



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Promoting discussion online, including Zoom tools for dynamic interaction



Elizabeth A. Stuart, PhD
Associate Dean for
Education, Professor



Kathy Gresh
Instructional Design
Manager, CTL



Ashwini Davison, MD
Assistant Professor, SOM
Assistant Lecturer, HPM



Alain Labrique, PhD
Associate Professor
International Health

Welcome!

- ▶ Thank you for this (interactive!) session on promoting discussion online
- ▶ Schedule for today
 - ▶ Kathy Gresh (CTL): Overview of strategies for promoting discussion online
 - ▶ Ash Davison (SOM, HPM) and Alain Labrique (IH): Ways to use Zoom to facilitate interaction and engagement
- ▶ Time for questions and discussion at the end
 - ▶ Post in the chat box along the way, or save for the end





Kathy Gresh

The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Keys to Promoting Discussion Online

Kathy S. Gresh
Instructional Design Manager
Center for Teaching and Learning

Why should you promote student discussion?

- ▶ Increased curiosity about the subject area
- ▶ Positive perceptions about the value of the subject
- ▶ Increased time spent reading materials relate to subject
- ▶ Higher knowledge retention
- ▶ Higher course attendance
- ▶ Higher course ratings



What types of discussions can you have online?



- ▶ Live synchronous
 - ▶ Live Zoom sessions
 - ▶ Chat
- ▶ Asynchronous
 - ▶ Discussion forum
 - ▶ Chat
- ▶ Group or individual



What are the advantages of asynchronous discussion?

- ▶ Schedule and time zone flexibility
- ▶ Inclusivity
- ▶ Individual accountability
- ▶ In-depth critical reflection inherent to writing process
- ▶ Time for instructor to review and grade



What are the challenges of asynchronous discussion?

- ▶ Time: longer to post and reply
- ▶ Subtleties of verbal communication may be lost
- ▶ Misunderstandings take more time to correct



Tips for an active discussion forum

- ▶ Prime the pump. Start with something low stakes.
- ▶ Divide and conquer. Create smaller, groups with parallel discussion topics. Smaller groups allow more opportunity for input.
- ▶ Direct traffic. Set clear expectations regarding the number of posts, the number of replies, and the associated deadlines.
- ▶ Make it count. Graded discussions or discussions which count toward participation will be more active. CoursePlus has an easy to use grading tool.
- ▶ Deter parachuting. Place prompt on lecture or assignment page rather than open Discussion Forum list.



Tips for an active discussion forum, cont.

- ▶ Assign actions. Replace “What did you think about...?”, with action verbs. Phrase assignments in terms of actions such as “find,” “explain,” “describe,” “identify,” and “compare”.
- ▶ Incorporate student interactivity. Require variation in students’ responses.
- ▶ Clarify your role. Will you respond to every prompt or will students be encouraged to answer each other’s prompts first?
- ▶ Interact!



What are the advantages to synchronous communication?



- ▶ Multiple communicators, faster communication
- ▶ Immediate feedback
- ▶ Student motivation
- ▶ Community building



What are the challenges of virtual synchronous discussions?

- ▶ Rigid schedule
- ▶ Technical issues
- ▶ Slower conversation flow
- ▶ Adequate support for agenda and class size
- ▶ Getting everyone on webcam
- ▶ Including everyone



Tips to prepare for a live virtual class session

- ▶ Brush up on facilitation skills
- ▶ Ensure everyone is familiar with the tools you're using
- ▶ Send everyone the agenda in advance and outline your expectations
- ▶ Practice, practice, practice

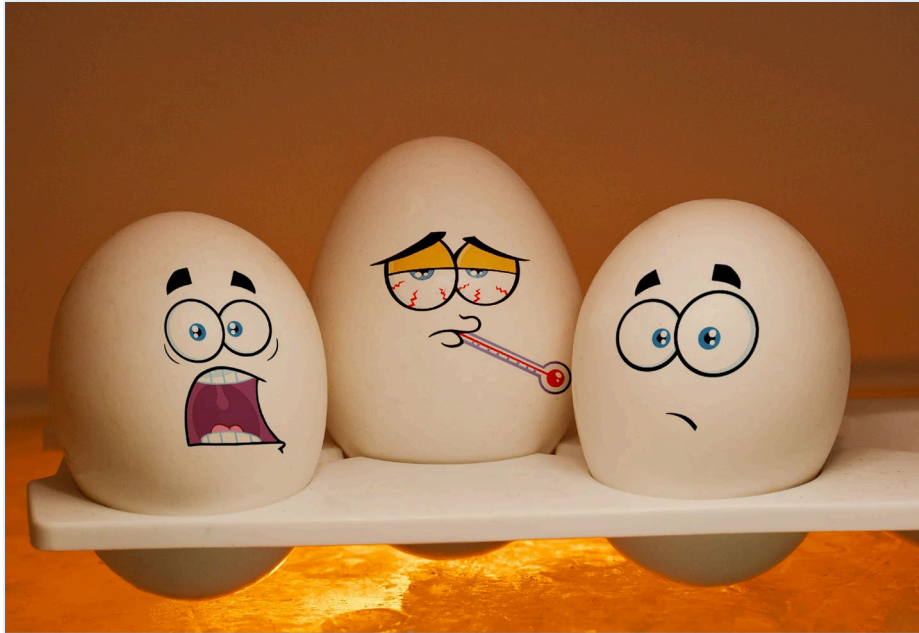


Optimize your chances for an engaging class

- ▶ Set expectations regarding participation with audio, video and/or raising hands
- ▶ Review online etiquette
- ▶ Use techniques for virtual brainstorming, voting, feedback, and energizers
- ▶ Use the whiteboard or annotate a shared document and let your students engage as well



Optimize your chances for an engaging class, cont.

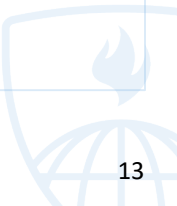


- ▶ Take time to promote questions, comments, and reactions from your class
- ▶ Divide into smaller groups for a discussion on a certain topic
- ▶ Flip roles and have students present and share with the class



Delivery tips

- ▶ Look at the camera to create eye contact with your students. This helps to create a more personal connection
- ▶ Speak as if you're face-to-face with the class while ensuring you're at the appropriate distance from the microphone for the best audio experience.
- ▶ When sharing images, files or video, give your students a moment to open what you've shared.
- ▶ Embrace the pause. Take a moment after the end of your comments and allow for students to engage before continuing on.



Using Zoom to Engage: Most Common Tools

Tool	Support Site
Understand which Zoom roles can do what	https://support.zoom.us/hc/en-us/articles/360040324512-Roles-in-a-meeting
Polling	https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings
Breakout rooms	https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms
Pre-assign breakout groups	https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-participants-to-breakout-rooms
Non-verbal feedback	https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-feedback-during-meetings
Chat Source: https://support.zoom.us/hc/en-us	https://support.zoom.us/hc/en-us/articles/203650445-In-meeting-chat

Using Zoom to Engage: More Tools

Tool	Support Site
Sharing your screen	https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen-
Sharing a whiteboard	https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen-
Annotation	https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard



A stylized logo on the left side of the slide, featuring a flame above a globe. The flame is composed of several curved, overlapping shapes. The globe is represented by a grid of lines forming a sphere. The entire logo is rendered in a light blue color against a dark blue background.

Alain Labrique and Ash Davison

The material in this video is subject to the copyright of the owners of the material and is being provided for educational purposes under rules of fair use for registered students in this course only. No additional copies of the copyrighted work may be made or distributed.



Teaching Online

Tips and Tricks for increasing interactivity & engagement via Zoom

Agenda for this portion

Introductions & Our Tool of Choice

Challenges & Opportunities

Breakout Room Exercise

Final Poll

Ashwini Davison MD, MS



Assistant Professor

General Internal Medicine (*joint appts in Health Policy & Mgmt & Health Sciences Informatics*)

Associate Director

MAS in Population Health Management, JHSPH

Associate Director

Informatics Education, JHUSOM

Courses:

Essentials of Population Health Management

Managing Health Across the Continuum

Leading Change Through Health Informatics

Authoring Effective Teaching Cases in the Simulation EMR

Health Informatics Capstone



Portal Access (as of May 2019)

Monthly Manual & InContext Queries

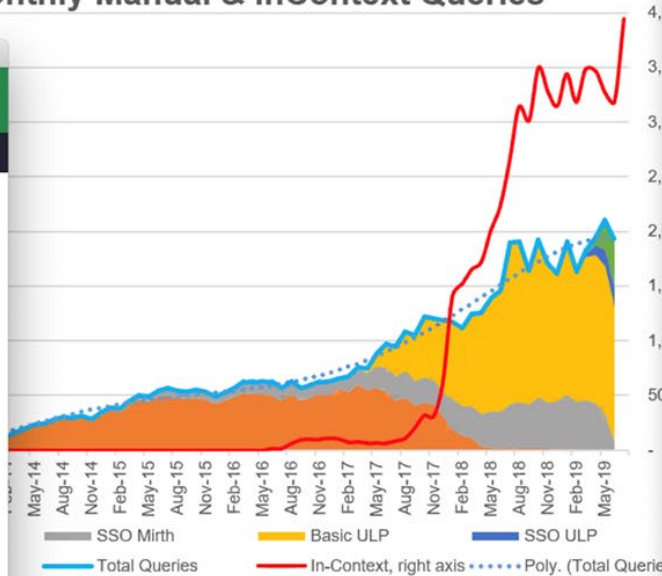
Sharing Poll Results

Attendees are now viewing poll results

1. Hearing about the data quality changes in Epic this morning & now understand more about data sharing makes me...(select all that apply) (Multiple Choice)

- ..want to be part of the solution in years to come (10/16) 63%
- ..have empathy for all of clinicians currently in practice (9/16) 56%
- ..feel no different than before--I knew healthcare was complicated (6/16) 38%
- ..feel overwhelmed (2/16) 13%
- ..feel nervous (1/16) 6%

Stop Sharing



- Faraah Bekheet
- Ashwini Davison
- Francisco Martinez-Wi...
- Ross Martin
- Ryan Kawalerski
- Mary Grace Bowring
- Rishav Adhikari
- Shu Zhang
- (TA) Natasha Palamutt...
- Christopher Chute

Alain Labrique PhD, MHS, MS



Professor

Program in Global Disease Epidemiology and Control

Department of International Health
Bloomberg School of Public Health
w/ jt. Appts. In SON / SOM / WSE

Courses:

Global Health Policies & Programs

Design and Conduct of Community Trials

e-Health and mHealth in LMICs

Digital Health for COVID-19

Intro to COVID-19

(Online, Onsite, OPAL)

With 'lightning speed,' Johns Hopkins develops a course focused on COVID-19

Remote course offered by Bloomberg School of Public Health attracts more than 380 participants



IMAGE : GETTY IMAGES

Katie Pearce / © Mar 27


Last week, with the spring term set to begin at the Johns Hopkins Bloomberg School of Public Health, everyone's mind was fixed on the pandemic barreling around the planet.

At the time, the Bloomberg School didn't plan to offer any specific course on COVID-19, in spite of the virus's growing impact on public health. Within a matter of days, however, a team of faculty members developed a new class, ushered it through approvals, and made it available to students in time for the add/drop period earlier this week.

3 comments



>450 enrolled students
Fully online
Synchronous / Asynchronous
20+ guest lecturers
Zoom-based


JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH
Protecting Health, Saving Lives—Millions at a Time

Course Directory
▼

Home > 550.844.01 Current Issues in Public Health: Covid-19 Pandemic Response, 2019 4th term - Course Directory

< BACK TO SEARCH RESULTS | NEW SEARCH

550.844.01 Current Issues in Public Health: Covid-19 Pandemic Response

Location: East Baltimore	Term: 4th term
Department: Extradepartmental	Auditors Allowed: Yes, with instructor consent
Credits: 2 credits	Grading Restriction: Pass/Fail
Academic Year: 2019 - 2020	Course Instructor s:
Class Times:	<ul style="list-style-type: none"> > Caitlin Elizabeth Kennedy > Alain Bernard Labrique > Meghan D. McGinty > Jessica Atwell
<ul style="list-style-type: none"> > Tu Th, 5:00 - 6:00pm 	Contact: Caitlin Kennedy
	Resources:
	<ul style="list-style-type: none"> > CoursePlus > Evaluations

"Hey are you talking? I think you're muted"	This meeting ID is not valid. Please check and try again.	Not looking at the camera	Everyone is exactly 8 minutes late	Logging in with the wrong email for Google hangouts
Getting an invite with both video link and phone number	Staring at only video of yourself	Looking at close-up of someone's face on the big screen	Small talk for the first 5 minutes while waiting for the last person to join	"Can everybody see my screen?"
"Soooo.. how was everybody's weekends?"	awkward silence		Not sure if you should join with video or just audio	Forgetting to stop screen sharing
"Hey Dave theres some background noise can you mute yourself"	Random gargling noises in the background	"Omg sorry I thought this was PST not EST"	"Sorry, can you hear me now?"	After interrupting each other: "Sorry you go first"
"Hey guys sorry I have to hop off, you guys keep talking"	Forgetting to turn off text notifications while screen sharing	WFH person shows everyone their cat	"Maybe we should switch to a phone call?"	Ambulance or fire truck noises in the background

ADVERTISEMENT

ADVICE



ADVERTISEMENT

How to Make the Most of a Virtual Conference

Seven tips from a seasoned practitioner on how to select and get value out of your next online academic conference

By *Thomas J. Tobin* | JULY 14, 2020



FROM THE CHRONICLE STORE



Report
The Right Mix of Academic Programs

Buy Now

TOP JOBS from *The Chronicle*

Job opportunities at Center for the Humanities at SUSTech

Search 11,881 jobs

Challenges with Interactivity during Virtual Teaching

- Difficult to keep people engaged
- Non-classroom environment--> distractions
- Different workflow from in-classroom teaching
- Missing eye-contact with students, co-presenters
- Challenges with connectivity
- Varying time zones
- Not everyone will have their videos on
- Awkward....silence...

Some of Our Suggestions

- Embrace the chaos
- Encourage cameras in advance (but can't require)
- Incorporate “live” questions
- Engage TAs in monitoring the chat
 - incorporate into lectures
- Let the silence last for 2 more seconds than you're comfortable with!
- Multimedia approach to break things up
- Make use of embedded tools--but don't need to use each one each time!
- Plan, plan, plan in advance (and practice!)
- Also, practice.
- Did we mention practice ?

After session 1 - set some “community” groundrules

- Arrive 2-3 minutes BEFORE session begins to work out tech problems
- Expect everyone to have a working mic and camera
- What are community rules about keeping camera “on” ?
 - Less likely to be multitasking in the background / falling asleep
 - Easier to gauge engagement
- Interruptions ? Organic or hand raised ?
 - Acknowledge and keep track of raised hands / questions
- Respect time - don't start late / don't run over
- Background noise - “Mute yourself if not talking”
- Expect disruptions - and plan for them - what to do if you or a student experiences a ‘work-from home’ disruption ?

<https://www.youtube.com/watch?v=Mh4f9AYRCZY>



Some More of Our Suggestions

- You can login from two devices and “play” around with settings / features.
- Host a Zoom for yourself, family members, advisees
- Try out every button... you can't 'break' Zoom

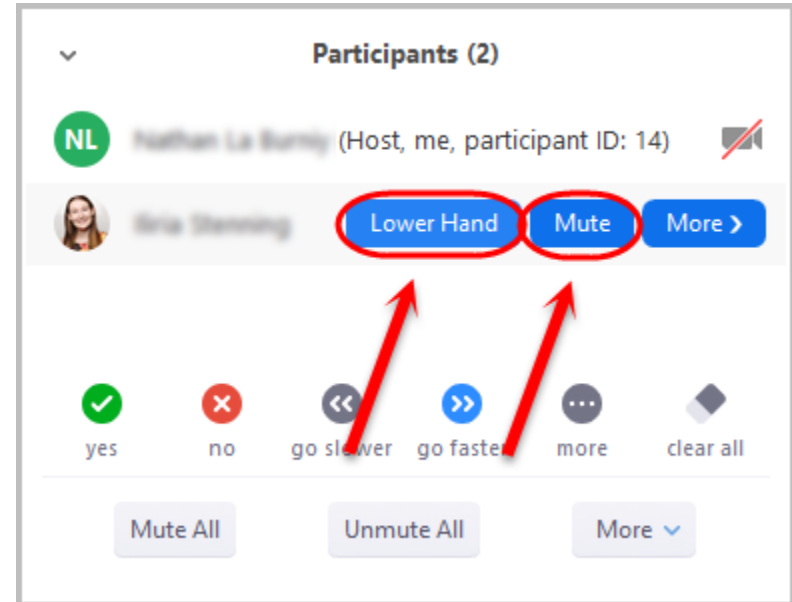
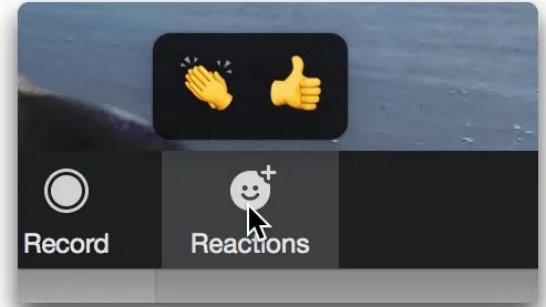
- Explore “Settings”, “Advanced Settings”
- When in doubt - you're not alone

When Zoom takes over your screen... don't panic.



Embedded “Pro” Tools

- Participant Management
 - Requesting Audio
 - Requesting Video
 - Hand Raising
 - Thumbs Up / Applause “Reactions”
 - Host can mute participant
- Screen sharing
- Video sharing
- Whiteboard
- Multiple Zoom Instances
(Can login via iPad / Phone)





raise hand



yes



no



go slower



go faster

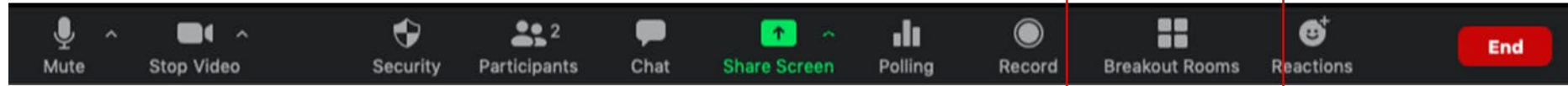


more

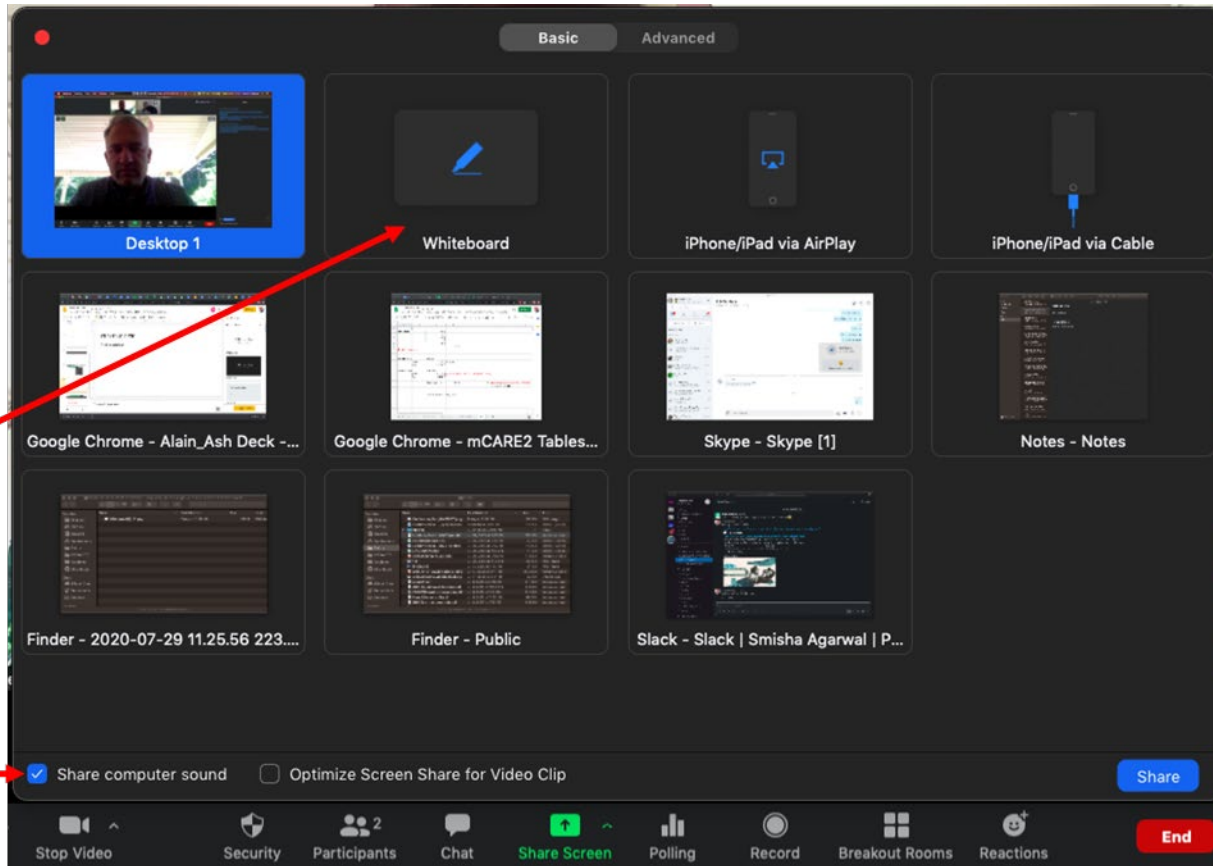
Invite

Mute Me

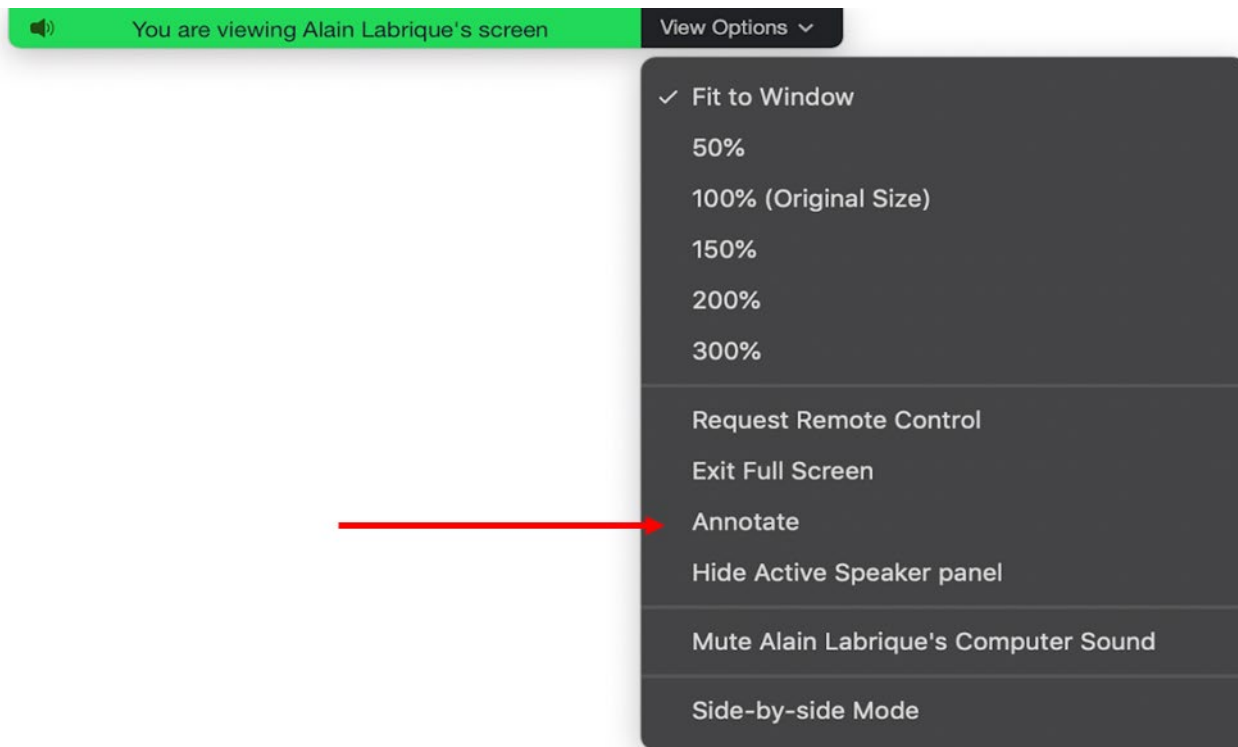
How we start a Breakout Room

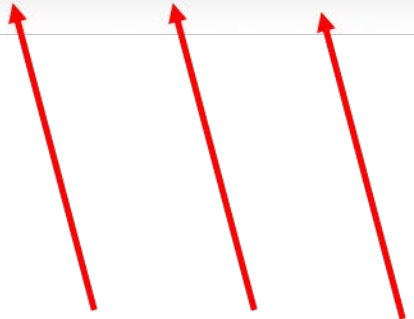
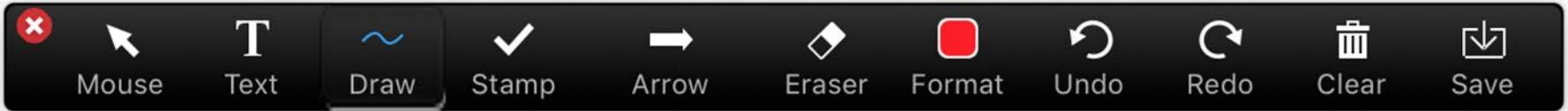


Sharing your screen - can do more than sharing your screen...



When you are in the breakout room - click on “view options” to select ANNOTATE





Use these to contribute to the Whiteboard

The Best Mascot (A) Mascot...

The Invisible



Reconvene: Poll questions: what's your favorite breakout room mascot?

A

B

Thank you and Resources

- ▶ Big thanks to today's presenters!
- ▶ Email Liz Stuart (estuart@jhu.edu) with any questions, comments, or suggestions
- ▶ CTL Virtual Teaching Resources page: <https://my.jhsph.edu/sites/ctl/Pages/resources.aspx>
- ▶ MS Teams group to continue the conversation:
<https://livejohnshopkins.sharepoint.com/sites/Office365Hub/SitePages/Teams.aspx>
- ▶ Reach out to your Department's Faculty Peer Teaching Mentor(s) and/or Senior TA's for help
- ▶ Join us for the remaining workshop!
 - ▶ August 18, 3pm: Readiness for the fall! Final tips and strategies, including Zoom tools
 - Elizabeth Stone, Anna Kalbarczyk, John McGready

