12 Interactive Teaching Methods You can use with Zoom

Do you want to test these methods before implementing them? Schedule a practice session with CLIME faculty by emailing: clime@uw.edu

Teaching Methods # 1- 8 are variants of think-pair-share, which consists of: 1) Inviting learners to pause and think 2) Asking learners to discuss (in pairs or in groups) or write about a question, concept, prompt or problem you present 3) Asking for report outs. In Zoom, this can be accomplished using the Chat feature (for pair sharing) or Breakout Room feature (for Group Work). Invite students to record notes and to share their screens when presenting. Collect and collate answers using Google docs. Zoom's Polling feature is also a good way to get a quick idea of whether students understand key concepts.	
Name	**Description**
1. Think-Pair-Share - Provides instructor feedback about what learners have/haven't understood. It works well with any size group at any time during the presentation. Promotes learner involvement, even with those apprehensive about speaking up.	• Instructor poses a question/problem. • Think: 1-2 minutes for individual thought about problem (resist silence anxiety) • Pair: Learners discuss in pairs for 5 minutes (give or take) • Share: Invites pairs to report to the entire group
2. Knowledge Probe - Posing questions at the start of a presentation stimulates thinking about the upcoming? content and primes learners to think about applying concepts.	• Prepare 2-3 short-answer questions or multiple-choice questions based on your presentation topic. • Have learners work alone or in groups to answer the questions and record their answers. • Re-address questions in a mid- or end-of presentation activity (case that applies the concepts) to help learners see how their knowledge and understanding has increased.
3. Pause and Clarify - Works best with questions requiring application of understanding, rather than simple recall of information. Aim is for each student to clarify their own understanding by comparing their perspective with others'.	• Pause presentation (~2 minutes) while learners share their respective understandings of key or difficult conceptual content. • Invite learners to explain the concept in their own words. (Remember to invite comments from those who have not contributed.
4. Quick Think - Increases attention, interest, & learning.	• Every 10-15 minutes insert a "quick think" exercise. Examples include: select the best answer, correct the error, complete a sentence starter, compare or contrast, support a statement, re-order the steps, reach a conclusion, paraphrase the idea. • Participation options: learners record responses individually & then explain their answers to partner, learners generate an answer with a partner, or learners silently think about response. • Provide feedback so students can hear or share possible answers.

5. Mini-Case - Use a realistic case involving concepts that will be discussed during your presentation to prime learning. Mini-cases are more effective when learners receive the case beforehand and can be helpful at the opening of a session.	• Include a brief question that requires the application of key concepts. Students work on the question alone, in pairs, or in groups then report their answers when called upon.
6. Critical Thinking Activity – Similar to Mini-Case described above, this activity is used to consolidate understanding.	• Use a small group breakout session designed around a thought-provoking question/case that concerns the material just presented and/or builds upon concepts presented in previous lectures. After breakout, select a student from a group to respond to the question or task. Then ask others to participate by adding to the case or just adding perspectives or extensions. • Finish session by providing a summary
7. Minute Writes - effective technique for determining learner progress – understanding course material, reaction to course material.	• Pose a question about a course concept; ask learners to write a response in 1-2 minutes. • Collect responses & without revealing names, share sample responses & give feedback. (You can use a Google doc)
Teaching Methods 8-10 require you to use different Zoom features. To gather real time information – you can invite learners to use the Chat feature. This would work well if you have a partner to record the information you receive. You can also invite them to fill out a shared Google document – for review in real time – or at the next session.	
8. Muddiest Point – Allows you to gather information and provide clarification in real time or online. Promotes learner reflection and identification of difficulties.	• Give learners a couple of minutes to jot down a response to the question: What was the "muddiest point" in the presentation, discussion, etc. Or, "what questions do you still have about today's presentation?"
9. Jigsaw Learning Activity - Jigsaw learning requires that learners become experts in a subject area and then teach that topic to peers who have become experts in other topics.	• Pre-class work: Assign learners to small (4-6 students) groups AND assign each group a subject area to learn. • In Class: Rearrange breakout groups so that there is 1 expert in each group. Experts reciprocally teach their peers. • Use report outs to check understanding. (Zoom also allows you to "drop into" discussions to check understanding)
10. Pass the Pointer – Provides insight into group knowledge and learner understanding.	• Display a complex, intricate or detailed image on the Zoom **Whiteboard**. Ask for volunteers to use an annotation tool to identify key features or ask questions about items they don't understand. • **Zoom – You will need to give all learners permission to annotate a shared screen or Whiteboard.**

Teaching Methods 11-12 involves the use of Cold or Random Calling. While there is evidence that these methods increase learner accountability, engagement and learning *it is important to establish learning climate guidelines before using them!!*	
11. Round Robin Teach Back Process – This is an iterative process: "teach back", open-ended questions, address misconceptions, and then "teach back" again.	• Call on a learner to explain their understanding of a topic or concept or to demonstrate and explain a technique. You, or another learner then follows up using open-ended questions to assess the learner's understanding and/or ability to transfer that understanding to a related but new topic.
12. Socratic Questioning – Call on a learner to explain their thought process, probing assumptions, and asking for evidence helps them uncover answers.	