

Using Zoom for Online Academic Support
College of Charleston, Center for Student Learning

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Getting Started

I. System Requirements

In order to host or participate in a Zoom session, you will need the following items:

- a. Internet connection
- b. Computer with speakers and a microphone (a headset or headphones with microphone will also work)
- c. Webcam
- d. Optional: Zoom Desktop Client (see Step 6 under

II. Supported Browsers

- a. Windows: IE 11+, Edge 12+, Firefox 27+, Chrome 30+
- b. Mac: Safari 7+, Firefox 27+, Chrome 30+
- c. Linux: Firefox 27+, Chrome 30+

III. Creating a Zoom Account

As the leader of your tutoring, SI, or PAC session, you will need to create your own Zoom account. Follow the steps below.

Step 1: In a web browser, go to zoom.us and choose “Sign Up, It’s Free.”

Step 2: Enter your school email address and click “Sign Up.”

Step 3: Follow the prompts to confirm your account.

Step 4: Once you’ve confirmed, you will create and confirm a password.

Step 5: Choose “start a test meeting.”

Step 6: You may choose to launch meetings directly from your browser or to download and run the Zoom Desktop Client. You will be able to schedule and lead sessions with either option. If you choose to download the program, follow the prompts provided.

Scheduling a Session

I. Process for Walk-In Lab and By Appointment Tutors

Your hours during e-learning periods will mirror those that you worked in the walk-in lab. Please make yourself available, with your equipment, during all normally scheduled times. See below for the process students and tutors will follow to schedule a session.

- a. Student calls CSL for course-specific tutoring.
- b. Front desk views tutor availability, selects a tutor that fits the needs of the student, and collects the student's information including name, student ID, email, phone number, course, and professor. Front desk tells student that a tutor will be in touch, via email, with a link to enter the Zoom session.
- c. Front desk sends email to the selected tutor and provides student contact information.
- d. Tutor generates link for session (see "IV. Generating a Session" below). **All tutoring appointments during e-learning periods will be scheduled for 30 minutes.** Send link to student using the template below.

Dear *Student Name*,

I am looking forward to our online tutoring session on *date* at *time*. Please click here (*please hyperlink your personal URL here*) 5 minutes before the session is set to start. I have attached instructions on how to connect to ZOOM. Please be sure to enable both your microphone and camera. Please let me know if you have any questions.

Thank you,
Your name

II. Process for Supplemental Instruction (SI) Leaders

Your days/times of sessions during e-learning periods will mirror your regularly scheduled sessions.

- a. Follow the instructions in "IV. Generating a Session" to schedule all sessions for the week in advance.
- b. Share the link for sessions with your students using the template (or a similar version) below. You can post this template to the OAKS homepage or send in an email to your students through the OAKS classlist.

Hello! In conjunction with the College's temporary move to online classes, we will be offering SI sessions in an online environment using Zoom. Our session days and times will remain the same (*list days/times below, each with their specific Zoom link*).

Simply click the appropriate link below and follow the prompts to enter the Zoom session. Please be sure to enable both your microphone and camera. Please follow the guidelines listed below to ensure we have the most effective session possible!

- Please enter the session on time. It will be difficult in an online environment to catch up those who have entered late.
- Just like a normal session, please come prepared with your notes and questions and be ready to work!
- Please have patience as we work out any technical difficulties during this transition.

III. Peer Academic Coaches

Your days/times of sessions during e-learning periods will mirror your regularly scheduled sessions.

- a. Contact the student at the assigned time using Google Hangouts. Be sure to tell the student to enable both their microphone and camera.

IV. Generating a Session

Watch the video to learn how to schedule a session.

<https://support.zoom.us/hc/en-us/articles/201362413-Scheduling-meetings>

- a. Tutors: When you receive an email from the front desk (cslstud), schedule a session for the day/time given and send to student via email.
- b. SI Leaders: Schedule your sessions for the entire week in advance and post the link to OAKS or send in an email using your OAKS classlist.

Using Zoom Functions in a Session

I. Managing Participants

<https://support.zoom.us/hc/en-us/articles/115005759423-Managing-participants-in-a-meeting>

- a. Muting Participants – for group sessions, you may want to choose when students can share their audio. Options include:
 - i. Allow students to introduce themselves, then mute all. From your meeting, click Manage Participants > Mute All.
 - ii. Choose one student at a time who can share their audio. Click Manage Participants > individually mute or unmute select participants.
 - iii. If you'd like to have everyone muted unless they have a question, click Manage Participants > More > Mute on entry and click “allow participants to unmute themselves.”
 - iv. Choose to mute everyone upon entry. To do this, when you schedule the session, under “Meeting Options” select “Mute participants upon entry.”
- b. Tracking Attendance – for SI sessions, you will need to view the participant list to mark your attendance sheets. Be sure to do this before the session ends.

II. Screen Sharing

<https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen>

- a. Sharing Your Screen – click the Share Screen option from your meeting room to share your own computer screen. You may also choose to utilize the Whiteboard function by clicking Share Screen. If sharing a video from your own screen, be sure to click “Share computer sound.”
- b. Students Screen Sharing – participants may also click “Share Screen” if they have something they'd like to share with you or the group.

III. Using the Chat Feature

<https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat>

As the session host, be sure to click the Chat button from the bottom panel when you enter the room, so that you will always see if a student posts a question or comment. Encourage students to use the chat feature to ask questions, answer questions, or participate in an activity.

IV. Breakout Rooms

<https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms>

The breakout room feature is an excellent resource for group sessions. Breakout rooms allow you to split your session up into smaller sessions of groups or pairs.

- a. Enabling Breakout Rooms – when scheduling your sessions, go to Account Management > Account Settings > Breakout Room > Click “allow host to split meeting participants into separate, smaller rooms” and “allow host to assign participants to breakout rooms when scheduling.”
- b. Creating Breakout Rooms – from your session, click Breakout Rooms. Select the number of rooms you would like to create, and how you would like to assign your participants to those rooms (automatically or manually). Once the breakout rooms begin, the host will be left in the main meeting until manually joining one of the rooms. Click “join” or “leave” to move around the breakout rooms. When the time is up, click “Close All Rooms,” which will give the students 60 more seconds and then bring them back to the main meeting.

<https://support.zoom.us/hc/en-us/articles/206476313-Managing-Video-Breakout-Rooms>

- c. See Appendix 2 for collaborative learning techniques that are especially conducive to Breakout Rooms.

Post-Session Practices

I. After a Tutoring Session

When your 30-minute tutoring session has ended, simply leave the meeting room and continue with your remaining appointments. **Notify the CSL only if the student you were scheduled to meet with did not join the session, or if you experienced technical or other difficulties.**

II. After a SI Session

When your SI session has ended, complete your batch attendance entries in TutorTrac based on attendance. If no students attended the session, please wait 30 minutes prior to exiting and log as a no-show session. Contact the CSL if you experienced technical or other difficulties.

III. After a PAC Session

When your PAC session has ended, email the CSL with the appointment information (day/time/student name). Contact the CSL if you experienced technical or other difficulties.

Best Practices for Online Academic Support

I. Dress and Appearance

What would you wear to work?

What would your appearance (showered, alert/awake) look like?

Follow the same guidelines for an online session. You are going to work, so look ready to work! No PJs, face washed, hair brushed, etc!

II. Work Location Appearance

What does your physical work location look like?

What should students see in your work location?

Think about the location at which you typically do your job—CSL lab, College classroom, library study room. Create an online environment that has limited distracting elements, a clear work space, and no ‘uninvited guests’ (ie your roommate, your partner, your cat...)

III. Resources

What supplies/resources do you have available in your physical work location?

What supplies/resources do you typically need during a session?

Think about the things you use during a session—supplies, books, paper, handouts, calculator, markers, etc. Before starting an online session, gather the physical resources you might need, as well as make available the online resources you might need, so you can make the most of your time during the session.

IV. Effective Communication

What are your go-to communication skills in a face to face session?

What are some practices you would NEVER say/do when talking with a student in your physical work location?

How frequently do you communicate with 1) your supervisor? 2) CSL staff? 3) your students?

Be a good communicator online! Speak clearly, make eye contact, ask probing questions, listen actively. Don’t eat, text, engage in side conversations, or act

distracted or bored. Check your email regularly to see if appointments have been scheduled, share the Zoom instructions document with students, and let the CSL know if you experience any difficulties.

V. Sharing Information (including recording sessions)

With whom would you share information that was discussed a session in the Lab or classroom?

Do not tell your friend, your roommate, or your sister about any information that was shared during an online session. This includes the student's name, grades, classes they are enrolled in, or any off-topic information that is shared with you. If needed review the FERPA guidelines found [here](#).

The exception is if a student reveals something that makes you believe that they may be a danger to themselves or another person. If you are concerned about the student's health and well-being, inform your Lab Director and/or the CSL staff.

In order to comply with the College's confidentiality and privacy guidelines, online sessions will NOT be recorded.

Appendix 1: SI Collaborative Learning Techniques in the Online Environment

When planning your session, think about activities that you currently use for intros, mains, and closings that would be conducive to the online environment (keep in mind we can use Breakout Rooms; see Appendix 2). Remember to incorporate the same three facilitation techniques we use in sessions – redirecting questions; wait time; checking for understanding.

Some ideas for activities include:

- Concept mapping – work individually, then each person share!
- Kahoot! Share your screen to show quiz, then participants answer in by phone.
- Jigsaw – split participants into breakout rooms to discuss a topic or complete a problem. Then, re-distribute into new breakout groups and everyone shares what their first group did.
- Making/taking practice questions – have students create test questions individually, then pair them up in breakout groups. Once in breakout room, test each other verbally.
- Venn diagrams or any other graphic organizer completion – show graphic organizer on screen and have participants chat in different responses. You could also have a list of terms on the screen that they have to tell you where they belong.
- KWL – you type it up on your screen as they share out.
- Heads Up! Two ways: (1) hold up terms/definitions yourself and they have to describe; (2) pair them in breakout groups. Have them each write down ten terms from their notes and scramble them. The pair will go back and forth holding up a term, and partner has to describe.
- Exit question for closing – check for understanding, once they get it right they can sign out!
- Two truths and a lie – using chat feature they vote which is the lie – choose someone who got it right, unmute them, and have them explain.
- 3 before me – when a student asks a question, wait until three others have responded using the chat feature before you chime in. If/when a student responds correctly, unmute them and have them explain.
- Previewing the next lecture – as a group or in breakout rooms, have participants make a “skeleton outline” using the headings from the textbook or slides.
- Boardwork model – on your screen, divide a page into 4 sections (prereq knowledge; math/conceptual steps; narrative of steps; sample problem). Show a problem and together, fill in the first three sections, then each individually complete the sample problem.
- Think-pair-share – for a concept or problem, have them think alone, then breakout in a pair, then come back to large group and share.

- Verbal volleyball – on your screen, show a list of concepts/terms – rotate through each participant, having them choose one to explain to the rest of the group. Be sure to unmute only the participant whose turn it is.

Appendix 2: SI Collaborative Learning Techniques for Breakout Rooms

Using Breakout Rooms, you can split your large group into smaller groups or pairs. Some ideas for Breakout Room activities include:

- Jigsaw – give each small group a topic or problem, then create new Breakout Room groups where they each share what they worked on in their first group.
- Completing practice problems or worksheets in pairs.
- Creating/filling in incomplete outline – divide and conquer or full completion.
- Making/taking practice questions.
- Heads Up.
- Two truths and a lie.