Managing Learning Online Checklist

By Julie Schell

Q. What is the simplest yet most effective way to provide a student-centered learning experience online?

A. First, make sure you have basic Zoom skills. Second, five key tips backed by learning science to help manage student-centered learning experiences online.

1. Before You Start Planning - General Zoom Set Up

- [ ] Do I know how to login to Zoom and do I have the Zoom desktop application on my computer?
- [ ] Do I have the most up to date version of Zoom, 4.6.7?
- [ ] Do I know how to set up and host a scheduled Zoom meeting to teach my courses?
- [ ] Do I know how to show/not show video of myself?
- [ ] Do I know how to turn audio on/off?
- [ ] Do I know how to share my screen and other media, such as slides, documents, etc?
- [ ] Do I know how to help students share their documents and media on Zoom?

for help - https://support.zoom.us/hc/en-us

2. While Planning Your Transition - Simple Best Practices for Managing Online Learning

- [ ] For live AND recorded instruction - plan to change pace or flow in Zoom every 7 to 10 minutes to keep students' attention.
- [ ] Use both words and graphics to help people learn in online instruction. However, do not overwhelm students' working memory by using too many words, too much speaking, or too many graphics on Zoom all at once. Use Zoom's screen sharing capabilities to progressively disclose (reveal in pieces) content.
- [ ] Plan to create a social presence and a sense of belonging in Zoom by personalizing the experience. Use video of your face and refer to students by name when live and offline. Use the Zoom feature "Setting>Video and check "Always display participant's name on their video."
- [ ] Plan ahead to use Zoom engagement tools, such as chat and polling features, to help students with self-reflection and/or quizzing on the content.
- [ ] Plan to teach complex content or lessons using live, synchronous Zoom meetings and to teach less complex material for pre-recorded sessions or offline discussions.

for more details see - http://bit.ly/julieschellzoomtips2

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Managing Online Learning Checklist
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Q. What is the simplest yet most effective way to provide a student-centered learning experience online?

A. First, make sure you have basic Zoom skills. Second, use these simple tips backed by learning science to help manage student-centered learning experiences online. This checklist is not comprehensive, however, following these five tips–whether you are teaching in a studio or a lecture-based environment– can help ensure your students have a positive learning experience.

Before You Start Planning – General Zoom Set up
[1] Zoom videos are extremely helpful and cover all the items listed on the checklist. You can find those videos here: https://support.zoom.us/hc/en-us

While Planning Your Courses – Simple Best Practices for Managing Online Learning

[1] For live AND recorded instruction, plan to change pace or flow in Zoom every 7 to 10 minutes to keep students' attention.
Human beings can only pay sustained attention to a single task for around 7 to 10 minutes. This is because the amount of space in our working memory (our conscious, thinking, awake mind) is very small. A common mistake made in online teaching is providing long strings of information without breaking it up. Chunk or break up your instruction into 7 to 10 minute strands or units.
- **What can I do to break up the instruction?**
    - **Ask Questions:** Do a Zoom Poll or ask questions in the Zoom Chat window (see Tip 4 below).
    - **Pause Method:** Give students 2 minutes to pause between your instructional activities to reflect on their learning, to do nothing, or do whatever they want for two minutes. The Pause Method serves two purposes: 1) it gives students' working memory a chance to catch up and 2) it helps students pay closer attention during the next strand of instruction.
    - **One-minute paper:** Ask students to prepare a one-minute paper based on what you just shared via Zoom, or even what they read, watched, or reviewed the night before. Prompts for one-minute papers can by anything, my favorite is to have them take out a blank sheet of paper

and write down everything they can remember about the previous chunk of instruction.

[2] Use both words *and* graphics to help people learn in online instruction (This is also known as the multimedia principle of learning). **However, do not overwhelm your students' working memory by using too many words, too much speaking, or too many graphics on Zoom all at once. Use Zoom's screen sharing capability to progressively disclose (reveal in pieces) content.**

According to the **multimedia principle**, there are two types of words: 1) written text (text that people read) and 2) words that are presented as speech (text that is spoken and that people hear). Words and typography are *not* considered graphics within this principle. There are also two types of graphics: 1) static graphics, which include pictures, drawings, illustrations, and graphs, and 2) dynamic graphics, which include videos, simulations, animations, etc. One mistake faculty make is having too much going on on the teaching screen all at once. One particular error is reading or dictating text that is on the screen while students are trying to read it. This is a mistake because spoken words and written words are processed through the same channel in our brains, while text and graphics are processed on different channels. It is ok to have text and graphics OR spoken word and graphics occurring simultaneously, but not all three.

- **What kinds of words or graphics should I use?**
  - If you are displaying words on the screen, do not read those words to your students or talk about the words until you have given them time to read the words on their own. We process written text and speech on the same channel of our brains. Spoken text that is also displayed as written text will overwhelm the text channel and inhibit learning.
  - Don't put too many words or graphics up at one time – use **progressive disclosure** (reveal in pieces**)** to unveil the content. Progressive disclosure is what PowerPoint and Keynote use to help you build or animate items on the screen.
  - Use both static and dynamic graphics, but don't use decorative graphics to dress up the online experience. For example, if you are teaching about color theory, do not use a rainbow just to decorate the page. Use specific, instructional graphics that will illustrate and explain your point and aid in visual understanding.

[3] Plan to create a social presence and sense of belonging in Zoom by personalizing the experience. Use video of your face and refer to students by name when live and offline. Use the Zoom feature "Setting>Video and check "Always

display participant's name on their video." Sometimes, instructors miss the opportunity to create a **social presence** in online learning. **Social presence** refers to having a "real" presence in a "virtual" environment. In order to learn effectively, students must see their teacher, their peers, and themselves as real people, even in virtual environments. They must also see themselves as belonging to the virtual community you create.

- **What are some tips for creating social presence and belonging?**
  - Start of your online teaching by letting students know you truly care about their learning during this unprecedented time and that you are committed to helping them with this transition.
  - Refer to your students by name as often as possible to help enhance their **social presence** in the online classroom. Use the @ symbol to refer to their names in the Chat window in Zoom. For example, "@julieschell, thank you for joining us today!"
  - Prepare to be generous about the need for explicit and redundant instructions for assignments in online classrooms.
  - Model and encourage engagement by being responsive to student participation. If a student responds to a question, thank them (by name) and provide feedback on their understanding. You can also share and solicit personal narrative and experience to help illustrate key course content and ideas – for example "when I was working on the stage production of X, I encountered [principle you are trying to teach]."

[4] Plan ahead to Use Zoom engagement tools, such as chat and polling features, to help students with self-reflection and/or quizzing on the content. Don't underestimate the power of posing questions to drive student learning and engagement. These questions can be fact-based or not, closed- or open-ended, and you can plan the questions in advance, pose them on the fly, or both. Questions are critical to learning, so it is important that you strategically pose questions that cover material you actually want students to learn versus questions that are just for fun or entertainment (unless you are doing an icebreaker, of course).

What kinds of questions can I ask via Zoom?
- Multiple-Choice questions using the Zoom Poll (students can select more than one answer)
- Single-Choice questions using Zoom Poll (students can select only one answer)
- Questions posed to the Zoom Chat tool: Students can respond to you and to each other, using the Chat function as a "backchannel," similar to Twitter (everyone can see the responses). Students can respond to you and each other by using the @ sign, e.g. "@karmia great question!"
  - Questions about simple or complex material
  - Questions with right answers or no right answer
  - Prediction questions: if you start a demo of something, you can pause and ask students, "What do you think is going to happen and why?"

- Brain dump questions: "Write down everything you remember about what you just learned"
  - Muddiest point questions: "What was the most confusing thing we discussed today?

[5] Plan to teach complex content or lessons using live, synchronous Zoom meetings and to teach less complex material for pre-recorded sessions or offline discussions. As you curate the online learning experience for your students, you will have to choose what to focus on online and what to leave for offline activities. One way to quickly parse these is to identify the most complex, difficult to understand concepts that your students need to grasp by the end of this semester. Use live instruction for these complex materials so that you can guide and reflect in the moment with your students. In addition, you can record these live discussions within Zoom for students to review later.

What are activities I can engage students in outside of class to help them understand complex material?
- Design activities that require students to elaborate on their understanding of a particular concept. Sometimes students just provide answers. Finding ways to help them elaborate on their reasoning for those answers is a very powerful way to facilitate learning of complex materials. Prompts that can help with elaboration are: Why, what if, what is missing, how, what happens when?
- Before you introduce complex material in class, ask students to write a one-minute paper on what they know about the topic. Even if they have little or no prior knowledge, the act of beginning to think about it will help them learn the new content better.
- Design activities that encourage students to think about their learning process: what did they find difficult, what did the find interesting, what did they find confusing, what do they want to remember, what would they do differently if they had more time?