

OnlineLIVE Teaching Toolkit

Tip: Bookmark this google doc to your web browser to save for future reference.

Intro to OnlineLIVE Teaching & Learning Course

Engaging live sessions in online classes don't just happen. They're intentionally designed! By the end of the course, you will be able to:

- Demonstrate the ability to use Zoom to schedule, conduct, and record engaging live online instructional sessions.
- Demonstrate the ability to design live online instructional sessions that support community college students through active learning.
- Use recordings of live instructional sessions in compliance with student privacy, accessibility, and interaction requirements, and legal recommendations.
- Develop course materials that foster inclusion for all students.

Per the [College of the Canyons Academic Senate](#), beginning in Fall 2022, all OnlineLIVE synchronous class instructors must have completed the new OnlineLIVE instructor certification training. FLEX credit of 9 hours will be awarded upon completion.

For more information about the next OnlineLIVE class, visit:

<https://www.canyons.edu/administration/cetl/onlinelive.php>

Quick Links to OnlineLIVE Resources

- [Zoom Faculty Resource Course: Teaching with Zoom](#)
- [Zoom Faculty Support website](#)
- [Zoom District Licensing Information](#)

FAQs and Guidance on Requiring Videos-on & Recording Synchronous Classes

- [Teaching with Zoom FAQs](#)
- [Guidance for Synchronous Classes at College of the Canyons](#)
- [CCC Legal Opinion 2020-12: Online Class Cameras-On Requirements](#)
- [Student Release Form](#)

COC Zoom Support

Need help with your Zoom account? Submit a work order to Computer Support Services or Audio Visual Services:

- Email: helpdesk@canyons.edu
- Call: (661) 362-3953
- Online: www.canyons.edu/helpdesk

Active Learning Resources

- [Active Learning Techniques](#)
- [Golden Tips for Facilitating Active Learning OnlineLIVE](#)
- [External Tools to Facilitate Student-Student Interaction](#)
- [Lesson Plan Template for 60-minute live Zoom Session](#)
- [Breakout Room Notepad Template](#)

Active Learning Techniques for OnlineLIVE Sessions

Here are some popular active learning techniques to consider weaving into your live sessions. Some of these techniques utilize only the features in Zoom, while others use external tools to augment Zoom's features. If you are just starting out, we encourage you to stick with the activities that use Zoom.

- **Retrieval Practice** - Pause for 2-3 minutes every 15 minutes and ask students to write down everything they remember from the past lecture segment. The process of actively retrieving information from one's short term memory is shown to improve long term retention, as well as the ability to build on the knowledge (Brame and Biel, 2015). After the pause, ask students to use the "raise hand" feature in Zoom or type into the chat box if they have a question.
 - Alternatively, use retrieval practice at the start of a session using Chat. Ask your students to take 90 seconds to make a list of things they remember from the previous session. At the end of that time:
 - give them another minute to type their list into the chat. Be sure they have their chat toggled to Everyone so other students can see their replies *or*
 - encourage students to select the Raise Hand feature (click on Reactions in the toolbar) and call on 2-3 of them to a few things from their lists.

- **Poll** - Before your live session, set up a Poll in Zoom consisting of a multiple-choice question about one of your learning segments. At the end of the segment, launch the poll and wait until your students have responded. Share the results of the poll with the class. Discuss the responses. The poll may probe for students' opinions about a particular topic or it may probe for understanding. Regardless, take time to debrief the responses with the class. If you identify a significant percentage of students who have not yet grasped the information, simply take a few minutes to explain it a different way or, better yet, ask a student to paraphrase their understanding by unmuting and speaking into their microphone. Always position misunderstanding as a normal step in the learning process so students develop a growth mindset about their abilities.
- **Think-Pair-Share** - Ask students a question that requires higher order thinking (application, analysis, or evaluation levels within Bloom's taxonomy). Give students 1-minute of silence to write out their answer to the question, sketch a mind map, or brainstorm a list of key ideas. Then place students into breakout rooms of 2-3 for 3-minutes. Before they go into the breakout rooms, explain to them that each student will have 30-45 seconds to share their response with their peers. When the breakout rooms end and your students return to the main room, ask for 2-3 volunteers from separate groups to share a summary of their discussion.
- **KWL** - This is a great activity that can be used at the start and end of a session. It has students access background knowledge, formulate questions, and document information learned. For this activity, students will need to either create a chart on a piece of paper or access a document with the chart that you've provided (preferably in Canvas). You can also have students submit their KWL chart through an Assignment in Canvas, which can function both as evidence of their learning and their participation. For students who are unavailable to attend the session, they can view the archive and still complete the chart (minus the group interaction).

The KWL chart consists of three columns, labeled from left to right: Know, Want to Know, Learned.

- *Know* - At the start of your session, introduce a topic and give students 2 minutes to list everything they know about that topic.
- *Want to Know* - After completing the Know column, have students list everything they want to know about that topic.

- At this point you may break students into small groups using the breakout room feature and prompt them to share and discuss topics from their Want to Know list. At the end of the brief breakout room session, ask for volunteers to share specific questions that came up.
- *Learned* - At the end of your session, have students list everything they learned about the topic.

If you do have your students submit their chart via an assignment in Canvas, their work will illuminate to you how well your students are understanding the content and how effective your sessions are.

Variations of KWL -

- Add an S column - list what students *still* want to learn.
- Add an I column - list why this information is *important*.
- Add an R column - list something they want to *remember*.

Graphic Organizers - Prepare a visual resource for your students, have them open it up on their computer during the session and fill it out. Google Docs can be a great tool for creating interactive graphic organizers. This activity enables students to make sense of what they are learning in a visual way, which stimulates a different part of the brain than listening or taking notes. You may also have students share their completed graphic organizers in small groups or complete them in small groups (using the breakout room feature in Zoom).

- View a [Venn Diagram graphic organizer](#)

Consensogram - This is a fun way to encourage critical thinking and have students see the thoughts of their peers, which helps students to see that learning is unique and to value diversity. For this activity you will need to use Google Jamboard, a free digital bulletin board tool (Padlet can work well too!). You will learn more about Google Jamboard in Week 2.

- Before the session, open Google Jamboard and create a Jamboard with multiple columns. Come up with a question that is related to the sessions' topic. Questions that encourage students to imagine the future are an excellent way to tap higher order thinking skills through divergent learning. For example, if you are teaching future teachers, you may ask, "Ten years from now, which of the following do you think will increase the most?" The columns may be titled: virtual reality, in-person classes, online classes, multiple choice tests. T

- To start the activity, instruct students to place a sticky note in one of the columns.
- Then discuss the results of the activity with the entire class.

Predictions - If you are doing live demonstrations in Zoom, introduce the demonstration and then, before you begin, ask your students to predict what will happen. Prompt them to write down their prediction (for their own reference). Once your demonstration is over, use the Breakout Rooms in Zoom to place students into groups of 2-3 for 3-minutes to briefly compare their predictions with the actual outcome of the demonstration.

One Minute Papers or One Minute Sentences - Ask students a question that has them reflect on their learning. For example, you may do this at the end of a session and ask students to identify what they know now that they did not know at the start. Give them 1-minute to write and pause your microphone during this time so the room is silent. Alternatively, have students write one sentence summarizing the most important ideas from the session. Then ask for volunteers to briefly share. (Angelo and Cross, 1993; Handelsman et al., 2007).

Four Corners - This activity is usually conducted in person, using four corners of a room. To make it work in Zoom, you'll need to prepare a slide and show it to facilitate the activity. Four Corners is great for controversial topics and doing it online allows students to participate anonymously, which might be more comfortable for some students. To make it work, you need to provide students with a question. On the slide, students will see four statements, one in each corner, and the question in the middle. Instruct your students to use the Zoom Annotation feature (which you must enable) and circle the statement that most resonates with them. This is a simple way to help students see the diversity of opinions among a class and can stimulate some great conversations!

- Annotation is disabled by default in a meeting. To turn it on, select **Security** and choose Allow participants to **Annotate on shared content**.
- Once students are done annotating, you will need to Clear all annotations (this is the tricky part).
- Anonymity - You can choose to have students' names appear next to their annotation or keep the activity anonymous. Use the option that aligns best with your needs. If you are probing about a sensitive topic, keep it anonymous.

- To proceed with this activity, review the [Using Annotation Tools](#) resource. We strongly encourage you to practice annotations in a small group before using them with your students. :)

Golden Tips for Facilitating Active Learning OnlineLIVE

Here are a few tips that we think are pretty useful across the board when facilitating active learning:

- **The Prominent Pause** - Have you ever noticed how things start to feel a little uncomfortable when you have a pause for a particular amount of time? Well, that means you should *keep pausing*. Your students need time to respond. They need time to reflect on what you've asked, filter through their thoughts, identify what they would like to share, and then indicate to you they want to share or type it into the chat. That is a lot! So when you ask for questions or volunteers, make the pauses long and prominent. You'll be amazed how this works!
- **Who ate pizza last?** - It's really important to understand that breakout rooms are socially awkward. They can pique anxiety for some students. A lot of this improves after the first experience when the uncertainty diminishes. One way you can help is to provide a fun, non-academic prompt to help students start talking in the room. For example, if you are doing a small group discussion of some type, you can ask students to determine who ate pizza most recently and have that person share first, then have that person choose who shares next. This is a fun way to help students get to know each other. Other question ideas are, who had a birthday most recently or who completed a series on Netflix most recently. What else can you think of?
- **Giving Directions for the Breakout Room Activity** - If you were to sit down and talk with students about what really happens in a breakout room, you might be surprised to discover how many times students are unclear about what they are expected to do in the breakout room. If you are planning to use breakout rooms in a class session, type up the directions for the breakout room activity and share them with students via a link before you activate the breakout rooms. This can be done by using a Google Doc (grant View access to "anyone who has the link") or you could simply create a page in your Canvas course and give students the URL (link) to that page. The key is to require students to confirm that they have the instructions. Consider saying something like, "OK. I just put the link in the chat that contains the directions

for the breakout room activity. Click on that link. Once you have the directions open on your screen, click **Reactions** and choose **Yes**." Then look at your Participant list to verify when everyone has signaled Yes. You can work directly with students who might be struggling. This process will get easier and faster as your course progresses and students get more familiar with the steps.

External Tools to Facilitate Student-Student Interaction

Google has a pretty spectacular collection of tools that support active learning. Below are resources and suggestions for using [Docs](#), [Slides](#), and [Jamboard](#)

Note:

- To use the tools within Google Suite, you must first create a Google (gmail) account.
- **Sharing is the key to collaboration in G Suite!** To make a Doc, Slides, or Jamboard collaborative (which is key!), you must click Share and adjust the settings to allow **Anyone with the link** to **Edit**.

Google Docs

- Docs can be a replacement for a simple word processing application, like MS Word, and it can also be a simple way to create a place for a small group of students to collaborate or for a whole class to take collaborative notes. If you wish to have small groups of students use their own Google Doc to collaborate, you'll need to create these Docs in advance. Here's a process that will keep it pretty simple.
 1. Create a Main Doc. The Main Doc will be like your collaboration portal.
 2. Now click Share and adjust the settings to allow **Anyone with the link** to **Edit**.
 3. Determine how many breakout rooms you'll have. Three to four students is a good number for a small group. (For a class of thirty, plan for seven groups.)
 4. Create one Google Doc.
 - Type very clear, simple instructions for the students in that group at the top of the Doc.
 - Change the title to Breakout Room #1.

- Now click Share and adjust the settings to allow **Anyone with the link to Edit**.
 - Copy the Share link.
 - Return to the Main Doc.
 - Type "Breakout Room #1 Notepad" in the doc.
 - Highlight that text with your mouse, select the **Insert link** icon from the toolbar
 - Paste the link to the Doc in the Link field
 - Now the text Breakout Room #1 Notepad is a hot link
5. Make a copy of the Google Doc named Breakout Room #1. To do so, go to **File** and choose **Make a copy**.
 - Change the name of the copy to Breakout Room #2
 - Repeat the steps above
 6. Continue to make copies of the Doc until you have a notepad link for each breakout room group on the Main Doc.
 7. During your live session, copy the link to your Main Doc and paste it in the chat. Prompt students to open it before you start the breakout rooms. It is a good idea to ask students to use the Non-verbal gestures (Yes/No) in the Reactions area to indicate when they've opened it. Once the class is ready, you may start the breakout rooms.
- [Get started with Google Docs.](#)

- **Google Slides**

Google Slides is like an online Powerpoint. You can use Google Slides in a way that is similar to Google Docs but it works best if you have clear, specific goals for your students. Use this [Breakout Room Notepad](#) template as an end of class active learning strategy

- Want to make your own copy? Log in to your Google Account, select File (top left corner of the slides), and choose Make a copy.
- That copy will be saved into your Google Drive and you can edit the text on the slides as you'd like.
- If you want to create your own version of a notepad like this one, we recommend designing the background image using Canva.com (a free graphic design tool). Use the dimensions 1280x720 pixels to ensure the shape of your image matches the shape of the slides. Once the image is downloaded to your computer, open Google Slides and choose **Background, Choose image**, and browse for your lovely image.

- [Get started with Google Slides](#)

- **Google Jamboard**

Jamboard is the newest addition to G Suite. Think of it as a collaborative digital bulletin board. There's so much potential! With Jamboard, you can easily create a "Jam" that invites your students to draw or add shapes, colored notes, images or text. To prepare your collaborative workspace, you can simply use a blank board and type a prompt at the top or you can choose **Set background** and upload an image into the background. This opens lots of creative active learning opportunities! A Jamboard can have one single Jam within it or multiple Jams so you might consider creating a Jam for each course or course section. This way, you can continue to add to it during the term and when you reteach your course next time, all the content will be there for you. It's easy to reset a Jamboard simply by clicking **Clear frame**.

[Get started with Google Jamboard.](#)

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