**Edited and Compiled Chat from “FOTL: Opening Session” (August 13, 2020)**

**Presenters:**

**Stacy Neier, *Instructor, Quinlan School of Business***

**Nat Samuel, *Assistant Professor, Institute of Pastoral Studies***

**Peter Tingley, *Associate Professor, Department of Math and Statistics***

**Maribel Lopez, *Clinical Assistant Professor, School of Social Work***

**Moderator:**

**Jessica Mansbach, *Associate Director, Faculty Center for Ignatian Pedagogy***

***Note****: The following transcript has been edited for length and clarify and organized by overarching topic. Participants’ names have been made anonymous.*

***Logistical questions or concerns? Please email*** ***Jack Nuelle, Program Manager, Faculty Center for Ignatian Pedagogy.***

**Ground Rules**

**Participant A**: Please provide an example of a ground rule.

**Jessica Mansbach**: Students use "I" statements and speak from their own experiences and take ownership of their views and ideas.

**Participant B**: Can we see examples of a list of ground rules/expectations you generally find work well? Or can FOTL send out a link to some examples?

**Participant C**: Is there a good summary of Netiquette to use in ground rules?

**One Note**

**Participant B**: Is there a link to a tutorial on how to use OneNote and/or other similar programs?

**Participant D**: I learned OneNote from Hoonuit: <http://libraries.luc.edu/databases/database/1433>

**Participant C**: Do we have a license for OneNote? Also for groups on Zoom, how do you establish groups prior to the class?

**Peter Tingley**: Yes on license for OneNote. I am not sure on setting groups before class.

**Participant D**: You can use excel to make groups before class: <https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-participants-to-breakout-rooms>

**Nat Samuel**: I haven’t used OneNote but I have used Notability. I am able to link my iPad to my computer through the share screen option in Zoom.

**Participant B**: Also would like to know about how to use white boards in Zoom-- is that an alternative to one note or does it not quick work the same way?

**Peter Tingley**: Advantage of OneNote over Zoom white board is mostly that it is more stable, and you always have a record that gets saved easily. Also, I just like the interface better.

**Participant B**: So OneNote may work better than setting up a shared Google Doc, right?

**Peter Tingley**: The advantage of OneNote over Google Doc is you can draw pictures more easily. It is fairly equivalent to Google’s “jam board”

**Participant E**: One note would allow doodling and drawing

**Voice Thread**

**Participant B**: Do voice threads work well for ice breakers -- or are they better for engaging reading/video assignments?

**Participant F**: I was in an online class that used Voice Thread as an icebreaker and it was great. As an assignment, we uploaded pictures of our interests/things about ourselves and recorded our introduction over the pictures. It was a nice way to get to know others in the class, people commented on each other's Voice Threads, etc. You can access a tutorial through: <https://voicethread.com/workshops>

**Participant G**: I had problems getting Safari or Firefox to talk to Voice Thread. It was very intuitive up to that point. It can even be a problem for instructors who are recording from home.

**Zoom**

**Participant B**: Where do we access/create polls in Zoom? I use them via Sakai - but did not know I could do it within zoom.

**Participant H**: Polls in Zoom: <https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings>

**Participant I**: You need to set your profile settings in Zoom to allow polls before it will appear in your tool bar.

**Participant J**: The engaged learning example was from grad teaching, would you modify for undergraduates?

**Participant K**: Yes, last semester I was speaking to a void! Nobody turned their cameras on.

**Participant L**: For smaller classes, I found it VERY helpful to get to Zoom early and then say hello to each and every student as they joined - to get a wave and a smile.

**Participant M**: You can motivate students to leave video on by including it in your rubric for class participation.

**Participant N**: It’s also important to remember that not all students will have the ability to enable video (for various reasons).

**Participant J**: I am concerned about video all the time because some evidence suggests that it systematically disadvantages the lower social economic students. Any experience with this?

**Participant O**: There is something to be said about allowing students the opportunity to not turn on their camera, especially if their living situation isn’t very conducive to a live video. Maybe poll students prior to class to figure out what students preferences are for video to start dialogue with them early to let them know they have a voice in what their learning ‘environment’ will be like.

**Participant P**: Here is a recent article from the Stanford Daily talking about accessibility and allowing students to turn their videos off. <https://www.stanforddaily.com/2020/06/01/please-let-students-turn-their-videos-off-in-class/>

**Participant E**: Another quick note about having students on video - if you're planning on recording your classes, making students keep their camera can be problematic from a safety and legal framework. It's important to think about the social justice implications about all of these tools!

**Participant Q**: Regarding students being on video and recording students during a synchronous class, please remember to follow the guidelines that are posted at this link, which explain our legal requirements for recording students: <https://www.luc.edu/ool/onlinecourseguidelines/guidelinesforrecordingstudentsduringonlineclasses/>

**Participant B**: I wonder if private chats are an issue -- some students being harsh about others with a select few -- maybe collectively-created ground rules can help.We could use the chat - or perhaps one note - to ask them to write expectations they have - want others to buy in - and then create a shared group covenant or list of agreed upon rules. In a same vein as truth circles, I would like to see how I could do a fishbowl online - if anyone has done that - and yes, Nat - would love to see your ground rules for truth circles.

**Nathaniel Samuel**: I like the idea of collectively created ground rules. I used them, but also recognized that they may need to be revised as the semester goes on to account for changing class dynamics.

**Participant E**: I have found that sharing to students that the instructor can see all private chats via downloaded chat log can help to modulate that. They realize it's public speech.

**Participant R**: Zoom chats can be limited to only be able to chat with the host, when necessary.

**Virtual Discussions**

**Participant K**: I have 30 students in a 50 minute MWF literary course this semester. This discussion does pose some interesting issues. I have decided to divide my class into 2 groups of 15. One class meets on Monday and the other class on Wednesday. Each have to watch the other classes recorded session. Friday is dedicated to class assignments. How would one address a moment of “conflict” without making the student feeling shut down? I guess this would fall under ground rules?

**Nathaniel Samuel**: It’s difficult (especially in 50 mins) but setting collective ground rules goes a long way. We also need to be able to revise these rules as the dynamics in the class changes.

**Participant S**: I'm thinking of doing something like this. I have three 30+ student literature classes. I'm planning an asynchronous day that students get the core information for the unit we're covering in the form of a recorded lecture and then dedicate the other two days to examining texts in a hands-on way. I struggle with managing the numbers of students in these sessions, though.

**Participant E**: That's a great best practice and I think it's going to make your students feel like there's a real purpose to them meeting synchronously! Letting students know what your office hours will be like (expectations, topics they can raise during it, etc.) is also helpful! Lots of faculty are going to hosting office hours and even making them mandatory - but the tone and tenor of what that space can be varies so much from instructor to instructor!

**Participant S**: I'm also having them produce discussion questions in advance of each class, with the entire class being divided into two groups - one having to post questions for Wednesday and the other for Friday.

**Participant G**: That really works in science class too. Finally I can have more discussion time with 80 students, by using ONE of the lecture slots as additional discussion time. Asynchronous lectures.

**Participant T**: The expectations can be grounding in themselves—knowing what to expect at this time can be very comforting.

**Peter Tingley**: I think it is an important point. There is so much uncertainty these days, let’s try to make our classes dependable!

**Presentation Techniques**

**Participant B**: So there is an argument for NOT creating PowerPoint slides as part of recorded lectures -- so that they do not have to be looking at images - just listening - of course, I often find that when they take notes as they listen -they take in more of lecture, etc.

**Participant T**: I think the PowerPoint issue is really important, and also recognizing that most reading is probably online also, as physical books are hard to get (should students be inclined) and eye fatigue is therefore a big problem.

**Participant K**: In the workshop we discussed Zoom fatigue! I had experienced it but never heard of it.

**Participant T**: The green light can also give you migraines…this is from experience. Jam board can do this too…

**Participant J**: You can disable the view of yourself in Zoom: <https://support.zoom.us/hc/en-us/articles/115001077226-Hiding-or-showing-my-video-on-my-display>

**Participant K**: I have thought of making the students create PowerPoints from our lectures. I believe it forces them to be proactive.

**Participant G**: I have animated some of my lectures this works with some concepts but not others. Very beautiful results, but it is a lot of work. The long static slide does not work.

**Participant B**: Assigning podcasts (rather than videos) can help them move around.

**Participant U**: I love the idea of a micro-recording, podcast style. What platform would you use for students to record podcasts?

**Stacy Neier**: Anchor is the podcast platform, I would love to hear your thoughts about it!

**Participant S**: I am using checklists this term too.

**Participant B**: Is the checklist tool in Sakai?

**Jessica Mansbach**: <http://loyola.screenstepslive.com/s/17190/m/84386/l/1015659-how-do-i-add-a-checklist-to-a-lessons-page>

**Participant G**: Lesson Pages —the work to create is worth it.

**Participant I**: I agree completely. They give the students an easy to follow road map of the class and keeps all the resources in the order they need them.

**Participant B**: I do not generally use lessons -just put things in the syllabus and in resources - and use announcements, assignments, etc.

**Participant U**: I ask students to respond to assigned readings in a particular text using the arts: music, visual, poetry, prose.

**Stacy Neier**: Canva has strong educational materials, templates, etc. Lots of imagination with Canva!

**Participant B**: I worry about using (or trying to use and asking them to use/go to) too many different platforms - Zoom, Sakai, OneNote, Google Doc etc. - and then Microsoft Teams, Anchor for podcasts - trying to use as much as I can that is just contained within Zoom and Sakai - but I also want to use what is most effective and intuitive for students - easy/clear to use.

**Participant D**: I agree - especially knowing they're going to be going to a wide variety of resources for other courses. However - if you embed some of these platforms directly into your lessons modules you often get the benefits of the tools without the students feeling overwhelmed because you're not constantly directing them outward to other tools.

**Participant V**: I also agree, so we do not get lost in tools and lose sight of the content.

**Participant X**: Here is a great article on keeping students moving in online courses: <https://www.facultyfocus.com/articles/effective-teaching-strategies/act-on-it-how-to-keep-students-moving-while-learning-during-covid-19/?st=FFdaily;sc=FF200812;utm_term=FF200812&utm_source=ActiveCampaign&utm_medium=email&utm_content=ACT+On+It%21+How+to+Keep+Students+Moving+While+Learning+During+COVID-19&utm_campaign=FF200812>

**Participant E**: Small Teaching Online by Flower Darby! Its predecessor Small Teaching by James Lang is also great for more in vivo practices. <https://loyola.primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_askewsholts_vlebooks_9781119050964&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>

**Participant N**: The Discussion Book is also available through the library - <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA51192117410002506&context=L&vid=01LUC&search_scope=Alma&tab=alma&lang=en_US>