

Zoom Guide for Humanizing Remote Learning

Goal

By using this guide, you will develop an understanding of challenges learners encounter in remote learning using Zoom and learn strategies and features you can employ to increase learners' feelings of connection in order to support more effective learning outcomes.

Learning Objectives

By using this guide, you will be able to:

- 1) Define "humanizing" in the remote learning context
- 2) Identify challenges of remote learning
- 3) Describe ways that "humanizing" remote learning can help your learners
- 4) Identify quick, strategic approaches to nurture community and foster trust among learners
- 5) Identify Zoom features that can enhance and humanize the experiences
- 6) Identify common remote learning pitfalls and how to avoid them

Part 1

"Humanizing" remote learning in Zoom means establishing practices that nurture connection, equity, and inclusion among learners and faculty; establishes environment where adult learners feel respected and seen.

Part 2

Common participant challenges:

- Problems with tech and quality of equipment and WIFI
- Discomfort with sharing real background, video-on expectations
- Confusion over assessment
- Hard to find a space to work
- Big talkers take over, lack of effective facilitation
- Competitive quality of participation
- Feeling misgendered
- Exhausted by pace/length of sessions
- Checking out early in a session
- Microaggressions and implicit bias

Part 3

Using strategies to "humanize" remote learning:

- Empowers your learners to reach out with their needs in the sessions
- Helps learners have more control over session
- Helps them feel respected as adult learners
- Creates equity among learners
- Helps them feel connected to each other
- Helps them feel "seen"
- Enables them to take risks necessary to create new knowledge

Parts 4 & 5

Quick, strategic approaches and ways to leverage Zoom features

- Start and end session with music
- Check-in at start of session about learners' well-being
- At start of session, set norms/agreement for:
 - Calling on learners

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- Optional video (can encourage them to use, but underscore that it's not required)
- Normalizing long pauses after asking Qs
- Communication preferences in Zoom (e.g., advance notice for speaking to a group, audio on/off, chat/private chat, reactions [can change skin color], show of "thumbs up" if video on, etc.)
- Use the "wait time" approach – ask question, wait for 3 learners to "raise" hands, then take responses, after 3 share out, then open discussion to the group
- Check-in with those who have not shared (e.g., "*Name of person*, I noticed you haven't had a chance yet to share...")
- Pause discussion and allow for those who have not shared to do so (e.g., "I'd like to pause and hold this moment for anyone who hasn't had a chance yet to share...")
- Call on learners alphabetically from Participant list (round robin); not calling on people who rename themselves using an "X" (or a verbal "pass")
- Polling
- Solicit feedback
- Breakout rooms for Think/Pair/Share
- Use shared cloud documents to collaborate
- Share screen
- Use white board space (e.g., tablet with stylus or blank PPT slide, shared screen of Google doc)

Part 6

Common remote learning pitfalls and how to avoid them:

- Avoid dominant voices by using wait times, allowing for responses via chat, asking for a chat facilitator volunteer
- Avoid too fast pacing and allow for slower pacing for thought processing and formulating responses
- Avoid lack of participation/engagement by setting norms and explaining tools to be used in session in advance (i.e., calling on people alphabetically, etc.)
- Avoid doing all the talking as a "sage on the stage;" promote being a "guide on side" by setting norms and creating a culture of inclusion and equity
- Avoid filling time if the tasks are complete