

# Tips and tricks for engaging students during synchronous online classes using Zoom

The table below illustrates how you can use Zoom tools in your teaching to engage your students during synchronous online classes:

<i>Face-to-face teaching approaches</i>	<i>Online teaching approaches using Zoom</i>
Greet the students face-to-face	Start/stop your <a href="#">Video</a> and <a href="#">invite</a> participants to enable their <a href="#">video</a> when they join the session.
Mark attendance through a roll	Use <i>Zoom Meeting Reporting</i> to mark off attendance. Reporting can be accessed directly via the zoom profile page, in the left-hand menu under Reports
Allow a particular student to answer or ask a question	Enable the <a href="#">Raise hand</a> tool and encourage students to use the <a href="#">Raise hand</a> tool for Q&A time.
Draw on a whiteboard to illustrate a concept or process	Use the <a href="#">Share Whiteboard</a> tool. You can also allow students to <a href="#">annotate</a> your whiteboard.
Show a website (e.g. Canvas)	Open the website in a separate browser's window, or in another browser, then use the <a href="#">Screen Sharing</a> tool
Show PowerPoint slides	Use <a href="#">Screen Sharing</a> tool and switch between views or monitors (if using dual monitors / displays)
Share a video in class (e.g. YouTube videos)	Enable the <a href="#">Share Computer Sound</a> option when <a href="#">sharing your web</a> which contains a YouTube video or <a href="#">any videos</a> that you can view in your computer.
Give students handouts in class	Use <a href="#">File Transfer</a> in Chat menu
Break students into groups	Use the <a href="#">Breakout Rooms</a> tool and randomly <a href="#">visit each group</a> during the breakout session This is a <a href="#">great tool</a> to manage active learning and student engagement.
Conduct a poll with students	Use the <a href="#">Polling tool</a> . This is a great tool to promote active learning and student engagement.
Allow a student to present their work in front of the class	Participant can <a href="#">share their screen</a> (unless the host use "lock screen share")
Record your lecture	Use the <a href="#">Record</a> option
Run a 5 mins Q&A session	Use the <a href="#">Chat</a> function, as well as group or private messaging

To address the objective, deliver the key learning points and optimize the learning environment, you should **select the most appropriate, effective method given a certain objective** (whether it's knowledge, skill or attitude objective).

**The objective is the driver for your choice!**

# Pedagogical methods - at a glance

What methods are available to use and when it would be appropriate to use these methods

What is it?	When to use?	When <u>NOT</u> to use?	Delivery Modality
<b>Content - presentation</b>	<ul style="list-style-type: none"> <li>When students are not familiar with the subject and when they need theoretical input first or to explain the process of the session</li> </ul>	<ul style="list-style-type: none"> <li>In any other cases.</li> <li>The disadvantage of this method is low level of interaction and retention</li> </ul>	PowerPoint with the annotation
<b>Brainstorming</b> An interactive way for a group to generate ideas without analysing the ideas	<ul style="list-style-type: none"> <li>Use when you want the group to quickly generate lots of ideas. Good of problem diagnosis and very simple to do</li> </ul>	<ul style="list-style-type: none"> <li>When you feel your group has no ideas or does not want to contribute ideas</li> </ul>	Whiteboard / Chat / Screen sharing
<b>Instructor-led discussion</b> Two-way exchange between instructor and students in the entire group	<ul style="list-style-type: none"> <li>Possible to use in almost all situation, but especially useful for attitudinal change, interpersonal skills class and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>When knowledge levels in the group are very low, this method is unsuitable because instructor will find it difficult to get answers to his/her questions.</li> </ul>	Audio/chat
<b>Sub-group exercises</b> Tasks are performed in sub-groups.	<ul style="list-style-type: none"> <li>To increase the action and interaction.</li> <li>Specifically useful for skills</li> </ul>	<ul style="list-style-type: none"> <li>When you want to know how individual participants are performing</li> </ul>	Breakout room / Screen sharing
<b>Case study</b>	<ul style="list-style-type: none"> <li>Use this so that students can apply learned skills in a safe environment but as true</li> </ul>	<ul style="list-style-type: none"> <li>Case studies are usually very difficult and expensive to design so you will only use this</li> </ul>	Breakout room / Screen sharing
<b>Quizzes</b> Assessing what students have learned by a quiz	<ul style="list-style-type: none"> <li>Use when want to recap with energy and fun. Good to make things "sink in"</li> </ul>	<ul style="list-style-type: none"> <li>Too many will lose the impact of them</li> </ul>	Polling
<b>Individual exercises</b> Students individually perform a task	<ul style="list-style-type: none"> <li>Primarily when you want to know how the individuals are progressing and are really learning.</li> <li>Could be followed by one to one feedback. Use specifically for skills teaching e.g. software application</li> </ul>	<ul style="list-style-type: none"> <li>When you need participants to participate.</li> <li>When energy levels in the group are low</li> <li>When the participants are not ready for the task</li> </ul>	Screen sharing
<b>Reading</b> Direction from the instructor is encourages	<ul style="list-style-type: none"> <li>Will attract reflectors and theorist learners who like time and information.</li> <li>Learning can be specific</li> </ul>	<ul style="list-style-type: none"> <li>Activists will get bored and want to do something</li> <li>NO interactions therefore not appropriate for skill learning</li> </ul>	File Transfer / Whiteboard / Polling