

Cheat Sheet
Fall 2020 - A Semester in Review
What Worked and What Didn't
December 2, 2020

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Student Feedback

Prompt: "If you could change one thing about your distance education experience, what would it be?":

- Have more breaks during class.
 - **Tip:** Short break(s) during class allows students to step away from the screen and come back refreshed.
- Add time before class to encourage informal conversation.
 - **Tip:** Make sure you allow students to join before the host, and make sure you disable automatic recording so that these informal interactions aren't recorded.
- Prioritize more class engagement.
 - **Tip:** Tailor class activities to smaller [breakout room](#) groups to encourage students to interact, and keep these activities varied and fresh.
 - **Tip:** [Use polls](#) seamlessly to engage students.
 - **Tip:** Use screen share features such as the [annotation feature](#) when screen sharing to encourage students to interact with your content.
 - **Tip:** [Keep Zoom updated](#) to get the most out of its engagement tools (check out our [Cheat Sheets](#) for help with Zoom settings such as chat, waiting rooms, screen share, and more).
 - **Tip:** Be on the look-out for the [raised hand](#) (little blue hand).
- Make more social/community connections
 - **Tip:** Arrange/facilitate out of class activities such as happy hours or trivia.
- Host more open office hours to be available to your students outside of class.
 - **Tip:** Use your [Personal Meeting Room](#) as a place to host open office hours.
- Make breakout rooms less awkward.
 - **Tip:** Provide guidance and instructions for breakout room activities. Remember to have students introduce themselves before beginning their work.
 - **Tip:** Check out our Breakout Room Etiquette infographic (Figure 1).
- Allow more open-book exams.

Faculty Observations

Tools other faculty members recommend and have used successfully.

- Make the start or end of your class an informal gathering.
 - Students can enter a Zoom meeting before or after the time and duration you've set as long as your settings allow them to [join before the host](#). This allows for an informal discussion with each other and you before and after class.
 - **Tip:** We encourage you to disable automatic recording so that these informal interactions aren't recorded.
- Use online tools to become more than just faces on a screen.
 - **Tip:** Share pictures of pets, family, favorite places, etc., with a "picture of the day."
 - **Tip:** Use a Blackboard message board as an icebreaker. You and students can upload bio videos and comment.
 - **Tip:** Share [Spotify playlists](#) that students can add to.
 - **Tip:** Encourage students to use tools like [Zoom App Chat](#) to communicate outside of class.
- Create open office hours; students miss interacting with you!
 - **Tip:** Use a [waiting room](#) to speak to one student at a time in private.
 - **Tip:** Invite students to come to office hours in groups.

General challenges faculty members have faced.

- Emotional toll of teaching and learning online for faculty and students:
 - **Tip:** Build-in screen breaks. Encourage students to walk away from their screen even if you only take a five-minute break.
 - **Tip:** Design in-class activities that do not require the screen on at all times.
- Time for informal conversations and mentoring can be hard to find when classes are scheduled back-to-back.
- Technology issues can sometimes take too much class time.
 - **Tip:** Be prepared. If you're worried about a potential tech issue, contact your Law Library Distance Education Liaison (LDEL). We're happy to help you practice!

Technology challenges faculty members encountered.

- Zoom:
 - [Polls](#)
 - [Attendance Reports](#)
 - [Scheduling Privileges](#)
- Setting Up Software and Hardware:
 - [Information Technology Services](#)

Other Tips

- Contact your Library Distance Education Liaison (LDEL)
- [Visit the Law Library Distance Education Resources Page](#)
- Check out the [Pandemic Syllabus](#), an article written by Prof. Sarah Schendel.

Faculty Lightning Lesson Presentation Slides

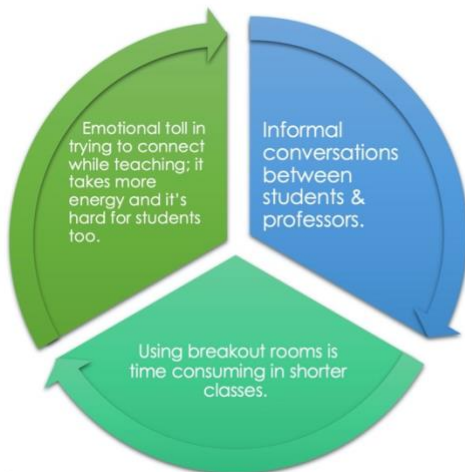
Faculty Lightning Lesson
December 2, 2020

A semester in review -- what worked & what didn't?



Faculty Feedback on Challenges

General Challenges



Technology Challenges



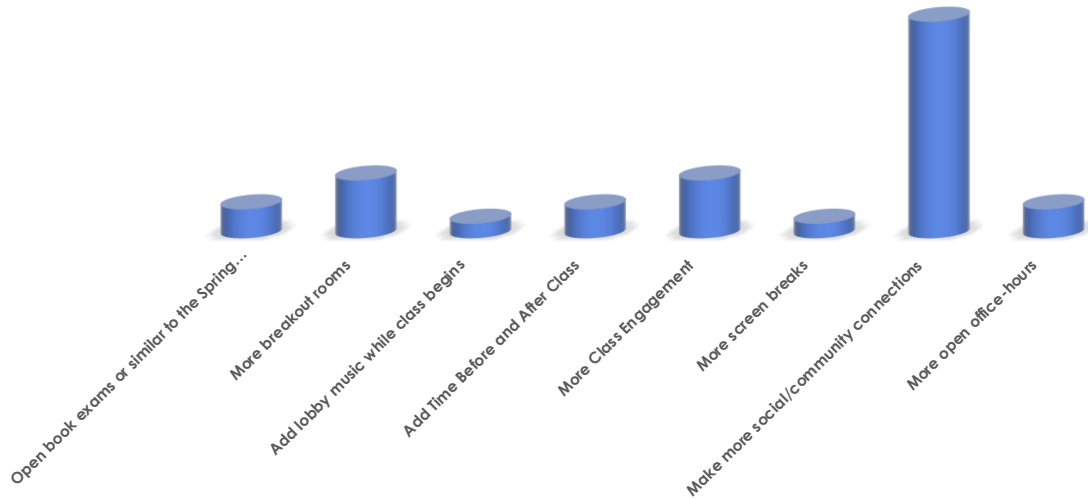
Faculty Feedback on Building e-Community

Sunday meetings for students who are "on-call" that week	Open office hours	Informal gatherings
Picture of the day	Bio videos	Encouraging students to enter class early so they can chat with each other

Student Feedback



Student Suggestions!



ZOOM BREAKOUT ROOMS BEST PRACTICES
Based on Jeff Rients article on Best Practices for Zoom Breakout Rooms

CLARIFY INSTRUCTIONS
When possible give written instructions:
• Chat
• Slide and discuss orally
• Give students a chance to ask questions
• Use a timer

KEEP LINES OF COMMUNICATION OPEN
• Remind students that they can use the Ask for Help button
• You can use Broadcast a message
• Remember that you can visit the rooms

ENCOURAGE ACCOUNTABILITY
• Create activities that require some sort of reporting back.
• Call on students after the activity
• Create a worksheet
• Build a quiz where students can work together

VARY ACTIVITIES
• New activities that require different skills
• New challenge

BASED ON JEFF RIENTS ARTICLE ON BEST PRACTICES FOR ZOOM BREAKOUT ROOMS!

Figure 1