# Using Zoom to facilitate effective digitally supported remote postgraduate teaching and learning
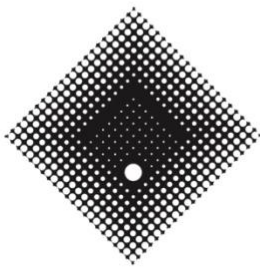
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# 1. WHAT IS ZOOM?

Zoom is an easy to use, and easy to access, audio-visual online conferencing tool. It's ideal for running online classes and easier to use than WebEx! **It is absolutely critical to schedule regular and structured online postgraduate classes using Zoom at the same time you would usually run on-campus classes.**

With Zoom you can easily set up online classes that foster live teaching and learning between yourself and students. Zoom, can be used to host:

- online classes where students can engage in participatory, collaborative and active learning; and

- individual and group office hours where students can meet with you one-to-one or in small groups.

## 1.1 USING ZOOM TO FOSTER PARTICIPATORY, COLLABORATIVE AND ACTIVE LEARNING

Zoom has a range of easy to use functions to help you teach online and foster participatory, collaborative and active learning with students. With Zoom you can:

- come together online (with cameras on) to deliver deep and engaged digitally supported remote learning

- facilitate collaborative group work using Breakout rooms (see more on this below)

- share your screen or specific applications (i.e. PowerPoint, Excel, Adobe Illustrator, Chrome, etc.)

- annotate on top of your shared screen using a virtual whiteboard

- encourage students to share their screens or work completed in collaboration in Breakout rooms

- encourage students to write questions in the chat and assign a student monitor to facilitate conversations (encourages shy students to participate)

- conduct polls to increase students' active learning and assess their knowledge of topics before, during and after teaching

- encourage student feedback through reactions.

## 1.2 CONTINUITY AND TEACHER-PRESENCE TO FOSTER A SENSE OF BELONGING

### 1.2.1 Building your presence

**Continuity and teacher-presence play a central role in building a sense of belonging when running a class online**. Because Zoom is easy to use, you can improve students' attendance at regularly scheduled synchronous classes where academics meet and interact with students in 'real time', just like they do on campus. VU is now using Zoom video conferencing because it is specifically designed for digitally supported remote teaching and learning. VU Online has used Zoom successfully for over 18 months and students love it. More importantly, both academics and students find it easy to use.

## 1.2.2 Presentations and annotating for engagement

**Zoom works really well with VU's postgraduate class sizes in block model delivered by VU Online.** Similar to teaching face-to-face, you can design a PowerPoint presentation that has structured activities for the duration of the digitally supported remote class, similar to a lesson plan. Using Zoom, you can simply click on 'Share Screen' (at the bottom of your Zoom screen) to share your PowerPoint presentation with students. If you are new to Zoom, it is easy to use, and it will not take you long to understand and use its functions.

**Zoom allows for annotations for those of you who enjoy writing on slides** or prefer to illustrate key concepts and ideas. You only need to ensure that the 'annotation' function is enabled. Find out more by visiting Using annotation tools on a shared screen or whiteboard (Zoom 2020).

Students often quickly figure out how to use the software, so asking students for their help to facilitate learning remotely can create a nice opportunity to learn together. **Make sure your camera is on, and ask students to also turn on their cameras, as this increases personalisation, communication** and engagement. Zoom works with VU's learning management system VU Collaborate to make it easy for students to join meetings within online classrooms that are accessible across a range of devices, including laptops, tablets and smartphones.

## 2. ALWAYS HAVE AN AGENDA WITH TIMINGS

Similar to any on-campus class, it's important to have a lesson plan/agenda with timings. VU Online requires Academics to use a VU Online Templated PowerPoint Presentation for consistency (See the Appendix for samples). **For your online class lesson plan/agenda use a VU PowerPoint template (One is uploaded in the VUBS Sharepoint) for consistency across the VUBS.** Send the Agenda .PPT before the class so that students know what to expect and have time to prepare. For postgraduate classes delivered 100% online, your agenda will need to be 3 hours in total. It is a good idea to have Zoom running the entire time and also don't forget to schedule in breaks.

## 2.1 SAMPLE AGENDA PG 3-HOUR CLASS

1. **Introduction** and **Mini-Presentation** on unit content (15 minutes)
2. **Student-centred activity** using a scenario, a problem statement, or question(s) using **Zoom Breakout Rooms** (35 minutes)
3. **Whole class discussion/share** (10 minutes)
4. **Break** (10 minutes)
5. **Individual activity**: Discussion post and peer/academic-response (40 minutes)
6. **Workshop:** Activity where students work in pairs or groups to practice enterprise skills such as creativity, problem solving, communicating, critical thinking – this is tied to demonstrating the WLOs presented in the Introduction (60 minutes)
7. **Break** (10 minutes)
8. **Individual reflection:** in ePortfolio on key learning from the class (20 minutes)
9. **Summary/reflection:** Students share what they learned and academic outlines the post-class activities (20 minutes)

## 2.2 SAMPLE AGENDA FOR A 1-HOUR CLASS

Good morning,

Thursday's teaching seminar will occur 12/03/20 7pm-8pm.
You can join in via the following Zoom link: https://zoom.us/j/122453299

The schedule for seminar 1 is as follows:

- Intro (5min)
- NSQHS Standards review (15min) -> collaborative activity
- Levels of EBP (10min)
- Focus on NSQHS Standard 2 (10min) -> short video & brainstorm activity
- Focus on NSQHS Standard 6 (10min) -> brief discussion
- Review of Assessment 1 in relation to the standards (5min)
- Conclusion (5min)

I have attached Thursday's powerpoint. I look forward to seeing you in our first seminar.

Kind regards,

Louise Kemme
Unit Coordinator
HNO6004 - Evidence and Research for Practice

Attachment(s):

📄 Teaching Seminar Week 1.pptx (15.17 MB)

# 3. USE ZOOM BREAKOUT ROOMS

Zoom's Breakout rooms are easy to use and provide a space for students to have discussions in small groups, just like they would do in a face-to-face setting. **Breakout rooms are one of the best functions of Zoom to support deep and engaged digitally supported remote learning.**

This short Managing Video Breakout Rooms (Zoom 2020) tutorial explains how to create Breakout rooms, assign participants to rooms and manage Breakout rooms when they are running. If your lesson plan has activities that require students to work together to make a presentation or solve a problem and report the results, the Breakout room is ideal for this purpose. Facilitating peer interaction helps foster experiential learning where students learn through doing via scenarios, case studies and reflecting on content that is highly relevant to them.

## ZOOM BREAKOUT ACTIVITY SAMPLE

# RECOMMENDED SETTINGS FOR ZOOM

When conducting online classes with Zoom, VU Online recommends the following Settings in Zoom when you **Schedule a Meeting**:

| | |
|---|---|
| 1. Ensure the '**Topic**' is for the correct class<br>2. In the '**Description**', enter the Week #<br>3. In '**When**', make sure you enter the same time that you class would usually run on-campus<br>4. In '**Duration**' make sure you put the correct number of hours<br>5. Don't change the '**Time Zone**' setting<br>6. Do not click Required for '**Registration**'<br>7. For 'Video' make sure it is on as this creates a more engaged and collaborative online class. |  |

| 8. For '**Audio**' click Both<br>9. For '**Meeting Options'** it is suggested you do not click on any of the options. That way students will join after you have started the meeting. But you can permit students to 'join before host' as often they discuss class related issues. You will receive and email with an alert that lets you know your meeting attendees (students) are waiting.<br>10. If you are scheduling for another staff member you can add their email as an '**Alternative Host'** | Meeting Options   ☐ Require meeting password<br><br>☑ Enable join before host<br><br>☐ Mute participants upon entry ☑<br><br>☐ Use Personal Meeting ID 3802015323<br><br>☐ Enable waiting room<br><br>☐ Record the meeting automatically<br><br>Alternative Hosts   Example: john@company.com, peter@school.edu<br><br>🖫 Save   Cancel |
| --- | --- |

# 4. ZOOM BEST PRACTICE TIPS

## 4.1 OVERVIEW

VU Online recommends the following advice to have an engaging Zoom session. These recommendations are intended to guide presenters to consider their environment to capture best quality audio and video during Zoom sessions.

## 4.2 AUDIO-VISUAL QUALITY

Image quality
- Use a quality camera with reactive auto-focus and lighting-correction capabilities. If you don't have a built-in camera, you might opt to use your mobile device, but remember to position it in landscape mode (i.e. horizontally)

Shut down other programs
- Restrict other programs that you run, to what you will need, during the Zoom session and keep this to a minimal, shutting down all other programs. This will optimise your audio-visual quality and bandwidth for the session.

Sound quality
- If possible, use headphones with a good quality microphone to produce better quality audio. Don't forget to remind student to do the same. You may opt to use the earphones with microphone that came with your mobile device, but be mindful of the static this may create from movement.

## 4.3 SETTING – LIGHTING AND SPACE

Direct lighting
- Make sure the room you're in has direct lighting hitting your face so students can see you clearly. Avoid sitting under fluorescent lights as they create a flicker, or sit in front of a window with natural light coming in if your session is during the day.

Bright walls
- If possible, sit in front of a bright wall or bookcase.

## 4.4 PRACTICE SESSION

Trial run
- Consider running a practice session with a colleague or co-presenter to ensure audio-visual quality and setting are conducive for a quality video-recording and engaging session.

## 4.5 MORE INFORMATION

If you'd like to read more, the following links are useful resources:
- https://blog.zoom.us/wordpress/2013/08/29/how-to-get-the-most-out-of-your-zoom-experience/
- https://www.lifesize.com/en/video-conferencing-blog/video-conference-lighting

## 4.6 TROUBLESHOOTING ZOOM

In the rare instance where you might experience connection issues within the first 5-10 minutes of your Zoom session, try using audio only (which reduces the bandwidth zoom uses). To do this, you only need to select the 'Video' icon to turn off your camera.

This is only recommended if you are experiencing connection issues as you should try to appear on camera to personalise the experience for students.

## 5. ACCESSING ZOOM IN VU COLLABORATE

Connected Learning has excellent simple to use guides that explain how to access and use Zoom within VU Collaborate. Please visit the following links below:

- Accessing Zoom
- See Upcoming Meetings
- View Past Meetings
- Access Personal Meeting Room
- Watch Cloud Recordings

## 6. LIVE UNIT CHECKLIST

To assist academics in maintaining continuity and teacher presence, VU Online provides academics with a Live Unit Checklist that we require them to fill out as they deliver the unit. This includes required posts for O-Week and each subsequent week. When academics use the check list, they ensure continuity through regular and ongoing communication with students and achieve 'teacher presence'. A sample is provided below, and a template is provided in Appendix C.

**Complete the following checklist as you deliver the unit**

**Week 0**

| Action | Date completed |
| --- | --- |
| Post introduction and welcome to the unit announcement in news section. It is best to do this by recording a short 2-minute video in a bright space (e.g. office, park, etc.) that introduces you or provides students with an update about teaching and learning online in response to COVID-19 | |

**Week 3**

| Action | Date completed |
| --- | --- |
| **On Monday** AM post a Week 3 Online Office Class reminder with the date, time and Zoom link. Include your PowerPoint presentation (as an agenda) and any other pre-class resources (e.g. readings, handouts, etc.) as attachments. | |
| **On Tuesday** post a Week 3 Online Office Hours reminder with the date, time and Zoom link. | |
| **Everyday** monitor the Discussions in the unit, respond to students' post and foster further engagement and collaboration. | |
| Conduct the Week 3 Online class at the regularly scheduled time. | |
| Conduct the Week 3 Online office hours at the regularly scheduled time. | |
| **Within 24 hours following the due date**, schedule your Assessment Moderation and Calibration meeting using Zoom or WebEx (if applicable) | |

**Week 4**

| Action | Date completed |
| --- | --- |
| | |

**Communication is key to effective digitally supported remote teaching and learning.** Experience shows that students often don't use their VU email, so having announcements visible via News in VU Collaborate is best practice. For example, share your Zoom meeting links with students via News on VU Collaborate.

# APPENDICES

## APPENDIX A: SAMPLE BUSINESS PPT (FOR CONSISTENCY USE TEMPLATE)



## APPENDIX B: SAMPLE WEEKLY LEARNING OBJECTIVES (WLOS)

# Week 1 Learning Objectives

- Critically review the NSQHS Standards
- Critically analyse how you can use the NSQHS Standards to identify critical and timely issues in nursing
- Evaluate and appraise the effect of increasing patient cultural and linguistic diversity on nursing care delivery

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# APPENDIX C

## VU Online – Unit Coordinator Weekly Overview and Checklist

## Before Week O (Orientation)

1. Familiarise yourself with the VU systems (email, VU Collaborate, Zoom) including VU Collaborate New Staff Checklist and how to deal with connectivity/technical difficulties during a live Zoom session (refer to Zoom Help Center)
2. Only use VU email address to correspond with students and VU staff.

## Ongoing

- Contribute to online discussions/activities (specifically assessment related ones).
- Respond to student emails within 6-12 hours.
- Approve or reject any short extension or special consideration requests within 24 hours or less.

## Complete the following checklist as you deliver the unit

### Week 0

| Action | Date completed |
|---|---|
| Post introduction and welcome to the unit announcement in news section. It is best to do this by recording a short 2-minute video in a bright space (e.g. office, park, etc.) that introduces you or provides students with an update about teaching and learning online in response to COVID-19 | |

### Week 1

| Action | Date completed |
|---|---|
| **On Monday** AM post a Week 1 Online Office Class reminder with the date, time and Zoom link. Include your PowerPoint presentation (as an agenda) and any other pre-class resources (e.g. readings, handouts, etc.) as attachments. | |
| **On Tuesday** post a Week 1 Online Office Hours reminder with the date, time and Zoom link. | |
| **Everyday** monitor the Discussions in the unit, respond to students' post and foster further engagement and collaboration. | |
| Conduct the Week 1 Online class at the regularly scheduled time. | |
| Conduct the Week 1 Online office hours at the regularly scheduled time. | |
| **Within 24 hours following the due date**, schedule your Assessment Moderation and Calibration meeting using Zoom or WebEx (if applicable) | |

### Week 2

| Action | Date completed |
|---|---|
| **On Monday** AM post a Week 2 Online Office Class reminder with the date, time and Zoom link. Include your PowerPoint presentation (as an agenda) and any other pre-class resources (e.g. readings, handouts, etc.) as attachments. | |
| **On Tuesday** post a Week 3 Online Office Hours reminder with the date, time and Zoom link | |
| **Everyday** monitor the Discussions in the unit, respond to students' post and foster further engagement and collaboration. | |
| Conduct the Week 2 Online class at the regularly scheduled time. | |
| Conduct the Week 2 Online office hours at the regularly scheduled time. | |
| **Within 24 hours following the due date**, schedule your Assessment Moderation and Calibration meeting using Zoom or WebEx (if applicable) | |

### Week 3

| Action | Date completed |
|---|---|
| **On Monday** AM post a Week 3 Online Office Class reminder with the date, time and Zoom link. Include your PowerPoint presentation (as an agenda) and any other pre-class resources (e.g. readings, handouts, etc.) as attachments. | |
| **On Tuesday** post a Week 3 Online Office Hours reminder with the date, time and Zoom link | |

| | |
|---|---|
| **Everyday** monitor the Discussions in the unit, respond to students' post and foster further engagement and collaboration. | |
| Conduct the Week 3 Online class at the regularly scheduled time. | |
| Conduct the Week 3 Online office hours at the regularly scheduled time. | 12 |
| **Within 24 hours following the due date**, schedule your Assessment Moderation and Calibration meeting using Zoom or WebEx (if applicable) | |

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