

SUGGESTED METHODS TO INCREASE STUDENT ENGAGEMENT DURING ZOOM SESSIONS (for Small Group Facilitators):

- If this is your first time teaching this small group, please fill out the slide about yourself on the slide deck and share your screen over Zoom. Here's a proposed layout:

All about your facilitator

(Use this slide the first time you facilitate a small group, or if it has been a long time since last interaction with students)

- Who I am
 - What are my clinical, educational, research roles
 - Why do I do what I do, what I love about my work
 - How do I manage work-life balance
 - If comfortable, share something personal to help students get to know you
 - Consider adding a picture of you doing something you enjoy, with family, friends, etc.
- Enable “multiple participants can share screen” by hovering over the green “share screen” button on the bottom or top of the Zoom screen.
- Create a slide deck to explain the goals and objectives of the small group session, session format and timeline, roles of participants and Zoom etiquette. Post it on the CLE before the session.

Zoom etiquette

- Video sharing is welcome but not required
- Please keep your audio on mute
- Please turn off alerts and minimize other distractions

Roles

Role	Description
Student Leader	• Leads peers through check-in, session, and checkout
Time Keeper	• Facilitates group progress through session by announcing time intervals to keep group on track
Scribe (optional)	• Uses whiteboard (or projected laptop) to capture group discussion and posts notes using preferred group format
Facilitator	• Provides guidance as needed and serve as a resource for content, contextualization and correction of inaccurate information

- Allow at least 5 min at the beginning of the session for check-ins/ introductions and 5 min at the end for checkout/ summary of the discussion and reflections.
- If the session is more than 50 min, plan to have a 10 min BREAK in the middle to allow students to stand up and stretch out.
- After introductions, ask for volunteers to serve as a timekeeper and a note keeper (typically in MS PowerPoint or Word; some students prefer Google-Docs because it allows collaboration between students).
- Lead the discussion and encourage students to share their screens to present their answers. You or note-taker can annotate answers on the PowerPoint (keep in non-presenter mode) in real time.
- When the group brainstorms about key concepts and definitions, consider sharing quick notes on screen (PowerPoint or writing notes in Apple pencil on iPad).
- Develop teaching materials which allow work in mini-groups. As a host of the Zoom session, you could randomly assign students into 3 breakout rooms (see handout from the library called ZOOM_Guide_for_Facilitating_Breakout_Rooms.pdf.)
- Explain which mini-groups will be working on which questions. Small group facilitators would circulate between the breakout rooms to see whether students need help or have any questions.

- At the end of work in small groups, give students a 1 min warning of returning to the main group. Be sure to enable “Multiple participants could share screen” in the Share Screen button. Each group reports on the discussion in their. Please leave 2-3 min for Q&A.
- Please make sure that at the end of the session, you have time to review the slide on Key Points to make sure that students feel comfortable with them.

We saw increased student engagement from small groups led by Student Leaders. We assign a new student leader for each small group (from an alphabetical list of students in each group, e.g., small group #1 will be led by the first person on the list and so on). Student Leaders assign Question Champions ahead of the seminar and lead the group on the day of the session. Here are additional instructions for small group led by Student Leaders:

- Student Leaders will use a slide deck prepared for them with goals and objectives of the small group session, session format and timeline, roles of participants and Zoom etiquette.
- Student Leader will ask for volunteers to serve as a timekeeper and a note keeper.
- Student Leader to lead the discussion and to call on question champions – encourage students to share their screens to present their answers. Either Student Leader or note-taker can annotate answers on the PowerPoint (keep in non-presenter mode) in real time.