

Tools and Strategies for Synchronous, Collaborative Learning

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Our Workshop Goals

1. Discuss good practices for making Zoom classes more engaging
2. Reflect on how to empower our students and where techniques from in-person teaching do or do not translate to a Zoom class
3. Apply best practices to create student-centered activities for your course

What are your fears in facilitating online learning?

Share your prior experiences with breakout rooms, either as an instructor or as a participant. What are your success stories and what are your horror stories?

Top



Let's explore some in-class collaborative activities!

We have gathered [multiple example activities](#) for synchronous (Zoom) class sessions.

In your breakout rooms, choose one or two of the activities to discuss as a group.

- What are you supposed to do for this activity?
- Do you understand what is expected of you (what is the deliverable)?
- How might a group of students engage in or respond to this assignment?
- What learning goals do you think this assignment engages students in and assesses?

We will share some of our thoughts when we return from breakout rooms.

PS: Alternative tools exist besides Google docs such as Padlet, PollEverywhere, Canvas Discussions, Zoom whiteboard/chat, and more!

How does active learning translate to virtual classes?

“Active learning is an approach to instruction that involves actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods. Active learning approaches place a greater degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is still crucial in the active learning classroom.”

- [What is Active Learning?](#) Queen's University

Why do we put in so many “guidelines” and “rules”?



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Features

 Free Access

Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity

Kimberly D. Tanner

Published Online: 13 Oct 2017 | <https://doi.org/10.1187/cbe.13-06-0115>

Equitable teaching strategies rely on **structure**:

- Wait time
- Allow students time to write
- Think–pair–share
- Assign reporters for small groups
- Monitor student participation
- Work in stations or small groups
- Use varied active-learning strategies
- Ask open-ended questions
- Establish classroom community and norms

STRUCTURING SHORT-TERM GROUP WORK ONLINE, WITH ZOOM BREAKOUT ROOMS

Preliminary results of the Spring 2020 Stanford student survey suggest that online learning is leaving many students feeling isolated in their learning environments. One way instructors are attempting to increase student interactions is through the use of group work, where two or more students collaborate to solve a problem, discuss a prompt, create a product, etc. Below are some suggestions for how to use Zoom breakout rooms, how to structure group work, and group work models you might consider. Keep in mind, students have reported that their remote learning environments are sometimes full of distractions and interruptions. Providing structure and clear, written instructions can help students to not get lost during group work.

How do we frame/transition to synchronous activities?

	What students do	What the instructor does
Phase 1: Introduce + explain	Listen, start opening docs (if applicable), follow along on instruction slide, ask questions	Convey instructions (verbal + written), indicate slides with info, provide links to docs (if applicable) in Zoom chat, answer questions, emphasize structure, timing, deliverables
Phase 2: Activity	Engage in activity, take notes and complete work (if applicable), help reporter prepare	Broadcast timing and reiterate instructions to breakout rooms, move between rooms to check-in and answer questions
Phase 3: Debrief + reflect	Help report out and listen to other group reports, put notes on the whiteboard, in chat, etc.	Call on groups/reporters by name, facilitate moving between reporters, help synthesize and summarize ideas

Let's try using the whiteboard to draw a storyboard!

Scripting and Rehearsing an In-Class Activity

In breakout rooms, take turns completing the following:

- Identify an activity from in-person course or a learning goal that can become an activity.
- Open up a Zoom whiteboard that everyone can write on using the Annotate function.
- Draw out the storyboard of an activity within a larger synchronous class session.
- Discuss the timeline for what students experience and do, what instructors say and do.
- Get feedback (or an audience perspective) from your group members.

We recommend that you take screenshots to save your work!

Reflection and Wrap-up

- Which activities do you want to work on translating for your Fall course?
- What are your top 1-2 goals between now and Fall quarter?

Please write these down somewhere!

Any Questions?

You can also reach us by email:

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