

Principles of Online Interactions

Using active learning strategies that:

- Utilize class preparedness in advance, e.g., reading, articles, or videos prior to instruction
 - Actively plan what your learners will do: Before, During, and After every session
- Facilitate interaction, e.g. breakout rooms, pair-share, or jamboards
- Offer opportunities to reflect on the learning, e.g., polls, presentations, or reflective writing

Facilitator Teacher Recommendations:

Synchronous classroom session

- Post materials (e.g., lecture notes, slides, syllabus, and learning goals) in CourseWorks [at least X timeframe] ahead of a session to facilitate preparation
- Encourage students to use the Gallery View option on Zoom during online classes with options for pinning and spotlighting when appropriate to see multiple faces at once and increase their sense of community and shared responsibility for learning in virtual classes
- Set expectations early (participation, attendance, chat, etc.)
- Invite students to participate and ask questions through video, voice, or text chat
- Set ground rules for use of text chat.
- Break up a lecture (and take breaks)
- Integrate short activities in-between segments (polls, think-pair-share, etc.)
- End on time

Facilitation of Learning

- Use the Breakout Rooms
- Encourage students to turn on their cameras and their microphones to promote active participation. If students are uncomfortable and/or unable to use their camera during online classes, invite them to upload a close-up picture of themselves in lieu of live video to decrease the feeling of anonymity. Do not force students to use their cameras, microphones, or pictures of themselves if they do not feel comfortable doing so.
- Encourage students to answer each other's questions
- Consider using a whiteboard or the Whiteboard feature on Zoom to write notes or share visual content.
- Similarly, invite students to act as note-takers for the class by using the Whiteboard feature, or other online collaboration tools (e.g., OneDrive, Google Docs or Padlet).
- Consider a chat or zoom monitor/moderator, someone (learner who volunteers, faculty, teaching assistant) who can bring important chat interactions, questions or reactions to the attention of the instructor.
- Have a solid outline/lesson plan with activities and backups—
- Anything you intend to present to students should also be available where students can access the material
- Use "classroom assessment techniques" to assess/gauge student learning and to help them engage (e.g., polling feature, chatting answers to questions with classmates, raising hands / reaction tools, readiness assurance quizzes at the beginning of class). CTL Classroom Assessment Techniques

Fostering trust between faculty and learners

- Find commonality. Lean into that and acknowledge distractions
- Encourage students to communicate their unique challenges and needs as they arise. Consider beginning seminars with a brief check-in to foster community as well as appropriate developing community interaction expectations together
- Establish a trusting relationship with students by continuously soliciting and responding to student feedback

Encouraging student ownership

- Encourage students to suggest new ways to demonstrate their learning and work with them to make sure that they can demonstrate required learning objectives through their work.
- Give students enough time to engage with the material and ask questions, be it through dedicating time during online lectures, taking questions in the chat, breakout rooms, and discussion sections, or outside of class. Reserve more time for interaction/discussion than you think you need. Don't be afraid of Zoom silence as you wait for people to respond!

Set the tone early on:

- Consider what material and skills are most important for students to practice
- Focus less on "covering" informational content and more on honing student skills.
- Discuss the honor code with students preemptively

Facilitate student success:

- identifying the learning outcomes that **matter and** use that information to decide what to focus on in developing assessments. Consider techniques such as polling, pre-class test questions, and chat questions.
- Be transparent about the purpose and process of online evaluations.
- Connect material and skills being covered to their future goals, including future coursework, research, or careers.

- **Tips for tips for teaching/facilitation/engaged lecturing**

[https://ctl.columbia.edu/resources-and-technology/resources/learning-through-](https://ctl.columbia.edu/resources-and-technology/resources/learning-through-discussion/)

[discussion/https://ctl.columbia.edu/resources-and-technology/resources/learning-through-discussion/](https://ctl.columbia.edu/resources-and-technology/resources/learning-through-discussion/)

<https://ctl.columbia.edu/resources-and-technology/resources/engaged-lecturing/>

- <https://ctl.columbia.edu/faculty/offerings/workshops-to-go/> (engaged lecturing)
- <https://ctl.columbia.edu/faculty/sapp/slide-design/>

References

1. <https://ctl.columbia.edu/faculty/sapp/remote-learner-centered-teaching/>
2. Weimer, M. (2013). *Learner-Centered Teaching: Five Key Changes to Practice. Second Edition.* San Francisco, CA: John Wiley & Sons.
3. <https://blogs.swarthmore.edu/its/2017/03/16/zoom-video-conferencing-for-remote-teaching/>
4. <https://ctl.columbia.edu/resources-and-technology/resources/assess-active-learning/>

Student Responsibilities:

- Start the course, class, seminar or workshop with a copy of these responsibilities, as appropriate for the setting engage learners in creating other community expectations or editing this list
- Review all course materials, and come to sessions prepared
- Consider reviewing the supplemental materials as well as they may provide improved understanding
- Avoid multi-tasking and focus your attention on the class
- Take care of yourself when appropriate (e.g., hydrate, take a bio-break, snack)
- Review classroom expectations regarding camera use, engage with facilitators and faculty in term of creating those expectations regarding the appropriateness of having your camera on or off.
- Remember that you are always on camera when it is on. Need to yawn, sneeze, blow your nose, or something you don't want us all to, see? Mute your audio and blank your video for a moment.
 - Recall all zoom camera options such as adding your photo, blurring your background or adding or changing your zoom background ([Changing your Virtual Background image – Zoom Support](#))
- All comments and discussions should be respectful of the instructor and fellow students; disagreements are fine, but personal attacks are not.
- Mute your microphone when you aren't speaking.
- If in class, expect that you may be called on
- The chat window should be used only for class-related discussions—comments, sharing of resources, etc.—except for casual conversations at the start and end of class. Keep remarks on-topic and courteous. Remember that this is still our classroom.
 - Know that it is difficult at times to keep track of a quickly flowing chat, so don't rely exclusively on that to ask questions.
 - Guidelines regarding the chat
 - Options to respond only to the host
- Don't be a Zoom-hog. Be considerate in not talking over people and give everyone a chance to speak.
 - "Raise your hand"
- Adjust your camera and lighting.
 - Please [add photo to your Zoom account](#), so we can still see your face when you turn off your camera,.
 - Adjust your background ahead of class
 - Dress appropriately

Tips for [tips for teaching/facilitation/engaged lecturing](#)

- [Zoom Etiquette](#)
- <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/zoom/>
- <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/active-learning/>
 - Be sure to include desired behaviors/etiquette and how technologies and tools for discussion will be used
 - From <https://ctl.columbia.edu/resources-and-technology/resources/learning-through-discussion/>

Attendance

- <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/absent-students/><https://online.columbia.edu/supporting-learning-through-absences/>