OLLI AT DUKE
TEACHING BEST PRACTICES GUIDE

Topic	**Good Practices Using Zoom**
Applies To	Lecture Courses and Lecture and Discussion Courses
Source	Ginny Knight, knightvew@gmail.com
Background	*This information was obtained from both written and oral course feedback from the four summer Zoom courses. These were the first online courses offered by OLLI at Duke.* Overwhelmingly, most of the Best Practices used in the Zoom classes are the same as the Best Practices in the classroom. They include: extensive knowledge of the subject matter; strong content organization (including having a syllabus or outline); thorough preparation and practice; appropriate and effective use of slides (PowerPoint or other presentation applications), videos and/or audio files; a dynamic presentation; and time for questions and/or discussion. Zoom recordings of the classes were appreciated and used by many students. OLLI strives to offer this feature to instructors who would like their class to be recorded, but for some courses this may not be feasible.
Benefits	With only a few adjustments, our courses can be made quite attractive in a Zoom format for OLLI at Duke students. Assistance is available from OLLI staff and volunteers.
Key Elements	1. High quality slide presentations and visuals seem to be very important for Zoom courses. Seeing and hearing key points reinforces the learning and holds the students' attention. Even those instructors who never used slides in the classroom should consider creating slides for their main points to use on Zoom. Pictures, maps and other visuals can be used even without using presentation software. 2. It seems to be most effective for the instructor to have a course website to post materials that would otherwise be distributed in a classroom setting, i.e. course syllabus (or outline); reading assignments; pictures; maps and other background materials; and, links to online resources. 3. Guest speakers can be used effectively if they are well prepared for both the content and for Zoom. The best part is that these speakers do not have to be local or come into the classroom. 4. Planning for questions and discussions is important. For small classes, using the "Raised Hands" feature in the participant's window may work for the instructor (or the course moderator) so they can tell the order in which the hands were raised. (Students can also lower their hands if they change their mind.) Classes with more than one screen of participants usually

	choose to use the "Chat Window." Questions and comments are typed into the chat box (to Everyone), and then they can be read by the course moderator and the instructor when time allows. Course feedback showed that most students wanted their questions and comments read word for word and not interpreted by the moderator. 5. The instructor, with the aid of the rehearsal personnel, should make sure their camera and audio is adjusted correctly, and that the background does not detract from the course. 6. Be aware that some students may have auditory or visual deficiencies, and they may need assistance with adjusting the volume or reading items in the Chat window.
References & Examples	For assistance in creating PowerPoint or other presentation software slides, contact Hilary Williams, hilwill123@aol.com Sharing a Screen: https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen For assistance in creating a course website, contact Dan Kuntzman, dankuntzman@me.com For other information regarding Zoom training and use for OLLI at Duke instructors: https://www.olliatduke.online Other instructor resources are available at: http://olliatdukeinstructors.pbworks.com