

# Teaching INSEAD MBAs through Zoom

A collection of experiences and ideas (March 2020)

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## 1 Introduction

In this document, I compiled a list of experiences and ideas that I have been testing and adopting in the last two weeks of intensive MBA teaching through Zoom. I have been teaching the Negotiation Dynamics course from home at an average of one double session per day, while the students are mostly going to class in Singapore. This document does not cover the scenario where a professor is teaching to an exclusively Zoom-based audience, nor is it a Zoom technical guide. Since I wrote the first draft of this document a couple of months ago, I have now taught Zoom to Zoom, and I learned that a lot of what I wrote here could be helpful in that setting as well.



## 2 On setting up your Home Studio

1. **Room.** I “confiscated” a quiet room in my basement to set up my dedicated home studio, avoid disturbing the family, while having a place for the teaching/streaming. I do

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<sup>1</sup> I would like to acknowledge the help from my assistant, Christine Ng, in trying and quickly testing/adopting several solutions. I also want to thank a few MBA students (Saul Cai, Donald Fraser, Benedict Heng, Matteo Ferrante & Paul Roehnel) who were extremely active in giving me feedback and ideas on how to improve their experience. They also proactively took responsibility on their end of the Zoom teaching experience to make sure it was constantly running smoothly.

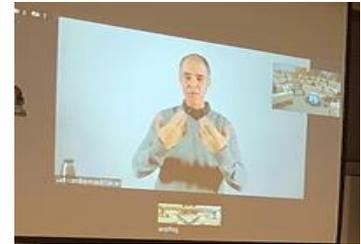
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not want to have to set up everything again every time I teach, as the setup takes quite a bit of time.

## 2. Technical equipment (I bought/used),

### a. One HD camera for the computer with a particular focus on its streaming quality

- i. I set the distance and angle of my camera so that students could see me from my navel upwards. My torso thus occupies a third of the width of the screen, which was set in landscape format (see picture).



- ii. The trade-off you will face is between looking big enough on the screen so that students can see my facial expressions and between being distant enough so that they can see my body language. So the best solution was the landscape format with me taking the middle third so that they could both see my face and my hand movement. While I cannot walk far, I still found that I had enough room to move, gesticulate, act my stories, and not be limited to standing still.
- iii. I also learned that the students appreciated this set-up as they found that the extra movement adds dynamism to the class, as opposed to just sitting in front of your computer camera and lecturing.

### b. One set of AirPods or similar headphones/mic for a crisper and more consistent audio and microphone experiences to avoid sound fluctuations and reduce noise as I walked around. The students said it was the best audio from all the other mics I tested:

- i. Computer mic may work ok if you are not moving, and you are using only one laptop, close to you. Nevertheless, the sound may be of lower quality at the other end.
- ii. Head wireless mic may pick up too much noise, including breathing and the pronunciation of some letters.
- iii. Lapel mics may work as we use them in our training rooms, but I had a hard time finding them in electronics stores, so I am not sure if they are or not a good option.
- iv. Directional mics were expensive. Despite that, my voice fluctuated as I turned away from staring at the camera to write on the ppts by my side.

### c. Two professional studio lights and their tripods. Three would probably be ideal and give that cleaner feel with no shadows at the back, but the lights are expensive, and two seem to do 80-90% of the trick of looking more professional.

- i. Use lights to light up the face, eyes, facial expressions first and foremost. You want them to see your face well so they can connect better with you.
- ii. Be aware of shadows that you make as you move, both behind you and with your hands over your face, as they can be distracting to participants.
- iii. I recommend setting the lights facing you at a 45 degrees angle, one on each side

- iv. Keep in mind that I took the basement as my studio. Those of you who do not have a basement think about how natural light can disturb/help the arrangement and add that into the light equation.
  - d. One large photo studio paper to place as a white screen at the wall behind my back to create a more professional look, and not just seem like I am teaching from home.
    - i. On this note, I have also done a fair share of webinars recently with a typical library-style background of my home-office. Not a problem either way. It depends on what you are want to project. I was going for a more professional, studio-like look.
  - e. Ethernet/LAN cables for higher streaming reliability. I used one cable for each computer (I was using my tablet to stream the slides, and another to stream the video with me). These may be your biggest friends since unreliable internet was the biggest problem I had. For the most part, Zoom has been quite reliable and user-friendly.
  - f. Two electricity multi-socket extension cords. If you buy or rent all of the above, you will have lots of cables going around.
  - g. Studio-level tape (markings on the floor and taping of the white background) – this is a good investment as these tapes stick well, do not mark or peel your wall paint, and they are easy to cut with your hands. They can be used to tape the white paper to the wall, “tie” the cables together, or put markings on the floor.
    - i. I marked a rectangle on the floor, and it gave me additional feedback on where I could or not stand during the streaming to make sure that I am within the camera angle.
    - ii. Yet bear in mind that you will likely move significantly less than usual.
  - h. Upgrade my home internet from an individual to a business package? I thought of doing it, but ended up not as I feared it would take longer than I could wait, and I would risk service disruption in the transition from one package to the other.
- 3. **Tables.** I borrowed two small tables from other places in the house:
  - a. One to put in front of me, where I placed a few boxes to bring my computer with the HD camera to my eye level, and a second table a bit above hip-level to my right side (I am right-handed) where I placed my laptop to project my ppt slides.

NOTE: on the picture below, figures laptop stands, but I used small tables + boxes.]

- b. The camera at eye level creates a cleaner and more professional image, as opposed to a Skype/WhatsApp call image where the camera comes from below, and our image looks out of proportion.



- c. The side table has room for the seating chart (more on that below), my two cellphones (one for timekeeping and one for the WhatsApp group with IT, my assistant and the student reps open for urgent notes/communication). I also made sure there was some room on the table for tea/water.
  - d. I also borrowed a soft carpet to make it easier on my legs standing for hours in a row and to cushion echo or noise that could come from walking around.
4. **What to wear.** Don't wear stripes/dots/etc. as they blur on video. Wear lively colors to help bring energy to your image.

### 3 On Classroom setup (for Zoom to Classroom settings)

1. **Your screen.** Have your "camera" computer screen (as large as possible) in front of you and double click on the Zoom window with the image of the classroom to enlarge it and make it the dominant image in your main screen.
2. **Confidence monitor.** Have the classroom confidence monitor replicate the screen where the students see you to get feedback on how you are doing, spot any video delay, and notice how you are coming across. This setup allows you to better interact with the students.

3. **Their screen(s).** If your classroom has only one screen, it has to split between you and the slides. Splitting the screen means two things: it is harder to read the slides, and you are smaller, which the students said was not ideal. If possible, opt for a classroom that has at least two screens so that one is just for the slides and another just for you. The students said that the bigger I showed up, the more people connected with me and felt engaged in the class.
4. **PPT slides.** I had wide lenses as my main screen in front of me to see the students. On that screen, I can see the confidence monitor showing me. And then I keep only one small Zoom window at the bottom with my slides. This set-up allows me to look more at the camera and the students than at my slides. I can always glance at the tablet with the ppts to my side.
5. **Lost Wifi connection, how about your cellphone?** In the very first class, my internet failed at the exact minute the course was expected to start. I still did not have the Ethernet/LAN cables, so I created a hotspot on my cellphone to start the class. Luckily, within 15mins, the internet picked up again, and I was able to move back to my computer. But the students were pleased with the hotspot while it lasted and appreciated the fast-thinking/action.
6. **Broad-lens camera or wider computer screen.** We moved to a classroom that has a broader lens camera, so now I can see everyone, but still too small for me to make up who they are. One student even tried to write large notes on a paper, but they were further back in the classroom, and I could not read them. If it had been on the first row, it might have worked. Point being, seeing everyone on a small computer screen still means you do not see much. That said, the wide-lenses gives me a sense of the class and that I can see everyone, so I am not just talking to a few people in a narrow-camera or voices on the other side. Alternatively, buying a much wider computer monitor than the laptop I was using may make a difference.
  - a. **If no broad-lens camera.** Can you ask IT/Multimedia to put two cameras instead? Each covering half the room? Can you ask the students to set up a couple of their laptop cameras for you? From your side in Zoom, you will then see several small windows with partial views of the room, and you just need to click on them to expand and see the different sections of the room. You can do so to expand the screen where you can find the student that is asking/talking and be more connected to that person.
  - b. **If Zoom to Zoom (Z2Z).** Then you can choose the Gallery view and expand to have as many students as possible show up on your screen. I joined with my camera, ppts, and phone, so my configuration was to have always:
    - i. The Gallery view during lectures, presentations, debates, Q&A, etc.
    - ii. A small window with the ppt (mute to avoid audio feedback), and
    - iii. The chat on my cellphone besides the tablet with the ppt.

## 4 Overall Class and Time management

1. **Pilot/test Zoom and its settings (if possible).** I had just learned that my classes were moving online due to COVID19 lockdowns and rulings to close educational institutions. This sudden event meant that many profs did not have the time/chance to test Zoom and how it works. Still, try at home with another computer, contact another professor, partner or friend, and run a mock class. While most features in Zoom are straightforward and user-friendly, there are many, and thus knowing what you need, where the right buttons are, if you click or double-click, etc., takes time to learn well.

2. **No-late rule.** I am not adopting the no-late rule, which I usually adopt, as I cannot police or enforce it. It is hard to keep attention to the door or truly see those who may slide in at the back late, so I might as well not try it. Similarly, on Zoom-to-Zoom, I do not keep track of who is or not there as it would require stopping the class and checking. I thought of recording the class and then checking, but I still could have students be “in the class,” but without video, I have no idea if they are there or not. Besides, the no-late rule was always a rule that I applied to avoid distracting me when I started a class and thus to keep my focus and ensure teaching quality. I can get quite distracted from having people trickle in the class as I am beginning to talk. In Zoom to Zoom, if one more person shows up late, I am not bothered because I do not see or hear them.
3. **Course scope reduction.** Once I finished the first MBA section, I found that I had to reduce the content by 20-25%, given the overall reduced pace of online teaching. I chose to drop full classes than to adjust each class, but that was because I did not anticipate such a substantial need for cutting, and I had to do it on the fly.
4. **It takes more time.** There is a lack of visual and verbal feedback despite all of the investments in better image and sound. The VC slows us down and makes us more insecure over how our material is reaching the participants. It gives us less feedback, but more wasted small waiting periods between the two sides. The timing of our exchanges is off, and sometimes we just trip on minor technical difficulties and talk over each other because of the image/sound delays. More tech blips, more checking in of sound/video quality, more checking in to see if people are engaged, ready to move on, etc.
5. **It takes adaptation.** I started assuming that the class content could be delivered in much the same way as a regular class. I quickly realized that there are lots of small and not-so-small changes that were disruptive enough to my teaching flow—like asking a question just to check-in understanding, or asking if something makes sense or if you can move on. All of these small, quick interactions will suffer. I profited from going through my whole class plan to rethink all of the questions I ask the students, interactions, exercises, activities, and even hand props to plan for substitutes.
6. **Connect with IT/Multimedia.** I created a WhatsApp group with INSEAD’s IT/Multimedia department and added my assistant to it. The group has dramatically facilitated all of our coordination, and it provides me with a quick offsite way to reach out to them in case of technical emergencies.
7. **Class reps.** I selected two students per class to be the IT/Multimedia reps of my course. I did it so that there would be students with ownership and who would proactively jump if there were any challenges. They helped with running the pilot/tests, operating the videos on their end, passing the mics, collecting and sending me suggestions through WhatsApp, sending me messages if the image/sound quality dropped on their end, staying later to check on technical problems, etc. Several of the suggestions in this document came from their feedback. I cannot share how helpful they have been. Their attitude has been fantastic!
  - a. **IT/Multimedia is soon going to be overwhelmed.** As more of us move to online teaching, IT/Multimedia will quickly be stretched. Thus rely more on the student reps to learn the basics of how the class equipment work and their possibilities so that they can help you from their end without having to rely heavily on our staff.
8. **More breaks.** A full 1,5hr class seems heavy over VC, and I am teaching double sessions. Instead of stopping every 1,5hr for 15mins, I am stopping every hour for 10mins (student suggestion). If I am teaching a double session that starts at the 12noon class, then the students asked me not to break on the hour as they need the 30mins before the 2pm

session to pick up lunch. If I am teaching a single 1,5hr session, I am not sure if I need to stop in the middle. I have not so far.

9. **Emails may multiply.** Expect to answer more emails as they will see this as the primary way to interact with you between classes. For example, I had no students wanting to talk to me between classes or right after the class, as we usually experience when we teach live. This means fewer quick solving of logistic or content questions between classes and more emails.
10. **They are also adjusting.** In the same way that we are adjusting the best we can, so are they. They are not 100% used to these class dynamics, and they are not sure what the school or social norms are. That said, I found them to be very understanding (or at least seemed that way) when we had technical problems, and even appreciative of our effort to make things work to the best of our ability.

## 5 On Class interaction and participant engagement

1. **I had to work harder to get the same effect.** I found the class to be less personable, energetic, or intimate. That said, humor seems to have worked well, but I still felt insecure because you cannot see/hear their reaction as well, especially in Z2Z, as most will be muted.
2. **Explicitly commit to making the class more energetic/engaging.** Ask questions, ask them to give you answers. Insist on the interaction. We are already not in the room, we are not sharing the personal energy of being together, so it helps to ask them to work with you to create a more interactive experience and thus increase the energy and the learning in the room. I transparently shared that I am trying my best to generate energy and make the class more engaging. This statement generated more feedback ideas from them as they seemed to appreciate the effort and commitment. My selected IT/Multimedia student reps ended up being the channel used to convey new ideas and feedback to me.
3. **Make it more energetic/engaging on “their side of the screen.”** This chapter is a lot about how to make sure that as a professor, we are helping our students feel more energetic and engaged with our material on the other side of the screen. It is hard to transfer much energy, so we need to help them generate more of that energy on their side. As such, think about ways to make them talk, interact, or think more so that they help make your class livelier from their end.
4. **More exercises and activities.** The students asked me to increase engagement through more exercises or debrief of activities. When I used more, I did get better reactions. Some of the activities I gave them were simply extended Q&A, such as give them a difficult question, and have small groups of 2-4 students discuss it for just 2-3mins at their tables or virtual breakout rooms. Then I selected two or three students to answer the question. I also brought in small real-life cases and asked them to spend 4-5mins in application sessions, diagnosing the problems, and coming up with recommended solutions. They did not leave the class, and I could hear the vibe/noise go up. In Z2Z, they can break and return as you control the breakout rooms.
5. **Voice modulation.** The participants asked for a more substantial effort on presentation tone, pitch, variance so that the voice also serves as an attention grabber as opposed to falling onto a monotonic speech pattern.
6. **More stories.** The MBA participants asked for more illustration stories (personal or business-related) on the learning points. The activity gets them excited to see where the story is going, which again increases energy and engagement.
7. **Cold calling.** The MBA students asked me to cold call to distribute participation. In this VC environment, extroverts will dominate, while introverts will find it harder than usual to time

their participation. I did what some call warm-call as well, I had a list of the students in front of me, and then I would warn a group of 3-5 pax that I would call them next after a video, a lecture or small group activities so that they were prepared. Before I did that and I only cold-called, I did face more awkward comments, students not ready to talk, some seemed caught off-guard, or were not focused as much during the previous activity to comment on it.

8. **More exercises.** I created more small activities for them to use the material and check their learning: I created a couple of slides with real-life negotiation lines and asked them to discuss those for 2-3mins as a group. Then I got 2-3 groups to share their insights. It gives them something to do, it breaks away from the Zoom lecture, and it has the participants talking to one another, and then talking to me, bringing more energy and engagement to the class.
9. **Quick check-ins.** I check in regularly and ask people to either raise both their hands with thumbs up if they mean “yes” or “keep going” and to cross their arms in front of their faces if they mean “no” or “stop.” This more visual communication protocol helps me get quick yes/no answers from the class without having to turn on the mic. Not everyone did it, so I had to remind them eventually.
10. **More frequent check-ins.** Since it is harder to read/see their facial expression and thus their implicit feedback while I am teaching, I am checking in more often as well: “Is this making sense?” “Are we clear on what win-lose means?” “Is it ok if I move on now to another topic?” Notice that they are all yes/no questions so that they can quickly answer with the hand signs shared above.
11. **Expect reduced spontaneity.** I found that the students have a higher inhibition to interrupt and ask questions, maybe out of an awareness of the higher disruptive impact that it has when compared to a standard in-person class. So stop periodically and say: “Ok, now it is question time?”
12. **Create more explicit question opportunities.** As a result of reduced spontaneity, I am chunking the class for question purposes. I teach for 10-15mins, or until I finish a learning point, then I stop and ask people for questions. Given the mic passing transition cost and the higher asking inhibition, I learned that once one question comes, more seem to flow. Then I get a few, i.e., 3-5, and I go back to the lecture.
  - a. If you are doing ZZZ, say that they can send the questions to the chat and that you will open and read them now, or that they can just share their question publicly, which can be a nice touch as it also brings up a different voice.
  - b. If ZZZ, make sure that the chat is for content questions. Other logistics or class issues should go through the WhatsApp with your pre-selected student reps.
13. **Summarize more.** I also found myself summarizing a bit more the learning points at the end of each learning point to ensure connection/learning and to help create asking moments for the students. As soon as I finish a learning segment, I summarize it, and then I ask for questions to help contextualize and remind the students of the questions they may have had 10 mins ago but did not ask to avoid interrupting me.

## 6 On managing microphones (mics) in the classroom or the virtual mic in ZZZ

1. **Turn off their mics while they are not speaking.** If you leave the class microphone on, you can better hear the reactions of the group, but you also have to deal with a lot more background noise, and with hearing your voice back at you, a split second later after you speak. When I had the mic on all the time, the background noise was distracting. I lost my

train of thought a few times, I felt like I was raising my voice in response to the background noise in my earphones, and I was much more tired at the end of the class. In the last few sessions, I had their mic turned off, and they would only turn it on when they would speak. While that system was more cumbersome each time one of them would talk, it turned out to be significantly easier on me.

- a. **I tried the ceiling mic in the LDC Amphis (SGP).** Unfortunately, since they are quite sensitive, and some are just behind three big noisy projectors, it is as if you are listening to a wind storm at times. I found it too distracting and chose not to use them.
2. **Get used to not hearing them laugh at your jokes.** If you tell stories or jokes, since the mic on their end will probably be off, you will not listen to them laugh. Get ready for it, commit to your joke anyhow, and with the subsequent silence you will hear. Identify a few faces in the audience that are more expressive and get your feedback from their facial expressions. If this is too hard for you, try teaching the class with their mics on. Just remember that you will probably have to get used to the background noise.
3. **More speaking points per person.** Give more time for each person to make longer points. Smaller questions and answers suffer from technical difficulties as they have a high transaction cost, both passing the mics and making sure it is on or off. I usually have engaged one student, exchange 2-3 points with her/him, then I ask them to pass the mic to the person next to them, and I move on to new questions. Before, I was asking only one question per person, and while you gain in dynamism, you lose a lot in transaction costs.
4. **How about more mics?** I asked for many microphones as it makes it easier for participants just to grab it and talk. Participants consistently asked for more as well, as we only had one fixed mic and one portable (or two portable). Few mics mean more time wasted having to pass them around and fewer people wanting to talk/ask given the higher transaction costs. However, it seems that I had a technical limitation of two mics per classroom.
  - a. In Z2Z, this should not be a problem as everyone has their mic; the challenge becomes managing their muting/unmuting.
5. **Avoid talking over one another.** The MBAs told me to beware of the voice lag on my questions and to wait a bit more for answers. So I am making an effort to wait for them to finish talking, to count to two, and only then to respond. I am also more patient after I ask questions, as again, I count to two to see if they are responding before either clarifying my question or adding any hints to the answer.

## 7 On Seating Charts

1. **You probably won't be able to read the name tags.** Unless you have a huge screen, chances are you will not even be able to make the faces in the back rows, let alone the name tags.
2. **Prepare a seating chart.** It is hard to make up the faces of those after the 1<sup>st</sup> row. The 2<sup>nd</sup> row is already challenging to make out. So a seating chart covers that challenge. My assistant prepared a seating chart, which has helped me a lot. Now I can read the names, remember them more, and I can call on them and refer back to them more easily.
  - a. In Z2Z, you have the Participant's list option/window. You can follow that instead. If you do not have them physically sitting in a classroom, just print a list with their names to avoid having to sacrifice valuable screen real estate with the Zoom Participant's list option/window.
3. **You can switch screens within Zoom to check your seating chart.** I had no time to print the seating chart at first as we were rushing through lots of adaptations. Still, I can have them on

my tablet and switch back and forth between the Zoom shared screen and the Excel seating chart. The beauty of this feature in Zoom is that once you select a screen to share (my ppt), I can swap screens on my tablet, but Zoom keeps locked in and showing only the selected screen to share, in this case, my ppts. So I can move back and forth to the seating chart without disrupting what the students are seeing. You can do the same with class notes, for example.

4. **Better to print it.** I printed the seating and put it just beside my tablet for ease of reference. This way, I do not have to flip screens on the computer, and I waste less time moving between screens.
5. **Big names and close to you.** Make sure as you print that the names are large enough to read. I tried putting the seating chart just below the laptop with the camera in front of me to avoid having to look away from them too often. However, I then realized that the names were too small for me to read, so I moved the chart closer to me, i.e., to the side of the tablet I am using to write on the ppts.
6. **Using the seating chart to streamline student participation.** I am using the seating chart a lot now. I get the microphone to one row, and I have the students in that row be the ones answering my questions, so I lose less transaction time passing the mic around.
  - a. In Z2Z, I chose to go alphabetically as it helped students anticipate and get ready to participate.

## 8 On Cold Calling

1. **Cold-calling.** I did not use to cold-call before, but the students asked me to cold-call them, and I have been cold calling a lot since. The cold calling allows me to use the seating chart to control most of the mic navigation for maximum participation, engagement, and efficiency. It is good because it increases interactions at a low transaction cost.
2. **Distribute participation.** Cold-calling allows me to distribute participation to cover all students at 3-5 Q&A/interactions as I evolve my topics. The seating chart + cold calling also allowed me to spread the talking time throughout the class and provide a lot of otherwise quiet students the chance to talk.
3. **Cold-calling gone wrong?** The challenge of cold calling is that you do not take the student who raised her/his hand and thus may be less prepared or motivated to contribute. So, a bit more often than usual, I cold call on someone who is not on the ball, and I get some odd answers that “waste” time in the process. I then use their inputs the best way I can or flat out correct them if they are just wrong. The worse is when they go in a completely different direction, and then bringing the class back on track may take considerable time. I have been trying to manage this challenge in two ways:
  - a. **Pass.** If a student is not prepared or motivated, I tell them that they can just pass the mic to the person beside them. Only a handful of people did that in the past 20 sessions.
  - b. **Warn/warm them.** I ask the mic to go to a specific row, I name the person who will start (usually someone on the end of the row), and I show how the mic will predictably navigate down the row so that the MBAs know when their time is likely coming and can be more alert when I call on them.
    - i. In Z2Z, I replicated that by letting the students know that I was following alphabetical order.

4. **Keeping track.** I have a pen by the seating chart, and I make a tick below the student's name who already participated so that I can remember to call on others that have not yet. I only started doing this after a few classes, so there was only one tick per participant. As I started another one course (14 x 1.5hrs), I found halfway through the course that I already had covered everyone twice.
5. **Matching.** As you can imagine, students may not respect the seating chart, and because they will be so small on the screen, you may not be able to tell the difference. So I ask the students to say their names before they start talking as it helps me confirm I am talking to the right person, or I say out the corresponding name in the seating chart for them to confirm.
6. **Speed.** I was asked by the students to pass the mic quickly to cover lots of people as this increases diversity, dynamism, and engagement. I am trying to balance that speed with having students not just say a simple yes/no and move on to the next one as the transaction costs then become higher, and the class becomes choppy. For now, I found that engaging one student for two or three short interactions or one larger one still allows me to cover over 15pax per class. I interact a lot with the students, so I am not sure if this is a reference for other classes.

## 9 On Using ppts

1. **You do NOT have a pointer.** Since we cannot use a pointer, I am using the stylus to highlight the parts of the slide I am addressing: underlines, arrows, short words, circles, etc.
2. **Eye contact.** In the set up I have, unfortunately, as I write, I look at the tablet with the ppt, which is not the same as the laptop with the camera. This eye shifting means that I stop looking at the camera/students, and I look sideways. So I try to keep this as short as possible, as the students mentioned that the eye contact, even though the video, keeps them more connected.
3. **Tablet & writing on slides.** If you do not have a tablet yet, I would highly invite you to consider buying one at this stage. It is another level of interaction and engagement with the students through Zoom that I found to pay off the investment. I am using the writing over ppt slides significantly more than I used to do before.
4. **Jot down keywords.** In the slides, I write keywords of what I am talking about at each moment. I am finding that this additional writing creates a more dynamic class experience, as the students may lose eye contact with you as you write, but then words are popping up on the screen, and that attracts their attention. I keep them short not to lose eye contact for long.
5. **The presenter view will not automatically pop up.** Put the ppt in the "presenter view" in the PowerPoint if you use a tablet. Since you are not going to plug your computer into a projector, your computer will not trigger the presenter view. Even if you click on the Slide Show option, you will get a full-screen view of the slide as opposed to the presenter view mode, which is usually more stable and more comfortable to interact with the stylus. As such, go into Slide Show, bring your stylus/pointer close to the bottom left of your screen, a few buttons will show up, choose the last one from left to right, click and hold, then choose "Show presenter view."
6. **No flipchart or whiteboards.** Given that most students will see me on a small screen, I found that flipchart or whiteboards are likely to be too small for them to read. I am translating all of the material that I used to write on a flipchart or whiteboard into slides that I can randomly bring up when the students ask questions, or I have white slides ready to write on.

I just need to swap screens (On Zoom “New Share”) between the main ppt presentation and the “flipchart” one (white ppt) and then back.

## 10 Using videos

1. **Why videos and which ones?** I already used videos in the classroom before. Now, teaching via Zoom, I use them more, to engage the class better and create pedagogical variety. My videos are practical demonstrations of the Negotiation theory I teach (recorded with actors negotiating) and hence provide one more layer of knowledge, between the theory and student role-plays. In class, I analyze these videos together with the students, which allows for classroom discussion. As the debate revolves around the videos, it is easier to keep it on the topic.
2. **How to set videos up.** My favorite format is to use a video pre-downloaded in the classroom computer stopped/played by a student in the classroom. When we analyze the videos, I flip sharing screens between the video (run locally) and my ppts, on which I write. Alternatively, you could rely on your voice only (no need to flip screens), or on your voice and image.
3. **Video streaming through Zoom is NOT of good quality.** While Zoom is all about video streaming and you should not worry about the video with you teaching, playing videos in your computer through Zoom does NOT work well. It has repeatedly shown choppy images with a bit of lag. This is a problem that Multimedia has looked into and found no reliable solution yet. Sound and subtitles work well, but the image choppiness is distracting and eventually frustrating. Hence, you want to send the videos to the classroom computer because the image is significantly better if it is run locally in the Amphi. This solution will not work when teaching entirely via Zoom (to the students at home, not seating in the Amphi).
  - a. In Z2Z, many professors are sending the link for the students to watch the videos, give them time, and then return. This approach can work well. In my case, I stop the video at different times to make comments, and thus I need something more centralized. So one way I handled it was just to run the video through Zoom after I warned that the critical part was the audio so that they could ignore the image. Another solution was to have my camera face the computer screen where the video was going on, so instead of streaming me, I streamed the video. I kept the audio from the original Zoom connection of the ppt computer, where the video is running, improving audio quality.
4. **Send videos to Multimedia in advance.** I am sending the videos the day before the class through Dropbox links. Multimedia needs time to download them. Posting the video just before or during the class may result in significant delays depending on the size of your file.
5. **Swapping between videos and slides.** I have ppt slides with my main frameworks (that I switch screens between the video) to help them interpret/diagnose the videos. I write the takeaways on the framework ppts every time we stop the videos, to capture the learnings.
  - a. In Zoom, this means that the student rep on the ground plays the video. I then have to ask them to stop at the place I want. I then share my screen with the ppt (Zoom will ask if you are ok unsharing their screen, click “Yes”). Once done with the ppt, I asked the student to share the class screen again, which will override my ppt on the main screen for the students, and the video restarts. Repeat as necessary.
6. **Videos > debriefs.** I found that I am doing less class debriefs of role-plays (capturing their lessons learned and writing them on slides), mostly because this was an easy part of the course I had to cut. As mentioned above, I had to cut 20-25% of the course, and that meant a few of the debrief sessions. I am using more the role-plays they negotiated (or cases they read) to interact with the videos that I show with actors negotiating the same role-play. It

creates a common and more dynamics platform to interact with the students while allowing the students to ask their questions when the video deviates or relates to their experience in a relevant way.

## 11 Time zone difference (for those teaching across campuses or time zones)

1. **Think about the time difference.** Since I am on CET time, but teaching the class for students in Singapore, there are days in which I have to wake up before 1:30am CET time to teach the 8:30am SGP time class. As such, it would be helpful if I had asked INSEAD (MBA or EDP dept) to schedule such classes considering the time difference. For example, classes that start at 12noon SGP time are already a lot easier as it only requires waking up around 4am to be ready to teach at 5am CET time.
2. **Avoid disturbing the family.** I am lucky to have a basement where I can be loud without disturbing my family and without any of their sounds disturbing the class. If you don't have such an isolated room/basement, it can be challenging to teach at odd times.
3. **Try to develop a routine.** If teaching from home, it will be harder to keep a schedule that is coherent with students if they happen to be on a different timezone. If it is possible, I believe it will be helpful to schedule the classes to start every day at the same time to create a better rhythm and sleeping pattern. Try to create a bit of a routine to adjust your body and help you peak when you are teaching.
4. **Going to bed vs. waking up.** It has been enough to wake up 1hr before the class starts if I let my home studio fully ready the night before (notice that I do not eat breakfast, so this time does not take breakfast into account). I also plan backward to ensure that I go to bed 7-8hrs before my wake up time. So if I have to teach at 8:30am SGP time, I need to start teaching 1:30 CET time. I then plan to wake up at 12:30am, and thus I try to go to bed around 5pm.
5. **Manage your family expectations.** You may wake up a lot earlier or teach until a lot later than usual. You will start to feel hungry at different times. You will be home, but you will not be fully home. This will impact your family schedule, as well. Talk about it beforehand, remind them why you are doing it, tell them that you will be around, but that it will be a different routine and that you will be less available and more tired/jetlagged (without the jet ☺). You may have to go to bed before your kids arrive from school, and you may be teaching by the time they leave. Find some time together to celebrate that you are home, instead of traveling.
6. **House chores.** Shall I suggest that you negotiate your house chores before you start? After all, when you travel, you are away, and you do not do any chores, thus no conflict with your teaching. However, if you are teaching full days from home, you will be home, and therefore should you still be doing your share of house chores, right? When will you do it? Should you have a new arrangement with your partner given the heavy physical demands of teaching at odd times, disrupted sleeping patterns, and still teaching long hours?
7. **Sleep.** If you have a guest room, you may consider sleeping there to avoid disrupting the rhythm of the house. You will wake up much earlier, and they will sleep much later than you. If you are sharing rooms, you will likely wake up each other quite a bit, and that can disrupt your sleeping patterns. I took melatonin in the first couple of days. I am not sure it helped, so I stopped after that and, maybe, because I am so tired, I did not have much trouble sleeping very early in the day anymore as I believe I then became somewhat adjusted to the class time/SGP.

## 12 Conclusion

As we gear up to more virtual teaching, there are many challenges and many ways in which we can improve the experience. There are even some opportunities for us to grow. I hope the above-transcribed experiences and ideas are of help to you, your class, and your students. Please feel free to reach out to me if you have any questions ([Horacio.falcao@insead.edu](mailto:Horacio.falcao@insead.edu)). Good luck to us all in these trying times!

Cheers,

Horacio Falcão