12 WAYS TO EMBED INTERACTIVITY IN ZOOM

1. Be clear why and when cameras should be on (where bandwidth possible and a student feels able to do so) and when they can be off (**New 'camera on' policy - clarification**). Share the value in building links with fellow students and getting to know your peers.

2. We all need to recognise how anxiety-inducing it is for some students to have their webcams on and to be recorded. The following approaches are suggested to help you focus on supporting their learning. Remember: some students may not wish to have their camera on for very specific reasons - please reassure them that this is OK.

3. Show students how to **add virtual backgrounds** and how to add a **photo profile to Zoom** so when they do turn cameras off it isn't just a black box.

4. Make it clear how much of a difference it makes to you as a lecturer to see faces and get visual and other feedback when you are teaching (see also **New 'camera on' policy - clarification**).

5. Use a short 'icebreaker' activity at the start of the online classroom. The first time students meet each other, ask them in small groups to introduce themselves and in subsequent sessions you can align the icebreaker activity to the previous session's learning, eg a quick Zoom poll in groups or the main learning points they took away from the session.

6. Create lots of opportunities for students to talk with each other in a session, in **breakout rooms** (and pop into these occasionally to see how students are progressing with the task) and contribute to **shared documents** and encourage cameras on for these.

7. Remind students that breakout rooms are not recorded.

8. Use **Zoom polls** to engage students and gain feedback on their learning.

9. Use the chat function in smaller groups to encourage students to pop in questions or comments. Be clear with students when to use chat and when to contribute to shared documents.

10. Keep exposition to 10-15 minutes chunks interspersed with some tasks related to learning, either individually and/or in groups.

11. Encourage students to take breaks from the screen in the session to work on a task on their own and give permission to turn their cameras off and, after a set time, ask them to return to the session and put their camera back on to signal they are present and you can continue.

12. Remind students of the courtesy of having cameras on, if they feel able to do so, when guest speakers are presenting.

Mute | Stop Video | Security | Participants 1 | Chat | Share Screen | Record | Live Transcript | Breakout Rooms | Reactions | More | End