

CVM Teaching Academy: Summer Toolkit Series – June 09, 2020

Agenda for Zoom breakout rooms: ***

*** having a written agenda for planned student activities DURING a breakout seems to be a “best practice”

1. When it appears, click on invitation to **JOIN BREAKOUT ROOMS** to enter your randomly assigned breakout room
2. Introduce yourself to each other.
 - Name
 - Affiliation (department, etc.)
 - What do you teach?
 - Did you teach online during the pandemic this past spring?
 - What are you teaching this fall? Tentative plans?
3. At some time during the breakout, a message will be broadcast to ALL breakout rooms
 - Pay attention to where and how it appears, as this is what students will see when you send an announcement as instructor (meeting host)
4. At some point during the breakout, send the instructor a **REQUEST for HELP** (“ask for help”)
 - This is how students will summon you into their breakout room during a Zoom session
 - The “instructor” will join your breakout as soon as he/she is able OR will send a LATER message (check whether it appears and where/how)
5. **YOUR PRIMARY BREAKOUT ASSIGNMENT** (approximately 10 minutes)
 - Come to consensus on 3 possible summer CVM TA Toolkit sessions for June or July, OR otherwise be prepared to share your group’s suggestions for additional summer sessions.
6. Post-Breakout Return to Meeting
 - Look for an announcement (with countdown) requesting you to exit breakout and REJOIN meeting
 - Questions & Comments on breakout room function
 - Group discussion on remaining Toolkit sessions**

ZOOM SUPPORT RESOURCES:

- <https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>
- <https://support.zoom.us/hc/en-us/articles/115005769646-Participating-in-breakout-rooms>
- <https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-participants-to-breakout-rooms>

Some of the approaches that participants in the first Toolkit session identified as using last spring:

METHOD	number
Live Zoom help / Q&A sessions	14
Zoom breakout rooms (small groups)	7
Zoom polls	4
Zoom whiteboard and/or annotation function	3
Top Hat quizzes	5
Top Hat PAGES	5
Blackboard discussion board	8
Blackboard surveys & polls	1
Qualtrics surveys & polls	6
Embedded Panopto quizzes	2
Voice Thread – shared videos	1
Padlet	1
Persuall	2
Online cases	5
Other	5

My online teaching was primarily				
Live, synchronous sessions	Recorded, asynchronous sessions	Mixed – approximately 50:50 synchronous/asynchronous	Mixed – but mostly live, synchronous	Mixed – but mostly recorded, asynchronous
8	5	4	0	5
36%	23%	18%	0%	23%

The recorded, asynchronous sessions I used were: Select ONE			
Constructed new in Panopto for this year	Repurposed Panopto lectures from a previous year	A mix of new and old Panopto recordings	Other – e.g. video produced using another program
7	0	5	5
41%		29%	29%