

Sample Agenda for Remote Teaching

The following is a sample agenda to help organize synchronous remote class meetings. While this only a sample, it may help you consider some of the preparations or tools to help you keep your course meetings on a consistent track.

Duratio n	Segment	Details (sample activities)	Preparation / Tools
5 min	Settle into a new session Start with a “ pick drill ” for how to use Zoom	Review technology with students (chat, participant controls, and/or polls) Coach for online etiquette. Explain how you want students to interact during the session.	Reviewing some of the technology you will use at the beginning of class helps students prepare for your session. Tell students to mute mics when they are not contributing, look at the camera to make eye contact, use the Chat feature to provide constructive comments/responses.
2 min	Beginning class poll	Consider engaging students in a temperature check at the beginning of class to get students to share how they are and how they are progressing in the course: Polling examples: a high and a low; a rose and a thorn; post an emoji; fist to five (fist being zero to five fingers) on how students are doing	Zoom’s polling tool [LINK] Prepare a polling slide in PowerPoint Type a question in the chat portion of Zoom Or, verbally ask a question
10 - 15 min	Mini lecture (<i>record</i>)	Start teaching course content or begin pre-recorded material. If presenting synchronously, this will be an ideal time to record and capture the session. Notify students you will be recording this part of the session.	Panopto is the best option for asynchronous instruction. <u>Plan ahead of time to record a lecture.</u> For more information on how to get started, visit the ITS link [LINK] . For synchronous meetings, consider Zoom. Although you can also record in Zoom, Panopto offers more flexibility when recording ahead of time. Getting started in Zoom, visit the ITS link [LINK]
2 min	Poll	Consider polling students to check for understanding; see if they have watched recorded material and/or paid attention during the synchronous presentation	Consider Zoom’s polling feature [LINK] Poll student verbally Type a question in Zoom’s chat Incorporate polling question in a PowerPoint slide
10 min	Breakout activity (optional)	If you want students to practice or work in small groups, use this time to conduct a breakout activity. Give students explicit instructions and a time limit	Use Zoom’s breakout tool [LINK] Google Apps (docs, slides, etc) Blackboard discussion tool [LINK]
10 min	Debrief (<i>record</i>)	Regroup as a class and offer some time to debrief and ask questions about the activity.	Close Zoom breakout rooms Instruct students to stop working on Google Docs Let students what time you will be debriefing
2 min	Chat - <i>muddiest point</i>	Spend the last few minutes of class to give students time to bring up anything that remains unclear to them.	Offer many options for students to submit questions. Students can submit using Zoom Chat (privately or to the group); via email, or from a Google form or shared Google Doc.
5 min	Closing	Include information about time/day of text session Provide a sample agenda for the next class	Also include information on your course Blackboard course site.
	Post-session (for instructors)	Download list of attendees and chat transcript Trim cloud recording. Make recordings available for students. Send a follow-up survey or URL	Using Panopto to edit and post to your Blackboard course.

Additional Considerations for Synchronous Class Sessions

<p>Ensure you are practicing best practices for video presentations</p>	<p>Ensure that your camera is presenting your profile at eye level. Make sure your microphone is working. Limit extraneous noises including fans, stereos, TVs, and other people. Keep the background of your video free from distractions. Present in front of a neutral background or consider using one of Zoom's virtual background [LINK] SLU also has a number of SLU-themed backgrounds you can download [LINK]</p>
<p>Consider delegating a student to help manage the online session</p>	<p>When presenting synchronously, consider assigning a student or LA to help monitor the session chat and to help students with technical issues. You can also designate students as a co-host to help with muting/unmuting participants. [LINK] Assign an alternate host to manage breakout rooms, waiting rooms, start closed captioning, and to start a live stream. [LINK]</p>
<p>Secure the class community</p>	<p>Although University-based Zoom Meetings are accessed securely through the University's authentication system, consider requiring a password for additional security. Also, enable requiring students to first enter a waiting room before joining your class session. Finally, consider assigning a co-host to monitor security controls. With the in-meeting security options, Host and co-hosts can lock the meeting, enable the waiting room, as well as manage some participant controls. [LINK]</p>
<p>Troubleshoot technical issues</p>	<p>There three most common technical issues are: (1) participants cannot see video; (2) participants cannot hear presentations; (3) participants are distracted by background noise and feedback</p> <p>Consider distributing the following guide, "Tips for Improving Your Zoom Experience" to help students address technical issues. [LINK] Provide a link to the guide and have students review it before a session. Also, before the start of class, consider walking students through connecting via Zoom by conducting a low-risk activity using their microphone, contributing to the chat, or activity using their camera.</p>
<p>Consider enabling nonverbal feedback for meeting participants</p>	<p>Zoom meetings include an option where participants can offer nonverbal feedback. When enabled, participants can answer yes, no, go slower, go faster, and more. The "nonverbal feedback" option is available in the settings tab under "In Meetings (basic)." for more information about nonverbal feedback, visit [LINK]</p>
<p>Use Chat as a backchannel</p>	<p>Zoom's chat feature can provide an excellent opportunity to offer "backchannel" communication with students. Invite students to participate and ask questions anytime through Zoom's chat feature. Include during the session to answer any questions or comments offered by students within the chat.</p>
<p>Consider using breakout rooms to help encourage student-to-student interaction</p>	<p>Breakout Rooms can allow students a way to participate, collaboration, and interact with one another. Breakout rooms can be created during a session or preassigned by uploading a CSV file to a scheduled meeting. Information on how to set breakout rooms can be found here [LINK]</p> <p>Use breakout rooms to offer small group discussions, collaborative activities, or</p>
<p>Polling, Whiteboard, and Screen Annotation</p>	<p>Zoom includes a number of additional features that can support your class session. The polling feature can help gather student feedback and tabulate results. Whiteboard screen sharing can help instructors write out problem sets and diagrams. Screen Annotation allows hosts to annotate screen captures and images. Links on how to use these features can be found below: Polling [LINK] Whiteboard [LINK] Screen Annotation Tools [LINK]</p>
<p>Privacy considerations when recording sessions</p>	<p>When recording your session, be sure to tell students when recording will take place. Also, using Zoom's "Spotlight" feature allows you to record only the presenter. [LINK] Offer students the option to mute their camera before recording a session. Also, inform students that private chats conducted during your session are not private to the session host. They are defaulted to be saved in the same file as the whole meeting chat.</p>
<p>Prioritize accessibility</p>	<p>Consider having someone take notes during your session and enable captions. Closed captions allow a co-host to transcribe the meeting in real-time.</p> <p>Make it a habit to describe whatever is happening visually on the screen. For example, if you are showing a picture or diagram, say, "here is a (picture/diagram) of" Practice being verbally explicit, especially while walking students through a screen demonstration.</p> <p>Finally, because students use different devices, use directional language in this context. It's better to say "the arrow-shaped icon that says Share; it's between Polling and Chat." Remember that students access the Zoom interface from different kinds of devices, including mobile phones, tablets, and laptops, so your verbal descriptions should account for those differences.</p>