



Teaching with Students Connected via Zoom

This document is a guide for faculty teaching during the COVID-19 outbreak when quarantined students must attend classes via Zoom. It is based on the experience of 13 INSEAD faculty members who have had students calling in with Zoom in MBA courses, 6 MBA students who used Zoom to connect, Onsite FBL and SGP, the Workspace Collaboration team, and the MBA Office. This is a working document. We welcome suggestions, feedback, and reports from P2/P4 faculty so that we can continue to update it. Please email your input to iLITE@insead.edu.

If you want more personalised assistance with your teaching needs in these circumstances, please contact the iLITE directly and we will arrange an individual session promptly.

Getting Connected

- **Collect the list of names before each session**
 - The MBA Office will gather the names of students who will be connecting via Zoom 1-3 days before each session and forward the names to you and your assistant. MBA Office will also share the Zoom links with the respective students in due course.
- **Onsite will set up your Zoom connections before each session. As a reminder:**
 - In some Amphis (SGP: Amphis 101-106, and 307, plus all Amphis in LDC; FBL: Amphis A, B, P, 1, 3, 4, de Vitry, MBA'70, Maag, Loudon, MBA'73, Dean Berry, MBA'90D, BCG) you can display students' faces on the confidence monitor and your slides on the projector if you bring your own device. Onsite can set it up for you.
 - Bring your own laptop or tablet to display your slides. The Amphi desktop can then be used to connect Zoom to the confidence monitor. This will allow you to see the remote students and involve them in the class learning.
 - Even if "muted," students can type on the chat feature in Zoom, which you will also be able to see on the desktop and the confidence monitor.
 - For teaching in all other Amphis, you will not have video and Zoom chat option separately. You can toggle to the Zoom screen to see the chat box during the presentation, every now and then, but this is somewhat disruptive to the class flow.
 - Work with Onsite as early as possible if you have special requirements. The team's resources are stretched at the moment. Allow more time for them to help you.
 - Zoom links will be set up by IT daily according to the Amphi, and not by course or course section. This means that the link is shared among courses using the particular Amphi. Therefore, it is crucial that faculty does not disconnect the Zoom link from the Amphi.



Teaching

Do

- **Basics**

- Wear a clip-on microphone otherwise students on Zoom will not hear you well
- Repeat the questions and major points made by students in the Amphi
- Make sure that slides are clear and well-displayed. You could share your screen on Zoom so that students connected can see the content.
- Students connected over Zoom cannot see writing on flipcharts. It is best to write your points on slides. Alternatively, ask students to share writing on the board and flipcharts via WhatsApp with their remote classmates.
- Students on Zoom may not be able to see you when you walk around the Amphi

- **Distribute materials on Canvas before class so that students on Zoom can follow the class better.**

- **Stick closely to the classroom-based teaching plan**

- Be mindful that there are two groups of students – one in the Amphi and the other in remote locations. Ideally, you will involve both groups actively in the class.
- If you are using an interactive lecture, this is relatively straightforward. Call on the students on Zoom as well as those in class and check questions in the chat.
- If you are using open discussion or using the case method for most of the classes, follow the guidelines below. Pay special attention to setting clear expectations around how you will involve the remote students and remind the two groups of each other. Remember that remote students cannot see the rest of the class, and won't know, for example, if there are 30 hands raised or only 2 to answer a question. Students in the Amphi can't see the confidence monitor, and how busy the chat is.

- **Set clear norms, and verify presence through Zoom**

- At the beginning of the course, be specific on who is eligible to connect (e.g. Zoom is for students who are on a mandatory LoA due to INSEAD's travel policy, elect to stay home with genuine concerns about their health and safety due to COVID-19, are unwell with respiratory symptoms).
- If the student is not present in the Amphi or over Zoom, they will count as absent.
- You can verify presence by clicking on the Zoom page, easy to do if you have video displays of people's faces on the confidence monitor.
- If you teach in an Amphi without confidence monitor, another way to verify presence is to create a quick question on mentimeter.com for students to answer in real time.
 - Go to mentimeter.com, create a new slide with "open ended" question, type in, "If you are connecting through zoom, please follow the link above and type in your name."
- If there not many people connecting, you could ask them to "unmute" their Zoom connection and to vocally acknowledge their presence.



- **Participation**

- Set clear expectations about how students should be “present” in your class, as it will vary from course to course. What do you expect of them besides watching?
- Acknowledge the remote students and tell them how you plan to interact with them. What should they expect of you besides watching?
- If students can learn your course content mostly by listening, let them know that you will not solicit their participation—even though they might prefer it. Reassure them. “I know that you might prefer to be here, but you will learn just as much today.”
- If you want remote students to participate in class, tell them when and how you plan to include them and remind them to mute their microphone in general and after their responses.

- **Volume – number of students connecting remotely**

- If a couple of students are connecting:
 - Ask them to say something at the beginning of class. It helps to make the students feel included in the learning with their section mates.
 - Or tell them you will ask for their input every 20 minutes, that you will cold call them. Tell them if they can unmute and interrupt when they like, or if you prefer that they write questions in the Zoom chat.
- If many students are connecting over Zoom:
 - Set intervals when you would solicit their questions and responses.
 - Have them to use the chat feature and check it at regular intervals.

- **Create In-Class Contacts (ICCs) to pair with physically present students**

- Pair each Zoom caller with an ICC
- Ask ICCs to send photographs of any writing on the whiteboards if their Zoom partner cannot see.
- When in small groups, ask ICCs to turn on voice or video call with their Zoom partners so they can join in the group discussion.

- **Email students personally who Zoomed in after class session**

- Ask if they have any questions.
- Offer to set up a short call if they need it, provided that you don’t have too many students connecting remotely, or to meet you when they return to campus.

Don’t

- **Ignore students connected over Zoom**

- It will dampen their learning experience and increase their sense of isolation
- It might encourage abuse of the remote connection

- **Spend disproportionate time soliciting participation from remote students**



- This is especially important if there are more than 5 students connected. It might be tempting to go back and forth between Zoom and Amphi, but that will easily feel unstructured and unpredictable to both groups of students.
- **Display students faces using the Amphi desktop Zoom feature if there are more than 5 students (it could be distracting)**

Challenges to Consider

- **Some activities may not work as well with a mix of onsite and remote students**
 - Group discussions that require dynamic participation
 - Heavy discussion-based session, activities, or long group work. Participating a couple of times during a discussion works smoothly if remote students' participation is planned in advance. Joining a simulation that requires heavy interaction might feel awkward if most of the group is onsite and one or two people connect remotely.
- **Modify teaching approaches**
 - Group work may have to be done differently. Perhaps have the different groups connect (via Zoom, Whatsapp, or other means) with their own team members who are not on campus and discuss their topics. Allow a combination of students from the Amphi and remote to participate actively. Again, you will need to be patient to allow remote participation, and even more inclusive than usual in the discussions.