



# Building Community and Student Engagement in the Structured Remote Classroom

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# Outcomes

- Build community and rapport in the remote classroom
- Plan learning activities that engage students in the remote learning environment
- Integrate and encourage practices that address Zoom fatigue



# Strategies for Building Rapport/Community

The background features a repeating pattern of hands reaching up, with a central globe containing the word 'welcome' written in various orientations. The hands are in shades of gray and white, and the globe is a light green color.

# Building Rapport & Community: *Shared Whiteboard*

- Share your virtual whiteboard and let students leave their mark
  - Use it at the beginning of each class or for the first few days
    - Set guidelines, parameters or a theme for the day
  - Note: Zoom has more annotation features than collaborate



# Building Rapport & Community:

## *Communication*



- Tips from Professor Effendi Gadis
  - Email students in advance of the class start date to ask them to introduce themselves on a discussion forum
  - Encourage students to exchange phone numbers
- Send announcements to students at least once a week to check in, give reminders, or share a resource (Tip from ELITE Rockville Workgroup)
- Use the [Group Me](#) app for offline communication, quick responses to students' questions, and student support of one another (linked file created by Professor Susan Blumen)

# Building Rapport & Community: *Surveys*

- [Culturally Responsive Teaching](#) involves getting to know your students' backgrounds, cultures, learning styles, and histories. Surveys are a great way to do this.
- Create surveys in [Blackboard](#) or [Microsoft Forms](#) and post/email before the first day
- See [sample surveys](#) on The Hub for Getting to Know You, Mid-semester and End-of-Semester

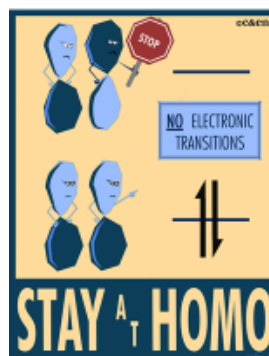


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# Building Rapport and Community:

## *Visual Introduction*

- Send PPT an example with your information and a blank template (tip from Professor Samantha Veneruso)
- Ask students to fill in the template and make it their own (photos optional)
- Either **post to discussion board** for classmates to respond OR **upload as an assignment**. If uploaded, you can compile all slides into a presentation and run the slideshow in class



### Laura J. Anna, Ph.D.

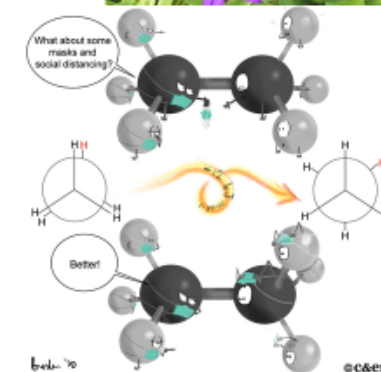
- Chair of the Rockville Chemistry Department
- Professor of Chemistry
- Have been at MC since Fall 2011

### Passionate about...

- Organic chemistry
- NMR spectroscopy
- positive learning

### Looking forward to...

- Connecting with new colleagues
- Exploring creative ideas for the assessment of organic chemistry



# Building Rapport & Community: *Virtual Background & Profile*

- In Zoom, students can add a virtual background that reflects something about their personality or interest
- For students who are not comfortable sharing their video, they can add an image or symbol as their profile picture
- Virtual backgrounds and profile photos can also work for brief, informal presentations about course concepts
- Set up guidelines or parameters to prevent inappropriate backgrounds

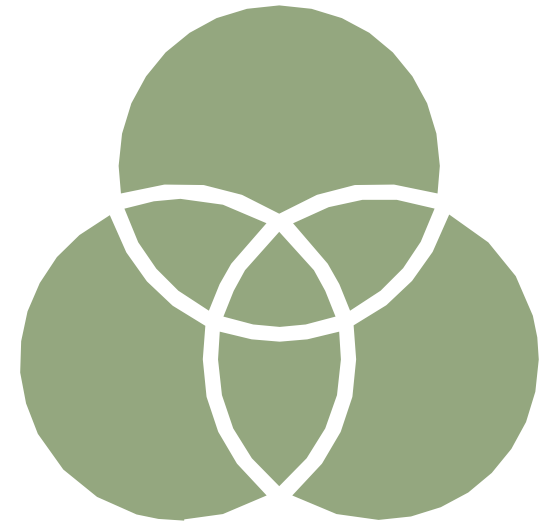


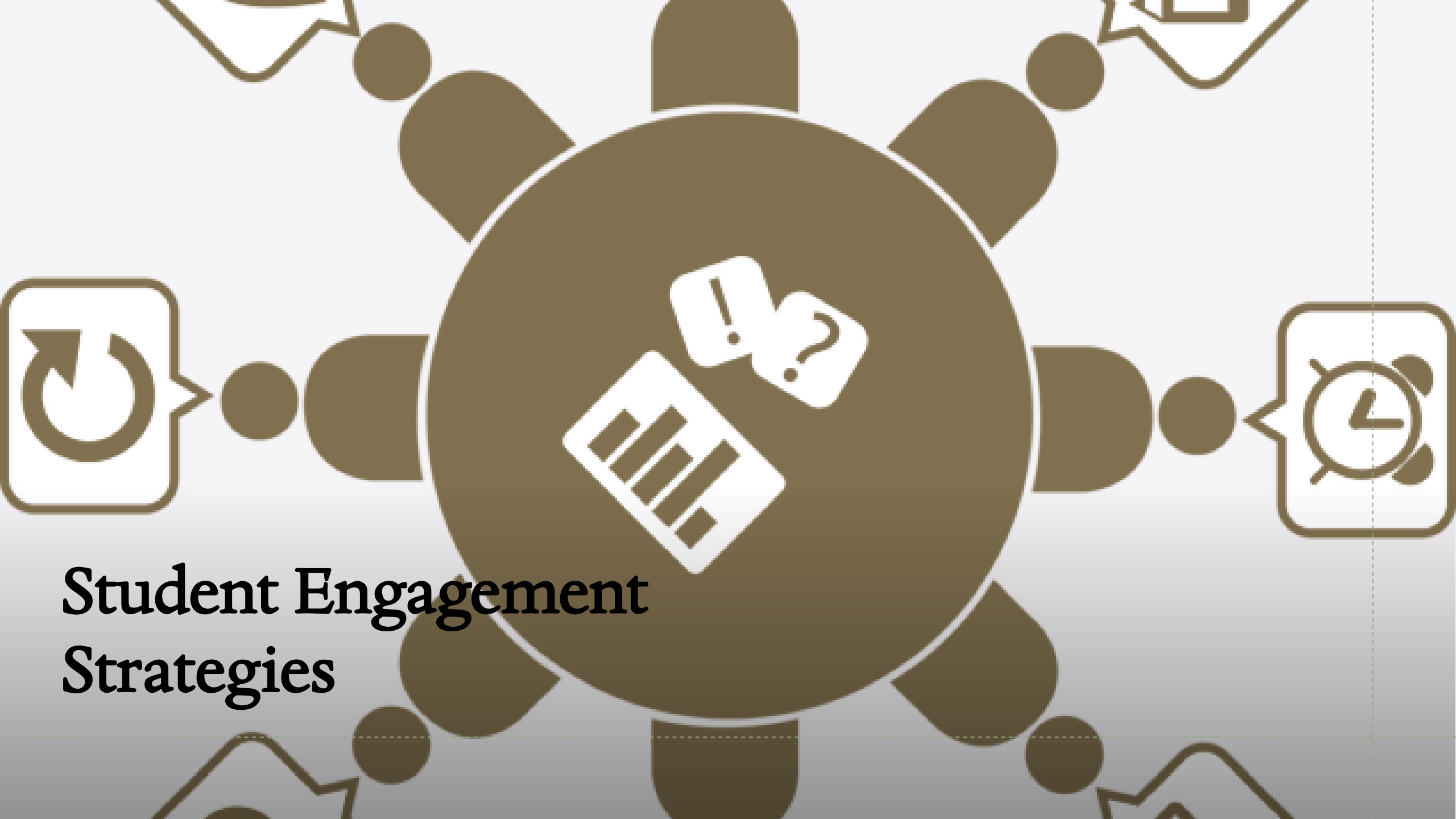


# Building Rapport & Community:

## *Ice Breakers*

- A few minutes before class begins, play songs related to the subject matter. As student arrive, have them guess the song/ artists. (tip from Professor Effendi Gadis)
- The Things We Have in Common: In small groups, students ask each other questions until they identify 2-3 things they have in common (other than the obvious)
- See more [ice breakers for synchronous and asynchronous courses](#)



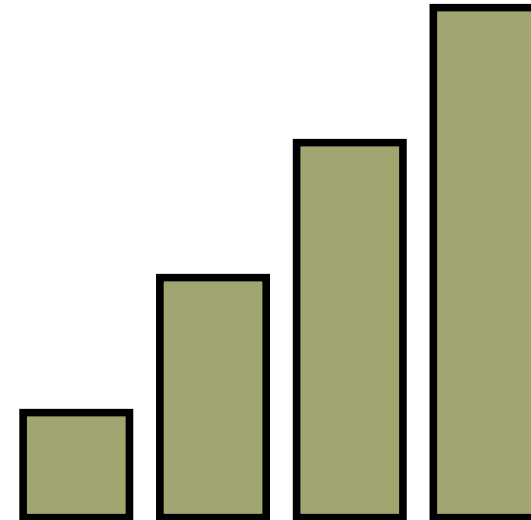


# Student Engagement Strategies

# Student Engagement:

## *Polls*

- Use polling tool to start a new unit to review (tip from Professor Effendi Gadis) or to gauge students' prior knowledge or beliefs
- Polling tools:
  - [Zoom](#) or [Collaborate Ultra](#) polls
  - [Mentimeter](#)
  - [Poll Everywhere](#)



# Student Engagement: *Breakout Rooms*

Group Quiz or Exam

Collaborative Document  
or Collaborative  
Annotations with  
Hypothes.is in  
Blackboard

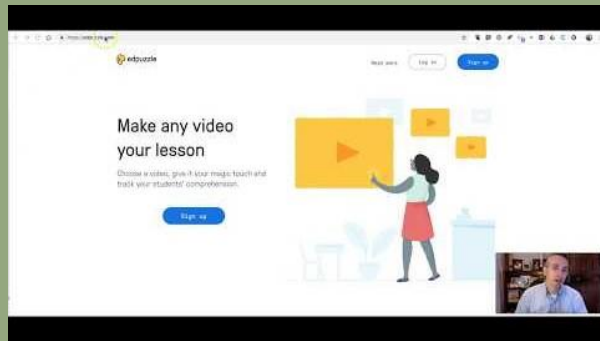
Jigsaw

Problem Solving or Case  
Study Analysis



# Student Engagement: *Online Interactive Tools*

[EdPuzzle](#) makes your videos interactive by embedding questions for students to answer as they watch.



[Pear Deck](#) lets you add interactive elements to your Google slides.



[Kahoot!](#) is an interactive game where students respond to multiple choice questions using their phones.



[Wheel of Names](#) randomizer lets you upload students' names or images for random selection. There's also a simple [app](#) version.



# Student Engagement: *Co-curricular activities*



Look for upcoming virtual events on campus (such as Humanities Days presentations) or in the community that occur during your class time.



Check in with students before during or after the co-curricular activity using Group Me or email.



Give students questions or a form to complete for the activity, or have students post questions in the chat if it is enabled save the chat, if allowed.

# Student Engagement:

## *Virtual Field Trips*

- Create scavenger hunts for students' surroundings or on websites (like museums)
- Set up guided tours or talks with speakers streaming live from their site
- Ask students to enter findings and reactions using an interactive document such as Microsoft Forms
- Meet online at the start of class to give instructions and then check in at intervals throughout the “trip” via Group Me or the chat box

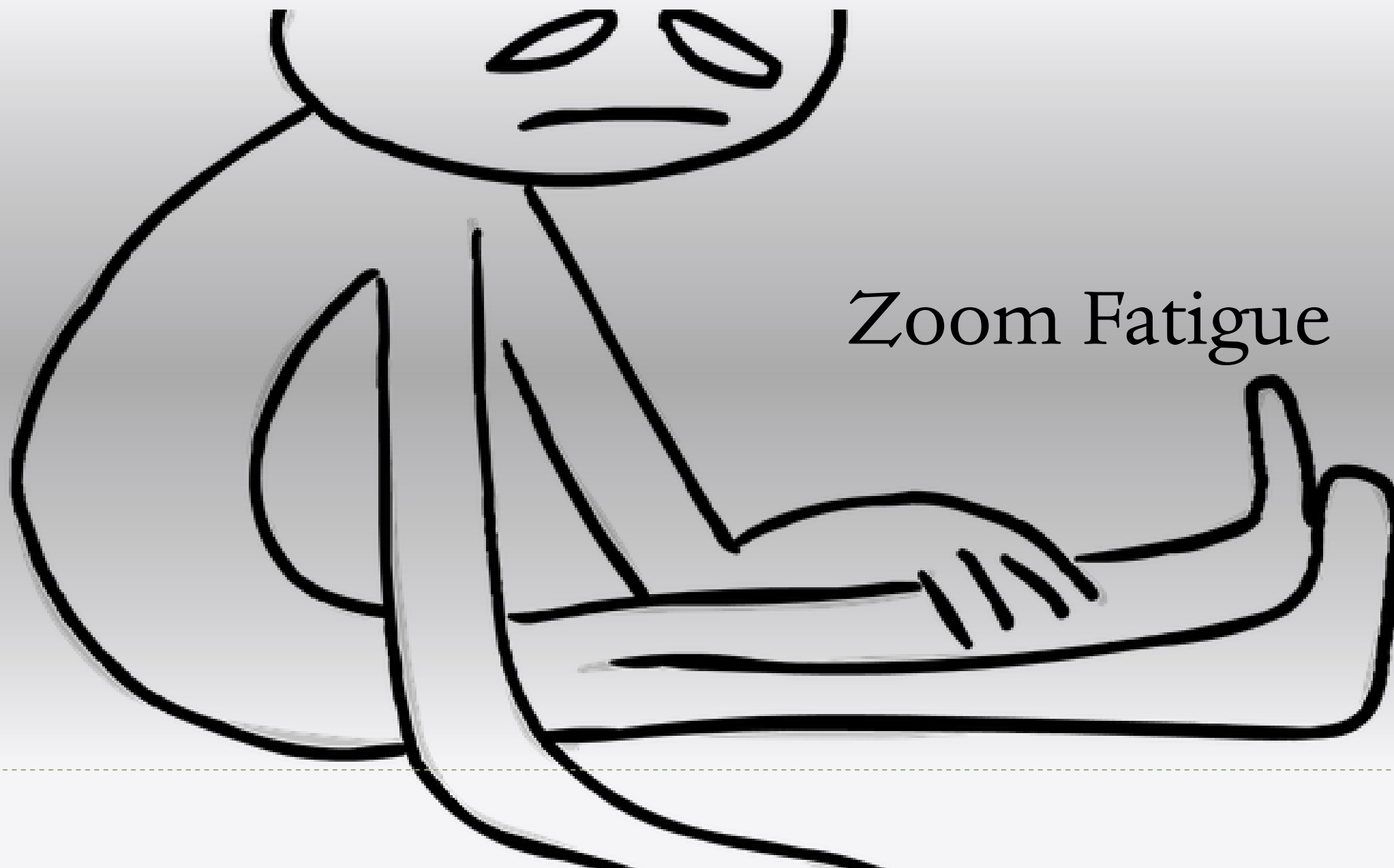


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## Student Engagement: *Chat Box*

- The chat box in Zoom or Collaborate can be used in several ways:
  - To have students check in at the beginning and end of class
  - As a “parking lot” for students to post questions during a lecture or presentation; you can respond at intervals
  - As checkpoints at intervals of your lecture or presentation; students respond to questions or post info, and you pause to review responses
  - To collect formative assessment info: [muddiest point](#), sentence frames, [3-2-1](#)
- Save the chat for later reference and to verify attendance.





Zoom Fatigue

# Tips for Addressing Zoom Fatigue

- Avoid multi-tasking
- Switch to other form of communication
- Limit on screen distractions (such as email pop notifications)

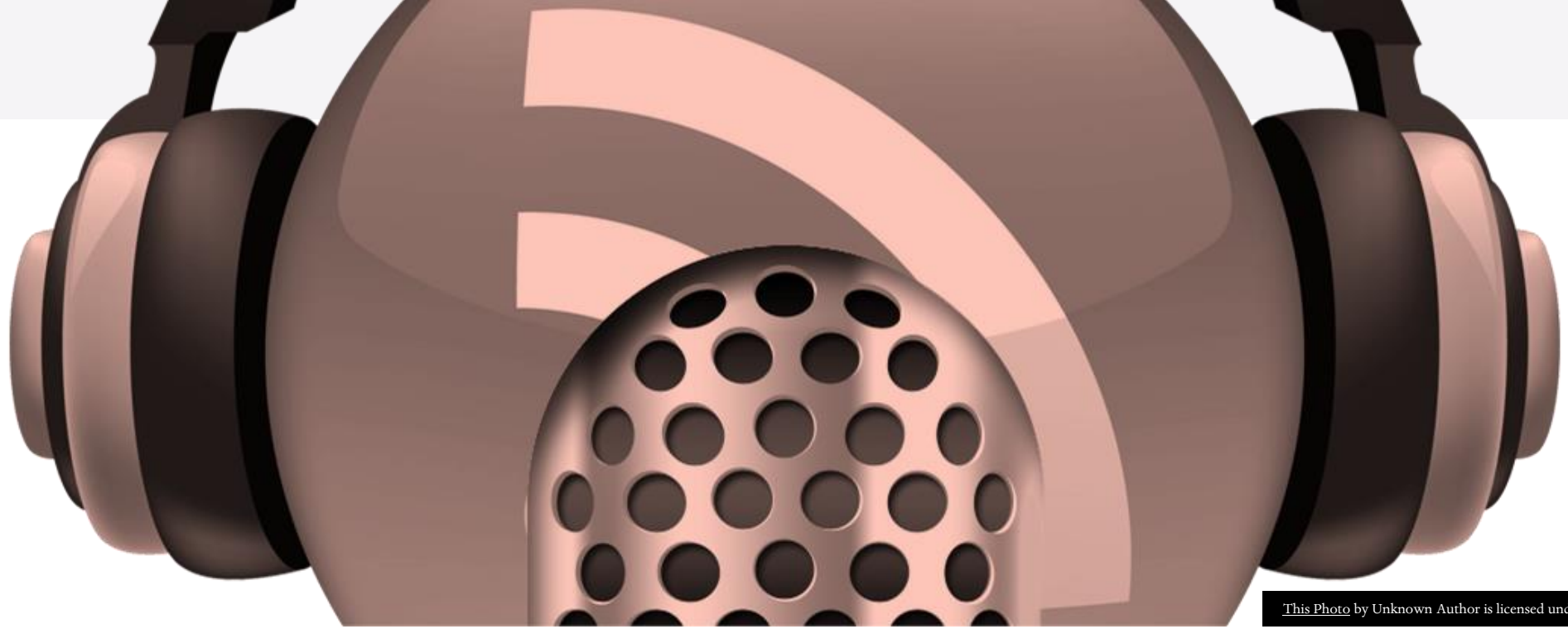
Source: Fosslien, L., & Duffy, M. W. (2020). How to Combat Zoom Fatigue. *Harvard Business Review Digital Articles*, 2–5.

- Change the location of your zoom meetings (but not from your bed)
- Dress for the session to help separate work/class from home/social
- Do something offline just after a session

Source: Psychology professor and students weigh in on Zoom fatigue. (2020, June 8). *UWIRE Text*, p. 1. Retrieved from <https://link-gale-com.montgomerycollege.idm.oclc.org/apps/doc/A626064312/EAIM?u=rock77357&sid=EAIM&xid=143e4b15>

- Control physical space
- Change to speaker view
- Step away from the screen periodically
- Use smaller break out groups

Source: McWhirter, j. (2020). Are zoomed out? Dealing with Zoom fatigue in the virtual classroom. *Choral Journal*, 61(2), 41-43.



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# Zoom Fatigue Buster: *Podcasts*

- ♦ Engage students in authentic subject content while giving them a break from the screen
- ♦ Check out [Teaching with Podcasts](#) and [The Pedagogy of Podcasts](#) for ideas

# Zoom Fatigue Buster:

## *Station Breaks*

**NEWS**

- Students work independently or in small groups to research, write or problem solve, while you check in using breakout groups (recommended by Professor Heather Ganginis Del Pino)
- At intervals or set times (especially in a longer class period), play music or set a timer to get students' attention or bring them back to the main group
- In the larger group, make announcements or present a mini lesson or issue a twist/challenge related to the tasks on which they are working



# Zoom Fatigue Buster: *Learning Breaks*

Students step away from the computer for a set time to:

- Gather information/items
- [Info sponge](#)
- Collect data
- Brainstorm
- Create something
- Conduct a quick interview or survey via phone, text or email.

When students return to the screen, they:

- Share what they gathered
- Debrief the experience
- Present their creation
- Connect the experience to course concepts
- Contribute findings to a shared document or spreadsheet



# Questions?

Contact:

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