A Zoom Teaching Guide

Zoom Technology and Essential Elements of Optimal Online Psychoanalytic Teaching--Courses for Instructors--WBCP ©

Presented by: Marc Levine, Karyne Messina and Bob Gerlits
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This is a specific example of a general principle that groups form by participants relinquishing part of their autonomy and projecting one part on the leader of the group who is authorized to be in that role;

Work groups work when principles such as this one are followed;

The general idea is that everyone pays attention to boundaries, time, space, air time, and that the leader in a Zoom meeting needs to actively monitor these boundaries in a firm but not particularly harsh manner as they are essential for an optimal learning environment, especially a remote one where there will be unavoidable intrusions and disruptions. As analysts, we pay very close attention to the frame when doing clinical work. We should also be tuned in to the “teaching frame.”

9. Student engagement and Interactive techniques;

10. The Touch up my Appearance Function:

11. Review of and practicing the Chat function;

12. Optimal Lighting when using Zoom and General Lighting Concepts

13. Virtual backgrounds and green screens; a brief discussion;

14. Review of and practicing the Shared Screen function;

15. Review of the Whiteboard Function;

16. Review of participant’s questions;

17. Assessment of the class.

CLASS 3: (Optional) Practice with a fellow teacher or try these activities by yourself

Practicing Zoom Functions

18. Participants choice:
   • Practicing the Shared Screen function (review pages 15-16);
   • Practicing the Whiteboard function (review page 17);
   • Practicing the Chat function with groups (review page 12).

19. Things you might want to try on your own;
   • Google forms (https://docs.google.com/forms/u/0?ftv=1) will allow you to engage students in interactive activities;

ADDITIONAL MATERIAL

20. A Step-by-Step Guide for your first online session with Students;

22. Meeting Etiquette;

23. Being Aware of your Environment;

24. Improving your Presentation Skills;

25. Zoom’s Training Resources including videos and blogs.

26. Additional online and Zoom resources.

VIDEOS AND BLOGS
Introduction

This course is intended to teach WBCP instructors how to use Zoom technology. Emphasis will also be placed on teaching essential elements that are needed for optimal, online teaching and how video conferencing techniques differ from in-person teaching.

Participants will be encouraged to learn ways of engaging students differently by developing new interactive ways of presenting class material. A step-by-step guide for participant’s first online session with students is provided as well as review material that is intended to serve as a resource for the duration of this academic year.

In addition to learning about the technical aspects of working with students online, course instructors will encourage all participants to think analytically about the meaning of fears, manic defenses against those fears, biases about formation of an analytic identity and other issues that are always present but have been exacerbated during this crisis.

Resources developed by the Zoom corporation are also included for participants who want to know more about the delivery of course material online.

OVERALL COURSE OBJECTIVES:

This course will help participants learn effective teaching techniques for courses taught using Zoom. An emphasis will be placed on strategies that are thought to enhance learning through increased engagement with students that emerges when interactive classes are an essential part of the curriculum.

Zoom teaching techniques will be taught to help instructors effectively connect with students so they can learn psychoanalytic theories and techniques by actively participating with their classmates and instructors while demonstrating an understanding of the course content.

In this course, instructors will demonstrate basic Zoom functions and will review some advanced techniques that will help those enrolled become more adept at teaching distant learners when using a video conferencing platform. Participants will learn techniques by practicing them in class.

Participants will also be encouraged to think about and discuss the loss that has occurred due to the pandemic; loss of the classroom and of the role as an in-person teacher versus an online instructor. Discussion of the losses that have affected students will also be encouraged.
Important differences between in-person teaching and distance learning:

Many experts agree that there are specific strategies that are very important when teaching distance learning classes. We have very good instructors but there are certain techniques and approaches that could help students and instructors with distance learning.

A. Increased Engagement

More engagement is needed in distance learning than in regular face-to-face teaching— instructors need to make a special effort to connect with students because, for one thing, there is a lack of informal exchanges before and after class and in other ways; i.e., water cooler chit chat isn’t possible.

What allows this to happen?

• Meeting with each student before class begins for the trimester;
• Having a time each week or every other week when students could sign up to discuss class material or another issue with you for short periods of time; 10, 15 or 20 minutes; (“office hours”).
• Sending a welcome email before class begins;
• Sending a weekly email about the upcoming class;
• Your ideas.

B. Interactive classes

• Learning ways of presenting material that elicits more participation while enhancing engagement;
• Having students work in groups using the chat function on Zoom or some other way of working together;
• Giving more short assignments that are discussed during class, i.e., ask one question that students need to think about to insure they are keeping the material in mind during each week;
• Give polls during class and feedback while in class using the chat function;
• Get and give more feedback to assess what is working and what needs to be changed.
BEST PRACTICES FOR ONLINE TEACHING

Selected Best Practices for Online Teaching

Best practice 1        Increase engagement and create an interactive environment
Best practice 2        Create a supportive course community.
Best practice 3        Develop a set of explicit expectations for your learners and yourself as to how you will communicate with them
Best practice 4        Use synchronous and Asynchronous activities
Best practice 5        Ask for informal feedback early in the term [or trimester].
Best practice 6        Prepare discussion posts and invite responses, questions, discussions and reflections.
Best practice 7        Search out and use content resources that are available in digital format.
Best practice 8        Prepare a good closing and wrap activity for the course.
Best practice 9        Assess as you go by gathering evidence of learning.


CLASS 1: Discussion of internet connections, signing into Zoom and basic Zoom functions (August 16 and August 23)

The discussion will cover the effects of a poor internet connection, ways to improve it, how the office staff will assist you, signing into Zoom and basic Zoom function that will help give you more effective ways of engaging students in a virtual environment.

- Internet connections
- What the office staff will do to assist you to make your task easier
- Signing into your Zoom class
- Limitations when you are not a host
- Screen views
- Using the Zoom Menu Bar
- Participant questions
**Internet Connections:** Instructors will describe how to optimize one’s internet connection and will demonstrate basic Zoom functions. Participants will have opportunities to practice some functions during class.

i. Getting started—signing on and internet strength;
ii. What you can do if your internet speed is too slow;

While most of you are familiar with connecting to the internet and doing Zoom sessions, a good connection can make a big difference in how your class functions.

There are several websites on which you can test your internet speed, but two good ones are:

2. [https://www.speedtest.net/](https://www.speedtest.net/)

Using option 1, you will get results that look something like this:

![Google Fiber Speed Test Result](image)

Your results will depend on many factors, such as:

1. The speeds offered by your internet provider (Comcast, Verizon, RCN, etc.) and what level of service you are paying for.
2. The age of your computer, modem and wifi router (sometimes the later two are built into a single device.)
3. The distance your computer is from the WiFi router, and the quality of that router
4. (In some cases) the number of computers or devices using the home internet connection simultaneously.

Below are the typical speeds you should expect (with WiFi):
If your speed is lower than the maximum possible speed, there are a number of things you can do to improve it:

1. Call your internet provider and upgrade to a plan with faster speeds
2. Buy a mesh WiFi extender systems such as:
   a. Linksys Velop
   b. Netgear Orbi
3. Connect your computer to your modem with an ethernet cable (most effective method). A hardwired connection will result in a more stable and reliable connection and significantly faster speeds:

### Computers (Ethernet cable)

<table>
<thead>
<tr>
<th>Release date</th>
<th>How is Ethernet connected?</th>
<th>Maximum possible speed</th>
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</thead>
<tbody>
<tr>
<td>2010 or later</td>
<td>Ethernet connector</td>
<td>930 Mbps</td>
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<tr>
<td>2010–2014</td>
<td>USB 2.0 to Ethernet adapter</td>
<td>400 Mbps</td>
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<tr>
<td>2015 or later</td>
<td>USB 3.0 to Ethernet adapter</td>
<td>930 Mbps</td>
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<tr>
<td>2009 or earlier</td>
<td>Ethernet connector</td>
<td>100 Mbps</td>
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**What the WBCP office staff will do to make your task easier**

In order to make your task easier, the office staff will set up each class on Zoom and will send you and your students’ recurring Zoom invitations.

**Signing into your Zoom class**

**How students and teachers enter classes**

Many of you have been seeing patients by Zoom since the pandemic began and you have functioned as a Zoom host. You have scheduled appointments and sent invitations to your patients. You have had access to the full suite of basic and advanced Zoom features, although with patients you haven’t had to use them.
Those of you who have taught classes or run large meetings via Zoom have also functioned as a **host**, and in those cases you might have used more advanced features, for example, muting or unmuting participants, inviting new participants to the meeting, ending the meeting for everyone (vs. just leaving the meeting) or breakout rooms.

In our case, the office staff member who creates the invitation will be the host even though they will not be present for the class. Therefore, **they will activate the “join without host” option** so students and teachers will be able to join the class without that staff member being present. It is very important that you understand the limitations of using this system (see below), but first, here is an example of the Zoom invitation you will receive from office staff for your class:

Marc Levine is inviting you to a scheduled Zoom meeting.  
**Topic:** PSP-1 (or PSP-2, Institute-3, etc.)  
**Time:** This is a recurring meeting  
Join Zoom Meeting  
https://zoom.us/j/97913506243?pwd=cWkzenluYWxCMVo0NWtPK24yTHVPQT09  
Meeting ID: 979 1350 6243  
Passcode: 727273

The same link will be used for each cohort throughout the academic year. In other words, just like during regular, in-person classes, each cohort will be in one room (in this case a Zoom room) and teachers will come and go.

**Limitations when you are not the host:**

**IMPORTANT:** Due to various technical, administrative and logistical issues, teachers and students for PSP, Institute and other classes **will NOT act as hosts.** The hosts will be our office staff and they will schedule all classes and send invitations to students and teachers. We would have preferred for teachers to act as hosts, but it isn’t possible right now. We can explain this further if anyone is interested, but the bottom line is we will have access to some, but not all the advanced features of Zoom. Fortunately, the features that are likely to be most useful for what and how we teach will be accessible (e.g. screen sharing).  
[**Note:** If there is a circumstance in which a teacher wants to use a feature that is available only to a host, he or she can make special arrangements].

This sounds more confusing than it is. All of it will be reviewed during the Zoom workshops.

**Screen Views**

At the top right side of your screen you will either see “**Gallery View**” with small images of all participants at the same time or “**Speaker View**” (showing the current speaker full screen plus small images of other participants). You can freely switch to the other view at any time. [https://evolutionarycollective.com/zoom-instruction](https://evolutionarycollective.com/zoom-instruction)
IMPORTANT: When you’re in gallery view, the button says, “speaker view” and when you’re in speaker view it says, “gallery view.” Some people find that confusing. The “speaker view” button actually means “switch to speaker view” and the “gallery view” button actually means “switch to gallery view.”

**Using the Zoom Menu Bar**
Mute and unmute your own microphone.

**Start/stop your video.** You can also select your video input here by clicking the up arrow next to the video camera icon. The arrow for this icon will also allow you to change your background to a virtual one.

**Participants:** View a list of participants in the meeting

**Chat:** Use this function to talk to all participants (more to follow in class 2).

**Share Screen:** Use this function to share your screen with participants, to display documents, videos, PowerPoints, etc. (more to follow in class 2).

**Record:** Only a host can record a meeting, or the host can give permission to a participant to record at the time of the meeting. Since our host (office staff) will not be present, we will not be able to record classes.

**Reactions:** Display an emoji such as “thumbs up” or “applause” in the corner of your screen.

**Leave:** click to leave the meeting.

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**CLASS 2:** Discussion of important online teaching considerations and demonstration of additional Zoom Functions (September 13 and 20)

Instructors will discuss ideas relevant to teaching psychoanalytic classes and policies about class participation. Student engagement and interactive techniques will be discussed along with additional Zoom functions. Participants will have opportunities to practice during class.

**Discussion of the effects of the pandemic, policies about class participation, student engagement and interactive techniques and additional Zoom Functions**

- Effects of the pandemic
- Needed policies for class participation
- Student engagement and interactive techniques
- Learning about the Touch up my Appearance function
- Review of and practicing the Chat function
- Learning about optimal lighting
- Virtual backgrounds and green screens; a brief discussion
- Review of and practicing the Shared Screen function
- Demonstrating and practicing the Whiteboard function
Effects of the pandemic on teaching and learning

- General examination of fears, manic defenses against those fears, biases about formation of an analytic identity and other issues that are always present but are exacerbated during the pandemic;
- Faculty members need to talk to each other about how their attitudes toward virtual classes influence the classroom experience. This goes beyond what is best technically and teaching tips for teaching remotely;
- The loss of the classroom, the loss of the role of facilitator replaced with the role of instructor (not mutually exclusive but it shifts in the new environment) can be enacted in ways that are detrimental to the classroom experience. That is, if one hangs onto a role that is less effective at best and iatrogenic at worst, with students acting out, one is failing at the core task of transmitting psychoanalytic knowledge under the guise of egalitarianism.
- It is anecdotally conveyed that seminars are considered the weakest link of the three pillars of psychoanalytic education, despite the fact that most teachers think they are doing a great job and get good to very good evaluations.
- Faculty can take this extraordinary opportunity to examine how to improve teaching, which may have benefits when classrooms are restored.

Policies about class participation:

It is our recommendation that when classes are on ZOOM, the guidelines outlined below are followed:

- All students need to be on video without exception;
- If students do not want to have others viewing their home or office interior, we suggest that they create a virtual background;
- The rationale for everyone using video is that exceptions have an effect, usually negative, on the group experience, with one person outside the determined norm, a norm that was created for the good of the group experience.
- This is a specific example of a general principle that groups form by participants relinquishing part of their autonomy and projecting one part on the leader of the group who is authorized to be in that role;
- Work groups work when principles such as this one are followed;
- The general idea is that everyone pays attention to boundaries, time, space, air time, and that the leader in a Zoom meeting needs to actively monitor these boundaries in a firm but not particularly harsh manner as they are essential for an [optimal] learning environment, especially a remote one where there will be unavoidable intrusions and disruptions. As analysts, we pay very close attention to the frame when doing clinical work. We should also be tuned in to the “teaching frame.”
Student engagement and interactive techniques:

The importance of student engagement and how interactive techniques can enhance your teaching (see page 3).

An engaged class using a video conferencing platform

Turning your computer screen into a lively interactive class with engaged participants
The Touch up my Appearance function:

If you want to use this function, which slightly blurs the image to make one’s skin appear smoother, click on the arrow next to “Video” in the left corner of the screen and click on “video settings”. Then check the box next to “Touch up my appearance.”

The Chat Function

Overview

The in-meeting chat allows you to send chat messages to other users within a meeting. It is possible to send private chats to another student or the teacher, but we recommend only using this function to send messages to the whole group.

Optimal Lighting when using Zoom and General Lighting Concepts:

The camera sensor in your computer’s webcam measures the amount of light coming from all sources and tries to find an average value in order to produce the most pleasing image. In order to display colors accurately, it looks for something white (or at least neutral) and adjusts other colors compared to it. If you wear a white, gray or black shirt, there is a large swath of neutral color filling a significant section of the frame and the camera will generally do a good job with colors and skin tones. You won't look blue or green or some other unnatural color.
Here are few more tips for lighting and camera placement:

1. You’ll get the best lighting by having a large source of diffuse light right in front of you. Window lighting can supply the most flattering light (no harsh shadows) because it is large (compared to the size of your face) and diffuse. Of course that only works during daylight hours. A lamp on your desk or one placed directly behind and above your computer will also work well as long as it has a shade on it (to diffuse the light). Even better is an LED light on a small tripod that can be placed behind your laptop or computer.


2. Do not rely on your computer screen as the main source of light. Besides not being a pleasing quality of light, your skin tone will take on the color of whatever is on the screen.

3. Do not sit with a window or other source of bright light behind you. The webcam will try to even out the overall lighting of the image by darkening the window or other light. In the process, your face will get dark and you will look like you are in the witness protection program.

4. The camera in your computer should be as close as possible to eye level. Since a laptop on a desk is generally well below eye level, you will want to raise it by putting it on top of something. A few books will do. If the camera is below eye level, your viewers will get a great view of your chin, nostrils and the ceiling of the room. And your facial features will be distorted. If the light source is below eye level, you’ll get an effect called “Halloween lighting,” in which your eyes will appear dark and sunken. Shifting the position of the computer up or down by 6 inches can make a big difference.

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<thead>
<tr>
<th>Balanced Lighting</th>
<th>Unbalanced Lighting</th>
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<tr>
<td><img src="image1.png" alt="Balanced Lighting" /></td>
<td><img src="image2.png" alt="Unbalanced Lighting" /></td>
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Virtual Backgrounds and Green Screens

Overview

The Virtual Background feature allows you to display an image or video as your background during a Zoom Meeting. This feature works best with a green screen and uniform lighting, to allow Zoom to detect the difference between you and your background.

You can also upload your own images to be used as a virtual background. There are no size restrictions when adding your own virtual backgrounds, but we recommend cropping the image to match the aspect ratio and pixel dimensions of your computer monitor before uploading it. Virtual backgrounds can be found on Pixel.com.

Recommended setup

- To achieve the best virtual background effect, Zoom recommends using a solid color background, preferably green. They recommended green screens. They can be found on Webaround or Amazon.

- Do not wear clothing that is the same color as the virtual background.

Enabling Virtual Background

If you want to try virtual backgrounds, follow these directions:

On the Zoom menu bar, click on the up arrow^ that is next to the Start/Stop Video icon.

- Click Choose a virtual background
- You can choose a preset image
- If you have already enabled virtual background, you can turn it on during a meeting.
- If you want to find different virtual backgrounds, you can find royalty-free images at: Pexels, Unsplash and Pixabay.
- If you would like to turn your background off during a meeting, select Video Settings and then click on “None” under Virtual Background.
Using Green (and Blue) Screens

One reason one might use a green screen is so that when using a virtual background, a green (or blue) screen allows the camera to decipher a person who most often wouldn’t be wearing green from the background. This cuts down on distortion.

A small one for home or office use

Without a green screen the camera may have trouble differentiating itself from you and the background and you might find yourself “headless” on screen or more likely parts of your body coming in and out on camera or are distorted.

How to use a green screen for Zoom meetings

Using a green screen during your zoom meeting is simple. Simply place the green screen behind you and the camera will do the rest! Ideally your green screen should expand a little beyond the viewing capabilities of your camera to ensure the image isn’t interrupted in anyway. Ideally the screen should be flat, but it doesn’t have to be. A few wrinkles are likely going to be ok.

Review and Practice sharing your screen

Overview

Sharing your screen on Zoom allows you to share with participants documents, videos, PowerPoint presentations or other content.

- Click the Share Screen button located in your meeting tool bar;
- Select the screen you want to share. You can also choose an individual application that is already open on your computer, the desktop, or a whiteboard.
- Click Share Screen. Zoom will automatically switch to full screen to optimize the shared screen view. https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen;
While in a meeting, you can share the following content:

- Entire desktop or phone screen
- A specific application
- A portion of your screen
- Audio from your speaker
- iPhone/iPad screen

**OTHER SCREEN SHARING FUNCTIONS**: click item for more information

- Sharing your screen in a meeting
- Video layout options while screen sharing
- Switching Windows During Screen Sharing
- Optimizing a shared video clip in full screen
- Sharing Computer Sound During Screen Sharing
- Screen sharing a PowerPoint presentation

**ADVANCED SCREEN SHARING**

- Screen Share A Keynote Presentation
- Requesting or giving remote control
- Sharing a whiteboard
- Side-by-side Mode for screen sharing
- Sharing multiple screens simultaneously
- Using annotation tools on a shared screen or whiteboard
- iOS Screen Sharing
- Sharing your screen (iOS) with the Zoom Desktop Client
- Share an iOS Device Screen Using a Cable
- Adding a Watermark
- Follow presenter's pointer during screen sharing
- Black Screen During Screen Sharing
- Protocols for iOS Airplay Screen Sharing

[https://support.zoom.us/hc/en-us/sections/201740106-Screen-Sharing](https://support.zoom.us/hc/en-us/sections/201740106-Screen-Sharing)
Review of the Whiteboard function:

- The function allows you to write notes to your Zoom class as if you were using a whiteboard in a classroom.

Once you have joined the meeting, click on Share Screen.

Select the Whiteboard and click on Share Screen. When you click on the Whiteboard, the annotation tools will become available. You can save the Whiteboard as a PNG file. It will then be stored in the Zoom folder as 'whiteboard.png'

https://usqassist.custhelp.com/app/answers/detail/a_id/4480/?/how-do-i-use-the-whiteboard-in-my-zoom-meeting%3F

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Class 3. (Optional) Practice with a fellow teacher or try by yourself

Practicing Zoom Functions

- Participants choice:
  o Practicing the Shared Screen function;
  o Practice using the Whiteboard
  o Practicing the Chat function;

- Things you might want to try on your own;

  Google forms (https://docs.google.com/forms/u/0/?ftv=1) will allow you to engage students in interactive activities. You can also use Prezi with Zoom (https://support.prezi.com/hc/en-us/articles/360036562613-Live-streaming-and-video-conferencing-in-Zoom-with-Prezi-Video)
A STEP-BY-STEP GUIDE FOR YOUR FIRST ONLINE SESSION WITH STUDENTS THAT YOU MAY WANT TO CONSIDER

Before your class starts:

• Many sources suggest that it’s optimal to send a welcome email about your class a week or more before class starts.
• Since increasing engagement and making your class more interactive are among best practices, you might want to plan activities and assign times to each one to make sure your class runs smoothly.
• It is important to make sure you have a good internet connection that is fast enough. Websites that can test the speed of your internet are speed.googlefiber.net and speedtest.net
• It is best to have headphones with a microphone or Air pods or a similar product to avoid audio feedback.
• Make sure you select a quiet space to teach your class.
• Any resources you wish to use on Screen Share such as PowerPoint presentations, should be on your desktop or Screen Share page for easy access.
• If you have any students who need special accommodation, make sure special arrangements are made prior to the beginning of your class (check with the office for information).
• You may want your co-teacher, if you have one, to moderate the chat area and answer participant questions during your class.
• Set and send any etiquette and session instructions to participants before your class starts.
• Send instructions to co-presenters or guest speakers (if applicable). It can be helpful to go through a practice session before your first class.
• Practiced using Zoom features in advance.

Ensure participants have:

• An internet connection, a computer, iPad or mobile phone they can use for class.
• Information about session dates and times for the trimester.
• Information about joining instructions;
• Etiquette and session guidelines for all sessions.

At least 30 minutes before your class is scheduled to begin:

• Load your presentation and any resources to your computer so it is ready for use.
• Clear your screen of applications / private documents and anything else not needed for the sessions. This is especially important if sharing your screen)
**At the start of the session**

- Remind everyone to mute their microphones during class unless they are speaking.
- It is useful to remind participants to raise their hand when they want to speak. This is not to be controlling or limit spontaneity. Instead, it makes the class run more smoothly if people don’t talk at the same time.
- Remind participants to unmute their microphones before they start to speak.
- Remind participants to test their microphone and speakers before class starts.
- Give a brief overview of the Zoom tools you will be using including using the chat and other functions you want them to know about for your particular class.

**Meeting Etiquette**

There are some general rules of courtesy for virtual meetings.

- Please arrange a quiet, private space that allows you to participate in class with a level of professionalism commensurate with an in-person experience.
- If you can, hold off on eating full meals during your meeting. Imagine how unappealing it would be to watch someone up close slurping a plate of spaghetti on a big screen. If you can, chow down when your meeting is over. If you need to eat, or move around, or do other things that make noise, please MUTE your audio for that time as the microphone tends to amplify ambient noises in a way that is disruptive to the group. (Audio can be muted using icons in lower left of screen).
- Even though it’s tempting, try not to multitask too much. And if you’re going to, at least mute yourself.
- Instructors: Please begin your course by discussing with the group how you wish to invite and encourage group participation, and what protocol you would prefer. For larger groups in particular, many instructors find it useful to ask candidates to raise their hands if they wish to speak, and to call on people by name in that order. This can minimize confusion over whose turn it is to speak and can promote greater focus on listening to one another.
- Students: Please consider adjusting your style of participation to engage as fully as possible with the group discussion, both in terms of making contributions as well as active listening. The Zoom format can potentiate a more passive stance which often requires some deliberate attention to overcome. So far, the accumulated feedback has shown that the most positive experiences occurred when the group as whole takes greater responsibility for actively moving the group forward.
- Since confidentiality is essential when discussing clinical material, it is essential that all group members be able to see other participants as well as the environment in which one is speaking. Please participate with your video screen ON at all times. Please turn off all incoming sound notifications including text messages, emails, phone calls and any other apps that are turned on.
- If you need to take a brief break for any reason, please excuse yourself and let the group know you will be returning soon. If this feels too disruptive to the group process, please message the instructors (using Zoom message system) to let them know your plans.
Consider Your Environment

Your surroundings say a lot about you. Let’s make sure that they say the right things.

**Clean up and have a simple background** (a plain wall, a potted plant, or a bookshelf works perfectly). Zoom also provides **virtual backgrounds** to help you disguise even the most recklessly cluttered environments.

If you use a virtual background, be sure to have a green screen behind you to avoid distortion.

Lights, camera, action! Note, the first item here is LIGHTS. Position yourself so that most light is coming from in front of you (behind your monitor), instead of behind you. If you have a window behind you, shut the blinds. Otherwise, you will be dark or even silhouetted.

Barking dogs and slamming doors are not just annoying in person, they are also annoying via Zoom! Find a quiet space to meet, shut the door, and mute yourself as necessary.

Improve Your Presentation Skills

Zoom spoke with co-founder and principal of **BoldEcho** and virtual presentation expert, Matt Abrahams, to learn some top tips for presenting over Zoom. Here’s what he had to say…

**Use engagement tools!** There is nothing worse than someone droning on for an hour, maybe sharing a dense slide or two. Make full use of everything Zoom has to offer. Screen share, annotate shared content, send out a quick poll, solicit feedback in chat, split your attendees up into video breakout rooms, send attendees to a website and have them fill out a Google Doc. Do whatever it takes to keep your audience actively engaged. By the way, you can tell your audience is engaged during screen sharing by using the **Zoom attendee attention tracking feature**.

**Don’t get too close.** Position yourself so the camera is seeing you from the chest or waist up, instead of just seeing your face. This is more natural for the viewer (after all, in an in-person meeting you’re usually seeing more of a person than just their face). This is especially beneficial if you tend to gesture a lot.

Your best teacher is yourself. **Record yourself and watch the playback** with a critical eye. Did you talk too quickly? Too many ums and ers? Even send the recording to a friend who you know will give you candid feedback.

[https://www.gend.co/blog/best-practice-tips-for-using-zoom](https://www.gend.co/blog/best-practice-tips-for-using-zoom)
APPENDIX:
Zoom Training Resources

**Live Daily Demos**

Live Daily Demos occur Mon, Tues, Thurs, Friday at 10am PDT and 2pm PDT*. Register Now

**WATCH**

Zoom Video Tutorials  On-Demand Zoom Training Sessions

Recommended Live Training:

Getting Started with Zoom

Zoom Administrator Training

Zoom Webinar Training

Tips for How to Use Zoom Like a Pro
Here are the best practices for moving your in-person events to virtual ones:

**Blog:** Best Practices for Hosting a Digital Event
**Blog:** How to Keep Uninvited Guests Out of Your Zoom Event
**Blog:** Host Your Virtual Executive Briefing Center (EBC) Using Zoom

Ready to take your in-person event online? Zoom is here to help.

**eBook:** Running Engaging Online Events
**Blog:** Using Zoom for Telehealth & Virtual Care
**Blog:** Seamless Face-to-Face Communication Between Patient & Provider Through Zoom and Epic

**Data Sheet:** Zoom for Healthcare
**Webinar:** Zoom Meetings for Healthcare

https://zoom.us/docs/en-us/covid19.html#events

**Additional online and Zoom resources**


- How to adapt courses for online learning: A practical guide for faculty
  https://hub.jhu.edu/2020/03/12/how-to-teach-online-courses-coronavirus-response/

- Zoom Video Communications: How to Use Zoom for Online Learning

- Meeting and Webinar Best Practices and Resources

- Zoom Best Practices
  https://support.zoom.us/hc/en-us

- Distance Learning Update (Provided by Tyger Latham)
Frequently asked questions. Click on questions for related answers.

- How do I join or test my computer audio for a Zoom session?
- How do I test my video in Zoom?
- How do I turn my microphone and video off when joining a Zoom meeting?
- How do I screen share with an iPhone/iPad app in Zoom?
- How many participants can I have in a Zoom meeting?

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