

## **Tipsheet**

UNC Academy of Educators Webinar on April 30<sup>th</sup> from 1:00-2:00 PM "Inclusive Virtual Teaching" with Drs. Erin Malloy, Katie Weinel, and Shelby Register

### **Limitations to Virtual learning**

- Students have distractions/competing interests (children at home, multitasking)
- Ability of students to remain anonymous (can be a pro and a con)
- Timing of when to contribute (students/teachers don't want to talk over anyone)
- Very large groups of students (getting everyone to contribute is challenging)
- Loss of seeing students' body language/reactions. Limited ability to form interpersonal connections via virtual platforms
- Difficult to have active conversations
- Dysfunctional technology (lack of audio/video, etc)
- Hard to use multiple teaching modalities that could be used in a real-life classroom such as Think, Pair, Share, moving around the room, small groups, etc.

### **Engaging Content/Techniques to Promote Inclusive Virtual Teaching:**

At the beginning of a virtual lecture, team-based learning activity, case conference, or seminar:

1. Think about introductions: At the start of lecture, clearly introduce yourself. Consider asking remote students to introduce themselves.
2. Ask everyone to turn on their video. This calls for more accountability to be engaged and less likely to have distractions.
3. Having a photo roster of students can be very helpful in helping the instructor engage students and call on certain students directly.
4. Check whether students can see content, hear you, and that you can hear them too.
5. Set the tone for input from the students: Encourage them at the beginning of the session to contribute comments and ask questions throughout the presentation. Discuss that if they don't want to answer a question they can "smile and pass."
6. GroupMe or the chat feature of Zoom or Webex can be helpful to elicit questions/discussion from students who may have trouble with their video or audio, or simply may feel more comfortable typing rather than talking

Presentation/Active Learning/Discussion Tips:

1. Use as few slides/least text as possible. Goal of this is to promote more discussion and less tendency to simply read off slides. In Zoom and Webex, you can use the "screen share" feature to share your screen (and your PowerPoint slides) with students.
2. Prep learners before the session by assigning them to present to the large group or have a specific discussion point to talk about to stimulate a back and forth conversation between learners and the facilitator.
3. Think about using cases or vignettes when possible to illustrate a clinical teaching point
4. Before showing a slide with information, ask a specific student for input. Wait 20 seconds for students to respond (knowing that it takes a while for students to process a question and respond especially with video/audio lag time common through online learning).

EXAMPLE: If you are listing side effects from a medication, get the students to weigh in first, then show the slide to confirm and fine-tune

5. Ask direct questions to students about experiences.

EXAMPLE: “Anna, have you seen a patient with delusional disorder? How did your team approach their delusion?”

6. Have students and work on a question together (using breakout rooms feature in Zoom), then share back to the large group.

EXAMPLE: Have groups of 5-6 students work on a list of medications that can cause a psychiatric symptom, then hear back from each breakout room

7. Try an informal poll with low stakes (using Kahoot, PollEverywhere, Socrative, or Zoom).

EXAMPLE: “How long can a “typical” tantrum be?” then get best guesses from each student

8. Think-Pair-Share: Get students to think about a question, then pair to discuss (using Zoom breakout feature). Then discuss together as a larger group and debrief.

9. Engage students by asking about experiences from other courses/prior blocks.

EXAMPLE: “On Surgery rotation, did you see anyone with delirium? What applied to this discussion?”

### **General Logistical Tips on Running a Virtual Classroom through Zoom, Webex, or other Video Platform:**

How to Download and Use Zoom:

Check out the UNC Keep Teaching Resource Center for easy-to-use guides on all the features of Zoom:

<https://keep Teaching.unc.edu/strategies/zoom-meet-with-your-students-online/>

How to Use Webex:

Check out the Cisco WebEx Help Center for excellent guidelines (with pictures) on how to use Webex as a host and take full advantage of all of its features:

<https://help.webex.com/ld-nyw95a4-CiscoWebexMeetings/Webex-Meetings#Get-Started>

### **UNC Sakai**

The UNC Keep Teaching Resource Center has some great videos on using Sakai effectively:

<https://keep Teaching.unc.edu/training/>

1. Use UNC Sakai to post online learning materials for your students, assign work, administer assessments, and collect assignments remotely.
2. In a team based learning activity or case conference, you can release material to students through Sakai at timed intervals, promoting discussion in between the sequential additional material.

### **UNC School of Medicine Continuity of Learning Website**

<https://www.med.unc.edu/it/continuity-of-learning-during-emergencies/>

1. This website includes information regarding technical support, communication with students, delivering a virtual lecture, Lecture Capture best practices, and more.
2. UNC School of Medicine IT Service Desk is still available and able to help troubleshoot. Their phone number is 919-962-4357 (HELP).

## **Other Helpful Virtual Learning Tools:**

### **Creating Virtual Quizzes**

You can also use programs like PollEverywhere, Kahoot, Socrative, Zoom polling to engage students in active learning by answering questions. Active learning techniques like informal polls and quizzes help engage students to see how much information they are retaining/learning. There are generally either free or free for UNC faculty to use through established subscriptions by the university to allow faculty to use these resources.

### **Zoom Polling**

1. Zoom polling allows you to input questions prior to a Zoom meeting then launch the poll and see results live. You first have to enable polling as an option in your account, then after scheduling the meeting, in the meeting management page, scroll to the bottom to find the **Poll** option. Click **Add** to begin creating the poll.
2. This is a link to Zoom's online resource for how to create, launch, and manage Zoom polls: <https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings>
3. Here is another helpful how-to guide for creating a Zoom poll with screenshots: <https://support.zoom.us/hc/en-us/articles/203749865-Polling-for-Webinars>

### **PollEverywhere** <https://poll.unc.edu/>

4. PollEverywhere is really versatile with many different polling options (multiple choice, free response). It typically requires students to input a specific link to the quiz into a web browser on their phone, computer, or tablet to access it and respond to questions.
5. PollEverywhere can be embedded into a PowerPoint which is nice, allowing the presenter to stay within a PowerPoint rather than having to go to an external website in the middle of a presentation.

### **Kahoot** <https://kahoot.com/schools-u/>

3. Kahoot is fun and brings out a little bit of a competitive edge in students! Students don't need to download an app, they simply need to go a web browser on their computer, tablet, or smartphone and type in a game code in order to answer questions.
1. Each question has a time limit and students will get to see their score and "winner" at the end of the quiz. Kahoot does have a word count limit on questions and answers, so it is better for less complex questions.
2. This page has links to video tutorials on how to create a Kahoot quiz: <https://kahoot.com/schools/how-it-works/>

### **Socrative** <https://socrative.com/>

1. Socrative can be really great for developing longer/more complex quizzes and tests. It does require students to download an app or create an online account.
2. This is a great YouTube video on how to use Socrative for creating and sharing quizzes: <https://www.youtube.com/watch?v=Vyycybd8KNw>

### **GroupMe:** <https://groupme.com/en-US/>

1. GroupMe is a group messaging app that allows users to be added via their phone number or email address. Download through the Google Play or App store.

2. GroupMe can be a great communication tool for students to notify administration and other students about their questions, if they're experiencing problems surrounding lectures, or even to let students know if the lecturer is late or if there is a last minute change to the schedule.
3. It can be helpful for groups to include current students, all site directors, and coordinators from each site. You can make new GroupMe for each group of students/residents/small groups.

### **Padlet**

1. You can sign up for a free account at [www.Padlet.com](http://www.Padlet.com)
2. It allows you to share a "board" with students virtually, where you can share content and students can also post questions, pictures, comments, projects, etc. Everyone can see what is on the board and share ideas. It is a way to facilitate a virtual discussion without needing audio/visual.
  - a. You can ask questions like "What were the main points in the information we covered today?" or "If you saw this cluster of symptoms with this positive lab test, what would be on your differential diagnosis?"
3. Padlet also has a chat function which enables students to ask questions by name or anonymously.