

## Top 10 Teaching Tips for Zoom+ and Trimodal Classrooms

**1**

Set up your class Zoom meeting via D2L and bring the Meeting ID and Passcode with you to class.

You will need to enter the Meeting ID and passcode in order to start your Zoom session. Visit your classroom to practice joining the meeting and using the tools you plan on using during your class sessions, such as screen sharing and the whiteboard. You can find documentation on Zoom+/Trimodal Rooms on the [Teaching Commons](#).

**2**

Bring your own laptop or tablet if you plan on using breakout rooms or polling in Zoom.

Use the Zoom client on your device to create breakout rooms or activate polls. Be sure to mute your device's microphone and speakers so they do not interfere with the room's system. Bringing your own device is also essential if you plan on using Zoom's chat feature to type responses to students' messages.

**3**

Encourage remote student participation.

It is easier for in-class students to participate in discussions because there are less barriers to interaction, so make sure your remote students are included by intentionally checking in with them. You may want to direct questions to remote students first. If chat is enabled, consider nominating a student volunteer to become the "voice of the chat" who can call attention to questions or contributions presented there.

**4**

Break up longer class sessions into shorter segments by incorporating active learning strategies.

Examples of active learning include polling, small group work, student-led discussions, and student presentations. Be intentional about signaling transitions between activities, and remember to check in on the chat log if you have that feature enabled. During class time, focus on activities that leverage the immediacy and social affordances of Zoom+/Trimodal Rooms.

**5**

Make good use of asynchronous learning.

Provide readings, pre-recorded lectures, quizzes, and other asynchronous content as appropriate. Students can use these to prepare for your live class sessions and apply their learning after class.



### Give students adequate time to reflect and clear guidance on how to respond.

Invite students to write down their responses before sharing them. Set clear expectations for how you expect students to respond to questions and prompts. Examples include using the Raise Hand feature, submitting text in the chat, and unmuting or speaking when no one else is speaking. (If using the latter method, make sure to check in on remote students as it can be harder for them to get a word in.)



### Share class meeting recordings with students.

Students can use class recordings to catch up if they miss a session. They can also use class recordings to prepare for projects and exams, or to review key concepts through repeated explanation.



### Only use screen sharing when actively sharing something on the screen.

Zoom prioritizes shared screen content by default, minimizing participants' videos in order to highlight shared content. This can negatively impact the sense of community in your class because it limits students' ability to see one another.



### Help your students be seen and heard.

If it is difficult to hear a student, ask them to repeat their question more loudly or restate the question or comment for them. When facilitating discussions in a Trimodal room, switch the camera to the one that faces your in-person students so they can be seen by the remote students. Encourage your remote students to turn their cameras on, but realize that there are valid reasons for them not doing so (lack of privacy, slow internet speeds, etc.).



### Encourage anonymous feedback early in the term.

Create an anonymous survey using a tool like Qualtrics or Google Forms and share it with students early in the term. Encouraging frank, honest feedback early will help you identify any major issues in the course while there's still plenty of time to make adjustments.