



FIGHTING BACK AGAINST ZOOM FATIGUE

The final boss once you've defeated all the other zoom meetings



HELLO!



So glad you're here!



You can email me at mkheath@loyola.edu

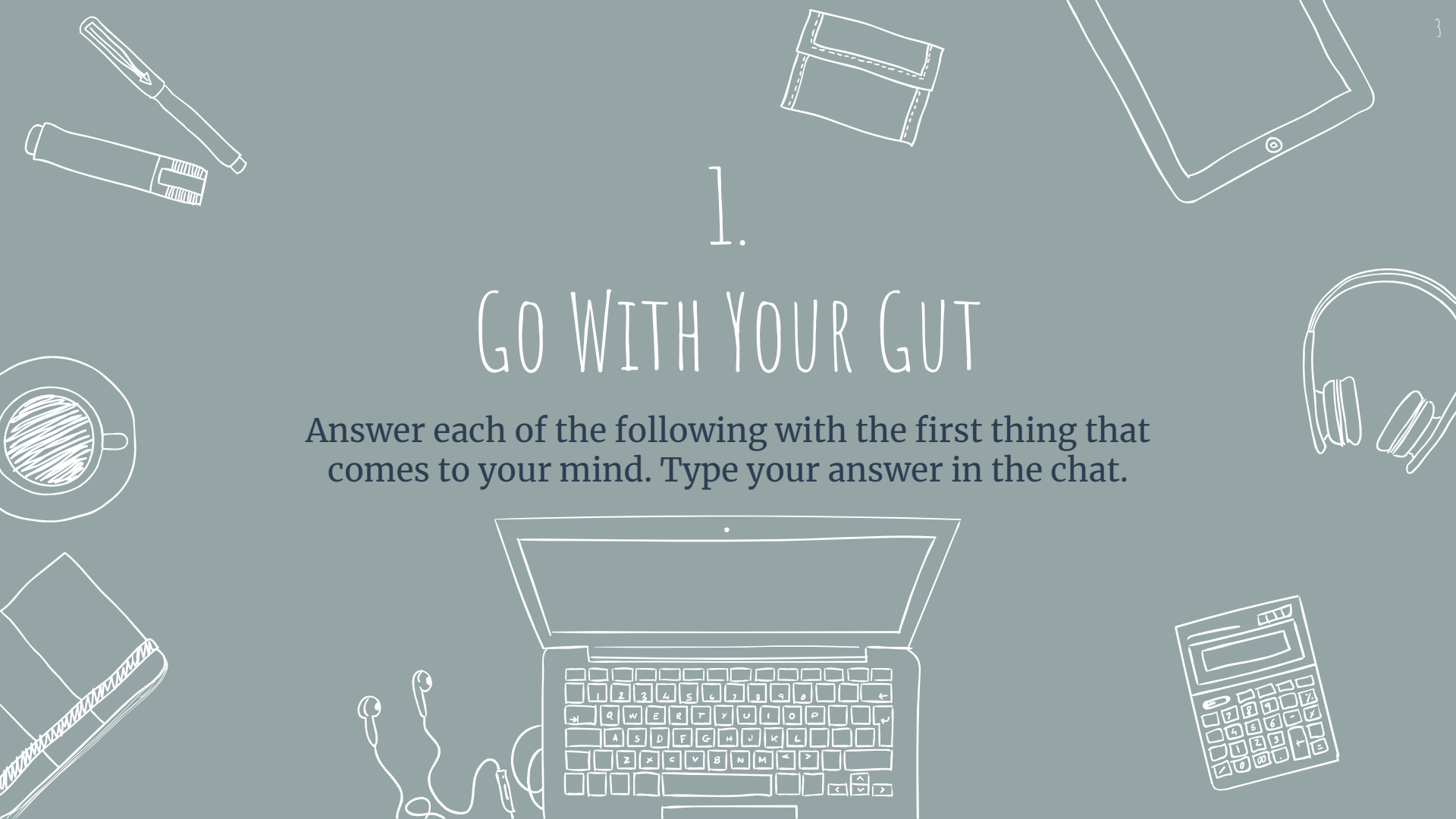
Marie Heath



1.

GO WITH YOUR GUT

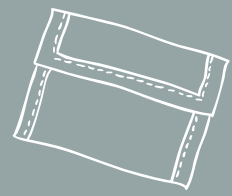
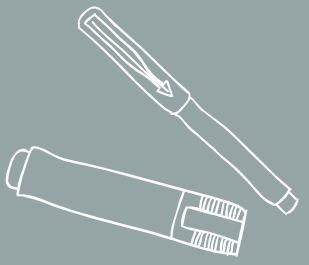
Answer each of the following with the first thing that comes to your mind. Type your answer in the chat.





GO WITH YOUR GUT

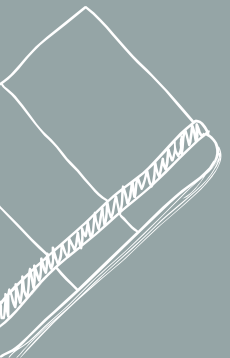
1. My favorite color is...
2. The best tasting food is...
3. The best show I watched recently was...
4. The best season is ...
5. I feel ... right now.
6. The best thing about teaching over Zoom is ...
7. The worst thing about teaching over Zoom is ...
8. I've watched the [Flipgrid](#) videos for this session (yes/no)



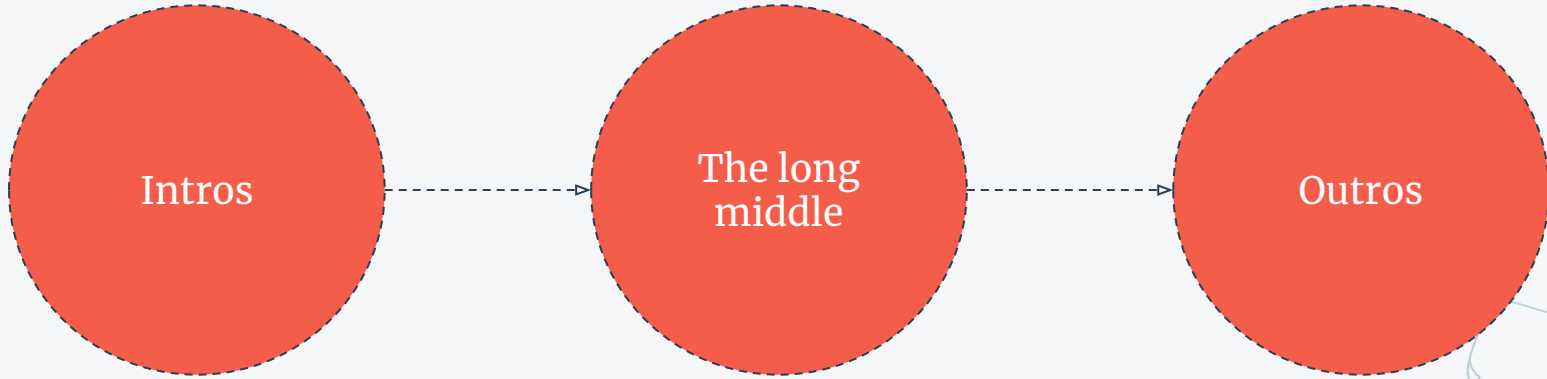
2.

ZOOM FATIGUE

The struggle is real



THE ZOOM CLASS



Intros

The long
middle

Outros



INTROS

With your small group, identify ways that you open the Zoom to ensure engagement, community, and focus.





GROUP 1 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS

Music - 5-7 before class started

Talked about current events; or housekeeping/Moodle

Welcomed - how are you?

Hard to do this current events - fear about speaking on part of students

Astronomy pic of the day write confidential autobio to get know them

Use film music

Some students are late - so do housekeeping at end

Dichotomous questions Like meeting a client for first time

Are you feeling like this or that? How was weekend?

Poll everywhere Weather, what do you plan to do this week?

Scale of 1-10 how was your week

GROUP 2 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Three minutes of meditation/chanting and then gratitude (both in person and online courses);
- ★ Icebreaker-share gratitude/wellness-also use as attendance
- ★ Youtube videos
- ★ Play music as coming into room;
- ★ Listen to song-loosely related to theme
- ★ Greet students by name and bring them in one by one from waiting room
- ★ Start class with poll-how are you doing today
- ★ One minute disconnect from technology/ 1 minute reflection
- ★



GROUP 3 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Warmup 1. Questions about what TV shows they are watching, or differences in weather.
- ★ Warmup 2. Ask students what they want to talk about from the news.
- ★ Invite students to arrive early for chitchat

GROUP 4 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Talk about life/issues before class starts (How are things going? What has been difficult today?)--> smaller classes
- ★ Talking about current events→ audio responses vs. response in chat.
- ★ Larger classes, people less willing to speak up.
- ★ 'Take the temperature'--> rating scale 1-5, response via chat
- ★ Mini office hours before class starts.
- ★ Talk about plans/good things happening.
- ★ Agenda for the day, as bridge from intro to main portion.



GROUP 5 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Record
- ★ Your ideas
- ★ here



GROUP 6 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ “What’s for breakfast?”
- ★ “Good morning” as people entered
- ★ Small talk with students who arrived early

GROUP 7 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Music in the background to start
- ★ Backchanneling (prime it in the intros)
- ★ Informal chatting before class starts
 - Personal connections with early students
 - often not related to class
 - Sports
 - Weather
 - Current events
- ★ Cameras on/off
 - Chatting with people who have their cameras on
 - Ask for thumbs up/thumbs down, which requires camera on

GROUP 8 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Make smaller classes
- ★ Post questions on forum and ask for responses; have them comment on them
- ★ Open with video
- ★ Opening informal question
- ★

GROUP 9 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ music!!!
- ★ dialog
- ★ Welcoming students by name
- ★ Dancing!!!
- ★ Letting the early students come in early and having a quick convo

GROUP 10 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Poll everywhere - word clouds for example about how everyone is doing or how their weekend went - to allow everyone to participate and to know how everyone is feeling
- ★ Use music
- ★ Take attendance through chat by asking questions; using attendance as an ice breaker
- ★ Use the reading/previous work to engage students in a whip-around to initiate a discussion of content
- ★ Use names and chat to keep track of who's participating and who needs to be participating
- ★ Rely on breakouts early in session to use as time to clarify a difficulty or misunderstanding; have each group report out
- ★ Provide opportunities for partner and small group work
- ★ Brief mindfulness activity

GROUP 11 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Put agenda or similar on slide at start, including what materials you need for class that day or a passage in book to review in preparation
- ★ Getting conversation started:
 - Community building question like “What are you looking forward to this weekend?” or “Tell me something good” to battle “apocalypse fatigue”
 - Breakout rooms or poll to get started
 - Have a generic ABCD poll in Zoom to quickly create on fly
 - Changing Zoom background weekly -- sometimes students ask!
- ★ Ask for thumbs up or similar instead of requiring unmuting, to pause and “take temperature”
- ★

GROUP 12 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.



Identify a student ot start with a story

Play music and have a quic--who suggested this song?

Reflection questions for journal

Start with a question related to class material

Waterfall activity question for students to answer in chat



GROUP 13 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Welcome students to class
- ★ Talk about recent discoveries related to the class
- ★ Relaxation technique--5 plus 2 breathing
- ★ What would they do post-Zoom/pandemic--as a waterfall

GROUP 14 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- ★ Open Zoom room early (~10 min. before)
 - Break students into permanent teams across the semester and rotate which team does the ice breaker
 - Ask a question in Italian to the students - use break out rooms a lot
 - Use the chat to engage in related or related content question
 - Post photo in beginning about something the students were passionate about, students would explain this and share
 - Share highs and lows of the week to build community
 - Start with a meditation (Asian philosophy)
 - Different students assigned to take over screen sharing capacity

GROUP 15 - IDENTIFY WAYS THAT YOU OPEN THE ZOOM TO ENSURE ENGAGEMENT, COMMUNITY, AND FOCUS.

- “Chat pack: fun questions to start conversation” → An ice-breaker activity that just gets students engaged.
- Begin with something happening in the world and ask what students think/feel about it.
- How are you feeling 1-5?
- Greet each student individually
- How are you? → Thumbs up; thumbs down
- What was your experience with the reading like?
- Share a funny story about what my 5 year old says



THE LONG MIDDLE

With your small group, identify ways that you help students engage with each other and the course content. How do you provide breaks or vary the work?



GROUP 1 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

With case studies - very interactive

Break down case into several questions - preassigned break out rooms with discussion with moodle forum on side. Contributions are recorded there and everyone can see what other groups have written

Flip classroom - lectures recorded - during class there can be discussion and exercises and demos in physics/astronomy

Kahoot software, Mentimeter.com (word cloud) - opening too







Current events - relate lessons to current issues - video clips also

Old tv shows clips to illustrate point

Youtube short videos



GROUP 2 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Assign students into small groups and have them lead discussion on an assigned class day (group project)
 - ★ How to use breakout rooms effectively (short, structured)
 - ★ Have some students read an article and summarize it for the other students as a project
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GROUP 3 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Google docs/slides
- ★ Polling
- Breakout rooms (?)
- Breaks
- Lean-in to interruptions

GROUP 4 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ polling /chat responses to questions during class (anonymous)
- ★ Google slides→ can students see email?
- ★ Engagement via drawings/markup of content
- ★ Breakout groups to discuss before reporting out.
- ★



GROUP 5 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Record
- ★ Your ideas
- ★ here



GROUP 6 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ In lecture based classes - by the end of the content/ week ; send out a survey to identify common problems, concepts and start the next class with that discussion.
- ★ Small groups, breakout rooms, Zoom polling feature , play videos, ppt slides
- ★ Google Jamboard to get students to collaborate with each other

GROUP 7 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Interactive as possible, especially with breakout rooms
- ★ Jamboard
- ★ Nearpod/Peardeck
- ★ Think-Pair-Share
 - Think part in advance, so they come to class having thought
- ★ Interactive discussions can work with the whole class sometimes
- ★ Create a tangible product, each person has a different product
- ★ Wait time is double on Zoom
- ★ You don't need to use the whole class period

GROUP 8 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Breakout rooms
- ★ Group projects
- ★ Have students respond to a direct questions about content; use chat; discuss their responses
- ★ Use polls
- ★ Kahoot (game show) website
- ★ Use more student presentation
- ★ Let students chat during some content delivery

GROUP 9 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

Drew, Sharon, Beth, and Alex:

1. Having designated stop points (especially if class has multiple sections)
2. Polling in Zoom
3. Breakout rooms (especially for group projects) with a purpose in same clusters
 - a. Getting class buy-ins for class time and grouping
 - b. Structure of the assignment is also important -- professor role as facilitator--sending out blasts and popping in
 - c. Having mini-assignments/tasks with an expected outcome
 - d. Having prompts/discussion questions
4. More than just a lecture: a) not pre-recorded and appreciated class time used for teaching and; b) could stop and ask questions
5. Make it simple; simplistic approach--teaching what need to know and keep it moving
6. Getting the student invested in a rhythm; craving the familiar pace like in a person to person community

GROUP 10 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Jigsaw discussion - students take on different roles
- ★ Groups work through problems in a provided sequence (difficulty with solving math problems, seeing one another's work)
- ★ Interactive presentation platforms: Nearpod and peardeck - slides come in, students can interact with them in various ways
- ★ Padlet - stickynotes
- ★ Crowdsourcing mind maps
- ★ Clearly make the content relevant to students
- ★ Think - pair - share
- ★ Low tech techniques can work well, especially for conversation and collaboration

GROUP II - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?







- ★ Same groups throughout the semester
 - Get to know each other well, know how to reach each other
 - Predefined breakout rooms in Zoom OR Teams channels
- ★ Google slides for group discussions in rooms
- ★ Have students create videos over course of semester, shared with students ahead of time or shown at start of class
 - Stream (puts all together and adds CC)
 - FlipGrid
- ★ Have students give feedback about each others presentations anonymously, given credit for giving feedback
 - Google Forms
 - Office Forms
 - Qualtrics
 - Rubrics provided ahead of time

GROUP 12 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- + Small exercises (pairs) then sharing with the group
- + Lecture then solving problems in breakout rooms. I would pop-in each group to answer questions
- + Discussion about articles on current events related to the class material



GROUP 13 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Poll Everywhere (anonymously)
 - ★ Pods (group of 4 students in the same breakout rooms every time)
 - ★ Or switch breakout room groups so students can meet each other
 - ★ Shared Word documents
 - ★ Students take a minute to write down answers individually before pair and share
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GROUP 14 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- ★ Use the raise hand function and record participation
- ★ Students would put their name in the chat if they participated
- ★ Padlet - allows students to produce a sentence and everyone can see what they are doing

Orally (Italian) ask each other questions

Short free assignments must be written down ahead of time, then each student is prepared and can share

E-mail students separately outside of class if they have not been engaged often this results in an uptick in participation

GROUP 15 - IDENTIFY WAYS THAT YOU HELP STUDENTS ENGAGE WITH EACH OTHER AND THE COURSE CONTENT. HOW DO YOU PROVIDE BREAKS OR VARY THE WORK?

- Have students list questions in chat. Then send students to breakout rooms.
- Very quick application activities
- Flipped classroom: There is lots of space for discussion. 1) questions about the reading, 2) instructor questions. Very organic. (Students already knew each other in this course.)
- A combination of predictability and flexibility is helpful.
- Google slides breakout rooms with a structured task
- Students like to have the chance to engage in different ways.
- Cold calling (but allow students to privately speak to you if that creates a lot of anxiety and accommodate)
- Bring in student perspectives from Moodle posts assigned for homework.
-



OUTROS

With your small group, identify ways that you help students quickly synthesize ideas from the lesson. How do you check for their new learning and understanding?



GROUP 1 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

Reminding of assignments - housekeeping

Jeopardy version of Jamboard, jeopardylabs.com,

Also leave time to do review of what was done during class

Future events reminders

Put everything together

Bingobaker.com

Are there any questions?

5 - 8 minutes for structured closure

Big Point! Main take homes on a final slide

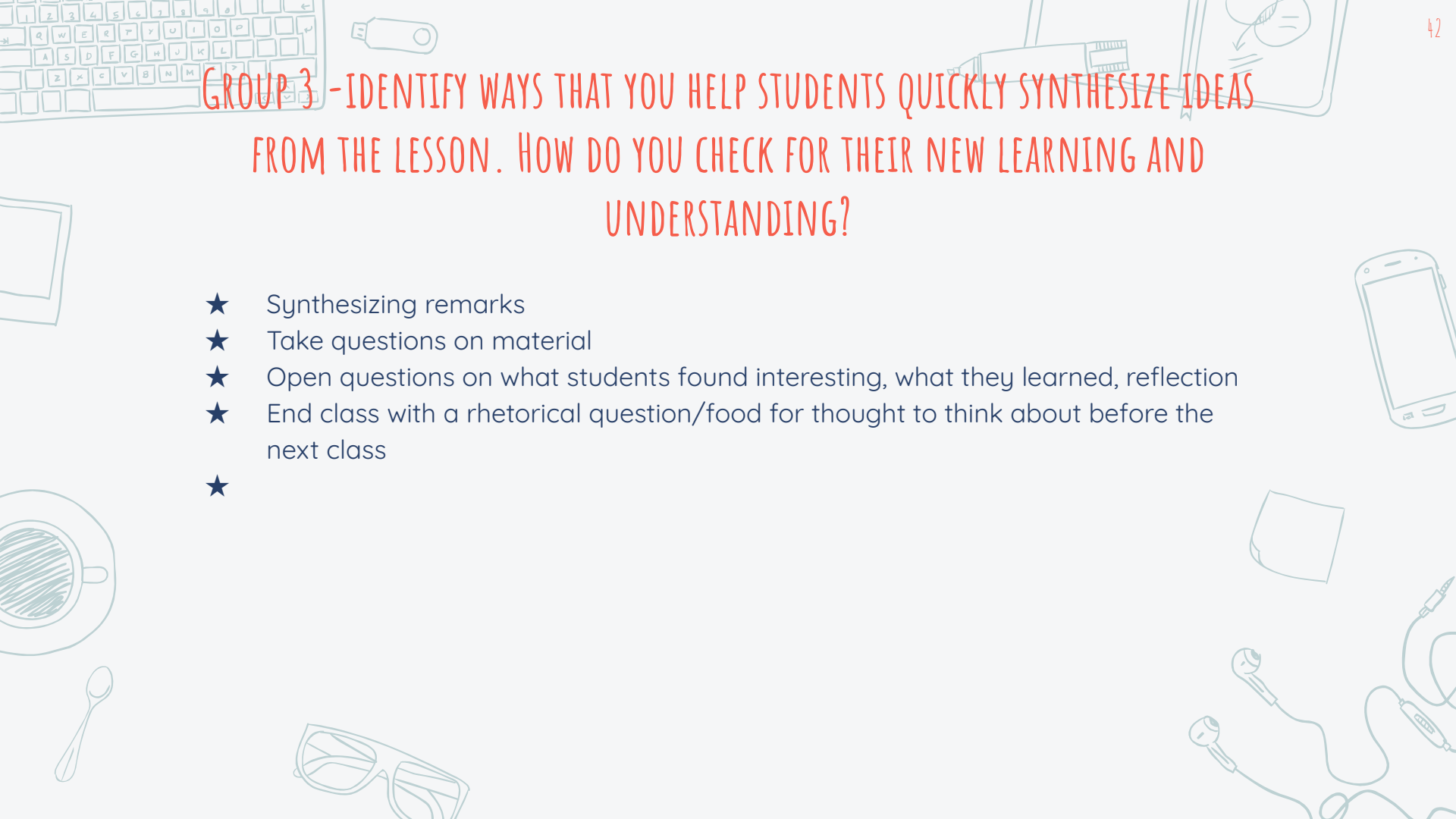
Script for each class - break pts in it - and watch clock -

Put everything on Moodle ahead of time



GROUP 2 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Put class in perspective - where we've been; where we're going
- ★ Orient students to where they are in their learning; manage anxiety
- ★ “Muddiest/clearest” exercise - at end of class, have students write one thing that they learned or became clear and one question they still have - could do individually or collaboratively (using Google Slides e.g.)
 - Hard to reproduce in online format - worked really well w/piece of paper at end of class and less effective using Moodle survey tool
- ★ The takeaway - have students type into the shared doc what their takeaway from class is, but hard to sustain (students stop doing it over time)
- ★ Record takeaway video right after class and post for students



GROUP 3 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Synthesizing remarks
- ★ Take questions on material
- ★ Open questions on what students found interesting, what they learned, reflection
- ★ End class with a rhetorical question/food for thought to think about before the next class
- ★

GROUP 4 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Does this need to be much different than normal?
- ★ Muddiest point.
- ★ What did you not understand today?
- ★ Summary slide (major points)
- ★ Reminders about upcoming sessions/assessments
- ★ What was the class about today?
- ★ Students pair up and explain concepts talked about during that session as practice. Listen to these and then recap points students are confused about.



GROUP 5 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

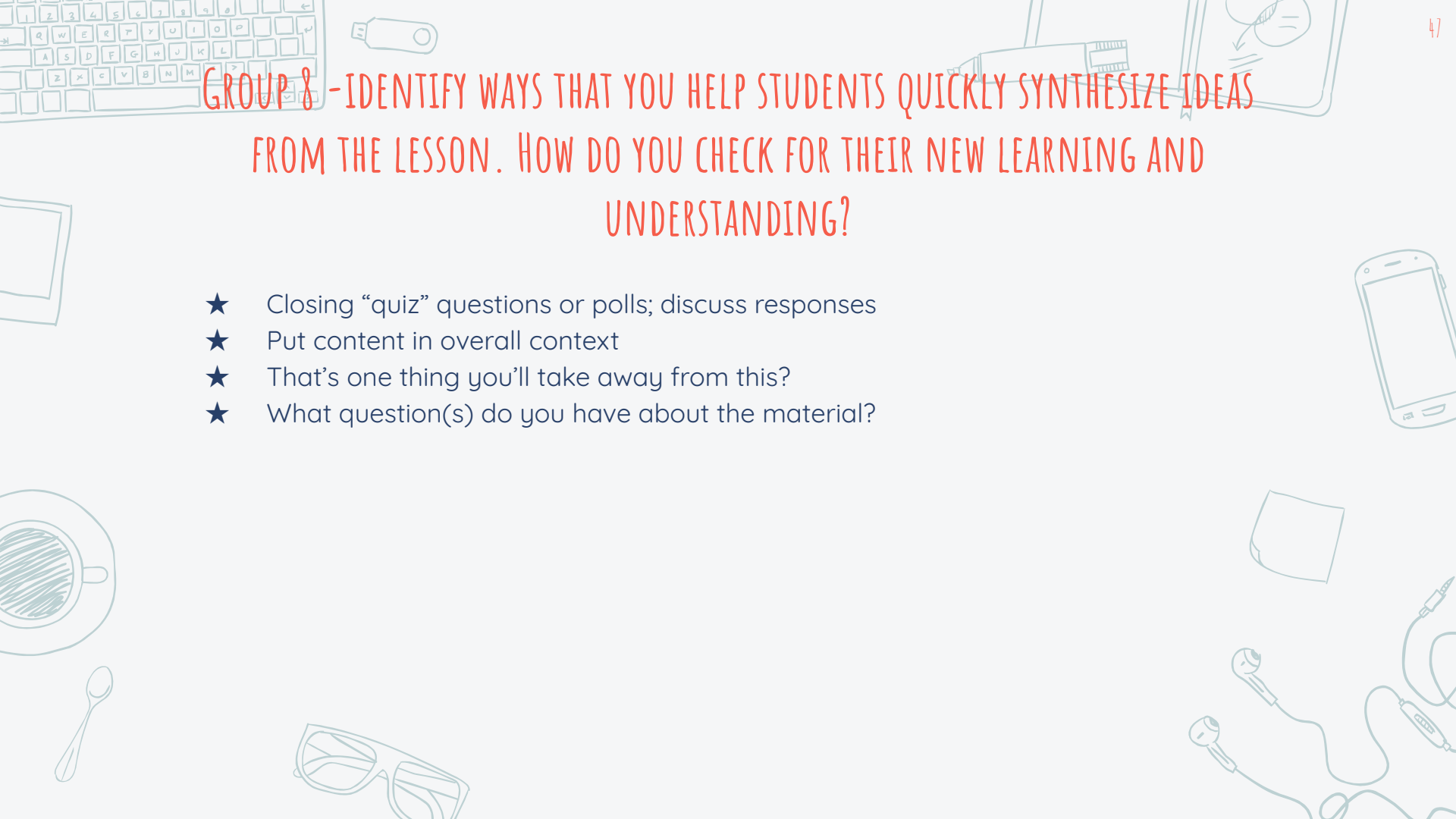
- ★ Record
- ★ Your ideas
- ★ here

GROUP 6 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Establish punchlines and connect that day's material to future classes
- ★ Exit ticket for the week
- ★ Anonymous polling questions

GROUP 7 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Pull up the collaborative board and ask:
 - What is one thing you learned today?
 - What surprised you?
 - What question do you still have?
- ★ Connect learning to the current events of the day
- ★ Always suggest to the students at the end of the class that they have learned a lot. Ask for people to share something they didn't know before.
- ★ Connect content to people in your own lives.
- ★ What's next.
- ★ Summary.
- ★ Noting interesting things that have been said during the class at the end of the class (keeps me from Zoom fatigue, so I have a task of keeping track).
- ★ Great when students ask things you don't know.



GROUP 8 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Closing “quiz” questions or polls; discuss responses
- ★ Put content in overall context
- ★ That’s one thing you’ll take away from this?
- ★ What question(s) do you have about the material?

GROUP 9 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Record
- ★ Your ideas
- ★ here

GROUP 10 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Use built in polling
- ★ End with the “nugget” - the one thing that you wanted students to learn and tell them at the end what it was; begin next class by asking students what they did last time
- ★ Use “muddy point” - ask students to articulate what isn’t clear to them (can use at beginning or end of class)
- ★ Respond via chat (but be careful)

GROUP 11 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Give them a summary of what happened in class
- ★ Give them a future outlook of what is coming up
 - Show homework, how it relates to what we did in class
- ★ Assessing understanding as we go in the middle, instead of at end
 - If we find out at the end that they didn't learn what we want, isn't it too late?
- ★ Allow students to drop a slip of paper with questions at end of class, and use that to start next class
 - Important part here is finding out what they don't know, and making sure you close that loop
- ★ "What are you leaving today thinking about?"



GROUP 12 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Ask students to write down what they think the 3 main points from class are
 - ★ Summarize main points from class
 - ★ What are you clear on/fuzzy on? Write answer in an email/Google forms/poll
- Give an overview of what's coming next



GROUP 13 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ Summarize and looking ahead to what's coming next
- ★ Post goal for class on Moodle, then stay in the room for questions
- ★ Quick recap of what was covered and why it was important

GROUP 14 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- ★ End with 10 minutes “lab” (Last slide = an activity related to completing class assignment)
- ★ Quiz at the end of lecture?
- ★

GROUP 15 - IDENTIFY WAYS THAT YOU HELP STUDENTS QUICKLY SYNTHESIZE IDEAS FROM THE LESSON. HOW DO YOU CHECK FOR THEIR NEW LEARNING AND UNDERSTANDING?

- Ask students to put a main idea into their own words.
- “What is clear? What is less than clear?” (students answer in chat)
- Ask for feedback on instruction (Do you need more discussion, more lecture?)
- Ask students to make connections back to readings from previous weeks.
- Quick fill in the blanks to review content at the end of class
- Here are the major take-aways from today
- Ask “How do you think differently about the main issue now as opposed to when we began class?”
- Increase metacognitive awareness by having a student submit a “process report” along with any revised paper
-



OUTRO - WHAT'S NEW?

In the chat

How do you think differently about the main issue now as opposed to when we began class?





OUTRO - SHOUTING INTO THE ABYSS



On the count of 3

Call out one strategy that you plan to take with
you to fight the Zoom fatigue!





Slides Carnival

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