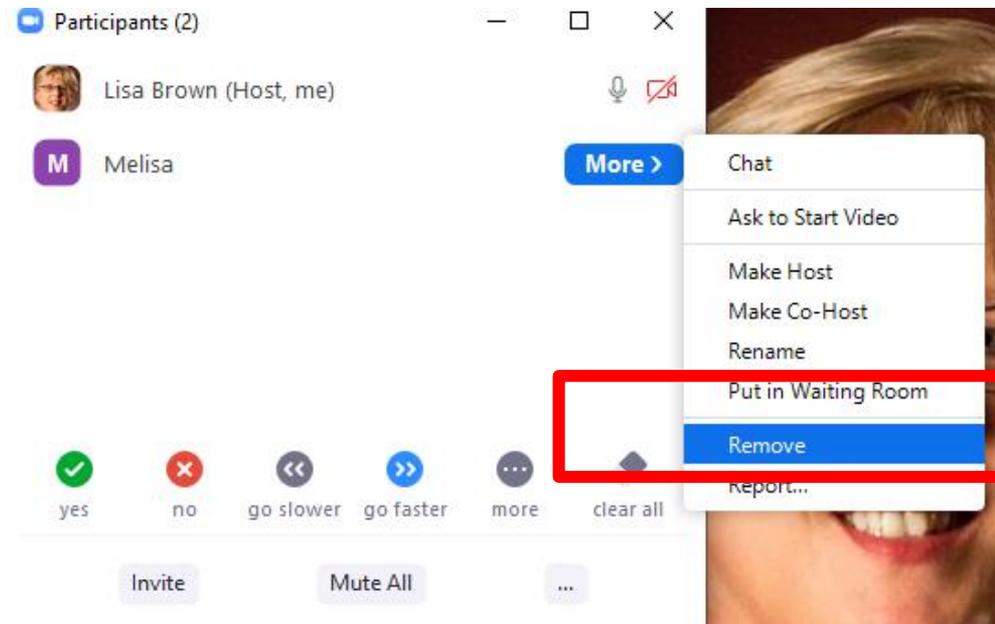
# Before We Start

- 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**

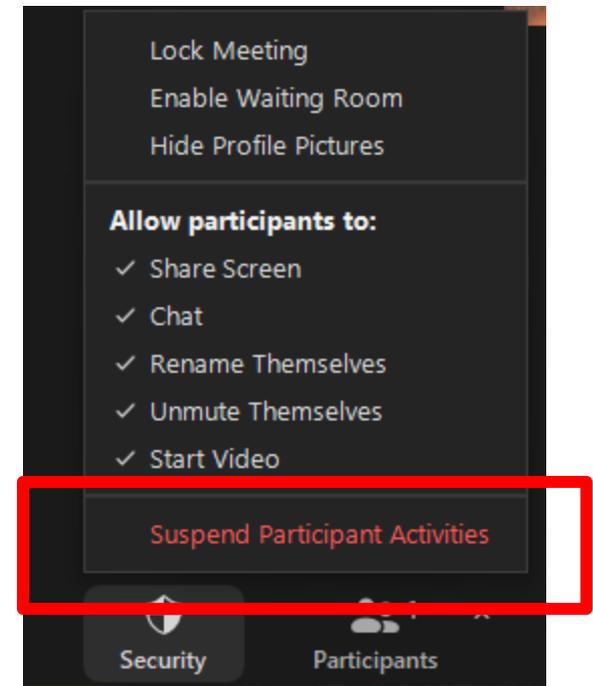


<http://rochester.edu/online-learning/disruption/privacy-in-zoom.pdf>



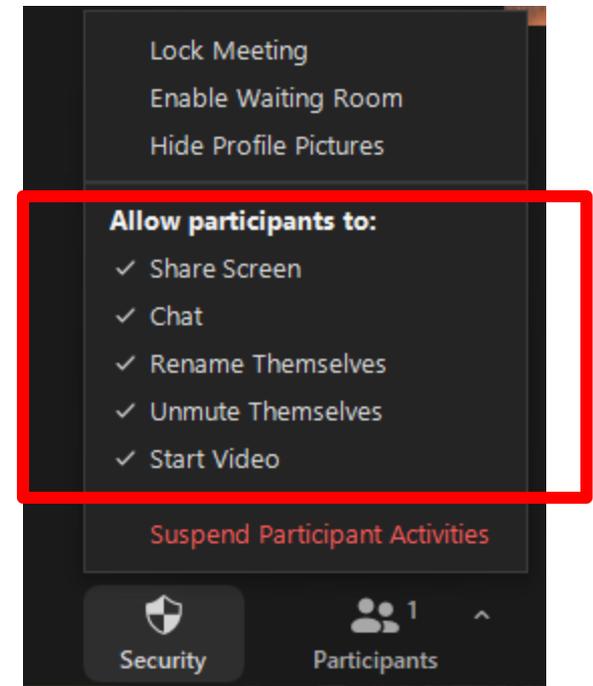
# Understand Security Options

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



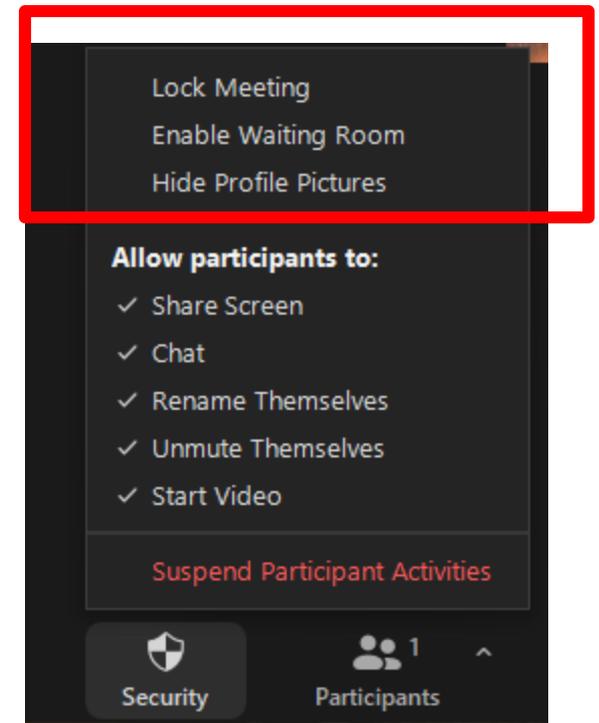
# Understand Security Options

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



# Understand Security Options

Control who can enter the meeting

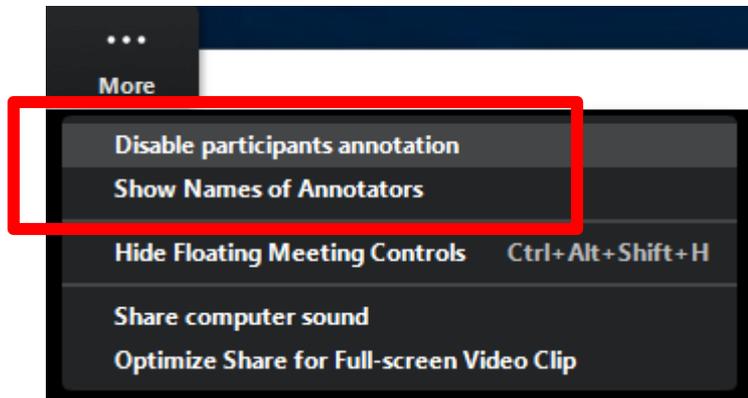


Additional Tips

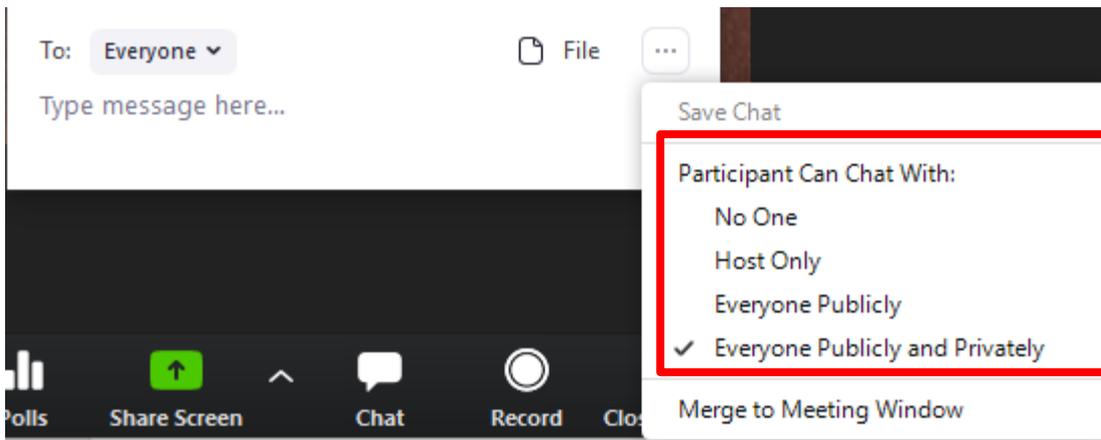
# **OTHER THINGS YOU CAN DO DURING THE MEETING**



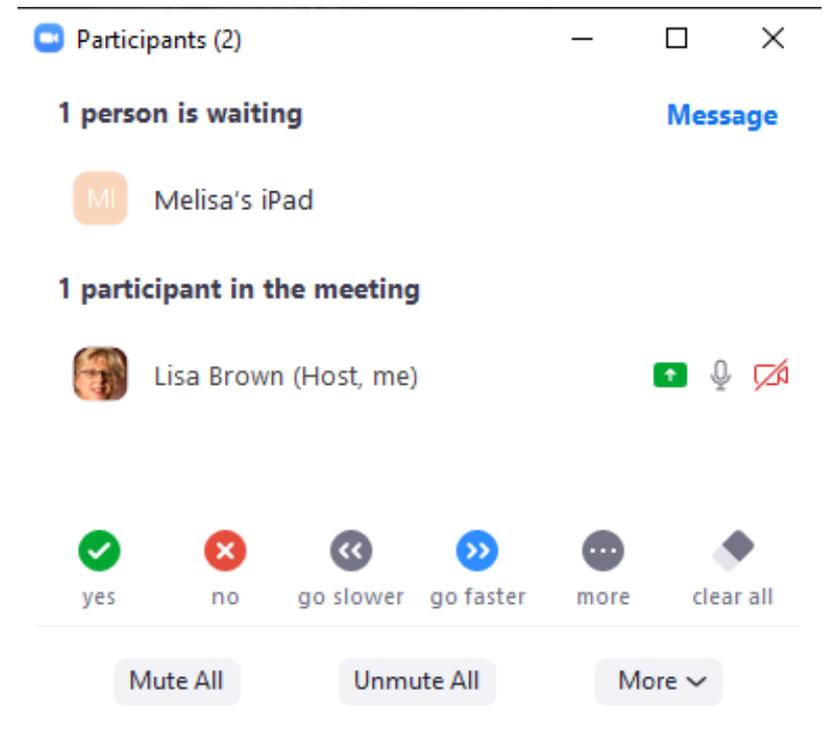
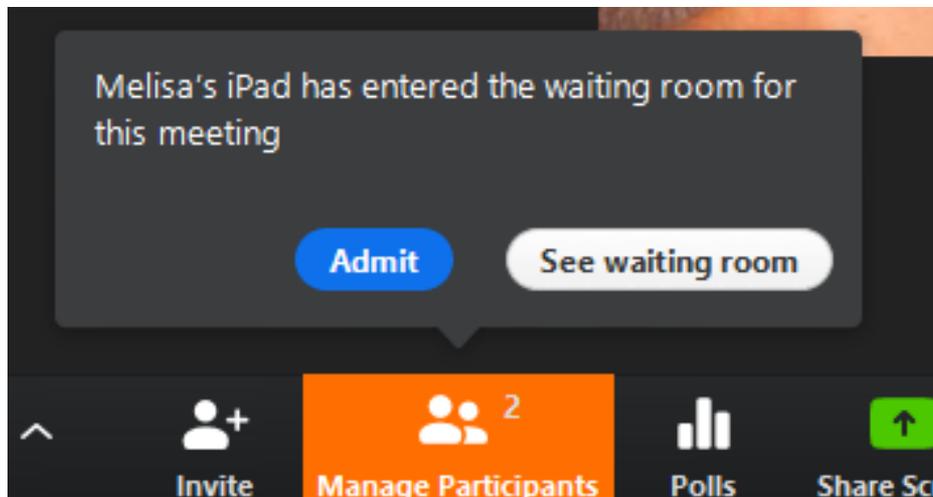
# Disable Attendee/Participant Annotation



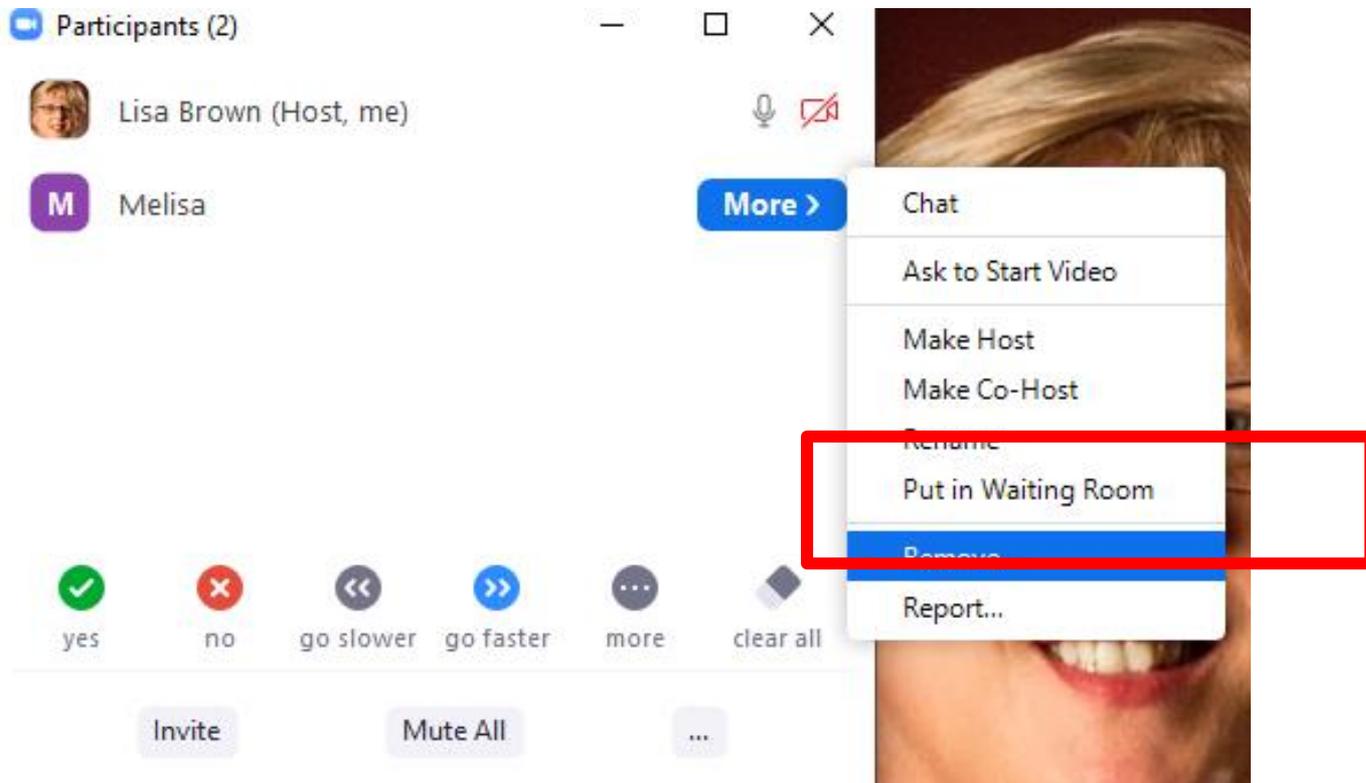
# Manage Chat Communication



# 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



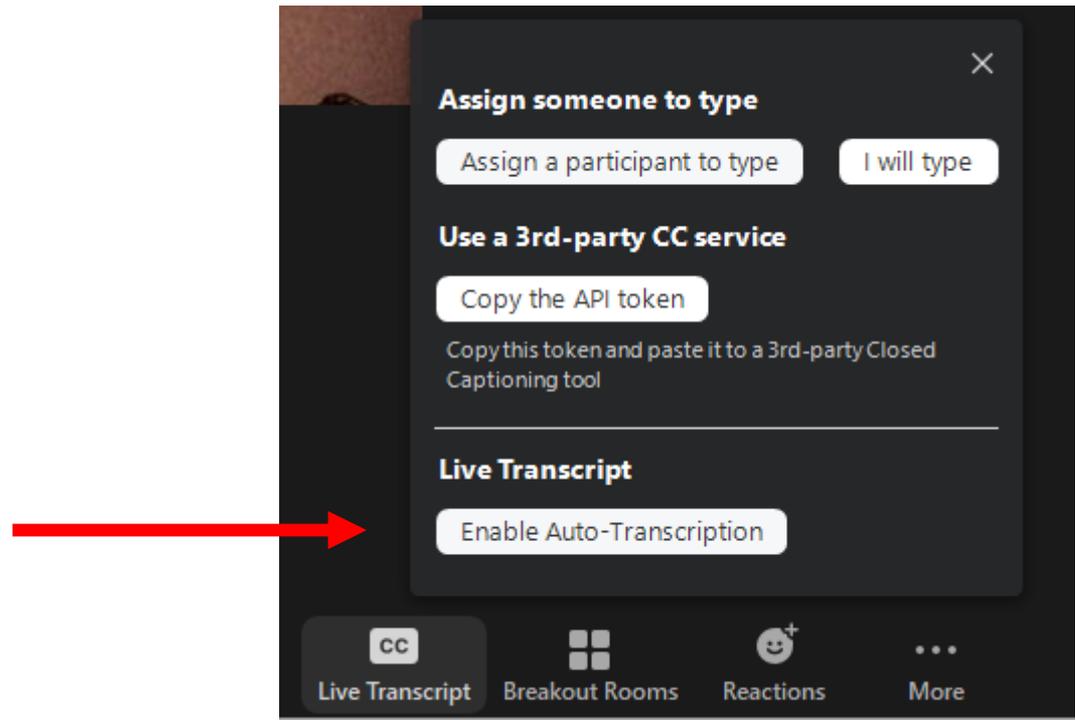
Enable live transcription service to show transcript on the side panel in-meeting



This feature is only available in the NetID Zoom account



# Turn on Auto-Transcription

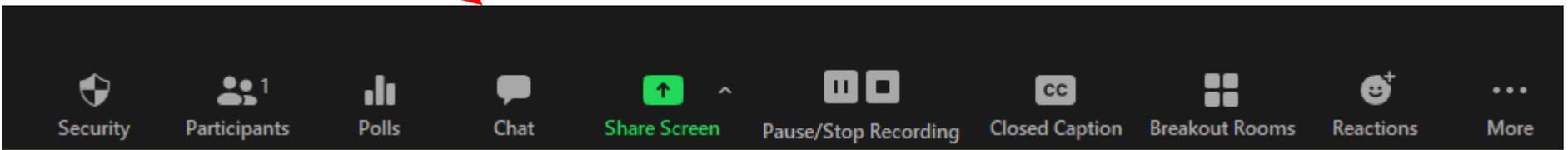
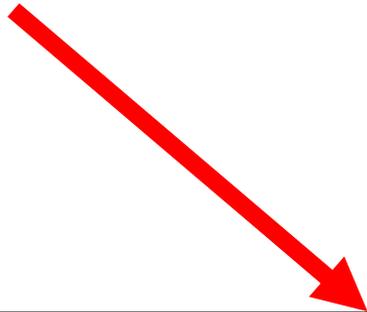


In-class interactivity

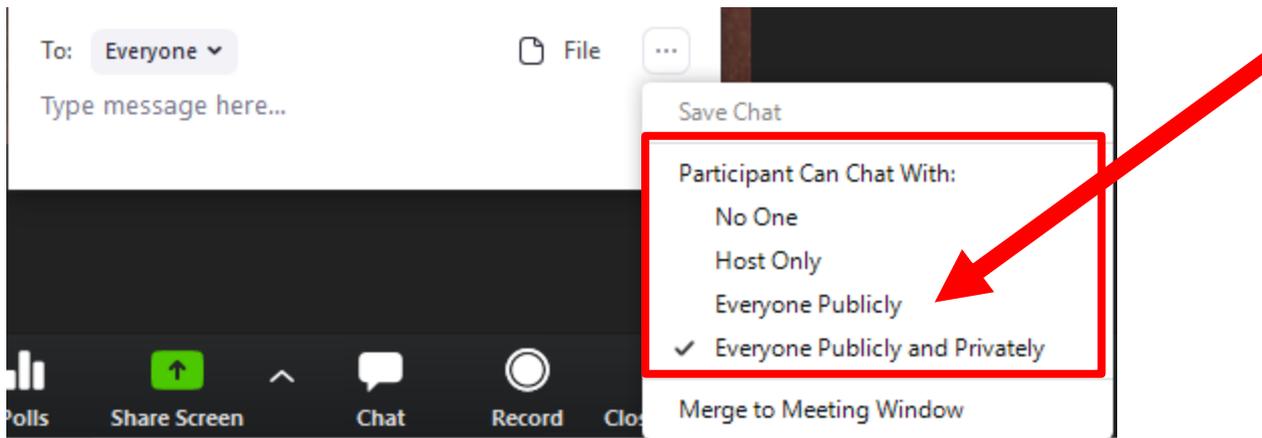
# USING CHAT



# Managing Chat



# Chat Options

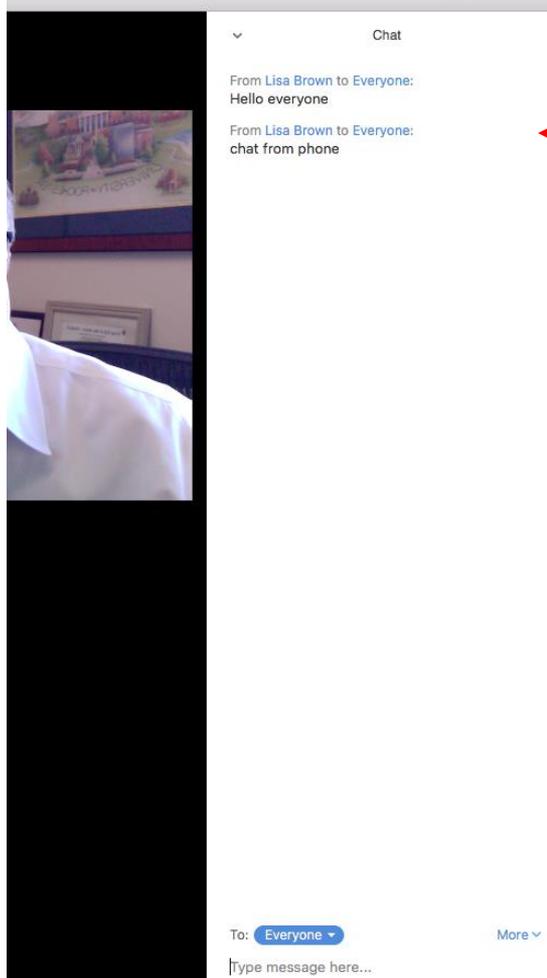


Allow students to see the public chat

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



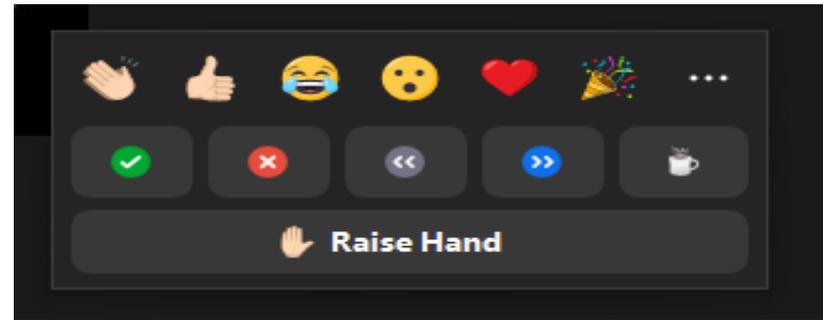
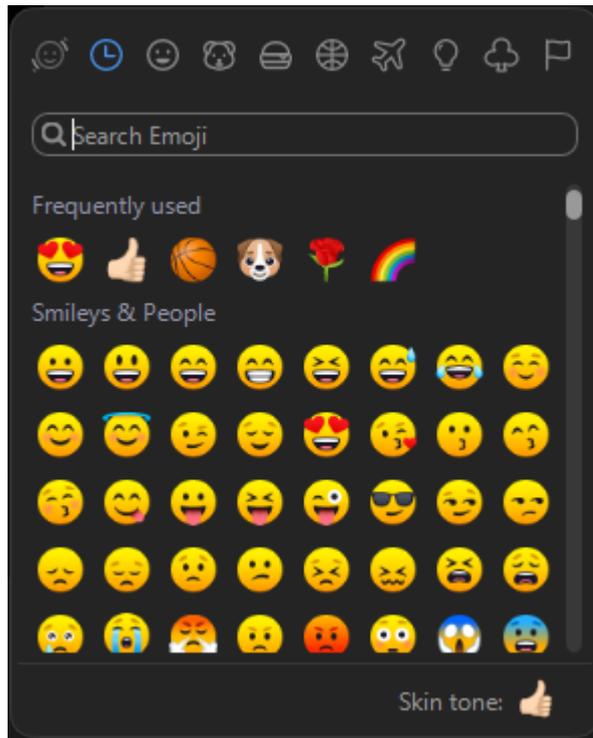
Participants in a meeting can provide nonverbal feedback and express opinions by clicking on icons in the Participants panel. 

<https://rochester.zoom.us>



# Reactions

Encourage Students to use Reactions throughout your lecture

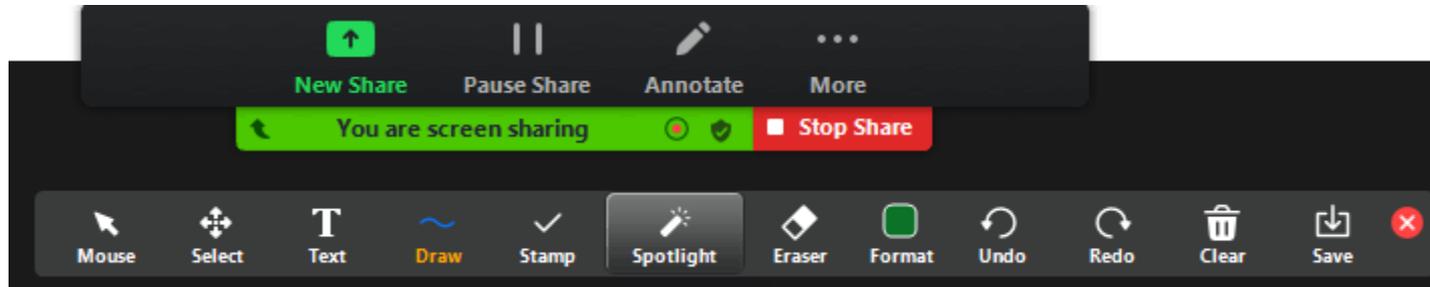


In-class interactivity

# USE ANNOTATION



# Annotation Tools

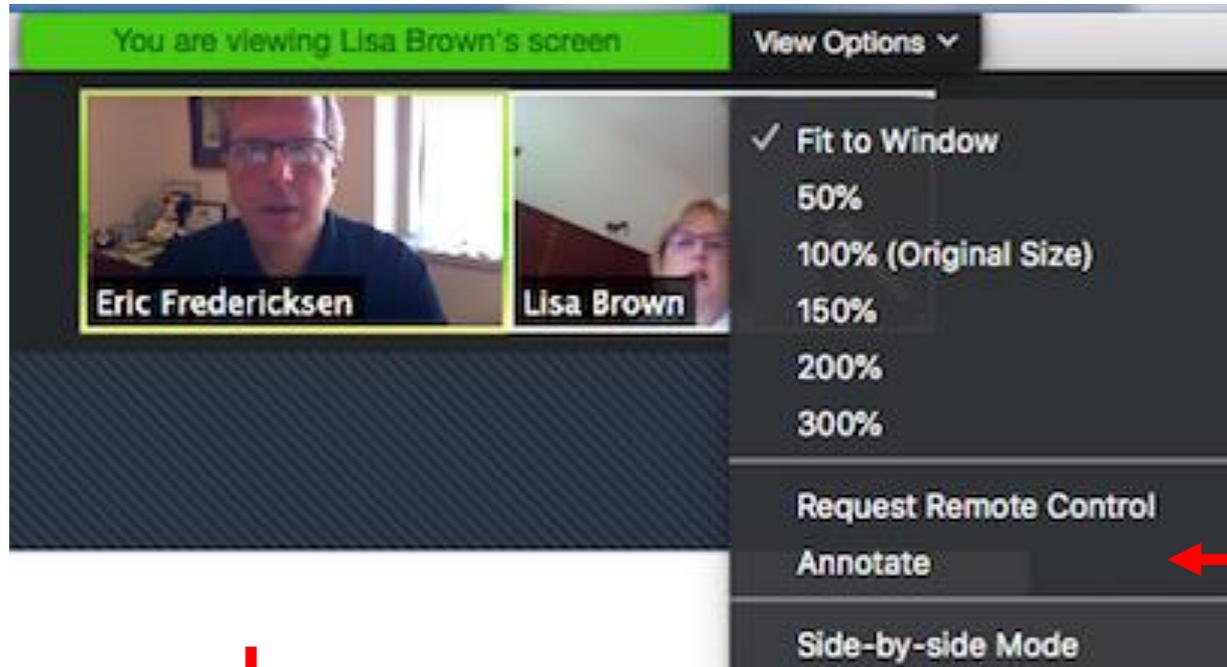


Design an activity where students collectively draw or write on the whiteboard or on your slides

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

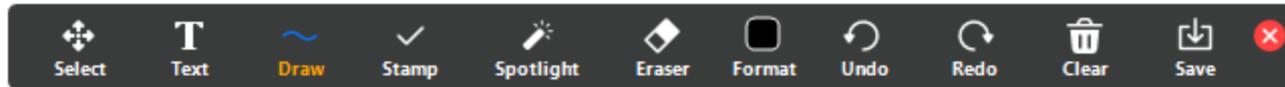
Share



# Add Pages to the Whiteboard



# Save the Annotated Screen



In-class interactivity

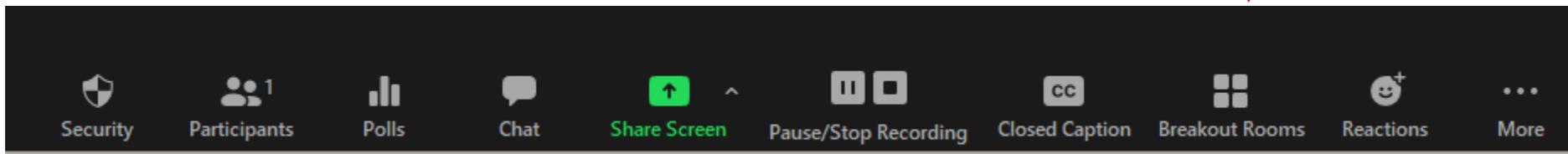
# **USING BREAKOUT ROOMS**



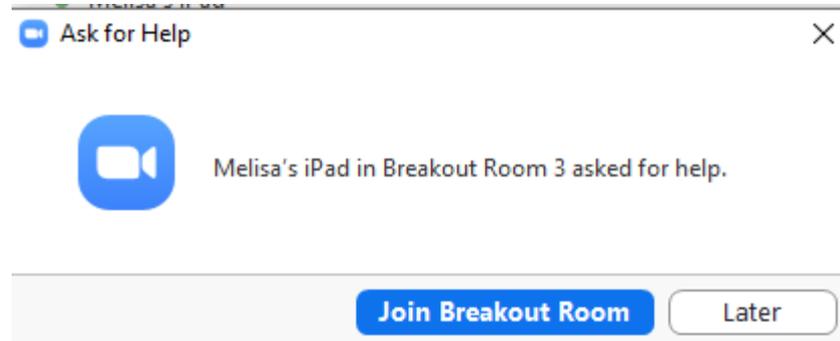
# Breakout Rooms

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



# 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

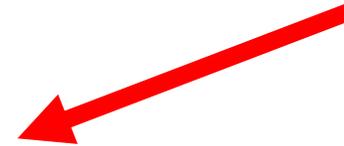
Assign manually

Let participants choose room

0 participants per room

Create

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

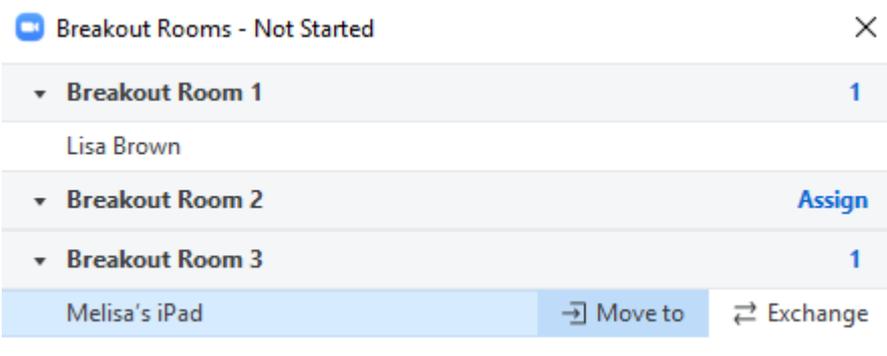


## Options during Breakout Rooms

- 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:

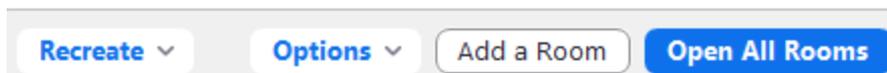
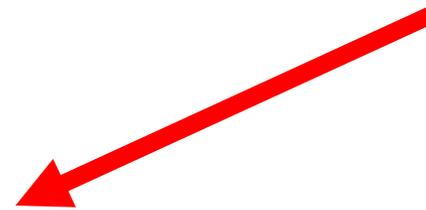
- Breakout Room 1**: 1 participant (Lisa Brown)
- Breakout Room 2**: Assign button
- Breakout Room 3**: 1 participant (Melisa's iPad)

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!

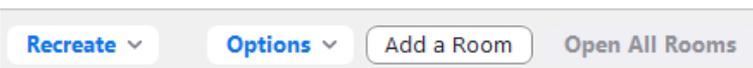


# Manual Breakout Rooms



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 a bar with an "Options" label on the left and three buttons: "Recreate", "Add a Room", and "Open All Rooms". A red arrow points from the text "Great for choice activities" to 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?



# 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

## Polling

Add 'Polls' to the meeting controls. This allows the host to survey the attendees.



<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	<input type="button" value="Add"/> <input type="button" value="Edit"/> <input type="button" value="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)

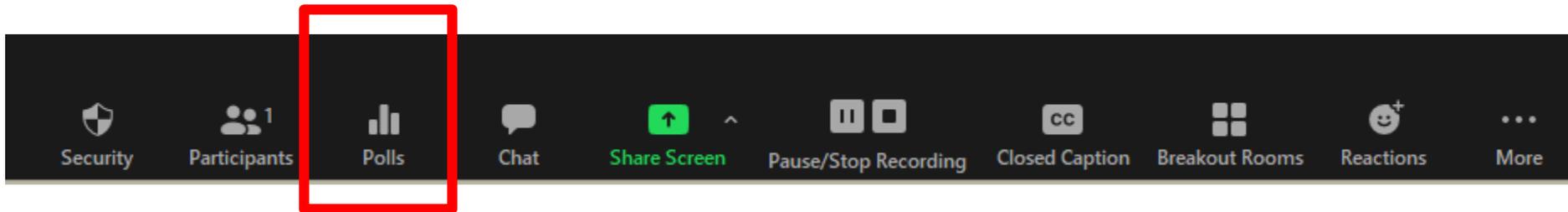
Answer 10 (Optional)

Delete

[+ Add a Question](#)



# Polling – During Meeting



# Choose Question and Launch

Windows window title: 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 Panel 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...



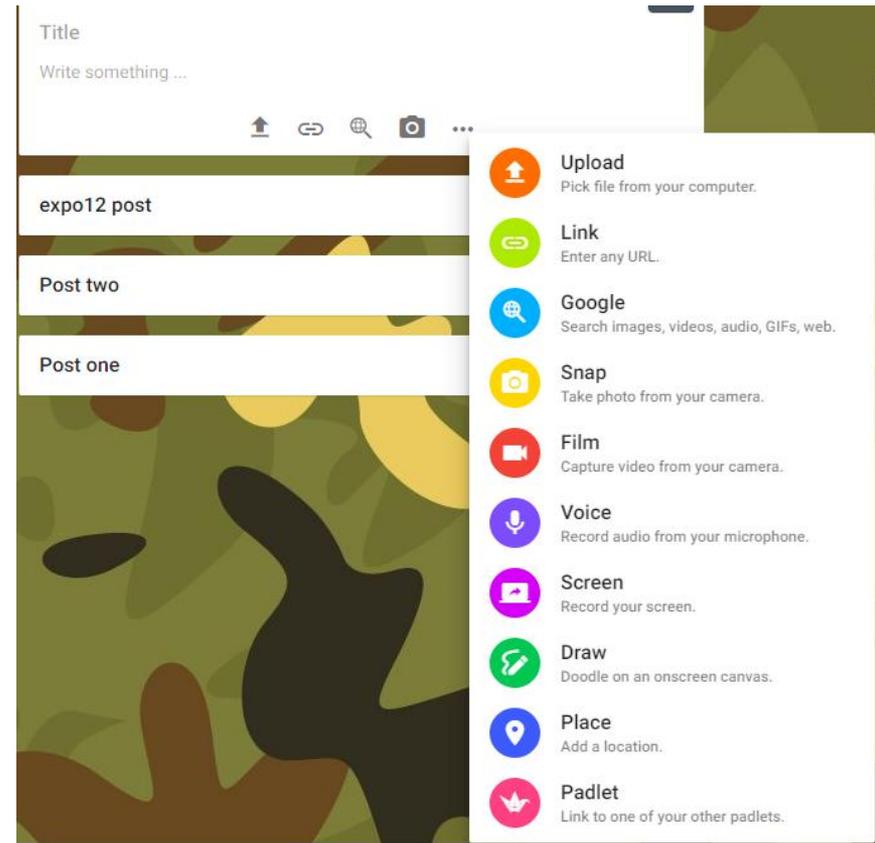
In-class interactivity

**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 ...

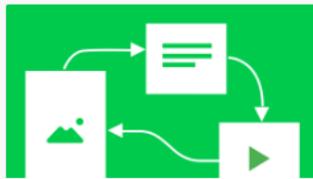


**Wall**

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.

Creately for concept mapping.

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

Canva free graphic software with templates

Kahoot

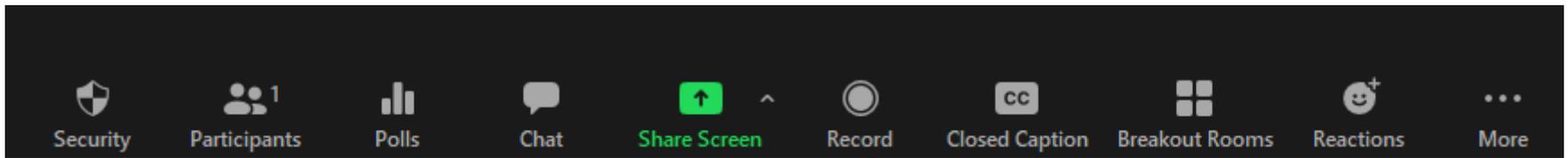
YellowDig



# RECORDING YOUR SESSION



# Record Sessions for Playback



Start the recording

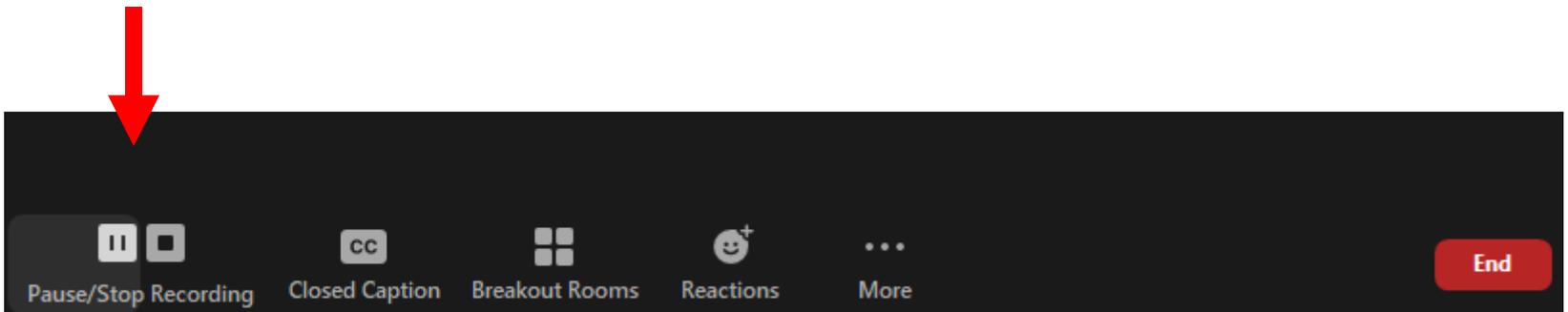
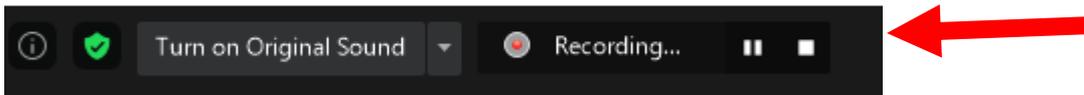
Note: Only a meeting host or co-host can record, or assign others to record.



# How to Pause/Stop Recording

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

Zoom Meeting

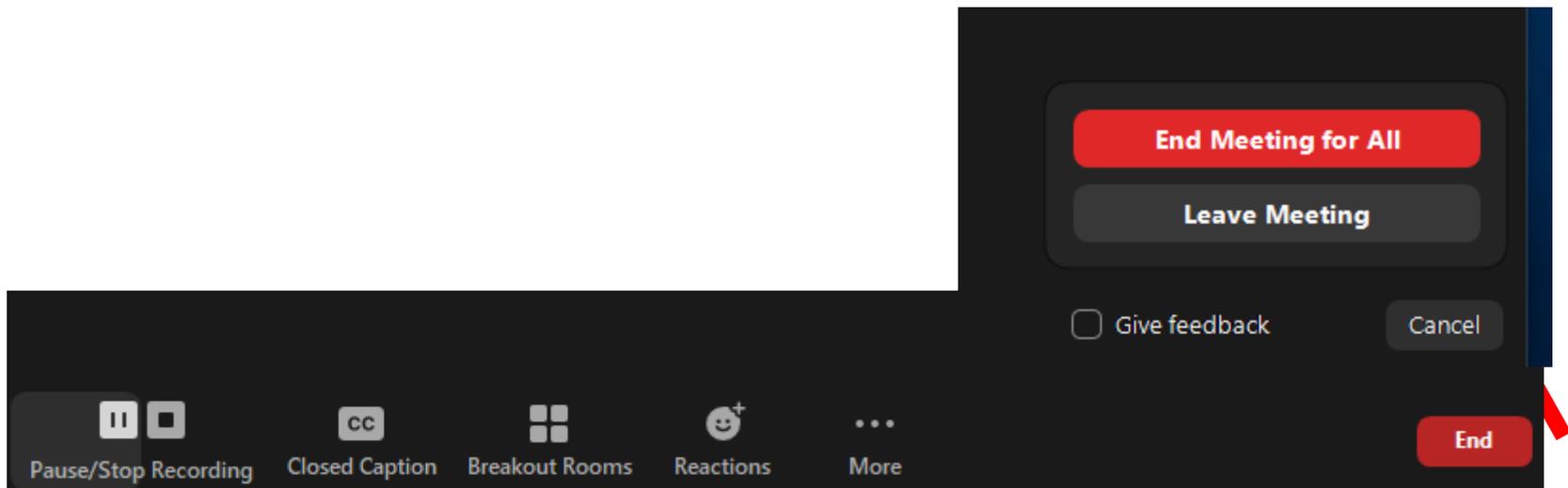


# SHARING YOUR RECORDING



# 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

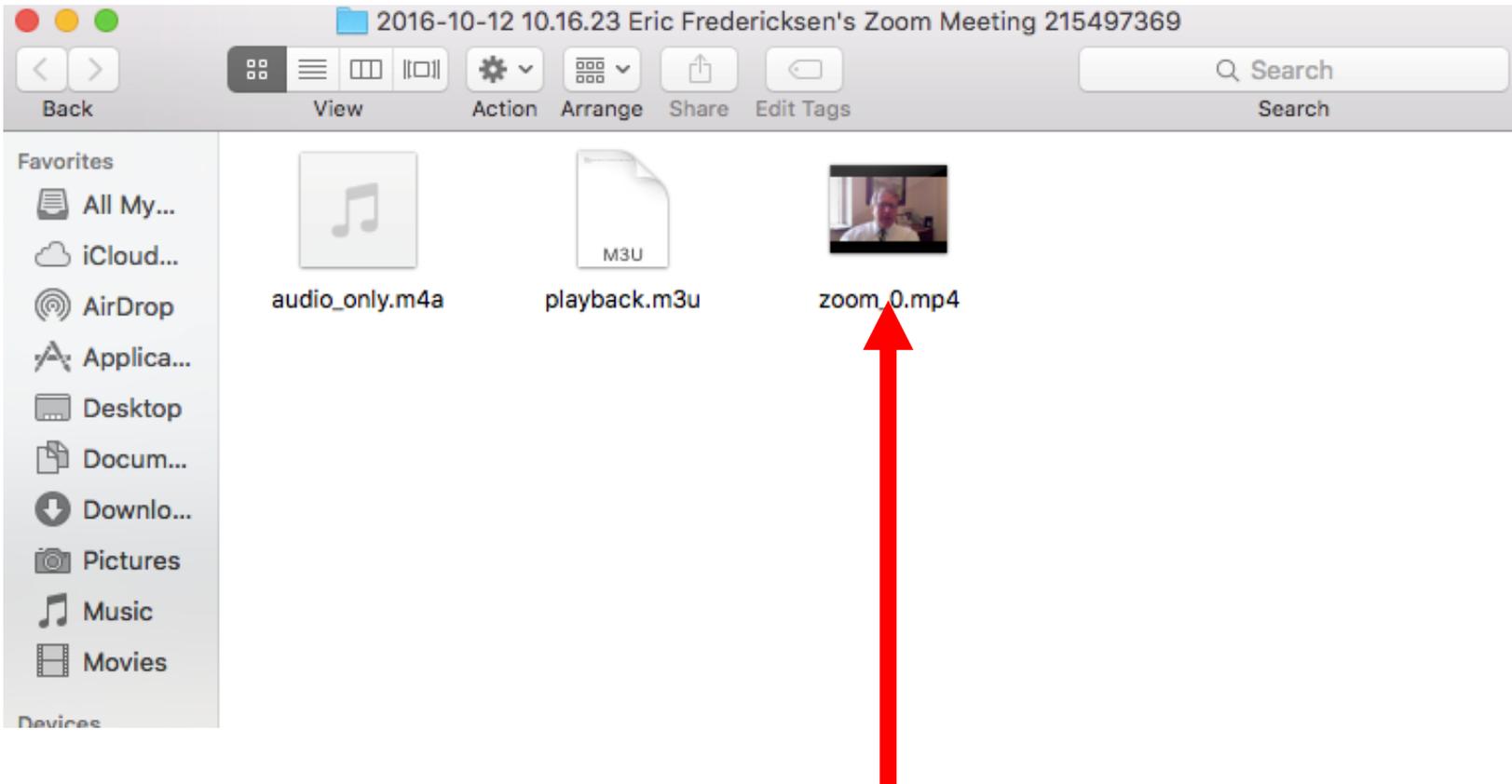
Name	Date modified	Type	Size
audio1197302461	9/29/2021 10:07 PM	MPEG-4 Audio	28,932 KB
recording.conf	9/29/2021 10:07 PM	CONF File	1 KB
video1197302461	9/29/2021 10:07 PM	MP4 Video File (VLC)	93,509 KB

ions

22



# File Created After Conversion



\*rename the video file on your computer before uploading



# Storing your Recording

- Classes – Panopto within your Blackboard Course folder
- Meetings – Box folder



**THANK YOU  
QUESTIONS?**



# More Workshops

<http://rochester.edu/online-learning/index.html>



# Video Tutorials

- <http://rochester.edu/online-learning/disruption/index.html>

