Active Learning Kit

Active Learning Kit

Engaging Ideas for Live Online Instruction

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GLENDALE, AZ

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Introduction

What Is This Book?

In 2019, Glendale Community College's Center for Teaching, Learning, and Engagement (CTLE) bought supplies and created several "Active Learning Kits" full of items and accompanying ideas for in-class active learning activities. Faculty could stop by the CTLE, grab an item and an idea sheet, use them in class and then return them for someone else to use. These kits were popular with faculty and well-used.

Then came the COVID-19 pandemic in 2020, and with it, the Great Pivot to Remote Teaching. We worked hard during the Spring to help our faculty successfully transition to a remote, synchronous teaching modality, which we refer to as *Live Online*. And during the Fall, we adapted our Active Learning Kit for the Live Online teaching environment. We proudly present our *Active Learning Kit: Engaging Ideas for Live Online Instruction*.

A word on accessibility and hyperlinks...

Some of the activities, web apps, and tools described in this book may not be fully accessible to students with disabilities. If you have a student in your class who requires an accommodation, please evaluate our suggestions with those needs in mind. Also, please understand that the hyperlinks we provide to web apps and technical guides are subject to change. We hope you will use the Make a Suggestion page to tell us about any broken links so we can find a replacement and keep this book updated and useful.

What Is in This Book?

Inside, you'll find many ideas you can use to enliven your synchronous class

meetings with active learning activities. We have organized them into two parts:

1. **Web Apps**: This part contains teaching ideas for web-based applications you can use with your students for active learning during your class meetings.
2. **Videoconference Tool Features**: This part contains teaching ideas for using the built-in features of Google Meet, Webex Meetings, and Zoom for active learning during your class meetings.

In each chapter of this book, you will find the following sections:

Description

The *Description* section briefly describes the web app or videoconference tool feature.

Uses

Uses

Get to Know You

Different broad *Uses* of the web app or videoconference tool feature are listed in a yellow sidebar (see the example to the right). You'll find specific ideas for each listed use in the Teaching Ideas section.

Teaching Ideas

The *Teaching Ideas* section is a bulleted list of active learning ideas for using the web app or videoconference tool feature. These ideas loosely flow by use type in the order shown in the *Uses* sidebar.

How to Use

The *How to Use* section provides a basic overview of how to use the web app or videoconference tool feature.

Tools

In the Web Apps part of this book, the *Tools* section lists apps and, their hyperlinks, specific information about the app. In the Videoconference Tool Features part of this book, the *Tools* section lists specifics about the feature in Google Meet, Webex Meetings, and Zoom. We also provide **Technical Guides** (see the example to the right) for each tool.

Technical Guides

- Keep an eye out for **Technical Guides** sidebars such as this one.
- They contain links to support documents for the specific web apps and videoconference tool features we present.

Organization

Engagement

Assessment

How to Navigate This Book

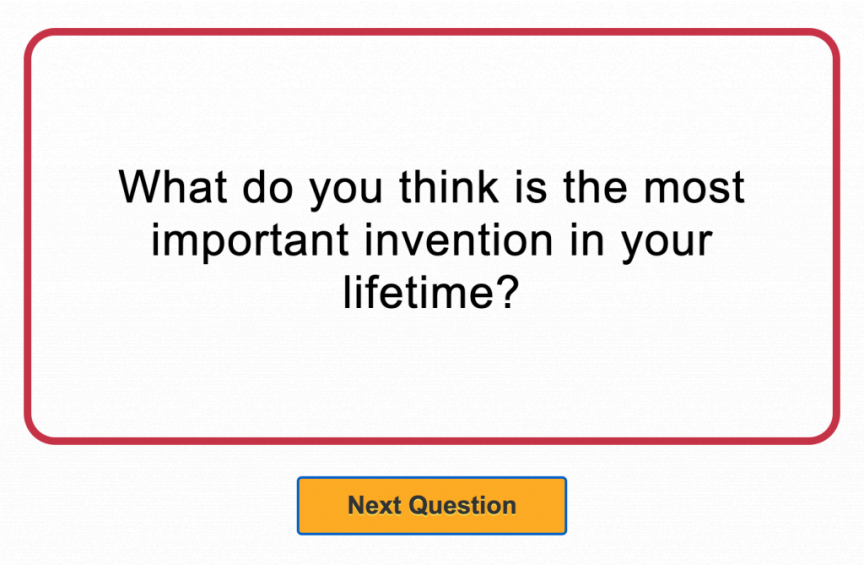
To navigate the book, select the **Contents** menu, and click the + (plus) next to one of the two parts to expand the chapter list. Select a chapter to start reading. You can also use the *Previous* and *Next* links in the footer area when

reading this book on the web, or flip through as you normally would in your reading app if you've downloaded the eBook.

PART I

WEB APPS

1. Conversation Generator



Uses

Get to Know You

Description

A Conversation Generator can be used to help students and faculty get to know one another. You can generate a single random question at a time or a list of randomly generated questions.

Teaching Ideas

- Use a Conversation Generator as an icebreaker at the start of the semester to help students get to know one another by generating and answering the questions.
- Use a Conversation Generator to create prompts for a start-of-the-semester writing activity.

- When you break students into groups, use a Conversation Generator to have them get to know the people in their group.
- Have students use a Conversation Generator to determine what questions they are going to ask you, their teacher.
- Use a Conversation Generator to start a discussion by having a small group generate and discuss one question, their answers, and any other related topics.

How to Use

Load a Conversation Generator and share your screen. Or, provide the link to students via chat before sending them into breakout groups. For each group, designate one student who will copy the link, share their screen, and direct questions for their group.

Tools

Random Question Generator

The Random Question Generator by ESL Games is part of a collection of games and activities designed for teaching English to adults. This tool draws one question at a time at random from a list of 500 questions taken from the book *50 Conversation Classes* by Andrew Berlin. The Random Question Generator user interface displays a single question and a button to generate a new question.

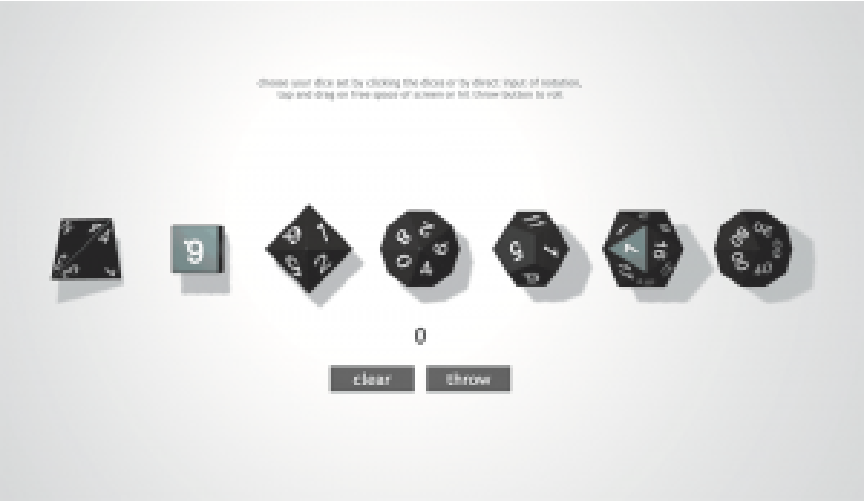
- **Main link**: https://eslgames.com/webapps/conversation/randomQ.html
- Open the Random Question Generator with **instructions included**: https://eslgames.com/random-question-generator
- You can restrict the Random Question Generator to **questions by category**: https://eslgames.com/webapps/conversation/conversationQ.html

Random Questions List Generator

The Random Questions List Generator by Random Word Generator allows you to generate a list of random questions. Use this option if you prefer to curate your list of questions in advance. Choose the number of questions you want and click the generate button. Copy/paste your list of questions to a reference document and edit them if necessary. If you number your list of questions, you can roll dice to randomly choose which question to answer.

- **Main link**: https://randomwordgenerator.com/question.php
- **"Never-have-I-ever"** version: https://randomwordgenerator.com/never-have-i-ever-question.php
- **"Would-you-rather"** version: https://randomwordgenerator.com/would-you-rather-question.php

2. 3D Dice



Description

You can introduce an element of chance and specific odds into your course activities with three-dimensional (3D) dice. Rolling one or multiple dice creates an element of suspense and gameplay in any activity.

Teaching Ideas

- Write out questions in a numbered list. Match the number of questions to a combination of multi-sided dice. For example, if you have 24 questions, you can use one 4-sided die and one 20-sided die, or four 6-sided dice. Display your list and the 3D Dice for students by sharing your screen. Roll the die or dice to determine which question your stu-

Uses

Get to Know You

Engagement

Assessment

dents answer. Use as a get to know you game or a test review.

- Use 3D Dice to decide who goes first in presentations.
- Choose a die with the same number of sides as groups you want. Have each student roll the die to determine their group.
- Assign a part of a project or area of research to each number on a die. For a group project, have students roll the die to determine what their task or role will be for the project.
- Create a set of questions around a reading. Group the questions into lists by type of question (themes, definitions, theory, history, explanations, etc.) or topic, and then number the questions on each list. Have students roll to determine which list their question will come from, and then roll to determine the question.
- Share a numbered list of peer review questions. Choose dice to match the number of questions you have. Have students roll the dice 2-4 times, and while reviewing the work of a peer, answer the questions assigned to the numbers they rolled.
- Learning new vocabulary or concepts? Break students into groups. Assign tasks to specific numbers (e.g., define it, spell it, give an antonym, give a synonym, use it in a sentence, and relate it to other concepts). Say a new word and have students roll a 6-sided die to select who will define the word, etc.
- Assign each number on a die to a rock type, epidermal layer, theory, business principle, or other item related to your subject. Have students roll a die and work in groups to answer questions, teach about their topic, or present on a specific idea.
- Divide students into groups. Number each group and give each student in each group a number. The instructor will roll one die to determine which group answers the question. That group will roll another die to determine which student from the group will answer.
- Use dice to choose the level of difficulty in a review. Create questions with varying levels of difficulty (for example, 1 being the easiest and 6 being the hardest). Have each student roll a die and answer a hard or easy question based on their roll. If they get it right, they get more points for their team; if they get it wrong, they either lose points or simply earn no points.

How to Use

Load 3D Dice in your web browser. Select the number and type of die or dice to roll. Share your screen and "throw" the dice. Or, provide the link to students via chat before sending them into breakout groups. For each group, designate one student who will copy the link, share their screen, and roll for their group.

Tools

3D Dice Roller

3D Dice Roller by Anton Nataro rolls three-dimensional multi-sided dice of up to seven types. You can choose how many of each type to roll. The results are randomly generated using atmospheric noise from random.org. You can choose from single play or multiplayer mode (multiplayer requires login with Facebook or Google). In multiplayer mode, each roll is shown to all participants along with a line of text displaying the player's results. Multiplayer mode is a good way for the instructor to monitor multiple groups' or students' rolls during breakout sessions.

- **Main link**: http://a.teall.info/dice/
- Specific odds to roll any single number on each die type offered: D4 = 25%, D6 ≅ 17%, D8 ≅ 13%, D10 = 10%, D12 ≅ 8%, D20 = 5%, D100 = 1%.

Classroom Dice

If seven types of dice are more than you need, Classroom Dice by TeacherLed is a good alternative. It lets you roll up to three 6-sided dice, and each die is a different color. Consider assigning one of the available die colors to up to 3 student groups. Then, a numeric selection can be made for each group in a single role.

- **Main link**: https://www.teacherled.com/iresources/tools/dice/

3. Spinner

Description

A Spinner is a roulette-style wheel similar to those used for giveaways. Add names or items to the spinner and have students or the instructor spin to make a random selection.

Uses

Get to Know You

Teaching Ideas

Organization

Engagement

Assessment

- Put get-to-know-you questions on the Spinner. Have students spin to see what question to answer about themselves.
- Put topics that you are going to cover in class on the Spinner. Spin to assign breakout groups of students to review a particular topic and report back to the full class.
- During group presentations, put group names on the spinner and use it to select who goes next.
- Write group roles for an activity or project (note-taker, devil's advocate, etc.) on the Spinner. Have students spin to identify their role.
- Write short activities on the Spinner and have students or groups spin to determine which activities they will do. For example, share three facts about this concept, write a hypothesis about a particular topic, or give an example of this principle.
- For a virtual lab or problem-based learning activity, put results or choices on the Spinner and have the instructor or students spin to determine what happens next.
- Make a Spinner for each student team or breakout group, labeling the wheel with students' names. Ask questions in a review, have students work through a problem, or have them complete a group project. Throughout the activity use the group's Spinner to appoint a new leader, determine who will answer a question, or who will be in charge of the next step of the project.
- Write a few questions on the Spinner that are connected with the lesson for the day and use it to review at the end of the class session.
- To review a reading at the start of class, write a number of questions about the reading on the Spinner. Have students or groups spin to get a question. Do this for fun or count it as quiz or preparation points.
- Have breakout groups fill a Spinner with questions about the day's topic(s). Students can spin and answer questions. Have the groups save the links to their spinners. Then have the groups exchange spinners, spin, and answer the questions from other groups.

How to Use

Load the Spinner in your web browser. Label it with student names or terms. Share your screen and spin to play. Or, provide the link to students via chat before sending them into breakout groups. For each group, designate one student who will copy the link, share their screen, and spin for their group.

Tools

Wheel of Names

Wheel of Names is an ad-supported Spinner, but ads are unobtrusive. With a free account, you can create and save multiple spinners with unique URLs for sharing with students. You must accept browser cookies on first use. This Spinner offers many options for customization, and sign in with Google is supported. You can import from a Google Sheet (if signed in with a Google account) or import usernames from a Twitter query. This spinner also supports multiple languages.

- **Main link**: https://wheelofnames.com/

Spin Wheel

Spin Wheel is another Spinner by Random Name Picker. This spinner is ad-supported, with a low-cost premium membership option that removes ads and unlocks customizations and the ability to save different spinners.

- **Main link**: https://www.randomnamepicker.net/spin-wheel

Picker Wheel

Picker Wheel is a Spinner designed to help make a random decision. Up to 4 item lists can be saved, and the spinner can be embedded in a web page (including a Canvas page) or a PowerPoint slide (Google Slides is not supported). Settings are stored in your browser cache, so the site will remember your settings as long as you are using the same computer and web browser.

- **Main link**: https://pickerwheel.com/
- **Tutorial for embedding** in a web page or PowerPoint: https://pickerwheel.com/embed-tutorial/

Random Picker Wheel

Random Picker Wheel is a minimalist Spinner by Tools Unite. There are few customizations available, but soon as you update the wheel, a new share URL is generated, so you can make and share multiple spinners with your students.

- **Main link**: https://tools-unite.com/tools/random-picker-wheel
- **Variations** such as team, yes/no, numbers and letters, and a spinner labeled with images are available on the About page: https://pickerwheel.com/about/

4. Answer Buzzers

Uses

Engage-
ment

Assessment

Description

Answer Buzzers are online multiplayer buzzers with buzz buttons that play a sound when clicked. The instructor hosts a "game room" that students join as players. Students' buzzes are recorded in the order they occur.

Teaching Ideas

- Put students into breakout groups to discuss a topic, solve a problem, or brainstorm ideas. Have the groups use the buzzers to indicate when they are done with their task and ready to return to the main meeting.
- When watching a video demonstrating a specific topic or behavior, have students hit the buzzer when they identify it. For example, buzz when the video shows an example of force.
- Use Answer Buzzers for a review game where individual students buzz in when they have the right answer.
- To keep score, use answer buzzers in conjunction with a Scoreboard.

How to Use

Host a buzzer room and share its link with your students. After the students join your room, have them buzz when they know the correct answer to your question. Optionally, share your screen so students can observe the buzzes live.

Tools

Cosmobuzz

Cosmobuzz is a free web app that allows a host and multiple players to connect to a buzzer-room. Players see a screen with a clickable buzzer and a text entry field for typing in an answer. Players' responses are displayed and numbered according to the order in which they buzz. The room host has controls to reset players' buzzers and text fields. The host can also lock players' buzzers or record only the first buzz.

- **Main link**: https://www.cosmobuzz.net/

BuzzIn.live

BuzzIn.live is a web app with a free tier that allows a host and up to 8 players to connect to a buzzer-room. Free features include buzz ordering, buzzer locking, a timer, and latency correction to compensate for slower internet connections. The host has controls to clear players' buzzers, set a countdown timer, and lock players' buzzers.

- **Main link**: https://buzzin.live/

5. Story Cards

Uses

Get to Know You

Description

Story Cards are a set of 8 card tiles that fill with random images when you deal the cards. They can be used to have students create a story using as many of the pictures as possible.

Teaching Ideas

- Deal the story cards, have students choose an image, and share something about themselves related to the image.
- Deal the story cards and ask students to write a cohe-

sive story based on the images.

- Have students deal a set of story cards and create sentences with specific grammar forms based on the images they dealt.
- Generate story images as a class, but have students write on their own. Deal a set of story cards, have a student select one image and share it aloud, then give the class time to write part of a story about the image. Have another student select the next image and share. Have students add to their stories based on each new image. Deal new images anytime you wish. Repeat as desired. Consider sharing aloud at the end.
- Divide students into groups. Each group deals their own set of story cards. Give them 5 minutes to make as many connections as possible between their images and course content. Score groups based on the quality of their connections.

Engagement

Assessment

Note: Some ideas adapted from ELT Experiences' teaching ideas for Story Cubes (Sketchley, n.d.).

How to Use

Load Story Cards in your web browser and share your screen. Use the button to deal a set of cards. Or, provide the link to students via chat before sending them into breakout groups. For each group, designate one student who will copy the link, share their screen, and deal Story Cards for their group.

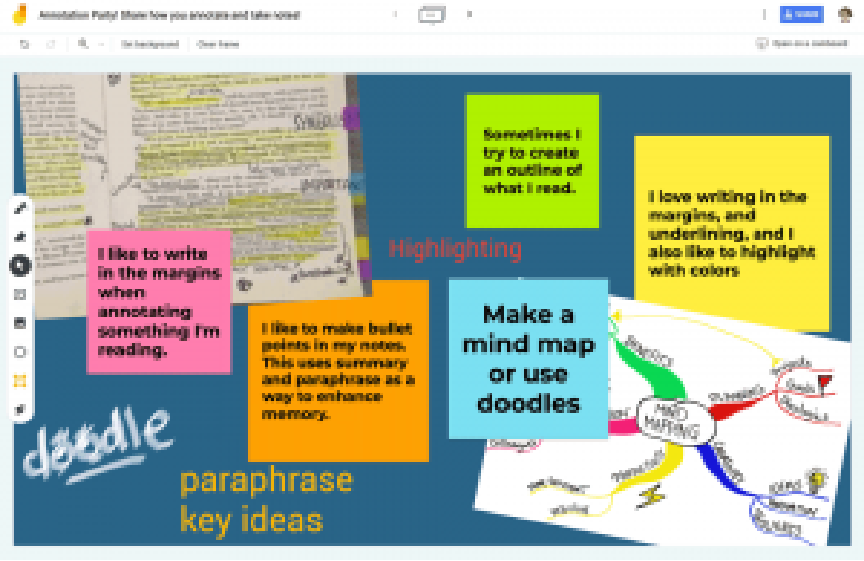
Tools

Story Cards by ESL Games is part of a collection of games and activities designed for teaching English to adults.

- **Main link**: https://eslgames.com/webapps/storydice/index.html
- Launch Story Cards **with instructions**: https://eslgames.com/edtech/

story-cards/

6. Collaborative Whiteboard



Description

A Collaborative Whiteboard is a whiteboard you and your students can use synchronously together over the Internet, allowing your class to answer questions, write out problems, and draw things.

Teaching Ideas

- Write a conversation-starter question on the Collaborative Whiteboard. Have students enter their name and answer on the board. Clear the board and repeat for a few rounds.

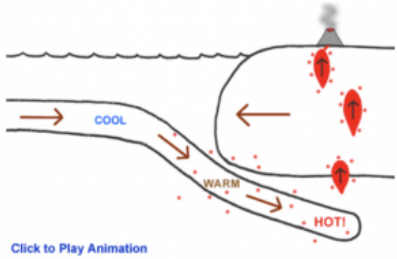
Uses

Get to Know You

Engagement

Assessment

- Use the Collaborative Whiteboard for a draw-with-me presentation. Draw a simplistic version of a concept or process (biological or geological, for example). As you explain, give students an opportunity to help visualize the process by adding shapes, motions, spatial relationships, etc. on the board. Have them add important facts through annotations and captions. When the drawing is complete, have students save a screenshot that can be used for study, reference, and communication. Or save the completed drawing yourself and share it with students via Canvas.



Simple illustration of an ocean-continent convergent boundary. Click to play an animated simulation of a draw-with-me activity.

- Place a few sentence samples on the Collaborative Whiteboard. Have students practice circling and underlining types of grammar in your pre-typed sentences. Have them discuss to compare their answers.
- Pre-type sentences with no punctuation on the Collaborative Whiteboard. Have students use a drawing or type tool to add the punctuation.
- Place an equation (or image of an equation) on the Collaborative Whiteboard. Have students practice working on the equation. Have them discuss to compare their answers. Ask a student to show their work by writing on the board. Ask if anyone solved the equation a different way, and if they did, ask that student to show their method on the board.
- Place an unlabeled image or blank diagram on the Collaborative Whiteboard. Ask students to draw or label the image (e.g., constellations, earth's layers, or examples of optics and mechanics).
- Ask students or groups to write a key topic from the last lecture and/or a question they still have regarding the topic on the Collaborative Whiteboard. Then review each item to check for understanding. Or send students into breakout sessions to answer the questions. When they return, have them share their answers. Review any remaining unanswered items with your students.
- When reviewing whether students understand a concept, put questions with answers (A, B, C, etc.) on a Collaborative Whiteboard. Have students

write or type their answers on the whiteboard. You can tell at a glance how many students are getting the concept.

- Put a topic on the Collaborative Whiteboard and have students add facts, ideas, or concepts they have learned around that topic. Use to understand what students already know at the start of a new unit, as an informal content review, or as a more formal test review.
- Ask students to write a question they still have on the material covered in class on the Collaborative Whiteboard. Ask students (or groups) to select a question they feel like they can answer. Have the person or group answer the question and share aloud with the class.
- Write a topic on the Collaborative Whiteboard. Have students write a word or fact related to the topic on the board.
- Group students and create an answer box for each group on the Collaborative Whiteboard. Play a game of jeopardy or test review. Ask students a question, give them a minute to discuss, and then have them type or write their answers in their group's box on the board.

- Have students/student groups draw a concept, explain an idea, or solve a problem on the Collaborative Whiteboard. As a class, follow up with a discussion or constructive critique.

How to Use

Prior to the class meeting, create your Collaborative Whiteboard and set it up for student access. During the class meeting, have students contribute to the whiteboard. Highlight and call attention to specific items on the board as students add content. It's helpful to practice using Collaborative Whiteboard tools before using them with your students so you can help them through any difficulty on their first use of the tools.

Tools

Jamboard

Jamboard is a whiteboard app available with G-Suite for Education. Its icon resembles the letter "J" created from orange and yellow simple shapes. Use its interactive canvas to doodle, drop images, add notes, and insert assets directly from the web while collaborating with students. Each whiteboard document is called a *jam*, and can hold multiple additional boards, called *frames*. Annotation features include drawing tools, simple shapes, text boxes, sticky notes, image insertion, and a laser pointer. Documents are saved to Google Drive, and share settings can be edited similarly to other G-Suite files. In your video-conferencing tool, paste the unique share link (URL) into chat so that students can open it and interact.

- **Main link**: https://jamboard.google.com

This video provides a quick tutorial on using Jamboard, and 5 collaborative whiteboard activity ideas:

A YouTube element has been excluded from this version of the text. You can view it online here: https://open.maricopa.edu/activelearning/?p=137

Webex Meetings

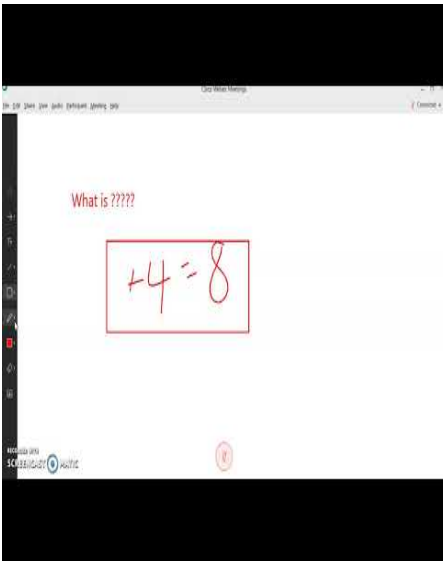
If you use Webex Meetings for your synchronous class sessions, you can use the built-in whiteboard and annotation features. While you are hosting a meeting, select **Share Screen**, and choose **Share** on the **New Whiteboard** tile. Enable Webex Meetings' annotation tools for your participants, and lead students through your activity. You can also enable the annotation tools while sharing something other than a whiteboard, such as a slide deck or an open application.

Technical Guides

This video provides a quick tutorial on how to

share a whiteboard and use annotation tools in Webex Meetings:

- Cisco Webex: Use the Whiteboard in Cisco Webex Meetings
- Cisco Webex: Annotate in Cisco Webex Meetings



A YouTube element has been excluded from this version of the text. You can view it online here: https://open.maricopa.edu/activelearning/?p=137

Zoom's Whiteboard and Annotation Tools

If you use Zoom for your synchronous class sessions, you can use the built-in whiteboard and annotation features. While you are hosting a meeting, select **Share Screen**, and choose **Share Whiteboard**. Enable Zoom's annotation tools for your participants, and lead students through your activity. You can also enable the annotation tools while sharing something other than a whiteboard, such as a slide deck or an open application.

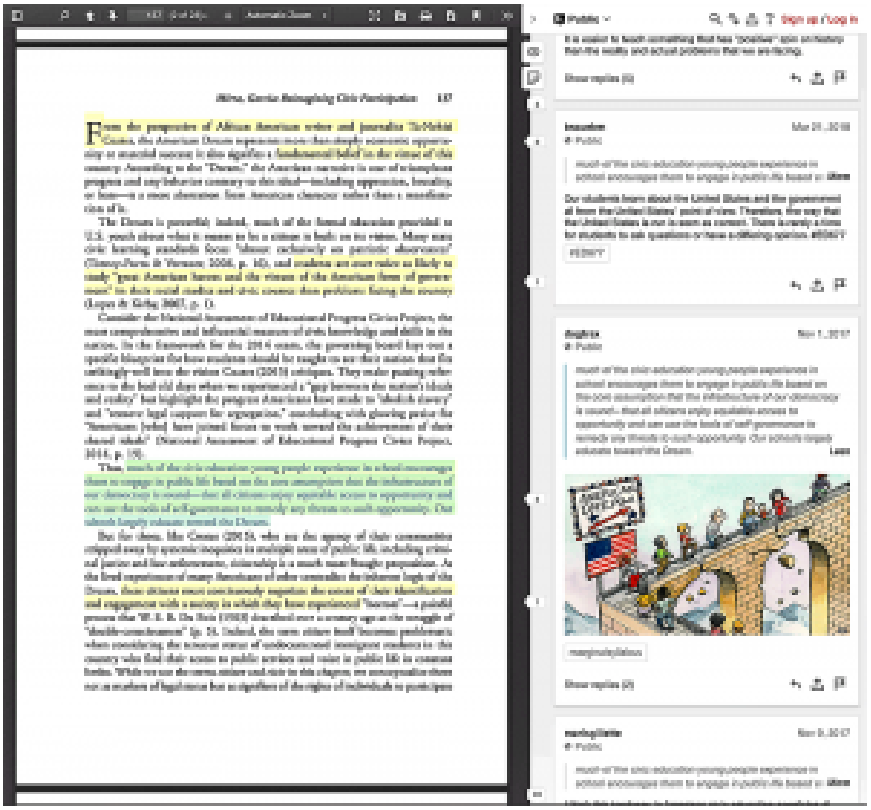
This video provides a quick tutorial on how to share a whiteboard and use annotation tools in Zoom:

Technical Guides

- Zoom: Sharing a Whiteboard
- Zoom: Using annotation tools on a shared screen or whiteboard

A YouTube element has been excluded from this version of the text. You can view it online here: https://open.maricopa.edu/activelearning/?p=137

7. Annotation Tools



Description

Annotation Tools allow you and your students to collaboratively highlight and comment on digital text (similar to using a highlighter marker and writing in the margins).

Uses

Engagement

Assessment

Teaching Ideas

- Have students engage with their assigned reading by using an Annotation Tool to ask questions, pose answers, and discuss the reading among themselves prior to your class meeting. Assign as group work, or to the whole class. As the instructor, you can prepare for class by reading student comments and questions. Share your screen during class to display and discuss the annotations together to prepare for the day's activities.
- Give students a link to a piece of writing. Have them use an Annotation Tool to highlight the text for parts of speech, thesis, types of research, or appeals. Highlight sentences or whole pages to learn how to understand and distinguish between different items. Optionally, have students use the text annotation feature to label the different items.
- Give students a link to a writing sample and present them with a question, thesis, or argument. Ask them to highlight the information that explains or supports what you presented.
- After using an Annotation Tool for highlighting peer review or self-review, have students work in small groups to find solutions and suggestions for improving the highlighted areas.
- Replace a Canvas discussion board with an Annotation Tool. Pre-annotate an assigned reading with discussion prompts, then share the link to your annotated text with your students. Alternatively, assign students to post discussion prompts by annotating the text. Provide guidance for giving substantive responses, and set expectations for the number and length of replies. Then have the whole class reply to the annotated

prompts within the text.

- For peer review, consider using Google Docs as an Annotation Tool. Have students place their writing in a shared Doc, and have the peer reviewer highlight important items like thesis, arguments, or even overused words. Or have the peer reviewer identify correct/incorrect use of new vocabulary in a peer's lab report. Then have peer reviewers annotate feedback based on what they've highlighted.

How to Use

Locate and prepare digital text to be highlighted and annotated. Depending on the Annotation Tool you choose, you may need to pre-share the digital text with students, or set permissions so that the text is accessible to anyone with the link. Set students up for success by providing instructions for them to register for any necessary accounts, and remind them to sign in. Save the hyperlinks to edit documents or join groups you set up. Gather all hyperlinks in advance so you can paste them into your videoconference chat for students at the appropriate time. Demonstrate how to use the tool during an early class session and give students a low-stakes opportunity to practice with you. Provide clear guidance for what you expect students to do with the Annotation Tool. Share your view of group or class annotations using the **share content** feature of your videoconferencing tool.

Tools

Hypothesis

Hypothesis is a free online Annotation Tool and web browser extension that allows you to annotate and save digital text (web pages, PDFs, eBooks) both individually and collaboratively. You can create a private group for each class and have students join so they can read and annotate together. Hypothesis can be integrated into the Canvas LMS.

Users can make four types of annotations:

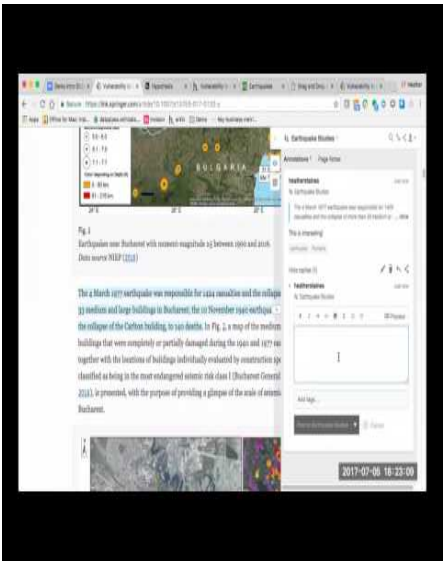
- *highlights* (the digital equivalent of dragging a highlighter over words on paper; these are private within a group),
- *annotations* (highlighting text and adding a comment in the margin),
- *page notes* (making notes on a page without highlighting), and
- *replies* to annotations and page notes.

This video provides a quick demonstration of how to use Hypothesis:

Technical Guides

- Hypothesis: Installing the Chrome Extension or Bookmarklet for Firefox or Safari
- Hypothesis: Activate Hypothesis on a Web Page
- Hypothesis: How to Create a Private Group and Invite Members
- Hypothesis:

- How to Join a Private Group
- Hypothesis: Annotating with Groups



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Google Docs

Technical Guides

Included with G-Suite for Education, Google Docs is an online word processing app you can use to access, create, and edit documents. Google Docs can be shared and edited or annotated collaboratively. Share a Doc with students and assign them Commenter or Editor roles. Use the text background color formatting option to highlight text. Use the Comment feature to add and reply to annotations. Use the Suggesting feature to recommend revisions to text, and to apply recommended edits. To use on a mobile device, install the appropriate free app:

- Google Docs for Android devices
- Google Docs for iOS devices

This video provides a quick demonstration of how to share a Doc, choose user editing permissions, get the link to share your Doc, use coauthoring features, and use comments:

- Docs Help: Share files and set edit permissions
- Docs Help: Annotate with comments and action items
- Docs Help: Suggest edits, and accept or reject suggestions

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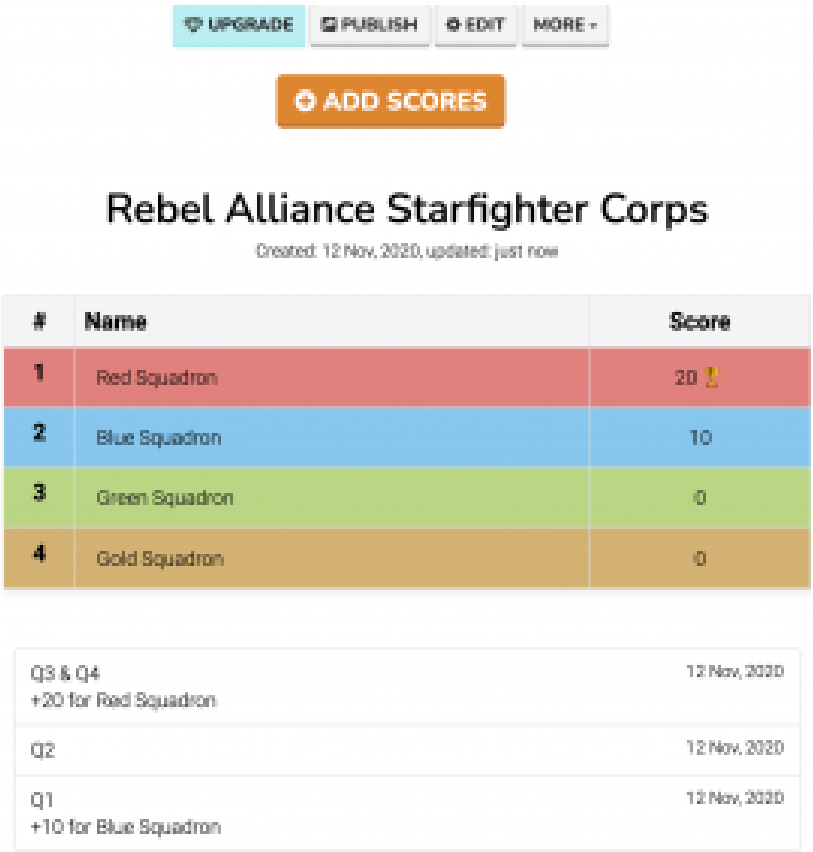
8. Scoreboard



Description

A Scoreboard allows you to keep score on a leaderboard in your web browser. It displays the names and current scores of players or teams, and tracks points as you add or remove them. Use it to add an element of gameplay to any course activity.

Note: The *Teaching Ideas* in this chapter are intended for in-class activities, not to post grades or create an academic record.

Teaching Ideas

- Score all students (or groups) for a single class activity.
- Score all students (or groups) on an ongoing basis throughout the semester and award a "class cup" to the highest scorer during finals week.

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"While you are at Hogwarts, your triumphs will earn your House points, while any rule-breaking will lose House points. At the end of the year, the House with the most points is awarded the House Cup, a great honour."
– Minerva McGonagall to first-year students in *Harry Potter and the Philosopher's Stone* by J.K. Rowling

- Use a Scoreboard to keep track of points for a *Jeopardy!*-style game as a prior-knowledge check, or to review a topic. Award points for correct answers and subtract points for incorrect answers. Consider awarding the winning student or team a small number of extra credit points in your grade book.
- Have students work in breakout groups to complete a task using a shared Annotation Tool for each team. Monitor each group's annotations and award points as each team makes progress. Share the public Scoreboard link with each breakout group so students can monitor how their team is doing even though they're not in the main videoconference room. Time the activity and declare the group with the most points the winner at the end. Have the full class discuss their most and least successful strategies afterward.

- Share your view of the Scoreboard in your browser window during gameplay.
- Combine with a 3D Dice Roller, Spinner, or Answer Buzzers to add competitive gameplay to any class activity.

How to Use

Prepare Scoreboard(s) with student or team names prior to the start of class. During preparation, you may set up and save multiple scoreboards and edit scoring increments. You can reset scores at any time, and export final results to a spreadsheet. Each scoreboard generates two unique hyperlinks, one editable (for the scorekeeper) and one that is view-only (for players). Save these hyperlinks so you can copy/paste them into your browser or your videoconference chat during class.

During gameplay, launch the scorekeeper's editable hyperlink to award points. You can optionally log the reason points are added or removed. Either share your scoreboard view with students or paste the view-only scoreboard hyperlink into chat for students to open before you send them into breakout groups.

After gameplay ends, save the results by making note, taking a screenshot, or exporting the results as a spreadsheet.

KeepTheScore

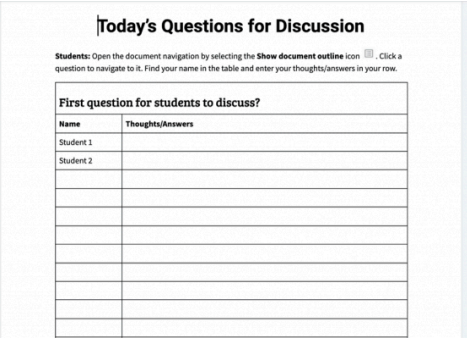
Technical Guides

- Online Scoreboard Frequently Asked Questions

KeepTheScore by Caspar von Wrede is a web-based scorekeeping app that lets you track points for up to 150 players. You can make and save multiple scoreboards. You can reset scoreboards to use again for a new game, or use them to track scores over a longer period. You do not need an account to use the app. The app uses your browser cookies to store your scoreboards and their settings, and remembers you over multiple visits. But if you use a different browser, different computer, or clear your browser cookies, you'll lose any settings that were stored. As a best practice, always save the hyperlinks to scoreboards you want to revisit by clicking the Publish button to reveal them.

Main link: https://keepthescore.co/

9. Worksheets

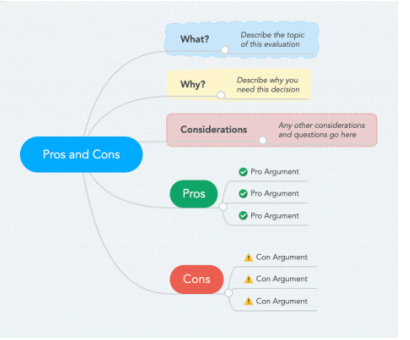


Today's Questions for Discussion

Students: Open the document navigation by selecting the **Show document outline** icon . Click a question to navigate to it. Find your name in the table and enter your thoughts/answers in your row.

First question for students to discuss?

Name	Thoughts/Answers
Student 1	
Student 2	



Description

A Worksheet is a document prepared before class and shared with students prior to or during class. The document may be highly or minimally structured to aid students. It can be used individually or collaboratively during class to complete an assigned activity.

Teaching Ideas

- Ask a get-to-know-you question (or a question related to the day's course material) in a Worksheet, and share the link with students. Have students answer the question and group themselves by what their answers have in common. These groups can become the basis for group work later in class: either use the groups as they formed, or create new groups with an equal number of students from the initial groups that formed.
- Prepare a guided notes Worksheet, leaving blank

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space for students to fill in key concepts, facts, definitions, etc. Share the link with students and have them save their own copy to fill out as you present course material. Have students discuss in breakout groups and refine their notes. Optionally, have students submit their individual notes for the day as an attendance record (Coursetune, 2020).

- Prepare a Worksheet with a few questions to answer during class, and share the link with students. As you present the course material, have students answer the questions in your document. Discuss the questions and answers. Have students work in groups to summarize their answers into the best or most thorough answer, or have them submit their own summary in a Canvas assignment.
- Create a Worksheet with the structure of a lab report, share the link with students, and have them add notes and questions in the appropriate section of the report as you present an example lab scenario. Discuss the resulting notes together and have students refine the lab report.
- Set up a grid in a Worksheet and share the link with students. Have them list pros/cons of an approach, or fill in a defining features grid comparing common connections and major differences (for example, government types, parts of the brain, species classification). This can work well for having students categorize information, describe similarities and differences, and is helpful when there are clear, correct answers instead of many fuzzy items. Follow-up questions can include the opportunity to dispute or justify a category, definition, or answer.
- Help students organize and understand relationships between concepts by creating a mind-map Worksheet and sharing the link with students. Have them work in groups to organize information or solve a problem, create a visual display of a narrative or story, or arrange the concepts of a chapter or lecture.
- Create a Worksheet that lists the roles and tasks for a group project. Share the link with students, place them in breakout groups, and have them work together to organize group member roles, next tasks, milestones, and deadlines. Provide time for updating and revision during each class until the project is due. Monitor group progress on their individual worksheets and offer encouragement and feedback throughout the project.

How to Use

Before your class meets, create a Worksheet in your tool of choice. Add as much structure as you need for the intended activity. Provide empty space or blank lines where students can start adding content so students can begin working without writing over each other. Include labeled spaces, instructions, and prompts to help students know what to do. Set the worksheet's permissions so that your students can edit it directly, show them how to make their own copy, or use the Google LTI tool so students can make and submit their copy directly in Canvas. Consider making a starter worksheet that you can begin with any time you want to reuse the activity; then duplicate it, edit if needed and share the duplicate version with students instead of sharing your original. Provide students the link to your worksheet during your class meeting, and walk them through creating their own copy if necessary, and give them your instructions and expectations on how to use the worksheet during class.

Tools

Google Docs

Included with G-Suite for Education, Google Docs is an online word processing app you can use to access, create, and edit documents. Google Docs can be shared and edited collaboratively, and they are great for creating Worksheets for your students. Create a Worksheet in a Doc and set the Share permissions so that anyone with the link can view the Doc. Provide this link to your students and have them choose **File** > **Make a Copy**. Alternately, you can share your Doc with specific students based on breakout

Technical Guides

groups you plan to assign. To use on a mobile device, install the appropriate free app:

- Google Docs for Android devices
- Google Docs for iOS devices

This video provides a quick demonstration of how to share a Doc, choose user editing permissions, get the link to share your Doc, use coauthoring features, and use comments:

- Docs Help: Share files and set edit permissions
- Docs Help: Make a copy of a file
- Docs Help: Create a link to a Doc that prompts the user to make a copy

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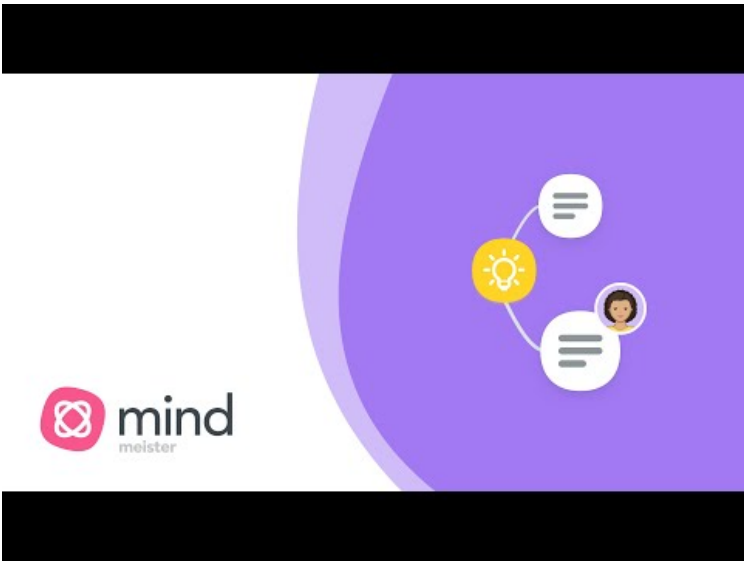
MindMeister

MindMeister is an online, collaborative mind mapping tool that can help students collect ideas and facts on a given topic and make connections between concepts, ideas, and information. Each user can store up to 3 mind maps on the free basic plan, and finished maps can be captured via screenshots. Create a new blank map or start with a business, education, or productivity template. Add a root topic and any additional item prompts. Use the **Share** button to set permissions so anyone with the link can edit, and copy the share link to send to your students. Alternatively, you can share your map with specific students based on breakout groups you plan to assign.

This video provides a quick demonstration of how to use the mind map editor:

Technical Guides

- MindMeister Help: Using MindMeister
- MindMeister Help: Create Your First Mind Map
- MindMeister Help: Share Your Mind Maps



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PART II

VIDEOCONFERENCE TOOL FEATURES

10. About Videoconference Tool Features

Videoconference tools such as Google Meet, Webex Meetings, and Zoom – the three tools featured in this guide – can be used as simply as possible to facilitate class sessions online, but their features also allow you to orchestrate some complex interactions. The purpose of this section is to provide sample activities that leverage videoconference tool features and provide some ideas about how they can work in concert to increase active learning in the Live Online classroom.

Note: We created this guide to help faculty at Glendale Community College enhance their synchronous class sessions. Google Meet, Webex Meetings, and Zoom are the current videoconference tools supported at our institution. We have omitted discussion of any features of these tools which are not available at our institution.

A word of empathy...

Some of these activities require students to switch between apps or use videoconference tool features they may have never used before. Therefore, keeping your students' perspectives in mind will give you the best opportunity for a worthwhile experience. For example, when students only have a smartphone to attend Live Online class meetings, they will have more difficulty switching between or accessing apps outside of the videoconference. As well, students may be interrupted frequently if they are at home caring for a family member. They may also prefer to maintain the privacy of their surroundings by turning their video off. Given these possible circumstances, it's important to set expectations with your students while simultaneously recognizing that some leniency may be in order.

Keep your videoconference tool updated

Many of the activities in this section will only work with a recent version of the videoconference client (for desktop computers) or videoconference app (for mobile). Therefore, at the beginning of your course, recommend your students upgrade to the most recent version of the desktop client or mobile app for the videoconference tool used for class meetings. Also, many of the activities in this book will not work if students or instructors access the videoconference tool through a web browser instead of the desktop client (if available) or mobile app.

For your convenience, here are download links for you to use or share with your students:

- **Google Meet**: Runs in a browser (keep Chrome updated) or mobile app (Android, iOS)
- **Webex Meetings**: Get the most recent desktop client or mobile app (Android, iOS)
- **Zoom**: Get the most recent desktop client or mobile app (Android, iOS)

Acknowledgment: The content in this section is inspired by and derivative of Zoom to the Next Level: Active Learning in the Virtual Classroom by Digital Education Programs and Initiatives – Indiana University, which is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

(Digital Education Programs and Initiatives – Indiana University, n.d.).

11. Video Thumbnails

Description

All videoconferencing tools provide the ability to show video, requiring only a webcam or front-facing smartphone camera. Seeing each others' faces is a way to build community and connection in Live Online class meetings. This chapter suggests ways to use participant video thumbnails for active learning.

Teaching Ideas

- Ask students to sketch how they are feeling or write a word of the day on a sticky note, index card, or piece of paper. Have them hold the paper up to the camera (Coursetune, 2020).
- To get each student's answer to a brief question,

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call on students in the order their video thumbnails are displayed on your screen. Bear in mind the display order may be different in their view, so call on students by name. You can also tell them who is "on deck" to go next.

- Use participant Video Thumbnails for non-verbal signals like facial expressions, movements, or hand gestures (for example: smiling/pouting, nodding/shaking head, thumbs-up/thumbs-down). Consider having the students suggest and agree on appropriate non-verbals for your activity. Ask a quick question and request that students display their non-verbal responses on camera.
- Have students raise a hand on camera when they would like to ask a question during class. Or pose a question and ask students to raise a hand on camera if they know the answer.
- Ask a question and give students one minute to jot down their thoughts or possible answers. Ask them to sit up straight and look at their screen when they have finished so you can tell they are ready to move on.
- Display a question on a presentation slide or whiteboard. Beneath the question, include a numbered list of possible answers. Read the question and have students hold up the number of fingers on camera that correspond to their answer. Scan the video thumbnails for a quick visual summary of their answers.
- Give a definition and have students write the correct vocabulary word(s) on a sticky note, index card, or piece of paper. Have them hold up their answer to the camera.

How to Use

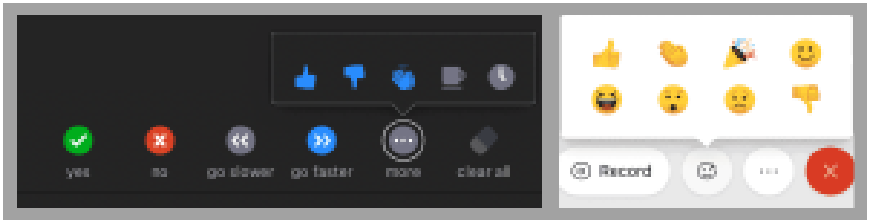
Have students show their video and choose a grid layout so you can see everyone's video thumbnail image. Give instructions on how to participate in your chosen activity. On-camera responses are a quick way to communicate with the instructor without interrupting an explanation or mini-lecture.

The control to show or hide video is available to all users in the toolbar at the bottom of Google Meet, Webex Meetings, and Zoom videoconference meetings.

Technical Guides

- **Google Meet**: How to view people in Google Meet
- **Webex Meetings**: Change Your Video Layout
- **Zoom**: Changing the video layout

12. Participant Status and Reactions



Uses

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Description

Participant Status: Videoconference tools have a limited number of status icons that users can add next to their name in the participants panel.

Reactions: Users in a Webex Meetings or Zoom videoconference can select from a limited number of emoji and have one displayed on their video thumbnail for a short time.

Both participant status icons and reaction emoji provide a way to communicate without interrupting a meeting and can be used for active learning during a class session. One advantage of these videoconference tool features is they can be used even if participants want to leave their video turned off.

Teaching Ideas

- Check in with students by asking them to indicate their overall mood using a reaction emoji at the start of class.

Use the grid or gallery view to get a quick overview of responses.

- Gauge quiz readiness by asking students to use a reaction emoji to express their level of confidence about a lesson or module content.
- Use participant status icons or reactions as student responses. Ask a quick question and request that students display an icon in the participant list or use a reaction emoji to answer.
- Have students "raise a hand" next to their name in the participant list when they would like to ask a question during class.
- Pose a question and ask students to "raise a hand" next to their name in the participant list if they know the answer.
- Display a question on a presentation slide or whiteboard. Beneath the question, include a few possible answers labeled with a reaction emoji. Read the question and have students trigger the reaction or status that matches the answer they choose. Watch student video thumbnails or participants list to see the responses.

How to Use

Inform your students how you want them to use their participant status and/or reactions for the current activity and then lead them through it. Consider starting with low-stakes practice to make sure everyone understands what to do.

Technical Guides

- **Google Meet**: Hand Raising with Google Meet
- **Webex Meetings**: View Participants with Their Hands Raised and View Reactions
- **Zoom**: Non-verbal feedback during meetings and Meeting reactions

Google Meet

Google Meet only offers a **Hand raise** participant status button at the bottom of the screen. The **People** tab displays a **Raised hands** section when any attendee raises their hand. The meeting moderator can lower individual raised hands or all of them.

Reactions are not available.

Webex Meetings

Webex Meetings offers a **Raise hand** toggle in the **Participants** panel. To raise or lower their hand, users must open the Participants panel, hover over their name, and click the hand icon to the right of their name. Users can click **Sort by Raised hands** in the Participants panel to see attendees in the order in which hands were raised. The host or cohost can lower individual raised hands or all of them.

Reactions are available from a **Reactions** menu on the controls at the bottom of the meeting window. Users can choose from 8 emojis: thumbs up, thumbs down, happy face, sad face, laughing face, surprised face, applause, and celebrate. When a user clicks an emoji, the reaction animates in the lower right-hand corner of the user's video thumbnail. If the user's video thumbnail is not in others' view, the user's name and reaction appear in the

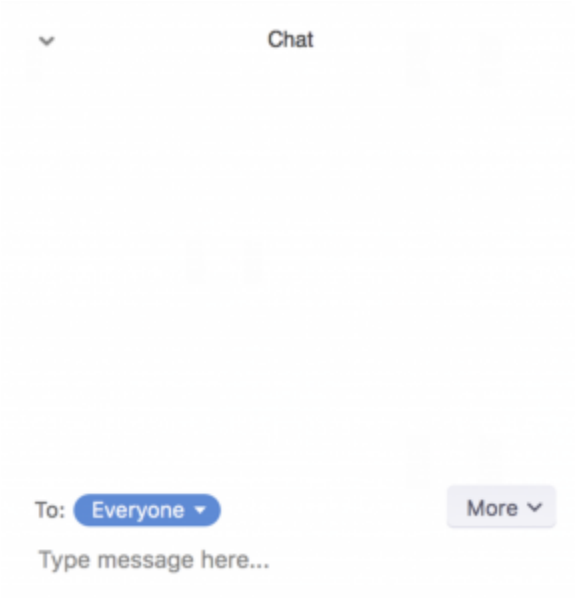
lower-left corner of the meeting window. Reactions appear for a few seconds and then disappear automatically.

Zoom

Zoom offers **Nonverbal feedback** in the participants list. Users can choose from 10 different feedback icons: raise hand, yes, no, go slower, go faster, agree, disagree, clap, need a break, and away. The selected icon appears next to the user's name in the participants list. Hosts also see a number above each feedback icon showing how many participants have clicked that icon. Hosts can lower a raised hand, and can clear all nonverbal feedback icons. Participants are displayed in your participant panel in the order that they raised their hands (those who raised their hand first are displayed at the top).

Reactions are available from a **Reactions menu** on the controls at the bottom of the meeting window. Users can choose from 6 emojis: clapping hands, thumbs up, heart, tears of joy, open mouth, and celebrate. The chosen reaction displays on the user's video thumbnail for 5 seconds. Users can select the skin tone for their reactions in **Settings**.

13. Chat



Uses

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Engage-

Description

All videoconferencing tools feature an in-meeting Chat panel which allows users to send chat messages to other users within a meeting. Chatting is a way to ask questions or contribute to the meeting without interrupting the active speaker. This chapter suggests ways to use the Chat panel for active learning.

Teaching Ideas

- Use the Chat for a quick check-in. You can ask students how they're feeling at the start of class to gauge the

overall mood. Consider multiple checks during class to find out if students have questions or need a break. Ask students to sum up the day's class in one word at the end of class and post their response in Chat.

ment

Assessment

- Instead of creating and launching a Poll, use the Chat as a quick way to poll your students spontaneously. Ask a simple yes/no question or short answer question and have students type their answers in the Chat. You can also label a slide with a prompt and a few possible answers and ask students to enter their answer choice in the Chat (Coursetune, 2020).
- Spaced repetition is a learning technique that you can reinforce by using Chat during a class meeting. After introducing a new term or vocabulary, have students recall it and enter it in the Chat anytime you would use the word(s) again. Gradually lengthen the time between asking them to recall and enter the new word(s) in chat again. Sprinkle this type of review throughout each class meeting, giving students multiple chances to practice their recall in advance of a more formal review.
- Think-Pair-Share is an activity that allows for individual thinking followed by collaboration and presentation. To use it effectively with Chat in a videoconference, ensure private chat is available in your videoconference tool and enabled for your meeting. Pair students by letting them choose a partner or assigning one. Explain the Think-Pair-Share exercise, set discussion guidelines and time limits, and make sure students know what you expect of them. Give students a prompt or question and a short time to think and formulate their individual responses. Then have students direct their Chat to just their partner instead of to everybody. Give them a few minutes to explain their response and discuss it with their partner privately. Finally, have one person from each pair share the pair's thoughts with the class, or have a general discussion.
- 3-2-1-Go is a Chat technique where you ask a question and have all students type their response into the chat, but wait for your signal to send the response simultaneously. This technique removes the tendency to wait to see how others answer before responding. Explain the technique before starting, and make your first 3-2-1-Go question fun, easy, or silly, for practice. Allow time for all your students to type their responses. Ask them to send the response when you say "go" and then count down

"3-2-1-Go!" You will see all responses flood in at once and can easily scan them to summarize similarities, differences, and interesting or creative alternatives (Coursetune, 2020).

How to Use

When your Chat panel is open, it will appear docked to the right of your meeting window, or it may appear as a floating panel. To open your Chat panel during a meeting, select the chat bubble icon in your meeting window. Type your message and press the enter/return keyboard to send the message to all meeting participants. Each attendee can only see chat messages exchanged after joining the meeting. Messages sent before you join are not displayed and all messages disappear when you leave the meeting.

Keep the Chat panel open and monitor it every few minutes so as not to miss any messages from your students. You can also consider asking or assigning a student to help you keep an eye out for questions posted in the Chat.

Tools

Technical Guides

- **Google Meet**: Send chat

Google Meet

With the Chat panel open, type your message where the "Send a message to everyone" prompt appears.

In the Chat panel or the meeting **Host controls**, you can turn off the **Send chat messages** option during a meeting so that only the host can send chat messages. This may be useful if you want students to hold comments and questions until the end of a presentation or activity.

Google Meet does not have the ability to save the Chat panel contents, but you can select it and copy/paste to a document before leaving the meeting, or scroll to a specific Chat section and take a screenshot of it.

Webex Meetings

With the Chat panel open, type your message where the "Enter chat message here" prompt appears. You also have the option to select a participant name from a drop-down menu to send a private message to that person.

In the **Participants** section of your menu bar, select **Assign Privileges** and view the **Communicate** tab to select whether participants can chat publicly and/or privately.

You can save the chat panel contents at any time during your meeting.

Zoom

With the Chat panel open, type your message where the "Type message here" prompt appears. You also have the option to select a participant name from a drop-down menu to send a private message to that person.

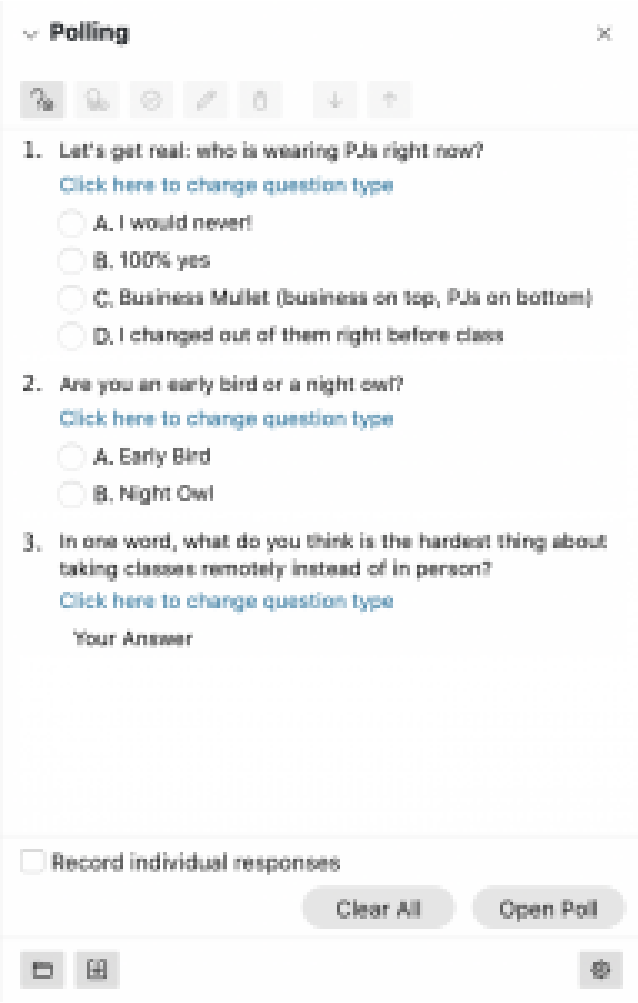
In the Chat panel, select **More** (...) to select whether participants can chat publicly and/or privately.

You can save the chat panel contents at any time during your meeting.

messages to video meeting participants

- **Webex Meetings**: How do I send a Chat Message?
- **Webex Meetings**: Grant or remove (participant) privileges
- **Webex Meetings**: How Do I Save Meeting Chat Messages?
- **Zoom**: Using in-meeting chat
- **Zoom**: Controlling and disabling in-meeting chat

14. Polls


Polling
1. Let's get real: who is wearing PJs right now?
Click here to change question type
A. I would never!
B. 100% yes
C. Business Mullet (business on top, PJs on bottom)
D. I changed out of them right before class
2. Are you an early bird or a night owl?
Click here to change question type
A. Early Bird
B. Night Owl
3. In one word, what do you think is the hardest thing about taking classes remotely instead of in person?
Click here to change question type
Your Answer
Record individual responses
Clear All
Open Poll

Description

Some videoconferencing tools have a polling feature that allows you to create and conduct a poll during your meeting and gather responses from your attendees. Polls are frequently used to break the ice at the beginning of a class session (e.g., "How would you label your mood today – choose all that apply,"), but they can also serve as an organizational tool, a shared jumping-off point for discussions, or a quick formative assessment.

Uses

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Teaching Ideas

- Use a Poll as an icebreaker during your class meetings early in the semester. Ask a few questions that help you and your students get to know one another as a community of learners (e.g., "Are you an early bird or night owl?"). Sprinkle in some short answer questions to provide opportunities for conversation (e.g., "What one word comes to your mind when you hear ...?," "What is your favorite movie of all time?"). You can also include a question on what your students hope to learn from your course.
- Use a Poll at the start of class to find out how prepared your students are for the day's activities (e.g. "select all the homework items you were able to finish before coming to class today"). As a variation, ask what topic from the assigned reading they feel confident or unclear about. This can help you learn where you may need to make adjustments to your plans for the course session.
- Create a Poll (or series of polls) related to a topic you plan to discuss in class and use as a warm-up for discussions (e.g., "Select what you think was the author's primary motive for choosing a first-person narrative," or "Select the side of the debate that you find most convincing").
- Use Polls to make a demonstration interactive (e.g., "select what you

think will happen when I add a few drops of water to this solution").

- Use a Poll as a quick self-assessment (e.g., "please rate your confidence about the lesson material" with choices like "I can do this by myself; I need a little more help; I still need a lot of help"). Find out what questions your students still have by adding a short-answer question. Display the questions to your students, prioritize them, and use the last few minutes of class to answer as many questions as possible.
- If you use class or lab time to review for an exam, you can use Polls to prioritize the review for those topics that students most need. Create a multiple-choice poll asking students to indicate which topic(s) they most want to review. Share the results and begin your review based on the highest indicated topic and continue in order. By saving and analyzing this data over sections and semesters, you may find trends that could inform course revision. This simple use of polling could similarly be modified for assigned readings, so class time could be focused on those areas where students need the most support.
- Give an in-class quiz using a Poll. Save the results before ending your class meeting and transfer the results into your Canvas Gradebook.

How to Use

The general process to use the Poll feature in Webex Meetings and Zoom is to enable or add the feature for your specific meeting, create your Poll, and launch your Poll. Both tools allow you to download your Poll results prior to ending your meeting. The Technical Guides provide details for all steps. Specific information for each of the videoconferencing tools is highlighted below.

Webex Meetings

You can create a poll during your class meeting, possibly while students are in breakout groups or working on something else. You can also create a poll in advance, save it on your computer, and then bring it into your class meeting at the right time. Polls must be created during a meeting, but you can open a meeting with only yourself to create and save polls in advance of your class session. The available question types are:

- Short answer (typed in)
- Multiple-choice allowing multiple answers from a list of choices
- Multiple-choice allowing a single answer from a list of choices

You can define correct answers for both multiple-choice question types. Polls have a timer option, an anonymous answers option, an option to view and share the poll results with attendees, and an option to save poll results to your computer as a text file.

Technical Guides

- **Webex Meetings**: Start a Poll in Webex Meetings
- **Zoom**: Polling for meetings and Generating Meeting Reports for Registration and Polling

This video demonstrates the use of polls in Webex Meetings:

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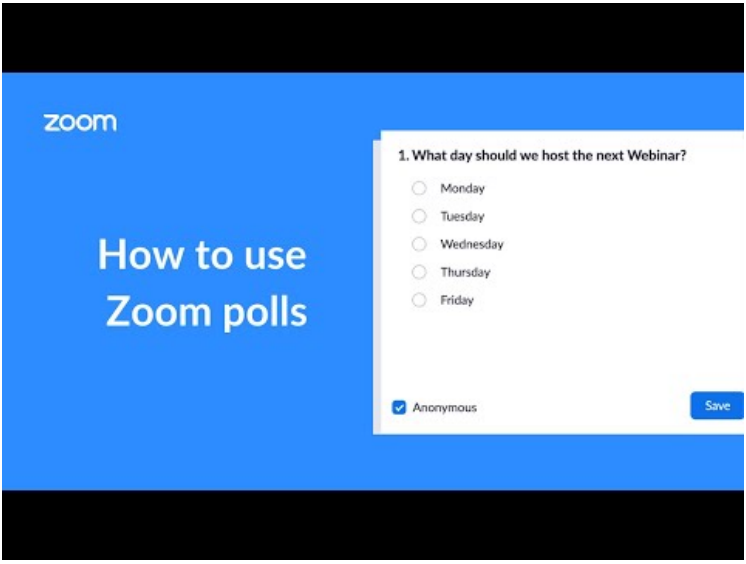
Zoom

You can create a poll during your class meeting, possibly while students are in breakout groups or working on something else. You can also create a poll in advance on the Zoom web portal's meeting management page, and then launch it during your class meeting at the right time. The available question types are:

- Multiple-choice allowing multiple answers from a list of choices
- Multiple-choice allowing a single answer from a list of choices

Polls have a timer option, an anonymous answers option, an option to view and share the poll results with attendees, and an option to save poll results to your computer as a CSV file.

This video demonstrates the use of polls in Zoom:



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15. Virtual Background

Uses

Get to Know You

Organization

Engagement

Description

Video conferencing tools have a Virtual Background feature that allows users to replace their physical environment and display an image as their background during a videoconference. There is usually an option to blur the physical background instead of replacing it. The main purpose of a Virtual Background is to limit visual distractions in a user's video and to provide privacy. But this feature can also be used for active learning.

Teaching Ideas

- Play an alliteration/onomatopoeia game to help students learn each others' names. During your first few class meetings, give students 2-3 minutes to find an image of something that has a similar-sounding first syllable to their name, save it to their device, and dis-

play it as their Virtual Background. Call on each student to introduce themselves by name and briefly explain how their virtual background can help others remember their name. Later, practice name recall and rev up everyone's energy by having students throw around a virtual "onomatopoeia ball" to their classmates. To throw the ball, students have to make a sound (e.g., "whoosh," "zzzzz," "vroom") then say one of their classmate's names. Anyone who has not been called should have their hands up in their video, to indicate that they're ready to catch the virtual ball.

Assessment

- If you make use of teams or group projects, have students display a Virtual Background that represents their team. For example, everyone on Team A uses a predominantly green colored background, everyone on Team B uses a background that displays a mountain, etc. The class will be able to see team relationships easily when viewing the grid layout of everyone's video thumbnails.
- Ask students to choose a Virtual Background that answers a "what is your favorite..." prompt. The prompt can be just for fun, or relate to your subject (e.g., Astronomy: "What celestial body or astronomical event most excited you when you were a child?"; Statistics: "What statistic has most surprised/informed you in the past week?"). Give students 2-3 minutes to locate an image that "answers" the prompt and upload it as their Virtual Background. Discuss responses in breakout groups or as a class. Consider a follow-up in Canvas: create a discussion with the initial prompt as the directions, and ask students to post their images with their explanation and then respond to at least 2 other posts.
- Assign students to create a text-based image that answers a "top-5" prompt about a course topic (e.g., "what do you think are the 5 most misunderstood communication theories?") before coming to your next class meeting. An easy way to create an image is in PowerPoint using the widescreen format: PC users can save a single slide as an image; Mac users can take a screenshot. Inform students that they will need to set their "top-5" image as their virtual background at the start of class. During class, send students to breakout groups to discuss for 2-3 minutes why they chose what they did. End the breakout groups and ask students to find similar responses in their classmates' backgrounds and discuss as a whole class. Consider a follow up in Canvas: create a discussion where

everyone will post their image and explain their choices.

How to Use

Make sure students know how to change the Virtual Background in your videoconferencing tool in advance of your activity. Consider posting the information in your Learning Management System. You can also provide the link to the tool's technical guide in chat. Provide clear instructions and expectations for your specific activity, and give students a few moments to change their Virtual Background.

Virtual backgrounds and inclusivity: A Virtual Background works by using the camera to detect the difference between a well-lit subject and a comparatively shaded background, so there is an algorithmic bias that sometimes hides dark hair and skin. Also, the feature requires a newer operating system and CPU (central processing unit) on the user's computer or mobile device. Users with older equipment may not be able to display a Virtual Background. Evaluate these variables for your specific group of students and plan an alternative way to participate (such as sharing their image choice on-screen or linked in chat) if necessary.

Tools

Google Meet

Google Meet comes with a predefined selection of available virtual background images. Users of G Suite for Education can't upload their own image but can choose from the existing selections. Adapt the Teaching Ideas above accordingly.

Webex Meetings

Webex Meetings comes with a predefined selection of available virtual background images. Users can also upload an image of their choice from their device. The .jpg and .png file formats are supported.

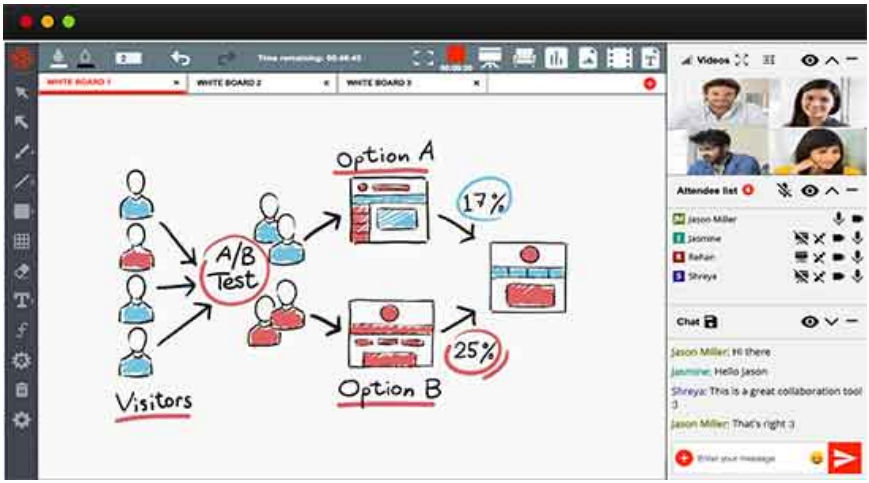
Zoom

Zoom comes with a predefined selection of available virtual background images. Users can also upload an image or video of their choice from their device. The .gif, .jpg, and .png image file formats are supported, and .mov or .mp4 video file formats are supported.

Technical Guides

- **Google Meet**: Change your background
- **Webex Meetings**: Use a Virtual Background
- **Zoom**: Virtual Background

16. Share Screen Annotation



Uses

Organization

Engagement

Description

Some videoconference tools come with annotation tools for shared content. Meeting participants can simultaneously annotate when screen sharing is on, regardless of what's being shared.

Teaching Ideas

- Use Share Screen Annotation for brainstorming. Share a whiteboard and provide students with brainstorming guidance. They can type, draw connections, or diagram ideas. If your group is larger than 10-15 people, have students use a status or reaction to indicate they have something to contribute and call on them to add to the whiteboard in turn so that it does not become chaotic and difficult to decipher.

- Demonstrate how to use software or a website interactively with Share Screen Annotation. Share your screen and activate the annotation feature. Ask for volunteers to use annotation to indicate the tool or menu item you should click on next for the task you are demonstrating.
- Use Share Screen Annotation for an identification or labeling activity. Share the image on your screen. Provide students guidance on what they should identify/label (e.g., "Label the structures inside a cell," "Trace the current flow on a circuit diagram," or "Identify the 'message' of everyone's body language in this image"). Enable annotations and ask students to use the annotation toolbar to begin labeling the image. Review the annotations, delete duplicates, and respond to errors.
- Conduct a highlight race using Share Screen Annotation to re-engage students after 3-5 minutes of lecture. Share an image or text with students and give them instructions on what items to find. Give them 1-3 minutes to use annotation tools to locate and underline all of the items. Review the results after the time has passed, and ask students if they agree with everything that's been marked and if anything was overlooked. Discuss/resolve any misconceptions.
- See Collaborative Whiteboard for additional ideas you can use with Screen Share Annotations.

Assessment

How to Use

Both you and your students can simultaneously annotate when screen sharing is on. The annotation tools include, among others, a basic drawing tool, shapes, text, and limited symbols. Presenters can enable or disable the annotate toolbar for meeting participants. Annotations can be saved via the videoconferencing tool or by taking a screenshot. Annotation tools must be deactivated to switch back to using your mouse pointer. It's helpful to practice using annotation tools before using them with your students so you can help them through any difficulty on their first use of the tools.

Tools

Technical Guides

- **Webex Meetings**: Annotate in Webex Meetings
- **Zoom**: Using annotation tool son a shared screen or whiteboard

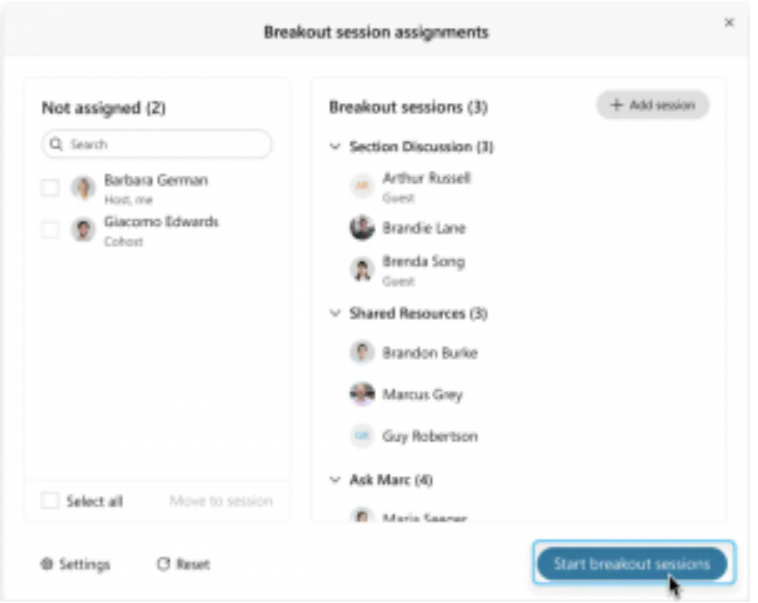
Webex Meetings

You can share your screen and annotate whatever is visible on it. You can also upload a document or add a whiteboard to the meeting to annotate with participants. The meeting host can assign annotation privileges to all participants or specific participants. Annotations can be saved as .ucf files to reuse and continue annotating in another Webex Meeting. They can also be saved in .pdf format for opening in other applications, printing, or sharing. Tools include an arrow pointer, laser pointer, lines, arrowheads, squares, ovals, check and X marks, limited color choices, and an eraser.

Zoom

You can share your screen and annotate whatever is visible on it. You can also add a whiteboard to the meeting to annotate with participants. The presenter can allow or prevent participants from annotating on the shared screen and can show or hide participants' names when they are annotating. Annotations can be saved as .png or .pdf files for opening in other applications, printing, or sharing. Tools include lines, arrows, shapes, text, spotlight, arrow pointer, limited color choices, and an eraser.

17. Breakout Groups



Description

Breakout Groups allow you to split a videoconference meeting into several separate sessions. This videoconference feature is the equivalent of splitting students in a face-to-face classroom into small groups. Breakout Groups are useful for splitting a large group into smaller groups that can talk or collaborate.

Teaching Ideas

- Affinity grouping helps students identify similarities between each other, work collaboratively, and

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defend a position. It has the flexibility of being serious or fun, depending on your prompt. Determine a prompt (e.g., "The best season of the year is…") and create breakout groups according to the "options" in your prompt (e.g., "spring, summer, fall, winter"). Give students the prompt and have them choose the breakout group that best answers the prompt for them. Inform students they will have 5 minutes to discuss why their choice is the "best" or "most accurate." Have one student in each breakout group be the recorder – they can share their screen in their group and use a collaborative whiteboard or worksheet to capture their group's ideas (Coursetune, 2020). Close the breakout groups and ask each group to report out to the whole class and share the recorder's screens. Consider sharing the number of students in the different breakout groups and having a discussion about the implications of that breakdown.

- Use Breakout Groups for a Think-Pair-Share activity. Ask students an open-ended question. This is most effective if your prompt is specific (e.g., "What did you agree with or disagree with regarding [a particular concept]?" or "Compare and contrast concept A with concept B?"). Give them 3 minutes to individually jot down a few notes to organize their thoughts. Send students to Breakout Groups in groups of 2 or 3 to discuss their responses. Give them 5-7 minutes depending on the complexity of the prompt. Consider visiting some of the breakout rooms to fuel the discussion or bring in different points of view. Close the Breakout Groups and bring the class back together to summarize their discussion and explore further as a class.
- Let your students choose what elements of a subject to discuss by creating topic-specific Breakout Groups and asking students to join the topic that most interests them. Name your breakouts according to the discussion topics. Tell students they will be having 2-4 discussions (consecutively, not synchronously). Each discussion will take place in a different breakout group. Students will get to choose which discussion they join, and after 5-7 minutes, you will close the groups to bring everyone back, then reopen them for students to choose a new discussion. Either allow students to enter/leave groups on their own or as you open the groups, or have students declare their discussion choice and assign them to the

corresponding group. After a few rounds of discussion, debrief by discussing each topic as a class. Students who took part in that topic can summarize their small-group discussion to kick off the whole class discussion.

- Use Breakout Groups to facilitate group work on problem-solving activities that can be completed within a class period or two. Before class: provide students with the "problem" and any necessary background reading. In Canvas, assign a short paragraph or quiz to analyze the problem or propose initial solutions. Use complete/incomplete grading to incentivize preparation and encourage unconventional approaches. During class: summarize and/or contextualize the problem. Provide an explicit list of deliverables (e.g., an executive summary, diagram, or project plan), and delivery format (e.g. Google Docs, Google Slides, etc.). Consider giving some general guidance about an approach to follow and creating a plan describing everyone's roles, responsibilities, and due dates. Send students into Breakout Groups to discuss their hypotheses and determine a course of action. Visit each of the different breakout groups to ask questions and redirect as necessary. Bring the entire class back together after 10-15 minutes and have groups report out on the process/plan they are following to "solve" the problem and redirect as necessary. or have groups present their "solution" and deliverables. Follow up in Canvas: Assign groups to refine their deliverables and submit them.
- Use Breakout Groups for peer review in conjunction with an annotation tool, or to debrief after using the Canvas Peer-Review function on an assignment. Tell students how long they have in their Breakout Groups, and that time should be spent equally on everyone's papers – suggest they designate a timekeeper. Give examples of effective and ineffective feedback if students are unfamiliar with this process. Students can clarify their comments and workshop some solutions to help improve each other's writing. After the small-group discussions, debrief the exercise: what common issues did people see; what extra help do they need to improve their next draft? Instructors can identify themes and provide immediate instruction on common issues to help students for their next version.
- Use Breakout Groups to facilitate a class session that is dedicated to practice/feedback prior to a final presentation. During the session, you could break students into groups of three or four, and have each group

critique each other's presentations. Provide students guidance on how to evaluate the presentations: what they should look for and how to give effective feedback. They should use the grading rubric for the final presentation. Students each present, followed by five or so minutes of feedback as time allows. Remind students that they will have to keep close track of time in order for everyone to get a turn to present and receive feedback. You can move from group to group to observe and offer your own feedback. Broadcast messages into the Breakout Group periodically to remind students when to wrap up feedback and start the next practice presentation. Bring the class back together to debrief. Consider following up in Canvas: create a short assignment that asks each student to create a summary or list of how they intend to improve their presentation based on the feedback they received during the session.

How to Use

Prepare by making sure breakouts are enabled in your tool of choice. Also, prepare any materials you want your students to work with during their breakouts, such as Worksheets, Collaborative Whiteboards, or other web apps. Either pre-assign groups before your class meeting starts, or assign students to Breakout Groups during the live meeting. Give students clear expectations of how much time they have and what to do while in their breakout session. Consider having students within each group assume a role (notetaker, leader, presenter, timekeeper, reporter, etc.). Provide them with any necessary links or materials, and then launch the Breakout Groups. As the groups run, you can move among the different groups to provide help or feedback. When time is up, end the Breakout Groups and debrief back in the main class meeting.

Tools

Webex Meetings

Breakout Groups are known as **Breakout Sessions** in Webex Meetings.

Hosts and cohosts can create breakout sessions, assign participants manually or automatically, start and end sessions, and switch between sessions at any time. They can also rename, add, or delete sessions, move attendees between sessions, and broadcast a message into ongoing sessions. Sessions can be set to end automatically after a certain amount of time. A countdown timer to the session's end can be set to between 10 seconds – 2 minutes.

Attendees can share content and use collaboration tools such as chat within their groups. If enabled, they can enter and leave their assigned session freely. They can also ask for help during the sessions, and the host/cohosts receive a notice. Attendees receive a warning when their session is about to end.

Each breakout session is a separate audio and video conference. Each user's audio switches to the breakout session when they join and switches back to the main meeting automatically when breakout sessions end. If you are recording, the recording stays with the main meeting. Breakout sessions cannot be recorded. See all features available in

Technical Guides

- **Webex Meetings**: Breakout Sessions
- **Webex Meetings**: Create Breakout Sessions
- **Webex Meetings**: Change Breakout Sessions
- **Webex Meetings**: Add, Rename, or Delete a Breakout Session
- **Webex**

Meetings: Broadcast a Message to Breakout Sessions

- **Webex Meetings**: Join or Leave a Breakout Session
- **Webex Meetings**: Best Practices for Participating in Breakout Sessions

Webex Meetings breakout sessions for additional information.

This video provides a brief but thorough overview of Breakout Sessions:

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Zoom

Breakout Groups are known as **Breakout Rooms** in Zoom.

Hosts and cohosts can create breakout rooms, assign participants manually or automatically, enable self-select, and start the rooms. They can also rename, add, or delete rooms, move attendees between rooms, and broadcast a message into ongoing rooms. Breakout rooms can be set to end automatically after a certain amount of time. A countdown timer to the session's end can be set to between 30 seconds – 2 minutes.

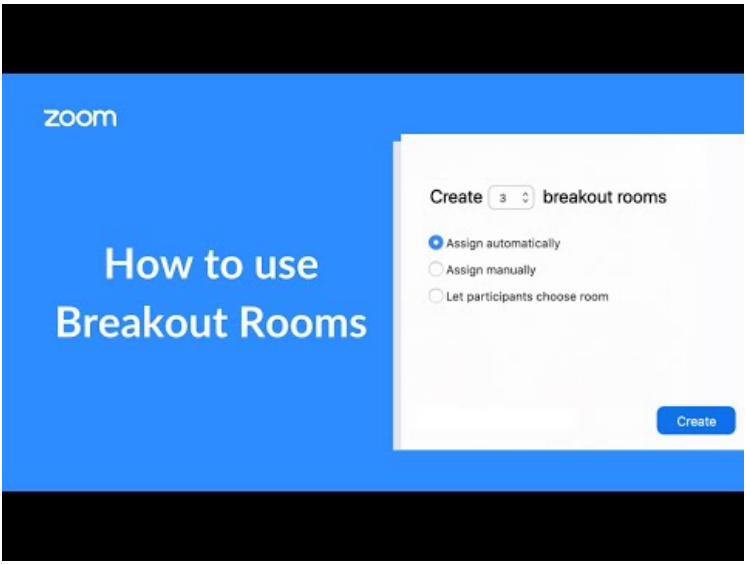
Technical Guides

- **Zoom**: Managing Breakout Rooms
- **Zoom**: Participating in breakout rooms

Attendees can share content and use collaboration tools such as chat within their groups. If self-select is enabled, they can view the list of rooms to enter and leave freely. They can also ask for help during the sessions, and the host/cohosts receive a notice. Attendees receive a warning when their session is about to end.

If you are recording to the cloud, the recording stays with the main meeting. If local recording is used, the recording will follow the participant who is recording, and multiple participants can record locally. Attendees must request and the host must enable permission to record a breakout room.

This video provides a brief but thorough overview of Breakout Rooms:



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Make a Suggestion

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This book wouldn't have been possible without Meghan Kennedy, Instructional Designer and Co-Director of the Center for Teaching, Learning, and Engagement (CTLE) at Glendale Community College, AZ. Meghan wrote the booklet full of ideas (Kennedy, 2019) that accompanies the physical Active Learning Kits available to GCC faculty through the CTLE. She was generous in giving me time and space to work on this project when I had the idea to adapt her work for the Live Online environment.

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I'm also immensely grateful to Dr. Maria Andersen, who realized immediately when pandemic lockdowns started that faculty all over the world would need help shifting to remote teaching. She distilled a decade of experience teaching remotely and synchronously online into a webinar, "*Best Practices for Remote Teaching with Dr. Maria Andersen*," which I attended on March 12, 2020. I leaned heavily on what I learned from her, not only in writing the *Worksheets*, *Chat*, *Video Thumbnails*, and *Breakout Groups* chapters of this book, but also in training GCC's faculty during our rapid pivot to remote teaching. In particular, Dr. Andersen named and described the 3-2-1-Go chat method that revealed to me, as she puts it, the "pedagogical superpowers" of videoconference chat (Coursetune, 2020).

I want to acknowledge the Digital Education Programs and Initiatives team at Indiana University, who made creating this book exponentially easier and faster by publishing their own work, *Zoom to the Next Level: Active Learning in the Virtual Classroom*, as an Open Educational Resource (OER) licensed under Creative Commons. The *Videoconference Tool Features* part of this book is a derivative work based on their original book. All I needed to do was document the same features in Google Meet and Webex Meetings that they thoughtfully outlined for active learning in Zoom.

Finally, I want to thank the Residential and Adjunct Faculty of Glendale Community College. You are my reason for creating this work, and because you can

use it, it will exist for any other teacher who needs a few ideas for their next synchronous online teaching session. I hope to have made something useful and beneficial for teachers and their students.

Thank you, one and all.

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