**How to use this Checklist:**

* *Review the Competency Checklist below to assess your knowledge and skills.*
* *Attend a* [*live skill building session*](https://meded.ucsf.libcal.com/calendar/cfe/?cid=1978&t=m&d=0000-00-00&cal=1978&ct=50322&inc=0)*, if possible.*
* *Practice on your own or with colleagues to solidify existing skills or to develop new skills.*
* *Review the* [*live workshop slides*](https://ucsf.box.com/s/0rxv21vedp2qjb664o8x1293khs990rx) *as needed.*
* I am aware that teaching in a remote learning environment may involve even more planning and facilitation than in-person activities.

In the **Zoom interface**, I am comfortable with the following functions:

* Upgrade the zoom.us App to the most recent version
* Adjust video between gallery view and speaker view
* Spotlight or Pin one or multiple individuals
* Hide self-view and/or hide non-video participants
* Ask for reactions (emoji style in video window) or use nonverbal reactions (i.e., raised hands in the Participants window)
* Share screen and maintain the ability to view Chat, Participants window, and Videos at the same time
* Annotate the screen when sharing applications or the Zoom whiteboard
* Run Polls
* Launch and manage Breakout Rooms
* Identify how Zoom features differ on mobile devices

**To engage participants from the start, I will:**

* Exhibit enthusiasm for the topic
* Introduce myself and title and share some personal info to build connections and community with students
* Allow learners an opportunity to share their group norms or preferences
* Plan to be flexible and potentially adjust teaching strategies
* Ensure that I utilize participants’ names and pronouns as communicated in their display names
* Invite and encourage, but avoid requiring, that participants share their videos as appropriate
* Explain when and why viewing faces may be important to me as a facilitator
* Use an icebreaker or check-in

**To maintain engagement throughout the session, I will:**

* Plan multiple engagement strategies in advance that include opportunities for all participants to be involved
* Incorporate engagement strategies at regular intervals that foster participation and avoid long periods of time without hearing from participants
* Encourage participants to lead portions of a session
* Explain how, when, and why different student roles will be used (i.e., question champion, time-keeper, etc.)
* Ensure that content and information is accurate
* Phrase questions to promote thoughtful responses
* Incorporate tools that facilitate verbal/audio responses so that participants feel less worried about talking over each other
* Practice wait time and embrace the silent moments that lead to richer responses
* Consider calling on students to promote discussion, while allowing for students to “pass”
* Switch up strategies and use a different approach if something doesn’t appear to be working
* Provide clear instructions verbally and in chat when using breakout rooms
* Communicate that I may join breakout rooms ahead of time, and announce these actions via a broadcast, before joining a room
* Consider taking a brief break during a session

**To close the session, I will:**

* Summarize the main points of the session
* Consider using a “check-out” prompt, reflection, or exit ticket
* Ask for constructive feedback from participants as appropriate
* Make myself available for additional questions, if time permits, or through email or other means after the session