The Silver Lining Café

Using Zoom in an Adult LBS Setting

Zoom Video Conferencing

Section 2:

In-Meeting Controls

Video Layouts: (Gallery/Speaker views)

Acknowledgment

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Zoom Video Conferencing Tools

There are many video conferencing platforms being used by LBS agencies such as Google Meet, Skype, WhatsApp, Webex and Zoom. We will only cover the Zoom platform as it's the most commonly used video conferencing tool used by literacy programs, and also by the Silver Linings Café.

In this manual, we provide information on how to use Zoom as well as highlight some of the features that Silver Lining Café participants have told us are useful in making the most of their Zoom meetings with learners. You will find step-by-step instructions and **practitioner tips**.

There are six sections to this Zoom manual:

Section 1: Getting Started: setting up an account, scheduling meeting, sending an invite, joining a meeting
Section 2: In Meeting Controls and Video layouts (Gallery/Speaker views)
Section 3: Whiteboard, Screen Sharing and Annotation Tools
Section 4: Breakout Rooms
Section 5: Polling
Section 6: Preparing for Remote Learning, Building Community & Engaging Learners, Online Resources

For the history of the Silver Lining Café project and outcomes, refer to the companion report: Silver Lining Café Report, September 2020.

Please note that Zoom updates are frequently available. Some features discussed in this manual will not be possible to use without uploading the most recent version of Zoom. Also note that not all of the features are available to use when starting a meeting from the web portal without being logged into the desktop client as well.

The information in this manual is accurate as of December 2020. Features and steps to using them may change with future downloads. Consult support.zoom.us for more resources and information.

Language note: **Click** and **select** are used interchangeably here. This guide is for desktop or laptop users. There is a separate mini manual for mobile device users (phones and tablets).

Happy Zooming!

Susan and Trish (December 2020)

Table of Contents

Section 2

In-Meeting Controls

In-meeting controls include all the basic features you will need to run a meeting and interact with learners. There are additional setting options within the in-meeting controls that allow you to control various aspects of the meeting and that can be helpful when trouble shooting issues. Your controls and the learners' controls have many of the same features. There are slight differences. Learners do not have **Security**, **Breakout Rooms** or **Polls** on their controls.
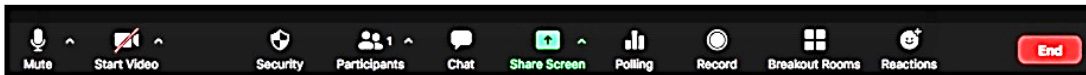
Typically, the in-meeting controls appear at the bottom of your screen if you are **not** screen sharing. However, depending on your device, controls can also appear at the top of the screen.

| Feature	Function	You (Practitioner)	Learner (Participant)
	Features of In-Meeting Controls		
Mute/Unmute	Can mute & unmute microphone. Suggest learners mute themselves when someone else is speaking.	✓	✓
Start/Stop Video	Can start & stop your video.	✓	✓
Participants	Side panel opens – can see who is in your session. Learners can use feedback buttons to express opinions nonverbally.	✓	✓
Polls	Create single or multiple-choice polling questions for learners. You can launch polls during your session & save the responses. **Free accounts don't offer this option.**	✓	
Chat	Opens a chat window where you & learners can send messages to each other. Good place to share documents and web links.	✓	✓
Share Screen	Select to share an application (what is open on your desktop/screen). Important teaching tool! (Word/PDF/website/pic/video or whiteboard.)	✓	✓
Pause/Stop Recording	Before you record a session, ensure learners are comfortable being recorded & establish protocols re: purpose, sharing, & length of time recording to be kept.	✓	
Breakout Rooms	Learners can meet in smaller groups in a separate room & are completely isolated in terms of audio and video from the main session room. Breakout rooms can be used for collaboration, projects, test taking, etc.	✓	
Reactions:	Emoji - used for feedback. (See *Engaging Learners* page 9)	✓	✓

Audio Settings

MUTE

Many instructors report that the most common challenge for them and learners is troubleshooting audio problems!

- Getting weird feedback or echoes?

- Is it hard for learners to hear you?

- Do you have a hard time hearing a particular learner?

Many of these issues are related to microphone settings.
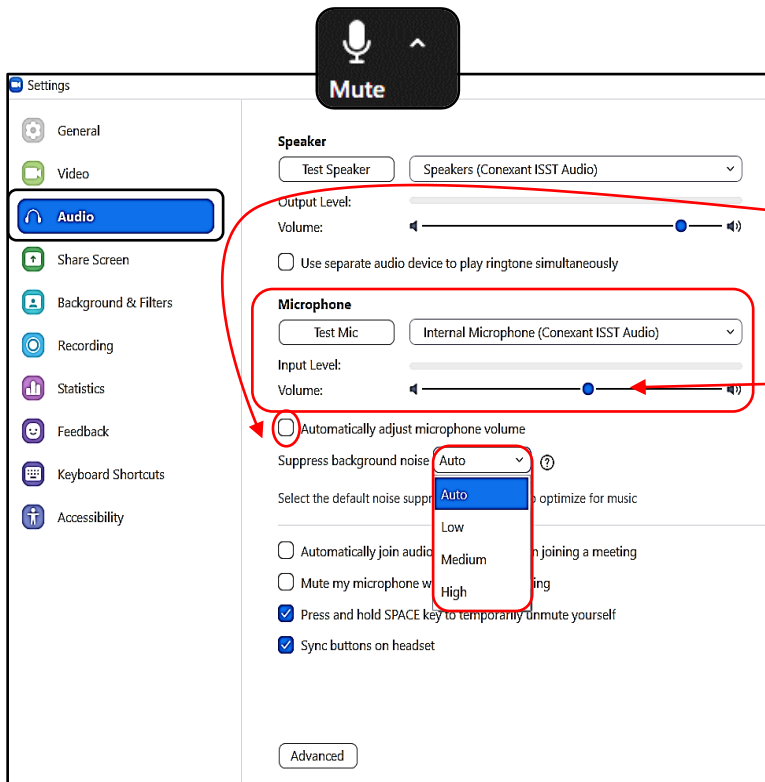
Click the "up arrow" next to the microphone icon to open audio settings. Select **Audio Settings**.

First, uncheck **Automatically adjust microphone volume** (so you can manually adjust the input level (mic) volume (slider is grey).

Now use the slider (which is blue now) to adjust the volume.

You can also supress background noise by choosing one of the options in the dropdown menu (try setting to low if mic volume is too quiet to see if this helps).

You can't do this for learners, unfortunately, but you can teach them how. Share **Desktop** (top left image in popup screen share window - called **Screen** on a laptop share) and walk learners through the steps.

Video Settings
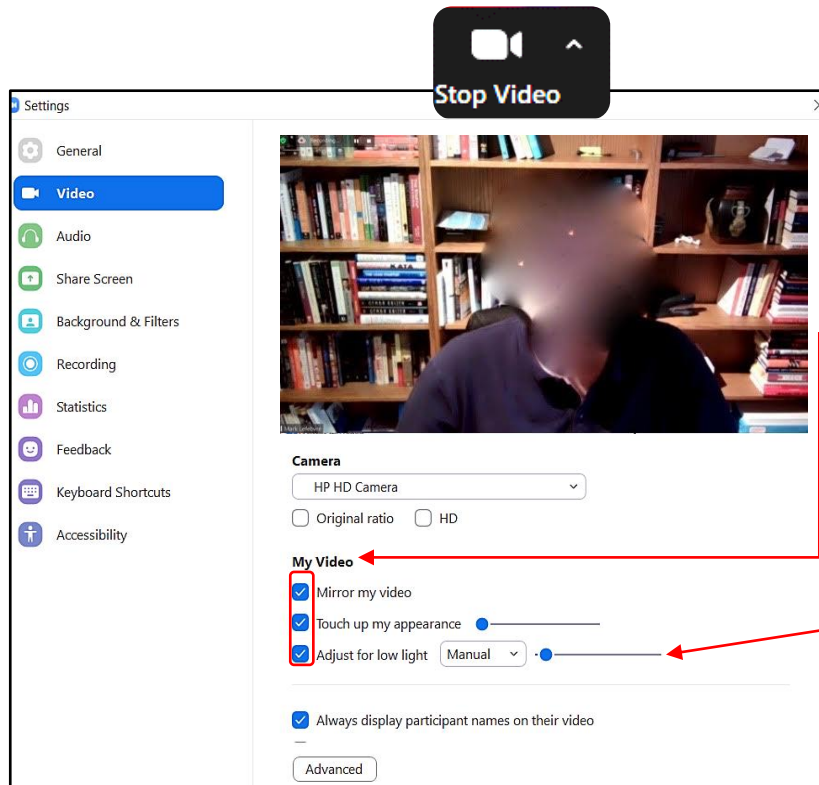
VIDEO

Select the "up arrow" next to the video icon to open video settings. Select **Video Settings**. Here you can change camera settings.

First ensure all the **My Video** settings are enabled. You can then touch up your appearance or adjust the brightness by moving the slider bar next to each option.

Adjust brightness by dragging slider to left for darker, right for brighter video. You can also guide students through this process if their video images are too dark or bright.

Security Settings
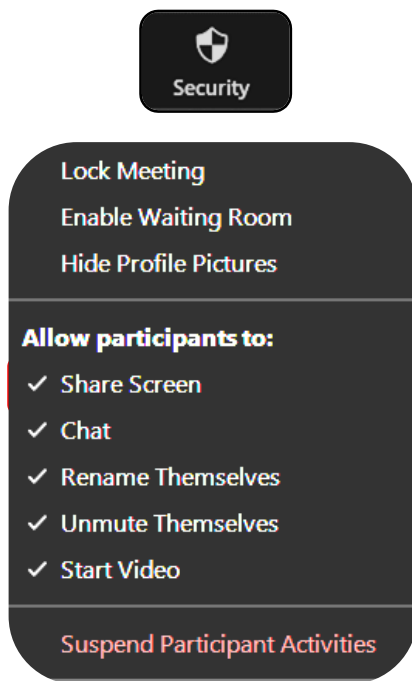
Security

The security features allow you to enable or disable options during a meeting to minimize disruptions. If a feature is checked, you either enabled it when you set up your general settings, or it was the default set by Zoom. You can disable or enable any of these features during a meeting by clicking the feature.

Suspend Participants Activities allows you to temporarily pause a meeting to remove a **very** disruptive learner. When you select this feature, all videos, audio screen sharing, annotation and recording will stop. Breakout rooms will also stop. A popup window from Zoom appears and asks whether you want to report the incident to them.

This feature should only be used to deal with disruptions of a very serious nature.

(See notes under **Participants** for an alternate way to remove learners from a meeting.)

Practitioner Tip:

If you are sharing a PDF/Word, website etc. and a learner inadvertently shares a screen, it will stop your share. You will lose any annotations you've been making because you didn't have the chance to save your screen share before it closed.

There are two ways to prevent this:

Uncheck **Allow participants to Screen Share** (which you'll have to re-enable later if you want learners to share screens),

or

Click the **up arrow** on the In-Meeting Controls next to Share Screen > click **Advanced Sharing Options** > Select **Only Host** under **Who can start sharing when someone else is sharing**. That way learners can still share screens, but only if nobody else is currently sharing a screen.

Participants Panel
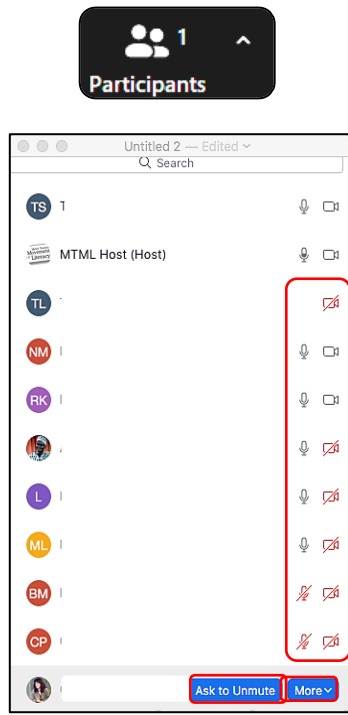
When the **Participants Button** on the in-meeting controls is selected, the **Participants Panel** will open on the right of your screen. It has a list of learners and two icons next to them (audio and video). If there is a red line through the microphone or video icon, learners have muted their audio or stopped their video, respectively. If there's no mic icon next to a name, the learner has not connected to audio (or disconnected audio). Knowing this can help you trouble shoot issues. If there is no video icon, they need to connect to video.

You can ask a learner to unmute. In the Participant panel, locate the learner you would like to unmute.

Hover over the microphone icon to the right of their name. Select **Ask to Unmute**. The learner will see a request to unmute message. The learner can then choose to unmute or stay muted
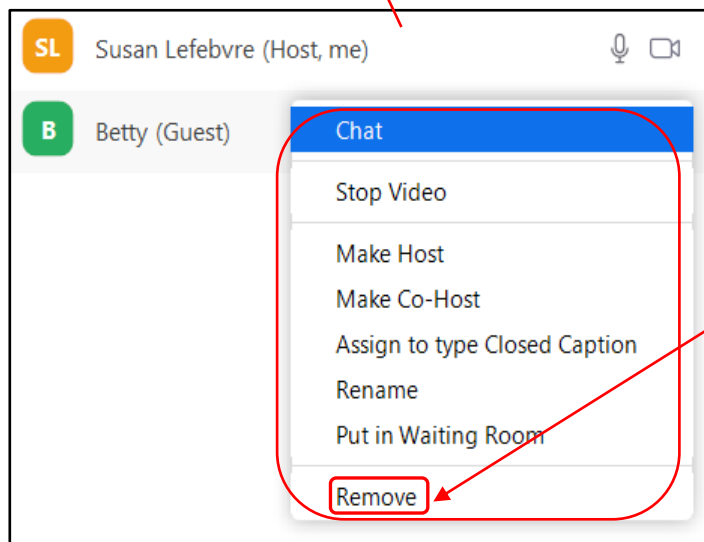
There are more actions available if you hover the mouse over a learner's name. A **More** option will appear with a drop-down menu (see below).

Remove Option

It is strongly suggested to use the **Remove** for a disruptive learner from a session instead of **Suspend Participant in Security**.

Participants Panel Cont.

Practitioner Tips:

If a learner is having audio issues, such as loud feedback noises, echoing etc. and it can't be quickly resolved, select **Remove** for the learner and have the person sign in again.

If a learner is disruptive and the issue can't be resolved, tell the learner you are going to remove them from the session and you will connect later to resolve the issue. There are online etiquette guideline suggestions in *Section 6: Resources*.

Participants – Nonverbal Reaction Tools

Below the lists of participants are icons that learners can select to provide nonverbal feedback on a question, statement, or topic. Use these tools to help keep learners engaged in your online sessions. The nonverbal reaction icons (and the additional icons included in the drop-down menus) are slightly different from what the learners see.
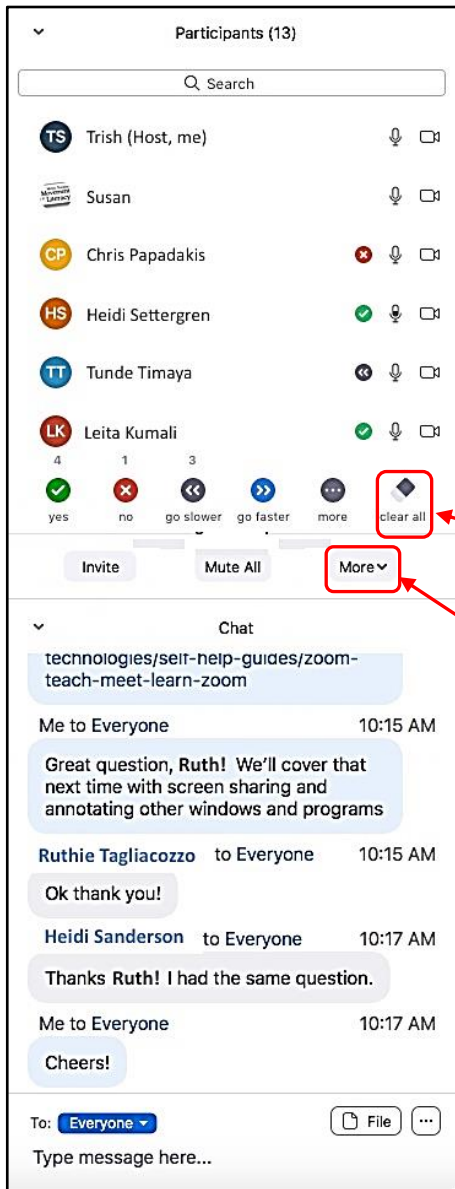

What you, the host, see:

If a participant clicks on a feedback icon, you'll see that icon see beside their name.

- You can Mute/Unmute all learners, which can be helpful during presentations or when you are trying to teach a particular concept.

The number above the yes/no feedback icon how many learners selected that icon.

- Use **Clear all** to lower everyone's hand or to clear all **yes/no** responses.
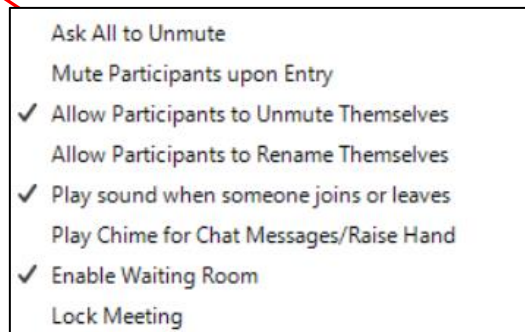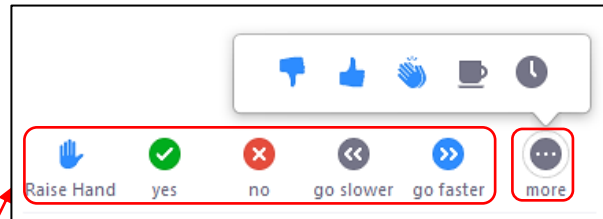
Participants: Nonverbal Reaction Tools

What learners see:

Learners can select one of the icons to provide feedback to the host. Click the icon again to remove it.

- Raise Hand / Lower Hand
- yes
- no
- go slower
- go faster

Learners can select **only one** icon at a time.

Select **More** to see additional icons:

- thumbs up (agree/like)
- thumbs down (disagree/dislike)
- clap
- away (stepped away for a break)

Practitioner Tip:

- Learners new to online sessions should be encouraged to use nonverbal icons like **Raise Hand**. This promotes online etiquette. Raise hand is the only icon that is visible over their video tile. The rest can only be seen from the **Participants panel**.

- Using nonverbal icons is a way for learners to communicate without disrupting the class.

- One suggestion is to ask learners to raise hands when they have burning questions (and to tell them that if you don't notice their raised hand, to take themselves off mute to ask their question before you move on so they don't get lost or confused). If it's not an urgent question related to the topic being discussed, encourage them to add the question to the chat (if their language skills permit).

Chat
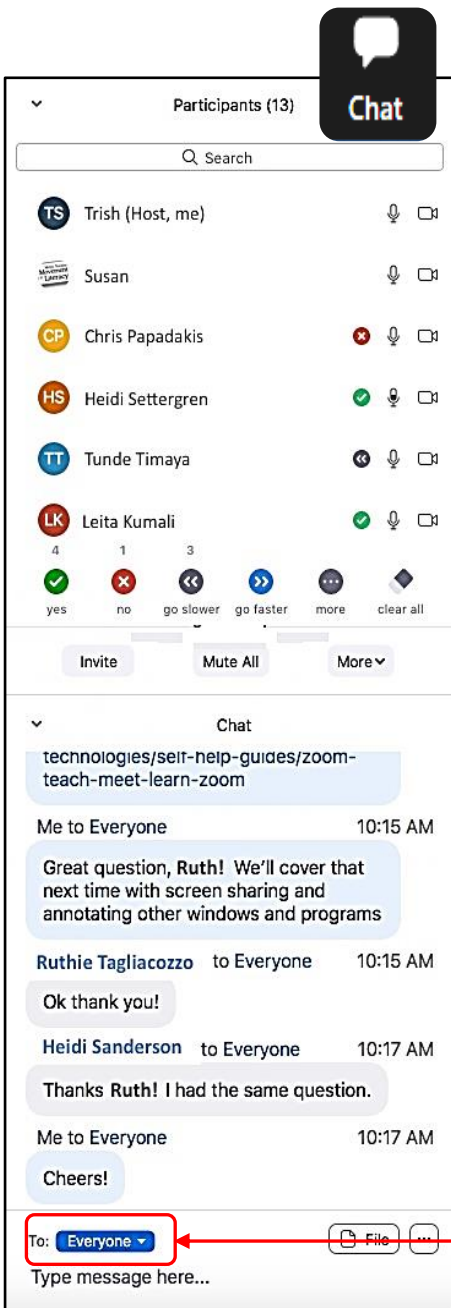
You can view the **Cha**t by itself selecting the Chat icon or you can view **Participants and Chat** together by selecting both icons. If you choose to view both, **Participants** will be on the top and **Chat** will be below. These panels appear to the right of all the videos. Many practitioners prefer having both open so they can better manage the class.

If the side panel is split between Participants and Chat (both open), you can drag the grey horizontal line dividing the sections up or down to make whichever section you prefer larger.

Both you and learners have the option of directing a message in Chat to **Everyone** or to a specific person. Select the drop down next to To: to chat with a particular person.

Chat messages directed to **Everyone** are automatically saved if you enabled this option in Settings. This can be useful to reference after a session. It's also a convenient place to park non-urgent questions. Private chat messages are **private between the two parties** (host cannot see them unless you are one of the two parties chatting). Private chats are **not saved** (except for parties that were part of the private chat).

Chat is a good place to share documents, web links and info, and to ask questions (you and learners). You can download the full chat history at the end of the session if you want to keep a record.

Note: You have to enable private chat in your meeting settings (from the Web Portal online) for learners to be able to send private 1:1 messages to each other.

Note: Learners entering after a message has been added to chat (text, links, uploads, etc.) will not see these. You will have to repost/upload files again. You might want to wait until everyone arrives if you have a lot of content to upload. You can also click the … next to an entry and copy it again into the chat.

Chat Accessibility
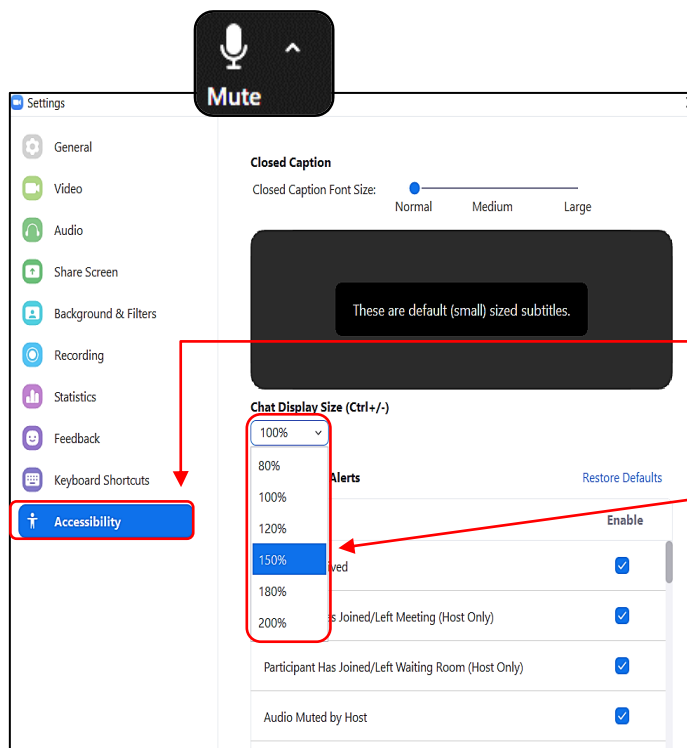
Chat Accessibility

You can change the size of the chat text if it's too small.

Click **up arrow** by Mute in the in-meeting controls. Select Audio Settings.

Select **Accessibility** from menu on left > click **down arrow** by 100% > select preferred text size.

You can adjust the chat text size up to 200% (twice as large). This is a useful setting to **walk learners through**, especially if they have low-vision.

Reactions

Reaction Emoji:

A quick and easy way to check in with learners. When a learner selects the clapping hand or thumbs up, the emoji appears in front of the learner's video for a few seconds and then disappears.
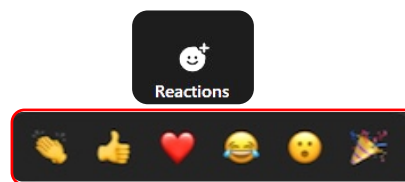

Practitioner Tips:

Give learners lots of opportunities to use the **Reactions** emoji. This gives you immediate feedback about what is or is not working in a setting where it is difficult to pick up on signals like body language or facial expressions.

Online conferencing can feel very formal or stiff. Use **Reactions** to create a more relaxed environment and to build an online community. At the start of your class, try asking questions such as: "Did everyone have a good weekend?", or "Did anyone see a good movie over the weekend?"

For learners new to Zoom, emoji are easier to use than the nonverbal **Participant** icons (and are more visible to everyone). You might want to get them comfortable using this feature before they try the nonverbal response tools.

Record
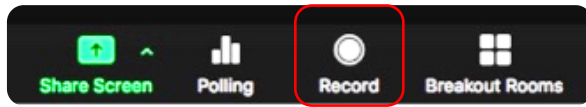
You can record your sessions and save it to the Zoom cloud or on your device. You can stop and/or pause the recording at any time during a session.

Before deciding to record your sessions with learners, consider these questions:

- What is the purpose?
- Where will you store the recordings?
- Is the storage secure?
- For how long will recordings be kept?
- Who has access to the recordings?
- To whom will you send it?
- Does your agency have a policy with regard to recording class sessions?

Before you record a session, we recommend checking with learners to determine whether they are comfortable being recorded & establish recording protocols.

Gallery View or Speaker View

There are two viewing options in a session if no one is screen sharing: **Gallery View** and **Speaker View**.

Gallery View displays everyone in the meeting in a grid (Brady Bunch style).

Speaker View displays a large **view** of the person speaking, with a smaller thumbnail of the others in the session at the top of the screen.
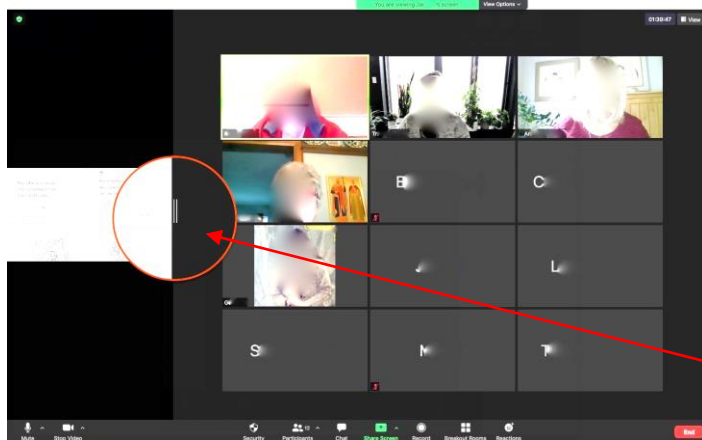

To toggle between **Gallery** and **Speaker View**:

- Select **View** in the top right-hand corner of the screen.
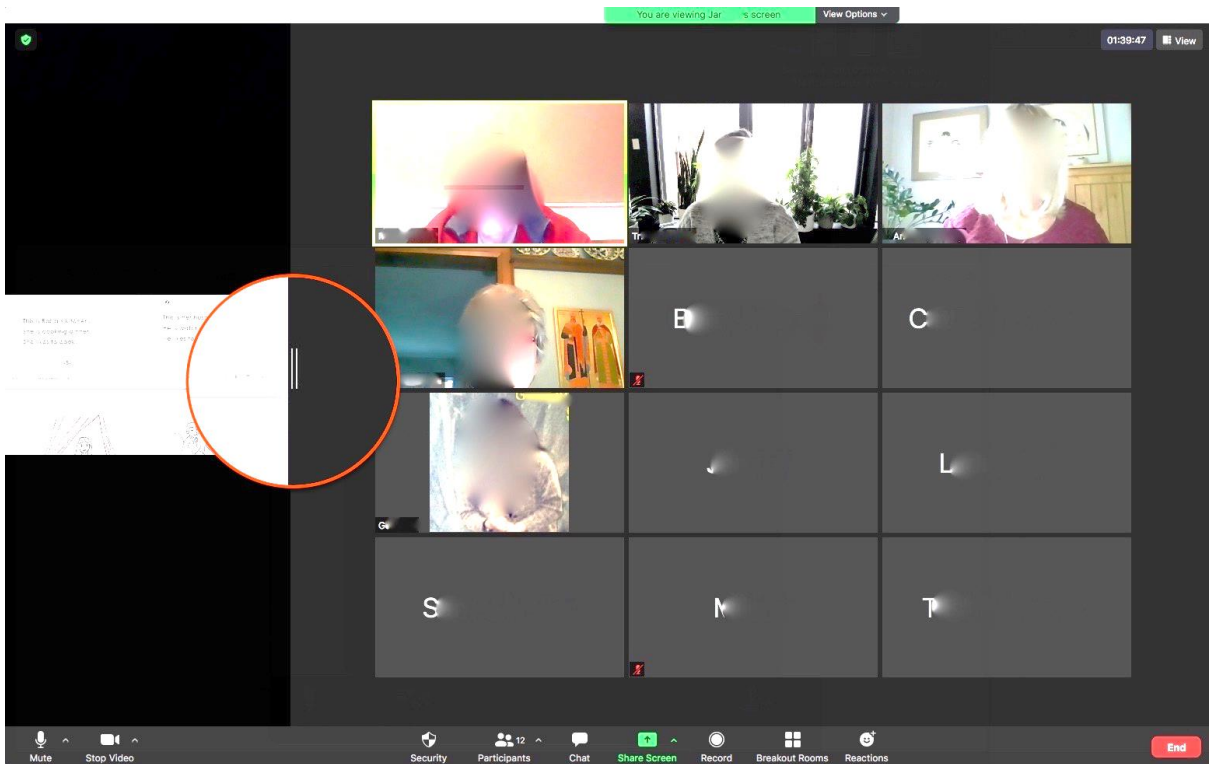- Choose **Gallery** or **Speaker** View.

Gallery or Speaker View During Screen Sharing

There are different viewing options when someone is sharing a screen.

To enlarge the view of what you are screen sharing:

- Hover your mouse over the boundary between the screen share and the videos.

- The cursor changes to a set of grey parallel lines.

- Drag these lines right or left to adjust the size of the shared screen.

Gallery or Speaker View continued

Spotlighting Video

Spotlighting videos is a useful tool when you want learners to focus on a guest speaker or specific learner(s) in an activity (e.g. for role plays, dialogues, debates, etc. Whomever you choose to spotlight will be featured as if they were in active speaker view (large video), regardless of whether someone coughs or laughs. You can Spotlight up to nine videos simultaneously.
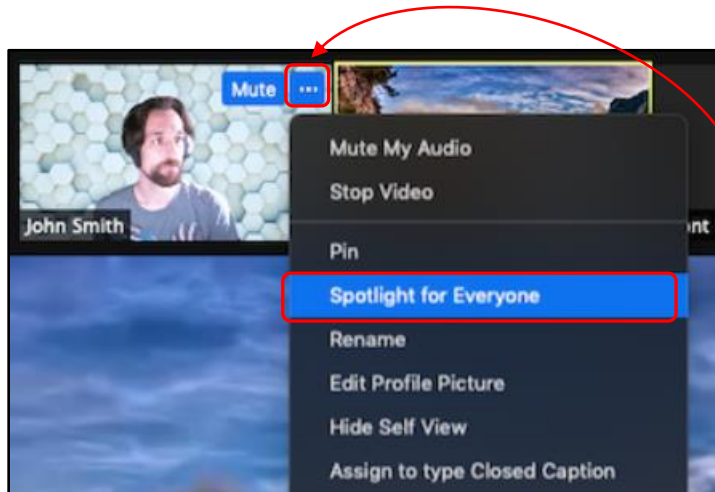

Image source: https://support.zoom.us

To spotlight:

- Hover your mouse over the top of the video tile of the learner(s) you want to spotlight.
- Select **…** (next to mute) then **Spotlight for Everyone.**

> **Practitioner Tip**:
>
> Practitioners reported using spotlighting during debates, speaking/listening activities or learner presentations.

Re-Naming

Learners will often log into sessions using different devices, such as a laptop, a tablet or cell phone. Many families share a device so the name displayed on the video may not be their name or it might be a phone number. As the host, you can rename the learner or you can guide them through the process so their name is correct instead of their sibling's name, Galaxy Tab S7 or their phone number.
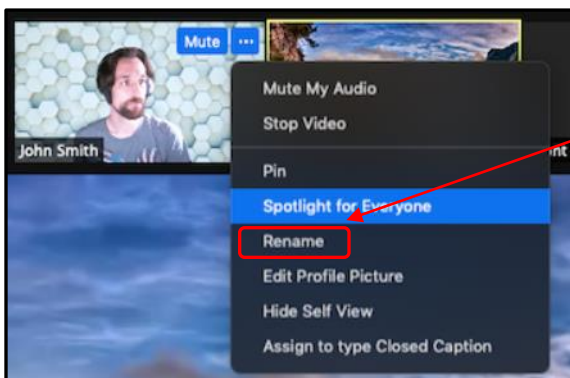
Follow the same steps for spotlighting.

- Select **rename**. A popup window will appear where you or learners can enter a name.

A Case for Keeping Your Videos On

Practitioner Tip: The pros of having videos on (yours and learners'):

Not everyone is comfortable showing their video during a session. However, feedback from learners tells us they like to see their practitioner's and classmates' faces during a meeting. They value the social interactions with peers and appreciate staying connected in these unprecedented times.

If you need a little break, turn off your video during screen share, when people's focus is on reading material, a video, etc. anyway.

Online conferencing can feel stiff and formal. Being able to see the practitioner and learners' faces can be a way to build community. As practitioners, we know that the class environment contributes to building a learner identity. It also increases feelings of being part of a learning community, a place where they learn from each other. These elements (and more) have an impact on learner persistence and often happen organically in a classroom but are more challenging to recreate online.

To build and maintain a sense of class community, leave time at the beginning and end of each session for social time. Give learners the opportunity to chit chat about their children, pets etc. Think about how you build community in your class and try and replicate that classroom experience online. (See Remote Learning Tips *in Section 6*)