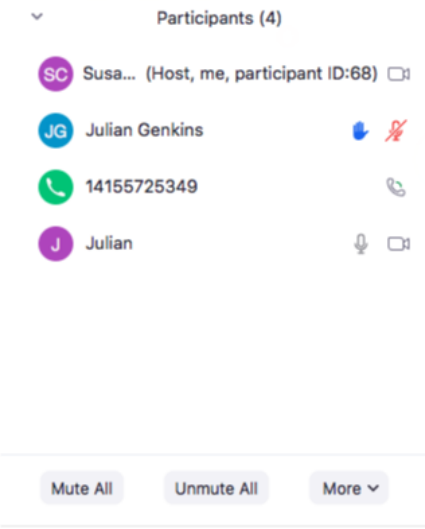
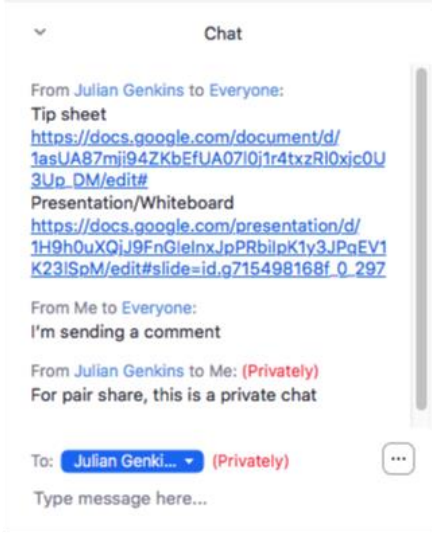


Tips for Small Group Facilitation in Virtual Learning Environments

Getting started:

1. Discuss how you will work together over zoom in the coming weeks. What is your group's agreed upon ground rules? (Example: Everyone has video on. Everyone participates).
2. A check in/check out like normally done in small groups is helpful to do on Zoom as well → consider doing these check in's/out's in alphabetical order to help organize participation over Zoom.
3. Have video on! Everyone should show their face on the Zoom video – this expectation helps a lot with participation.
4. Optimize your zoom view to allow the comments and participant area to be visible. This allows for student questions to be seen and also for you to see if a student raises their hand. Each participant should open these windows.

Zoom View Shortcuts	
Participants View [Command or ALT]+U opens participants window. Encourage participants to log in so their name appears (not green below). Participants can also raise their hand with questions (JG below). 	Chat View [Command or ALT]+H opens the chat window. Encourage comments and have someone monitor chat. Participants can also have private chats for pair shares (red below). 

Facilitating Effectively:

5. Pause longer when waiting for input. The pacing may feel different in this environment, and you will need more time to engage the group effectively. Consider assigning a student to monitor the chat window for questions.
6. Build in pauses throughout the discussion. "Let's take a pause, I want to check the chat, and does anyone have any questions?"
7. Create a virtual white board experience by sharing slides (or choosing the white board option within sharing). Type or write with stylus onto your white board as the group provides input. Also consider using a box note or google doc if you'd like everyone to be able to contribute to the document.
8. Note that the group may not be able to split into smaller discussion groups during the session. Consider allowing short periods of time for independent work, or have students do private chat during designated times for pair shares.
9. Address imbalance in participation – "I've heard from several of you, a few of you have been quieter; does someone else want to take a turn sharing their thoughts?"

Acknowledgements: Thank you to Michelle Hermiston, Susannah Cornes, Denise Connor and Julian Jenkins for contributing.

We would love to hear your tips and to share them with your Coach colleagues! Please send additional tips ideas to Susannah Cornes so that we can add them to future sessions.