LEUPHANA
UNIVERSITÄT LÜNEBURG

Zoom training for instructors with basic knowledge of Zoom - Script

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Notice: Check for Zoom updates regularly, as the functions and appearances may also change with them.

The illustrated instructions on how to update Zoom depends on which operating system you use, available here:

https://www.leuphana.de/fileadmin/user_upload/portale/lehre/09_Support_und_Tools/12_Digitale_Plattformen_und_Tools/20201106_EN_Zoom_Update_Leuphana_Teaching_Service.pdf

Also, instruct your event participants to update Zoom regularly.

This script has been created/updated to Zoom versions 5.5.4 (macOS) and 5.5.5 (MS Windows).

Designations, functions and displays may differ depending on the client or browser version used and due to updates. The screenshots represent the views in different operating systems (MacOS and MS Windows).

Information from Zoom on the contents of the various update versions can be found here, among other places: https://support.zoom.us/hc/en-us/articles/201361953-New-Updates-for-Windows

1. Teaching and learning atmosphere

1.1 Arriving at the start of the semester

Getting to know each other via Zoom

To create a good (learning) atmosphere in your seminar, especially in seminars, right from the start, it makes sense to plan time for getting to know each other. You can find inspiration and ideas in the list of links at the end of the script.

Communicate your expectations in a transparent way

During the first course make sure you take the time to **communicate your expectations and ideas transparently** and leave enough time for upcoming questions. It has been shown that students are much more insecure especially in digital teaching and at the beginning of a semester, since direct conversations with the teachers or students are not longer possible. Therefore ou shoould communicate the following aspects clearly:

- Your idea of the **course structure**: Semester schedule and order of individual sessions.
- An overview of which **information and teaching materials** you will provide and where (which learning platform will be used, where students will find Zoom access information, etc.)
- The **communication channels** you plan to use to connect with students
- Your **expectations** of the students
- **Code of Conduct:** How do we organize our digital sessions?
    o What forms of interaction do we want?
    o How do we want to show ourselves?
        ▪ Turning on cameras very desirable, but not an obligation
    o Speeches: Are communication icons for raising hands desired, or should students just turn on their microphones, etc.?

Agreeing on some shared rules at the beginning provides orientation, supports a constructive working atmosphere, and prevents conflicts.

Leuphana has developed **recommendations for an open and fair digital teaching and learning culture**: https://www.leuphana.de/fileadmin/user_upload/portale/lehre/09_Support_und_Tools/12_Digitale_Plattformen_und_Tools/En_Digital_Learning-Teaching-Culture_Recommondations.pdf

1.2 Plan (screen) breaks

Breaks

Be sure to plan **small breaks,** as it is even more difficult to concentrate for long periods of time when you are working with Zoom. We recommend planning a break of about 5 minutes in a 90-minute session, 5 minutes per hour for events that go on longer, and an additional 15-minute break for events lasting three hours or

longer. Block seminars should be kept as short as possible and supplemented by assignments that are asynchronous.

Screen-time breaks

Keep in mind that students will be sitting at their computer screens for many hours before and after your event. Therefore, it can be helpful to sometimes give assignments that can or should be done in analog. For example, you can have students draw a visualization of a topic or send them on a 10-minute walk to reflect on a particular topic.

Mobilization breaks

Plan movement breaks especially in seminars with "overlength" or block events. For example there are "MoBes" ("Mobilization Breaks") at the Youtube channel of the Leuphana University Sports.

## 2. Moderation und Interaction

2.1   Host and Co-Host

Moderation can be a challenge, especially over Zoom. If you use a lot of ways to interact, you have a lot of tasks to keep in mind. You can make it easier by delegating some of these tasks to students. This also helps students to learn about digital moderation of events.

### Enabling and adding a co-host

A helpful possibility can be to let individual students become co-hosts or to temporarily transfer your host rights to another participant during the meeting. For example, this person can monitor the speakers list or create breakout rooms.

To assign rights to another person, move the cursor to the person's name in the list of participants and click the "More" button.
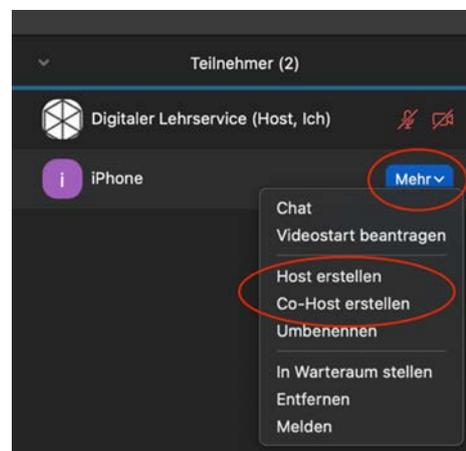
You can also click on the ellipsis icon (three dots) in the upper right corner of the corresponding person's template, which appear when you move the cursor over the template.
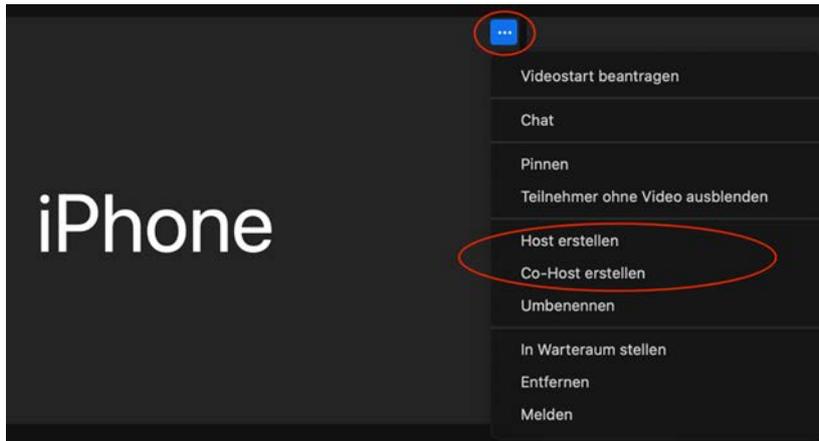
Now you can designate the person as a co-host or host via the drop-down menu, or also remove these rights from him again

Note: If you have assigned another person to host the meeting, you cannot make yourself host again. Only the person that is host can do so.

Roles and rights

Here you can see an overview of the different roles and the corresponding rights or functions (functions marked with an asterisk (*) can be activated and deactivated by the host during the meeting).[1]

Note: Alternative hosts can start the meeting by using the meeting ID or the meeting link in the invitation email. For the alternative hosts, the meeting does not appear in the list of upcoming meetings in the desktop client or mobile app. Once the actual host joins the meeting, the host is given the role of host, and the alternative host becomes a co-host. Co-hosts cannot start meetings that have been scheduled by the host. Co-hosts cannot be designated in advance. The host can appoint a participant to be a co-host or host during a meeting.

Function	Host	Co-Host/Alternative Host	Participant
Join a meeting			
Start meeting	✔	see note above	
Mute/unmute own microphone*.	✔	✔	✔
Start/stop own video	✔	✔	✔ *
Show participants list	✔	✔	✔
Share screen	✔	✔	✔ *
Requesting or giving remote control	✔	✔	✔
Chat with participants (meeting chat)	✔	✔	✔
Save in-meeting chat[2]	✔	✔	
Create or edit surveys	✔		
Start survey	✔	✔	
Answer surveys			✔
Assigning someone to enter subtitles	✔		
Enter subtitles	✔	✔ *	✔ *
Stop meeting	✔		
Reactions and nonverbal feedback	✔	✔	✔
Manage participants			
Mute/unmute participant	✔	✔	

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[1] This table was taken directly from Zoom. No gender-sensitive language was used in the table.

[2] For data protection reasons, this function is blocked by the administrator in the browser settings. None of the three status groups can save the chat.

Pause video of a participant	✔	✔	
Ask participants to start video	✔	✔	
Video with Spotlight	✔	✔	
Appoint participant as host or co-host	✔		
Change who participants can chat with	✔	✔	
Remove participants	✔	✔	
Put participants on hold	✔	✔	
Rename participants	✔	✔	
Invite Participants	✔	✔	✔
Muting and unmuting participants in a meeting (request to mute, mute all, mute on join).	✔	✔	
Assign participants to breakout rooms	✔	✔ [3]	

Source: excerpt from https://support.zoom.us/hc/en-us/articles/360040324512-Roles-in-a-meeting

Note: Please note that the actual features available in the meeting always depend on the system settings made by the host or administrator on the Zoom website until the meeting starts. For example, the ability to split the entire screen is not available by default. However, you can permanently enable this feature in your system settings on the Zoom website.

[3] From version 5.4.6 (MS Windows) or 5.5.0 (MacOS).

2.2   Speakers list and nonverbal communication

For the moderation in an event there are different possibilities to keep lists of speakers. As described above, it makes sense to define rules for hand announcements etc. at the beginning of a semester in order to avoid confusion. In the following you will find different possibilities to create speaker lists and speaker orders and to facilitate the digital moderation of events.
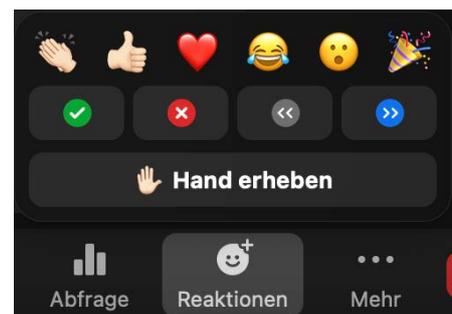
Speakers list

Raise-hand-feature
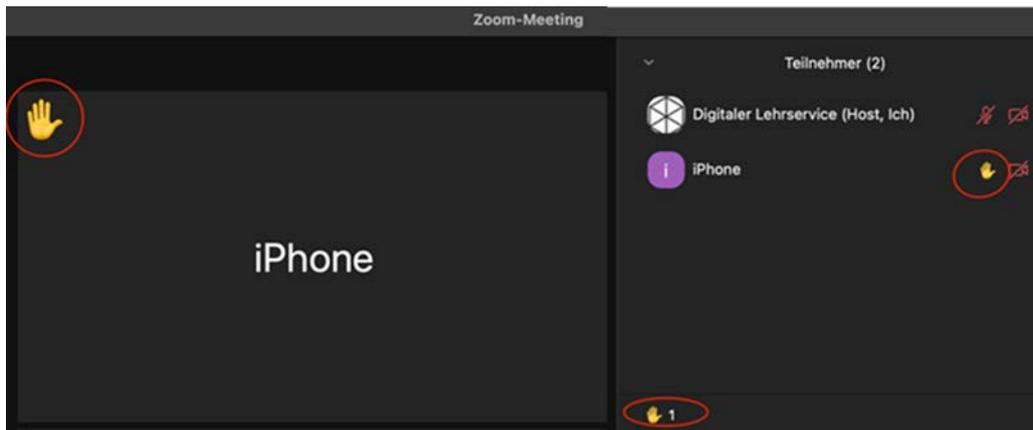
This feature is very helpful because it works the same for all participants, whether they have the camera turned on or not. The advantage is also that the hand messages are displayed in the participants list at you as the host in the order in which they occurred. In addition, the corresponding icon appears under the participants list with a number indicating how many people are currently reporting.

Using in-meeting chat

It can also be helpful to use the chat in addition to the raise-hand-feature when students want to say something about a certain point or have a question. In such a case, it can be arranged, for instance, that the participants write a question mark (?) in the chat when they have a question and an exclamation mark (!) when they want to speak directly about something mentioned.

Reactions icons

In addition, the icons can also be used for non-verbal communication, for example to express agreement (thumbs up). This can replace verbal messages that seek to reinforce an argument made by another person.

Disussions

With good moderation (e.g. through a combination of speakers list and chat use), even controversial discussions in the seminar can be effective. But as a rule, it is recommended that at least parts of a discussion are shifted to breakout rooms (of three to six participants). There, it is possible to discuss without an official speakers list and, above all, it is more likely that all students will have a chance to speak.

> **Suggestion:** Be "lavish" with the use of breakout rooms. Of course, it always depends on the context, but as a rule, breakout rooms allow students to work or discuss more actively. And don't be irritated by not being able to hear what's going on in the other rooms - or just take a peek.

3. Grouping and collaboration

3.1   Group work in breakout rooms

Breakout rooms are an essential function, especially for group work. Depending on the form of group work you are planning, it makes sense to use the various breakout room options. In the following, we will give you an overview of the options you have for creating breakout rooms and the further setting options you have as a host.

Create breakout rooms

The aims you associate with the group work influence how you divide the groups. The grouping can be done automatically or manually.

| Automatic assignment	Manual assignment
All groups deal with the same question / discuss the same topic	Groups habe individual questions / tasks
Informal exchanges	Fixed groups over a longer period
The composition of the groups is not relevant for the task	Groups with different tasks / roles

1: Automatic assignment by the host

This option is especially helpful when it is irrelevant which students are in which rooms. For example, if you are planning an informal exchange session or the like, you can have Zoom do the assignment to the different rooms.

Click the "Breakout Session" button in the menu at the bottom.
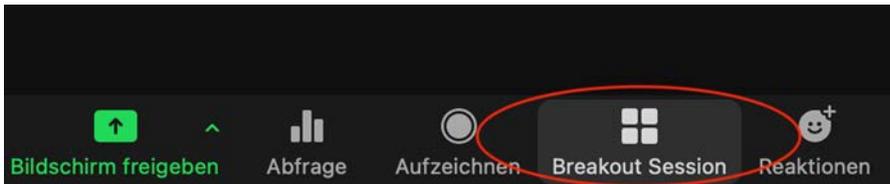
A pop-up window opens in which you first specify how many breakout rooms ("sessions") should be set up and with how many people per room. Then when you select "Automatically Assign", Zoom divides the participants evenly among the rooms you specify. Finally, click "Create" in the lower right corner.
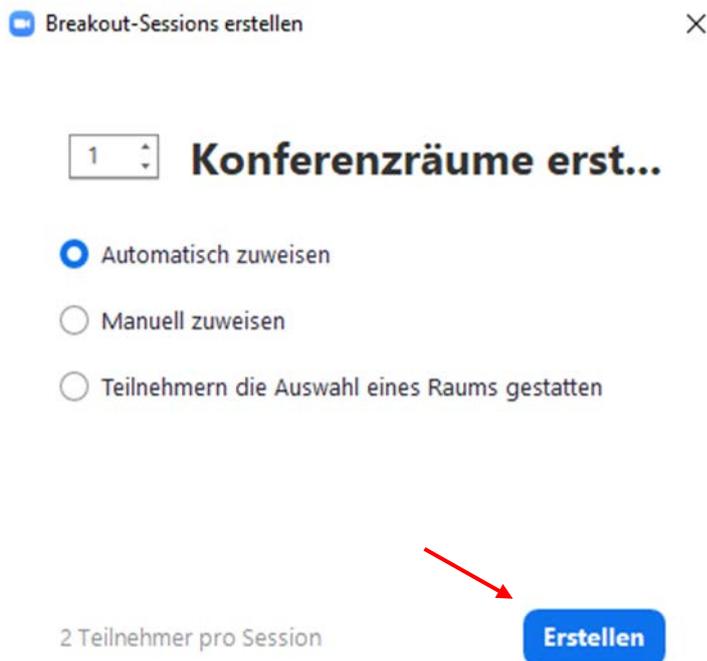
When the overview of the various group rooms appears, you still have the option of moving individual participants to other rooms. To do this, move the cursor over the name of the person. The option "Move to" then appears next to the name.
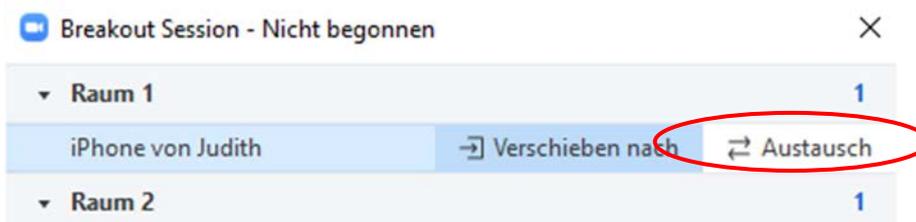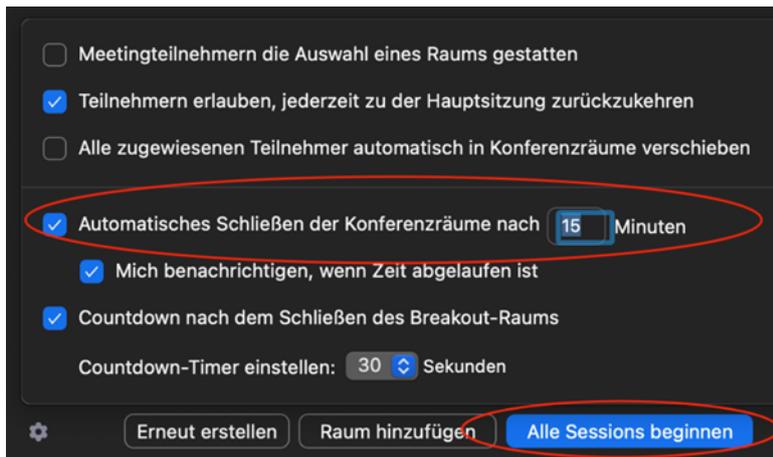
If you click on the small wheel or on "Options" below left in the overview window, a window opens for further setting options.

You can define the duration of the breakout sessions here, as well as other options.

The group rooms with the correspondingly assigned participants are only generated when you click " Create Breakout Rooms. ". For large groups this can take a few minutes, for small groups it goes within a few seconds.

Option 2: Manual assignment

Sometimes it is also necessary that students should work in certain, fixed groups: for example, if they are always in the same groups for a project or if the groups should deal with different topics.

In this case a manual assignment is necessary, for which there are two ways:

a) Manual assignment by the host

Here the procedure is the same as in the previous option, the only difference is that you select "Manually" instead of "Automatically". Now you can send all participants individually to specific groups.

This is quite cumbersome especially for larger groups, so we would rather recommend option

b) Manual self-assignment of students

If you select the option "Allow meeting participants to choose a room" in "Options" after selecting the number of breakout rooms, participants can choose on their own in which room they want to join once the sessions have started.

However, both you and the students will need the current Zoom version to do this. Sometimes there are difficulties with self-selection after all. This is not a big deal, as you can still send participants to rooms yourself.

Option 3: Create group workrooms before the meeting

Zoom also offers the option to create group workspaces before the meeting and assign participants to rooms in advance. To do this, you need to log in via the browser and click "Settings" in the left column and then select "In Meeting" (Advanced).
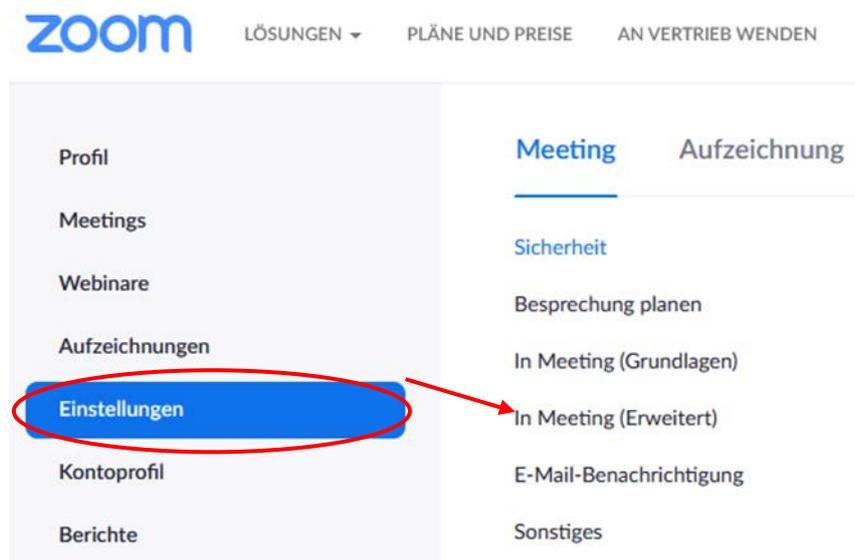
If you have selected the "Breakout room" setting, the following window will appear - the check mark for "Here the host can assign participants to breakout rooms during scheduling" is automatically set:

To be on the safe side, log out and log back in - this step is sometimes necessary so that the change is applied in the settings.

Click on " Plan a meeting" and under "Meeting options" place a check mark next to "Pre-select breakout room". You can create up to 50 meeting rooms and assign up to 200 participants.

Note: Please note that the option to assign participants to rooms in advance is not available to you. This option will only work if students have registered with Zoom once. However, students must not be asked by you to register with Zoom due to data-sensitive use of Zoom. Leuphana Zoom licenses for all students cannot be provided at this time. However, you as the host can create rooms in advance of your event and name them, which will save you time in the event.

Options during the group work phase in breakout rooms

1. Shifting individual participants

If you want to relocate individual participants, click on "Breakout Session" in the toolbar at the bottom of the screen.
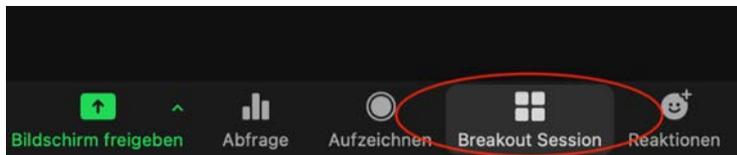
A new window will open. Move the cursor over the name of the corresponding participant and the options "Move to" will open:

2. Asking for help

When students are in the breakout rooms, they can ask you for help if they have any questions by clicking an appropriate button. Then this window will appear in the middle of your screen:


You can then join the group room immediately or select the "Later" option, about which the participants in the group room will then also be informed. They will then receive the message, "The host is currently helping others. Please try again later."

3. Joining the rooms

You can also join the rooms yourself at any time. This is especially useful during longer group work periods or discussions when you want to hear what students are discussing. This feature is also particularly useful if you want to get a sense of how much more time students need in the groups. You can extend or shorten the time accordingly.

To enter a breakout room, click "Breakout Session" on the menu bar again. In the window that opens, click on "Join" behind the corresponding room. You must confirm that you want to join the room by clicking on "Yes".
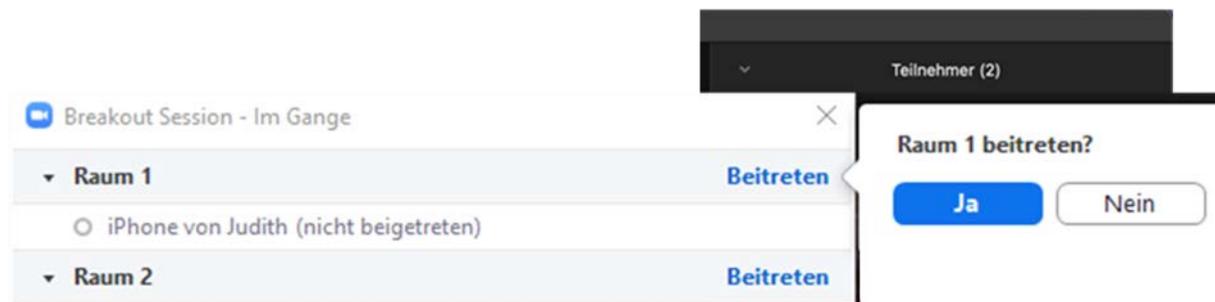
 If you want to return to the main session from the breakout room, click Exit Room in the bar at the bottom right.
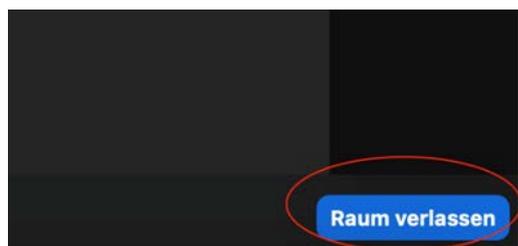
3. Broadcasting a message to all breakout rooms

As the host, you can also send a message to the participants in the group rooms, for example, if the group work phase is near the end or if the group should move on to a second task part.

To do so, click on "Breakout Session" in the menu bar. In the window that opens, click "Broadcast Message to all" at the bottom. Compose your message and click "Broadcast".
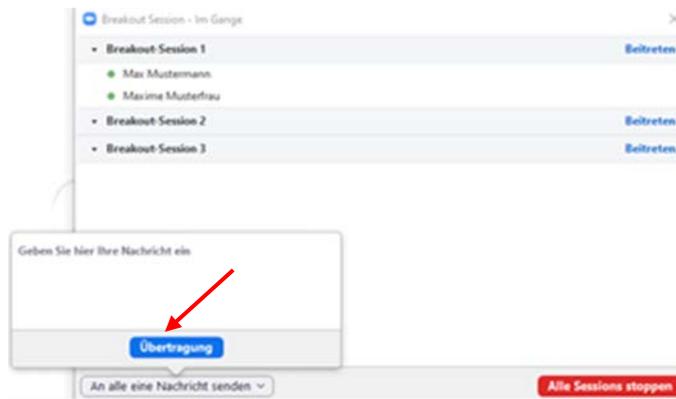
Then your message will appear - attention: Just for a short time! - in a blue field at the top of the breakout room:

3. Sending students back to the same groups.

If you want to send students back to the same breakout rooms for further group work after a phase in plenary, click the "Breakout Sessions" button again for this and then select the "Create Breakout Rooms " option.

4. Sending students to new mixed groups

To send students to remixed groups, simply click on the " Open All Rooms " function under the "Breakout Sessions" → "Re-create" button. This will completely discard the existing selection and allow for a new session creation and participant assignment.

5. Close breakout sessions:

If you want to bring all participants back into the main room, click "Breakout Session" in the bar at the bottom and then click the red "Close All Breakout Sessions" button in the window that opens.
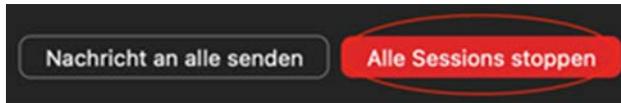
There will appear a timer running backwards with the hint abou the ending time:

Note: If you want to exit the group phase or leave a room again yourself as a host, make sure that you only select "Leave breakout room" and not "Close session for all". In this case, the entire Zoom session would be ended.

Participants have the same functionalities in the breakout rooms as in the main room (e.g. screen sharing, etc.). If the participants have worked together on a whiteboard in the small group, they must save it locally on their computer before leaving the room again, e.g. in order to have work results from the group phase available later.

3.2 Collaborative work on shared documents

Collaborative work is an essential component of good teaching. It promotes interaction between learners, encourages intensive, reflective engagement with the learning subject, and supports the development of social skills. Digital teaching also offers a wide range of opportunities for collaborative working and learning. To work collaboratively on documents during the meeting, Zoom offers two options via the "Share Screen" feature: Whiteboard (blank document for shared notes) or comments and notes on shared screen (e.g. PowerPoint slides, Word document, handwritten notes on iPad, etc.).

Note: By default, the "In Meeting (Basics)" system settings allow you to share only individual applications or files. If you disable this setting via the browser version, you can also share the entire screen.

Whiteboard in Zoom

To open the shared whiteboard, click the green "Share screen" button in the menu bar and then select "Whiteboard"
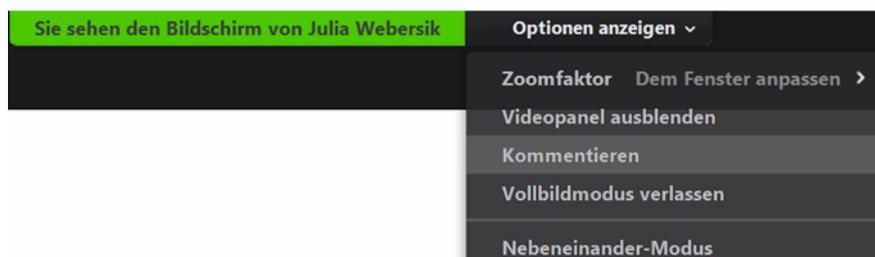

Now the whiteboard appears for everyone in the shared screen.

If the drawing-tools-toolbar does not appear automatically, hover your mouse over the top of your screen and activate the toolbar via the pencil icon as a host or via "Show Options" > "Annotate" as a participant.

Host-view:

Participant-view:

Now, any notes and drawings can be added to the whiteboard.

Using the "Select" icon in the toolbar on the left, the person sharing the whiteboard can move entries on the whiteboard, e.g. to cluster content

Note: If the participants still need the notes on the whiteboard after the meeting, the whiteboard must be manually saved locally at the end. To do this, click on the "Save" button in the toolbar on the right. The whiteboard will then be saved locally on your computer as an image file (.png).

Comments on shared documents

Also on shared documents, comments can be left by all participants if the host has not deactivated this function.

For this purpose, as with the whiteboard, the "Annotate" function can be selected via the upper menu bar (or "Annotate"), so that the toolbar attaches itself to the image. Documents annotated in this way must be saved locally as an image file on your computer via the "Save" button in the toolbar, just like a whiteboard.

However, annotating on a shared document can quickly become confusing because the text cannot be placed very precisely and different annotations can overlap.

3.3 Using other tools

Since the design options for comments and notes in Zoom are limited, it may be helpful to work with other tools beyond Zoom during a Zoom meeting.

For example, students can collaborate on a document in an Etherpad (easy-to-use text editor) or via OnlyOffice in Academic Cloud (similar to GoogleDocs). These tools offer more functionalities compared to Zoom, especially in terms of organizing questions and editing contributions. An overview of Leuphana's own tools and platforms can be found at https://www.leuphana.de/en/university/history/teaching/support-tools/digital-platforms-and-tools.html.

Information and didactic recommendations for simultaneous or time-shifted collaborative work in digital teaching-learning settings can be found in our interactive navigator "Collaborative Learning & Working in Online Environments":

https://www.leuphana.de/fileadmin/user_upload/portale/lehre/09_Support_und_Tools/Navigator_gemeinsames_Lernen_in_Online-Umgebungen.pdf

4. Feedback and surveys

Since informal feedback options are not available in digital events, it is now even more important to actively **request feedback**. This is particularly relevant with regard to the tools and methods used. For example, after a few weeks, ask students if they know where to find all the relevant information, if the seminar discussions feel like they are going well, if they think the workload is appropriate, and so on. Of course, content-based learning level checks can also be useful. One zoom feature that works well for immediate (and anonymous) feedback is the **survey**.
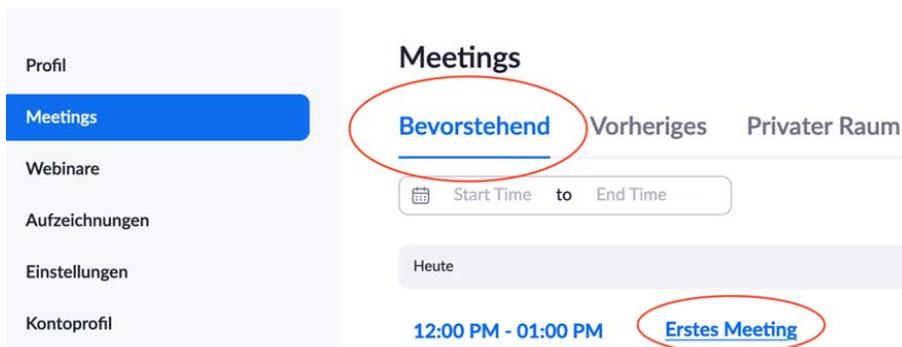
Create surveys

In Zoom, surveys can only be created and saved via the browser and in relation to a specific meeting. It is not yet possible to create polls across meetings and then use them in different meetings. However, an alternative way would be to create a meeting template with polls in the browser (www.zoom.us) under Meetings. You can then use this template to create another meeting in which the same surveys are to be used.

To create one or more surveys for a meeting, follow these steps:

- Open Zoom in your browser via www.zoom.us and log in with your credentials. In the Meetings section, click the title of the meeting for which you want to create a poll:

Scroll all the way down in the next window. There you can see if and which surveys you have created for the meeting and then you can create a new survey by clicking on "Start":
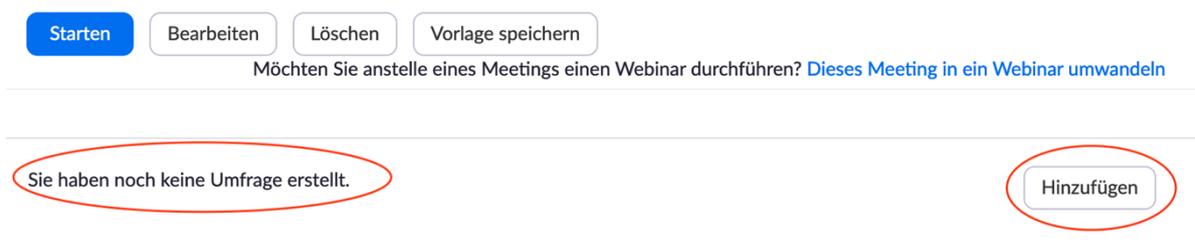
- In the next window you can give your survey a title and then enter one or more questions (see below in the screenshot "+ Add question"). All questions that you create in a survey will be shown to the participants directly one after the other during the execution, just like in a questionnaire. If you want to conduct individual queries at different times and separately from each other, you must create a new survey for each question.

- By selecting "single choice" or "multiple choice" you determine whether the participants can only select one or several answer options. You can also decide whether the user information in the survey report should be kept anonymous.


- When you are done entering your question(s), click "Save" at the bottom right.

Conducting surveys

As a host, you will see the "Surveys" button at the bottom of the menu bar. Clicking on this button will open the following window, where you can now select the survey you have previously created (the drop-down menu for displaying all scheduled surveys opens when you click on the small arrow at the top next to "Survey..."). To start the survey, click on the blue button "Start survey" at the bottom.
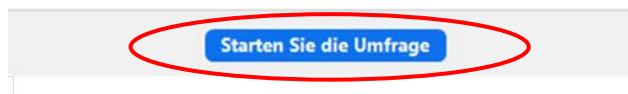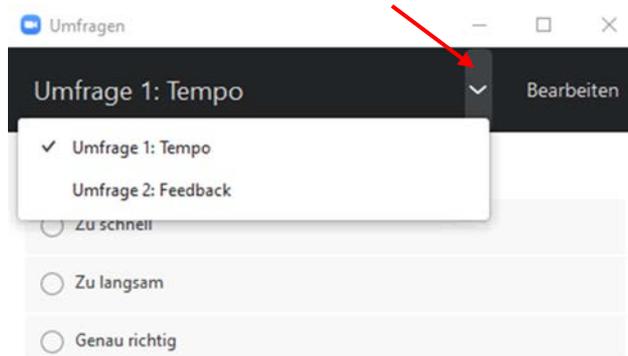
While the participants are answering the question(s), you will see the following window where you can see in the top right corner how long the poll has been running and how many of the participants have already voted.

You can also end the poll at any time by clicking the button at the bottom right.

After finishing the survey, you will be shown the results and, if you wish, you can also share them with the participants via the "Share results" button.

Further Literature & Links - Selection

Website of Leuphana Teaching Service on Zoom:

- This website provides information on Zoom (including configuration and privacy information, functions and settings) as well as instructions and further links:

  https://www.leuphana.de/en/universitaet/entwicklung/lehre/support-tools/digitale-plattformen-und-tools/videoconferencing/zoom.html

  You can also find an illustrated introduction to Zoom for students.

The Zoom website has video tutorials on many topics:

- https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorialsde/articles/206618765-Zoom-Video-Tutorials

In order to make collaborative teaching and learning in digital or hybrid settings as productive, transparent, and fair as possible, recommendations for an open and fair digital teaching and learning culture were developed by students, faculty, and staff of existing advising institutions at Leuphana University of Lüneburg in a joint design process. They are not legally binding, but rather are intended to serve as a guideline for good cooperation between teachers and students, although they still need to be concretized in the respective courses. The contents are also to be understood only as a snapshot and are to be subject to constant, reflected further development.

Online Teaching (with Zoom)

- Bremer, Claudia (2002): Online Lehren leicht gemacht! Leitfaden für die Gestaltung und Planung von eLearning-Veranstaltungen in der Hochschullehre. Online:

  https://www.bremer.cx/material/Bremer_Mehrwerte_Planung.pdf [Status 3/10/2021].

    German

- Hanke, Ulrike/ Bach, Nina: Checkliste – Virtuelle Präsenz-Lehre. Online: https://hochschuldidaktik-online.de/checkliste-virtuelle-prasenzlehre/ [Status 3/10/2021].

    German

- Pöpel, Nathalie (2020). Didaktisch Arbeiten mit Zoom. Einführung in Grundfunktionen mit didaktischen Beispielen. Online: https://www.hs-osnabrueck.de/fileadmin/HSOS/Homepages/eLCC/Didaktisch_Arbeiten_mit_Zoom_Komplettanleitung_5.pdf [Status 3/10/2021].

    German

- Reinmann, Gabi (2020): Digitalisierung in der universitären Lehre – JETZT. Eine Heuristik für soziale Interaktion in digitalen Lehrangeboten [Video], veröffentlicht am 29.04.2020. Online: https://lecture2go.uni-hamburg.de/l2go/-/get/v/28683 [Status 3/10/2021].

    German

Online-Warm Ups and introduction games

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Collaborative learning

- Leuphana-Navigator Gemeinsames Lernen und Arbeiten in Online-Umgebungen: https://www.leuphana.de/fileadmin/user_upload/portale/lehre/09_Support_und_Tools/Navigator_gemeinsames_Lernen_in_Online-Umgebungen.pdf

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- Leuphana-Handreichung Social Reading und Moodle-PDF-Annotation: https://www.leuphana.de/fileadmin/user_upload/portale/lehre/09_Support_und_Tools/Handreichung_Social_Reading_Moodle-PDF-Annotation.pdf

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Classroom Response Systems

- Die Leuphana-Website zu Classroom Response Systemen mit bietet eine Übersicht über verschiedene CRS-Systeme und ihre Funktionalitäten: https://www.leuphana.de/en/university/history/teaching/support-tools/digital-platforms-and-tools/classroom-response-system.html

    English

Contact

For all questions regarding digital teaching, Leuphana teachers can contact the support team via the following functional address: digi-support@leuphana.de

For students, a student support team is available for inquiries and needs, which can be reached via the following functional address: stud.digi-support@leuphana.de