Best Practices for Zoom Classroom Management

This document is intended to provide faculty with guidance on how to manage and improve the student classroom experience in Zoom. Teaching With Zoom: Faculty Guide is also available.

Before class

Before your scheduled class meeting time, email your students with directions to your personal Zoom meeting room. Faculty need only click the link to their Zoom room in MyASU. Students need only click the **ATTEND REMOTELY** button in MyASU next to the course title. If you choose a different method to connect with your students than the MyASU link, please let your students know the Zoom link they will be required to use well in advance of the class start time.

Starting your class

Just as in a full immersion class on campus, it's important to have procedures to get started and set expectations with your students. One strategy is to share your screen with a slide or two at the start of the class period that summarizes expectations and etiquette. You can kick off the class by going over that protocol with students prior to diving into the lesson or activity. We have provided a sample slide deck that can be accessed in your browser and then displayed to the entire course as a shared screen.

Zoom etiquette
At the beginning of class, remind your students of basic Zoom etiquette:
- Ask them to turn on their cameras.
- Look at the camera in order to make eye contact when they're talking.
- Consider closing down your camera to conserve bandwidth if there is a lag/freeze.
- Mute students' mics when they aren't contributing.
- Ask questions in the chat.

Student roles
Assign students roles to help you host the session so you can focus on teaching. Roles could include:
- **Technology Troubleshooter** - helps others with their technology
- **Chat Monitor** - monitors the chat window for questions or shared resources

- **Note Taker** - types closed captions for the class if there are students in need of accommodation. Getting Started with Closed Captioning
  - **Note Taker's Note Taker** - shares their notes with the Note Taker so they don't miss out on learning

Taking attendance

Consider taking attendance in your Zoom session. The attendance records can be found in the Zoom web portal, and you can generate a report for any given meeting in your account. Reports can be run 30 minutes after the meeting has ended. If taking attendance, require students to use their real names. Advise them if they don't use their real name they won't receive attendance credit.

Video and recording

Select a Video Layout that is best suited for your class. The more students can see you and each other, the more connected they feel as a class and the more likely they are to stay on task. You can view up to 25 students at a time in Gallery view.

Record your class so that students can rewatch and review what they learned, any time. Let students know that you are recording the class. (See: Guide for Recording in Zoom)

Waiting rooms

Waiting rooms may be a solution for some instructors in certain situations such as office hours, but should be considered a more advanced solution for managing a remote classroom session as they can lead to instructor distractions at a time when the instructor is focusing on delivering instruction. (See: Waiting Room Setup.) If you opt to use a waiting room, you may want to consider disabling the notification advising the room host that attendees are waiting. Otherwise, depending on the class size, you may receive a lot of email notifications as students join the session.

Ending a Zoom session

- Save the chat BEFORE ending the meeting or enable auto-save chat in the session settings.
- **Leaving a meeting** means you log out, but the session can continue without you
- **Ending a meeting** means that you (the host) can instantly close the session for all participants

Minimizing distractions during class

Zoom sessions can be disrupted by a number of different environmental or situational variables. These can include loud roommates, television on in the background, kids home from school, and other applications running on a student's computer. Here are some strategies and suggestions for minimizing such distractions:

- Ask students to mute their microphone when they are not speaking. The instructor can also mute any participant's microphone.

- Ask students to turn off their video if they are not presenting. Not only will this minimize background distractions, but it will also conserve bandwidth so the student experience may be improved if they don't have a robust internet connection.
- If students, or the instructor, prefer that student video be enabled, consider using [virtual backgrounds](#), which display the participant but mask the area behind them. NOTE: There are [higher system requirements](#) for using virtual backgrounds.
- Request that students not watch videos, listen to music, or use other applications (other than note taking apps) while attending class. Doing so could not only distract the class, but lead to a degradation in computer performance that may affect the student viewer experience.
- Consider [disabling one-to-one chat](#) functionality, only allowing group chat during class.

Inappropriate behavior

On occasion, students may display inappropriate behavior within a Zoom session. These disruptions can occur in face-to-face classroom settings, and strategies exist for remediating them. Online learning environments may lead to new situations; however, student code of conduct and behavior expectations do not change for remote teaching and learning contexts. It is recommended to review appropriate behavioural expectations for online environments with your students. Reminding students to be mindful not to disrupt the learning environment can help eliminate any distractions for your teaching and instruction.

Suggested reminders for students

- You may be viewable, or heard, by the entire class during a Zoom session and should conduct yourself accordingly. Classes may be recorded.
- Dress as if you are in a classroom setting.
- You are still subject to the [ABOR Student Code of Conduct](#) and the University's [Technology Access Policy](#) even though you are in a digital environment.

Strategies for faculty

- Disruptive participants may be [removed from a Zoom session](#).
- Recording your Zoom sessions can help identify students of concern. [Guide for Recording in Zoom](#).
- Escalate offensive behavior to your Dean just as you would in a face-to-face class.

Avoiding Zoom Crashers

A practice referred to as "Zoombombing" occurs when an individual gains unauthorized access to a Zoom session and uses features within the application to display obscene pictures or videos, exhibit inappropriate behavior or otherwise interrupt the class. Fortunately, you can [mitigate this practice](#) through a series of classroom policies and software settings.

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