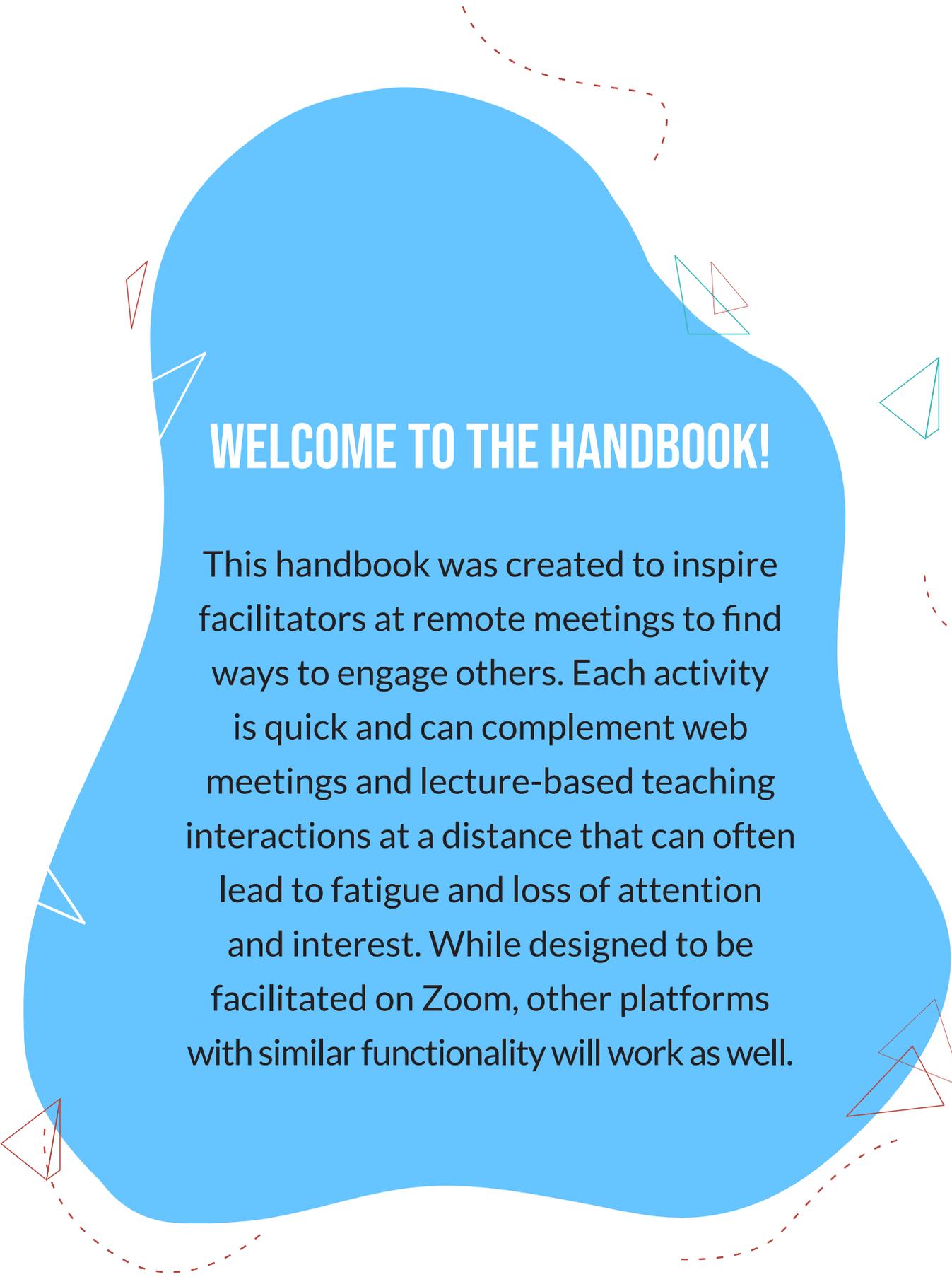




INCREASING ENGAGEMENT ON ZOOM

Created by: Dr. Patrick Pennefather and Dr. Claudia Krebs



WELCOME TO THE HANDBOOK!

This handbook was created to inspire facilitators at remote meetings to find ways to engage others. Each activity is quick and can complement web meetings and lecture-based teaching interactions at a distance that can often lead to fatigue and loss of attention and interest. While designed to be facilitated on Zoom, other platforms with similar functionality will work as well.

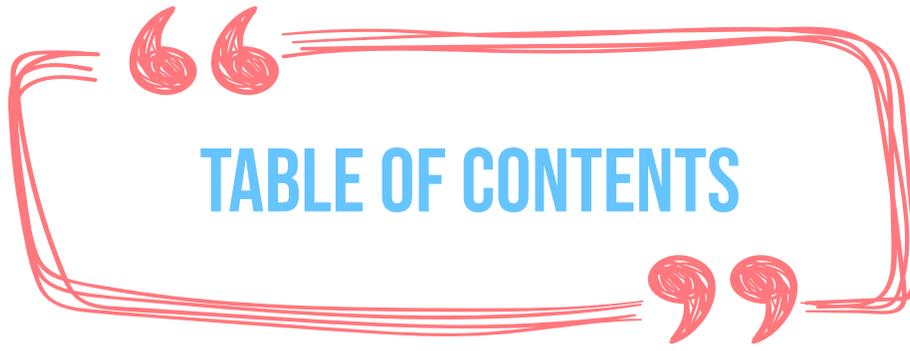


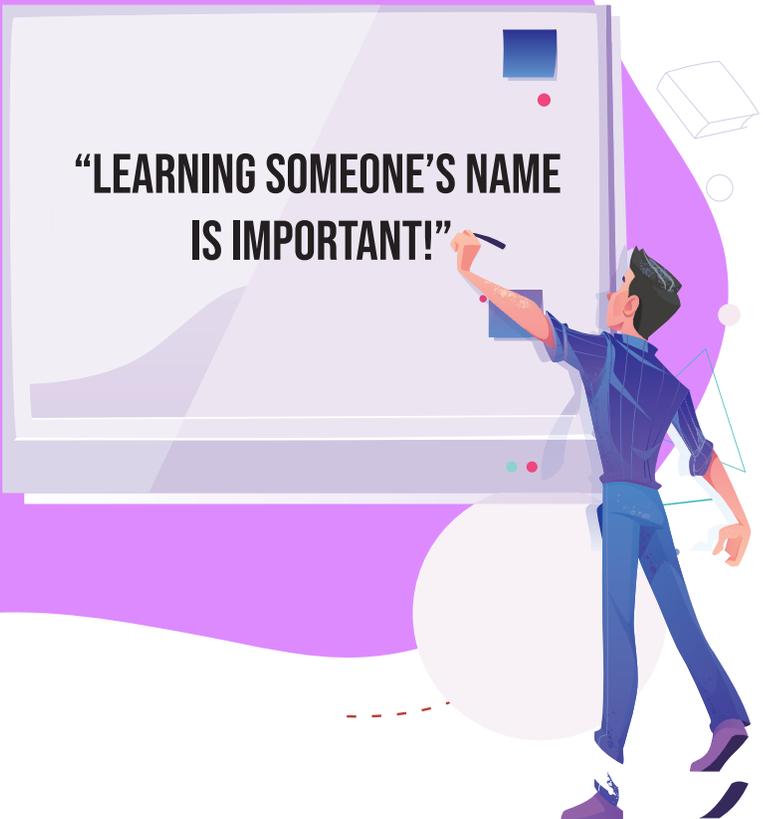
TABLE OF CONTENTS

Name Game	p. 4
Invisible Ball Pass	p. 6
Reflective Activity	p.10
Repeat After Me	p.14
Bring Us Into Your World	p.19
Where Am I?	p. 23



NAME GAME

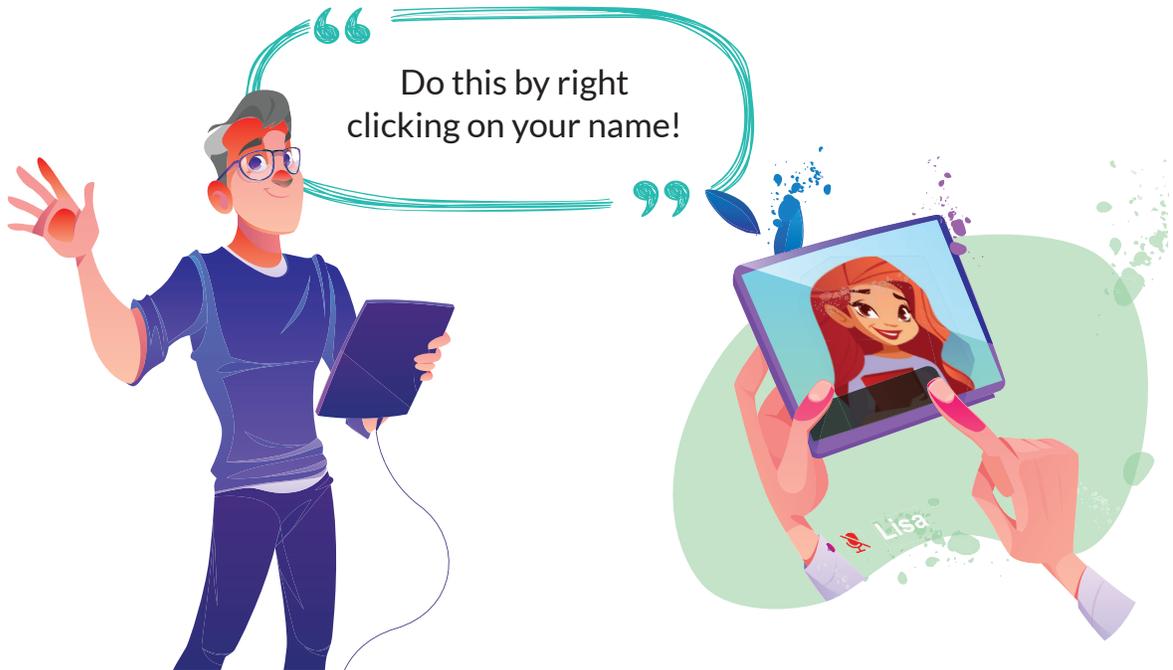
This activity allows learners to make visual associations in order to remember each other's names.

An illustration of a man in a blue shirt and pants writing on a whiteboard. The whiteboard has the text "LEARNING SOMEONE'S NAME IS IMPORTANT!" written on it. The man is holding a black marker and is pointing at the text. The whiteboard is mounted on a wall. There are some decorative elements around the whiteboard, including a small blue square, a red dot, and a white box. The background is a large purple shape with various geometric shapes and dashed lines scattered around it.

**“LEARNING SOMEONE’S NAME
IS IMPORTANT!”**

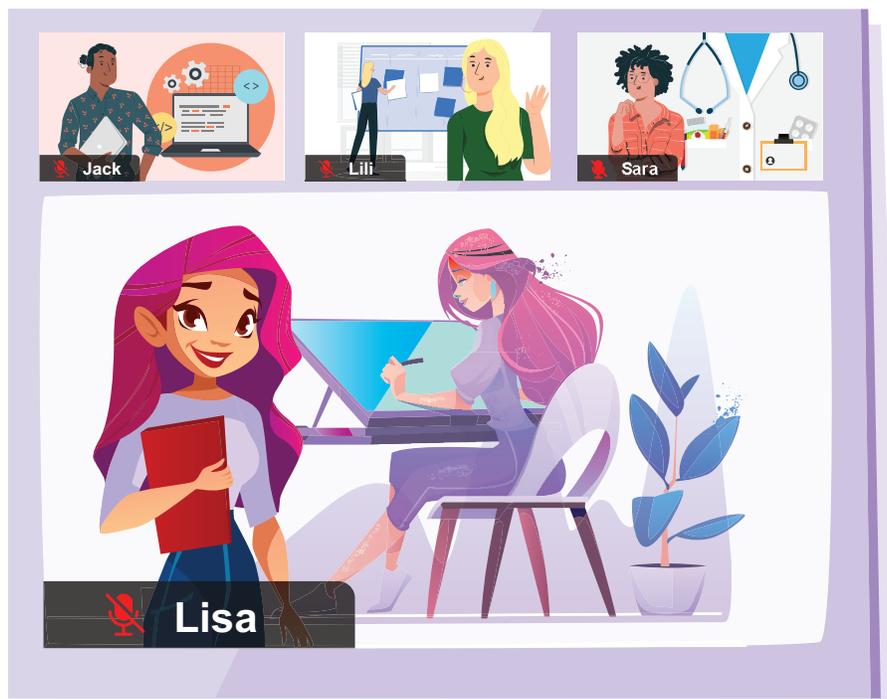
STEP 1

The instructor asks learners to edit their Zoom names to only use their first name.



STEP 2

Participants retrieve a background image that best describes who they are!



STEP 3

Facilitator models the exercise...

“I’m Azra
and I like singing
Karaoke!”



STEP 4

... and picks someone else to do the same

“Lisa,
It’s your turn!”

“Hi everyone!
I’m Lisa and I love painting”



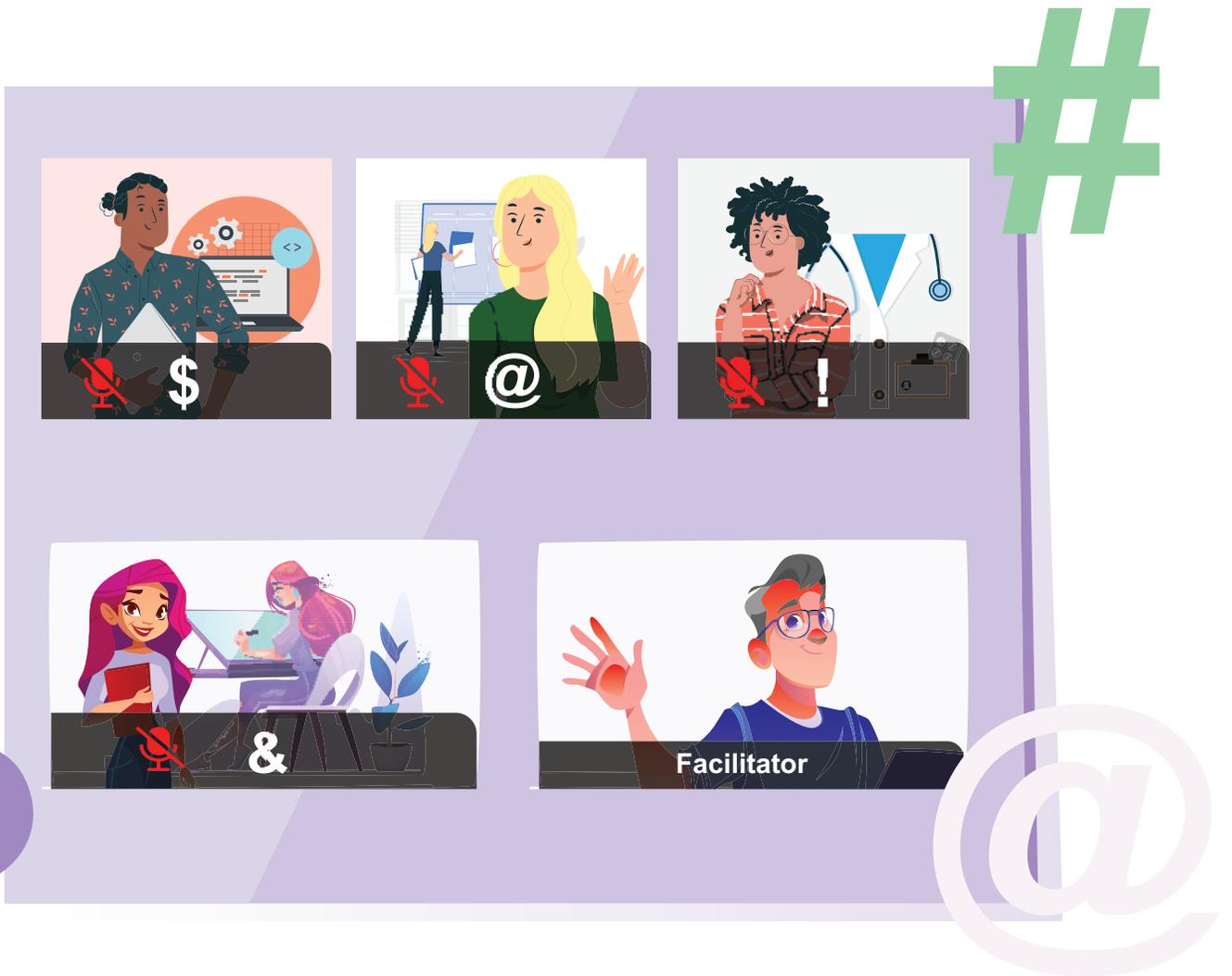
Repeat this
for **EVERYONE**
on the zoom call!



Lisa

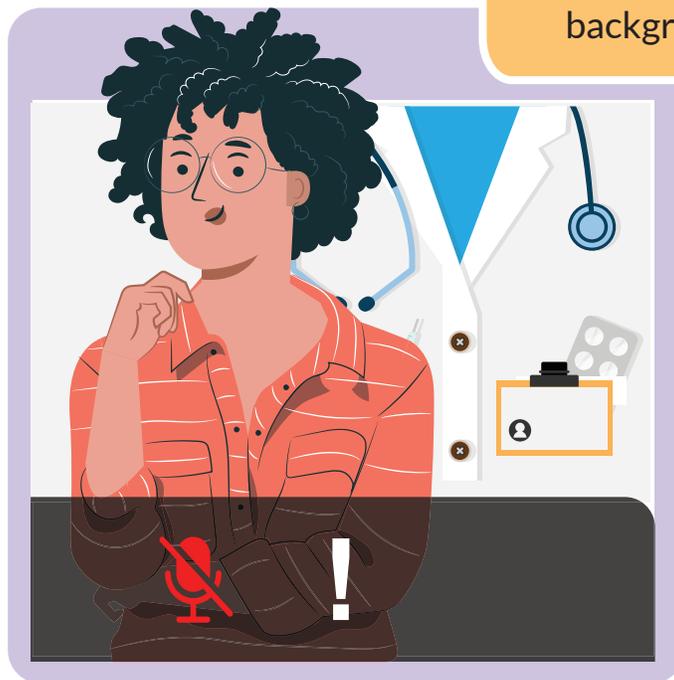
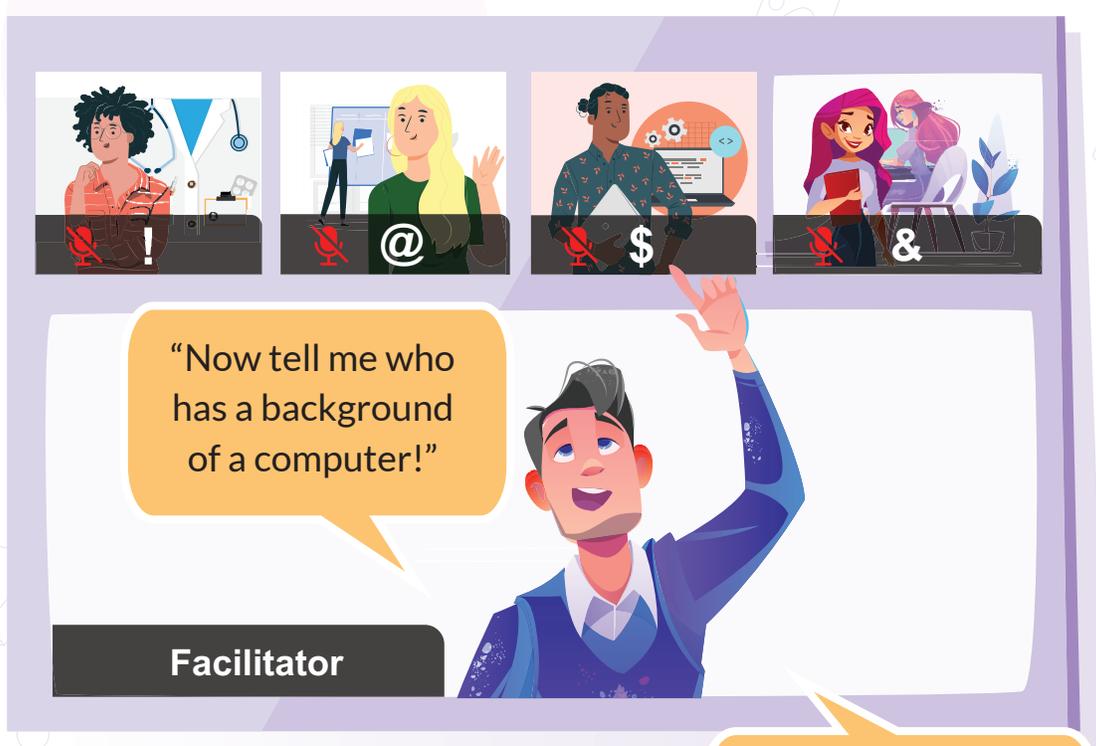
STEP 5

The instructor asks learners to replace their first name with a number or a symbol.



STEP 6

Facilitator asks students to identify each other based on their background.





INVISIBLE BALL PASS

Activities that challenge us to listen and respond quickly to what someone else has said sharpens our listening muscles and keeps us focused in-the-moment.

STEP 1

The Instructor announces that they are going to pass around an invisible ball.



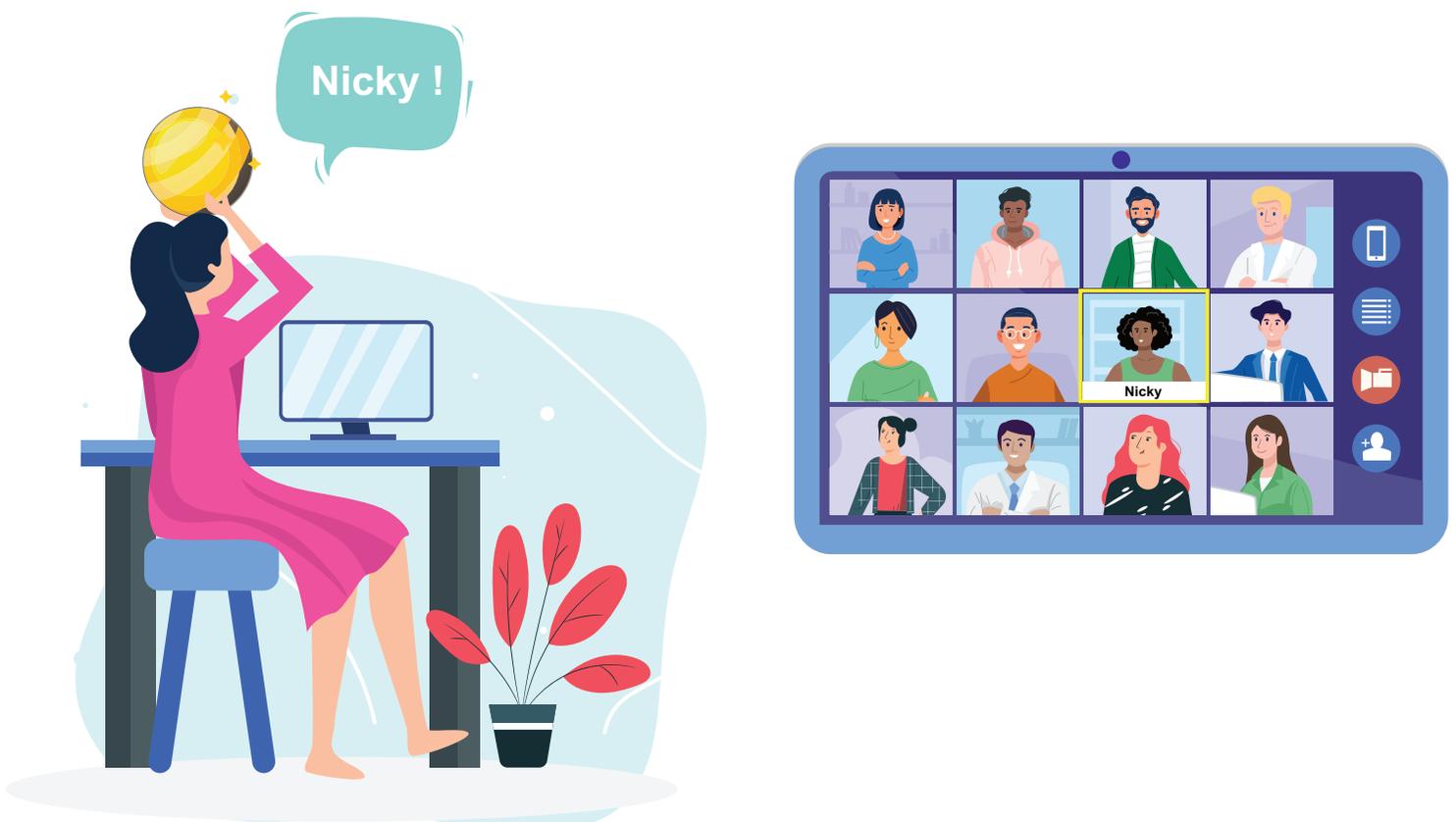
STEP 2

The instructor asks the students to pick someone's name.



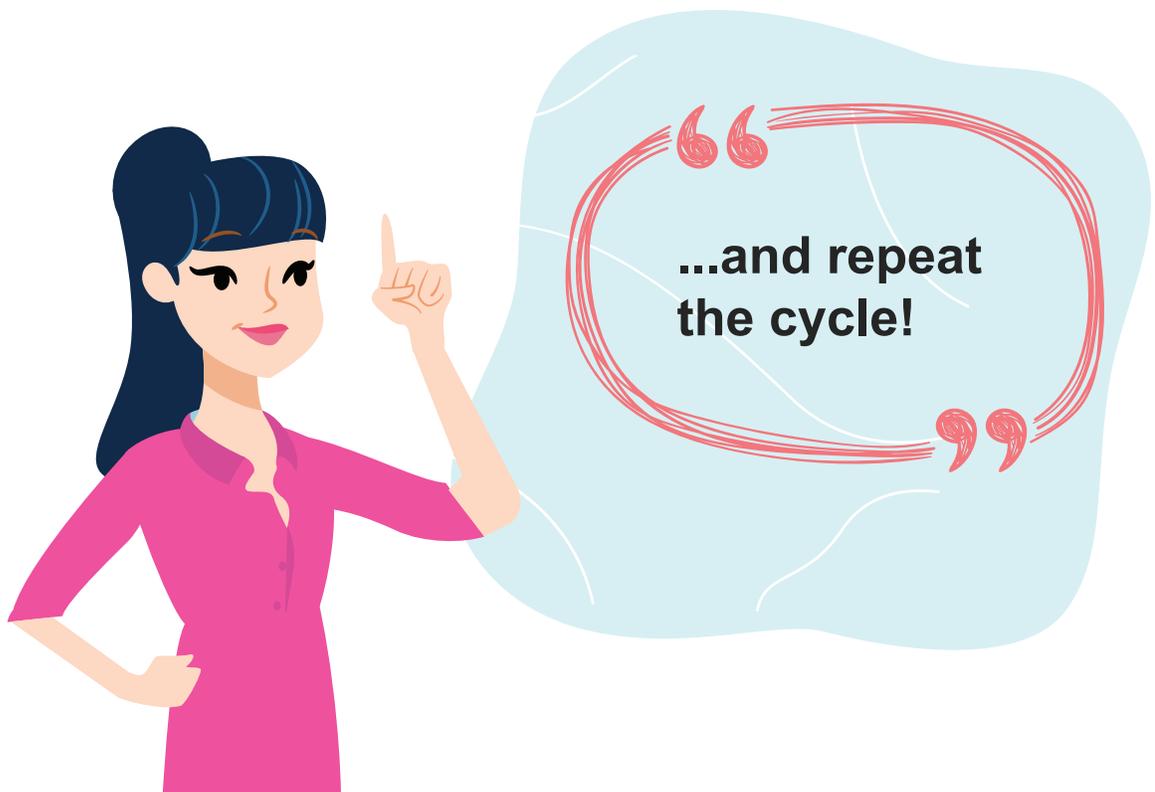
STEP 3

The instructor throws the invisible ball to the chosen student.



STEP 4

The person who's name was called must catch it...



REFLECTIVE ACTIVITY

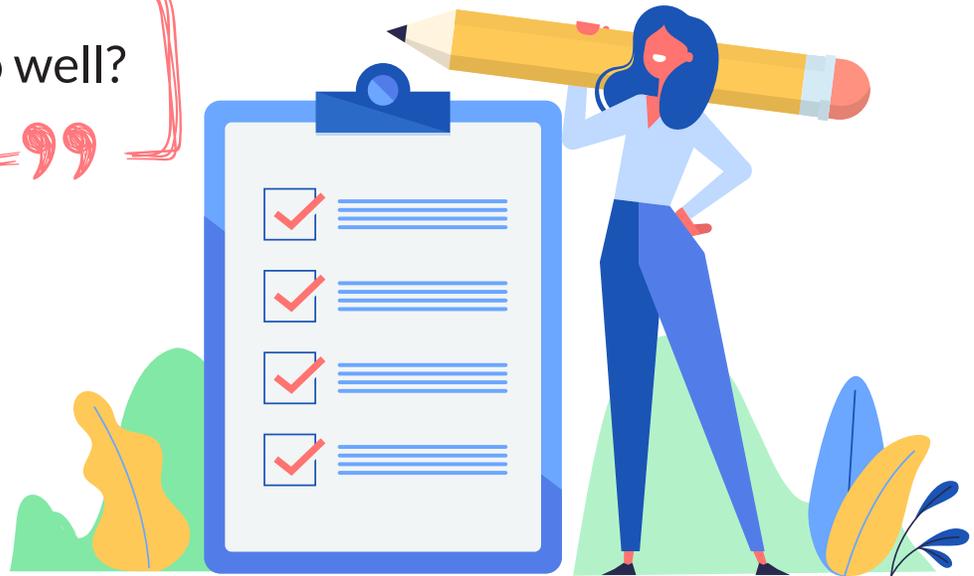
Based on Stanford's d.school, the Feedback Instrument is one method for students to self-evaluate their progress highlighting what they did well, what they can continue to improve, questions they have about process and ideas they generate based on specific projects, activities and/or interaction with others.

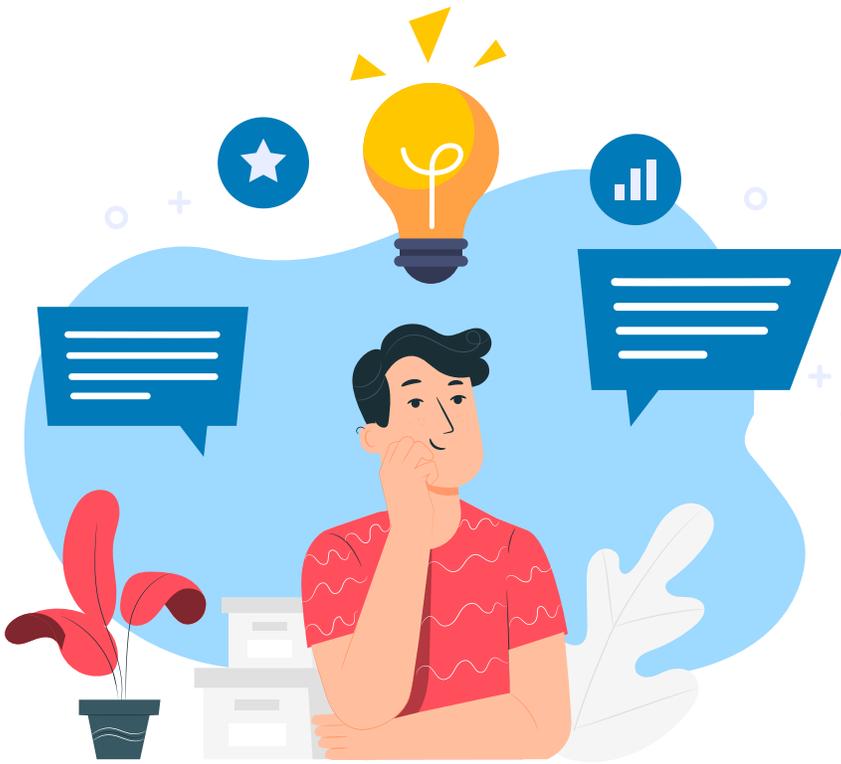


STEP 1

Ask your students to reflect upon these questions

“
What did I do well?
”





“
Ideas that I will take
forward!
”

“
Questions that I have
”





“
Take 10 minutes
to work on this .
”

“
Share your reflection!
”



REPEAT AFTER ME

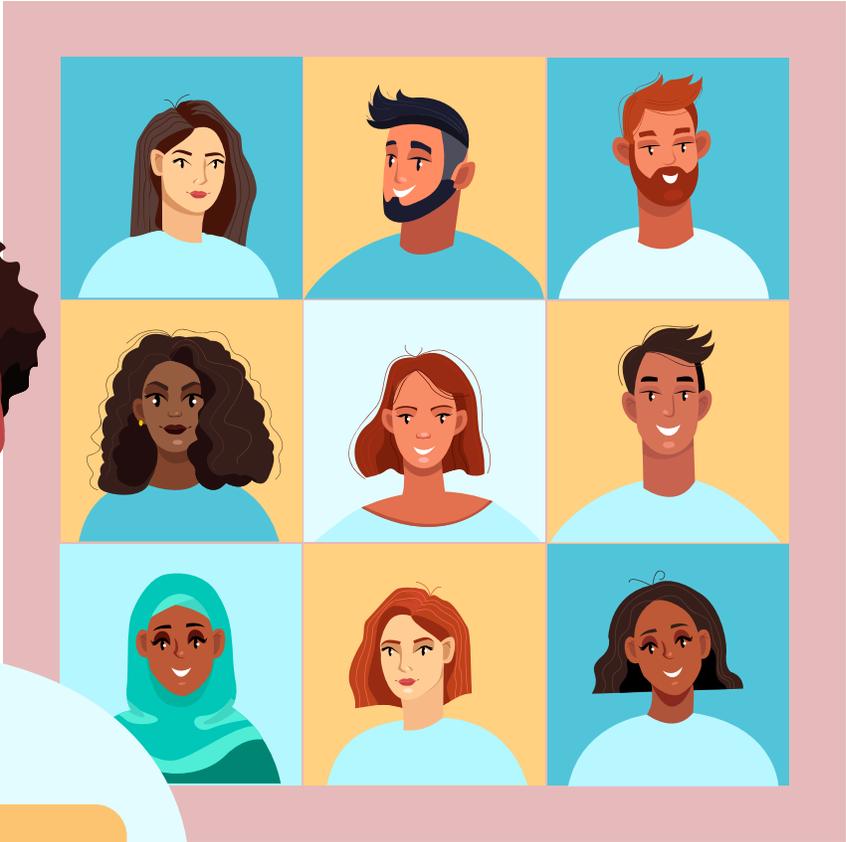
(THIS ACTIVITY IS FAST)

This is another example of an activity that challenges us to listen and respond quickly to what someone else has said to sharpen our listening muscles and keep us focused in-the-moment.



STEP 1

Volunteer someone to demonstrate the activity with.



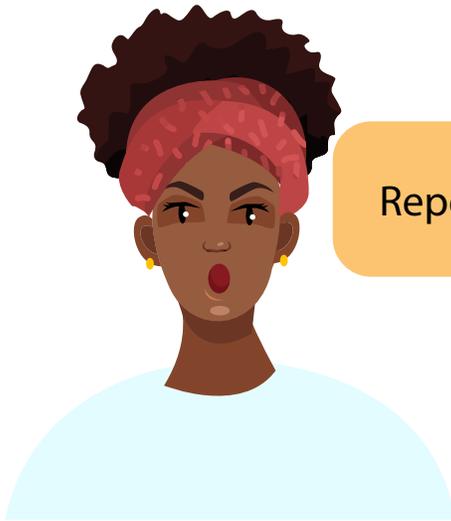
I pick "Lisa". Go off of mute.

Don't worry
it's a really easy exercise.

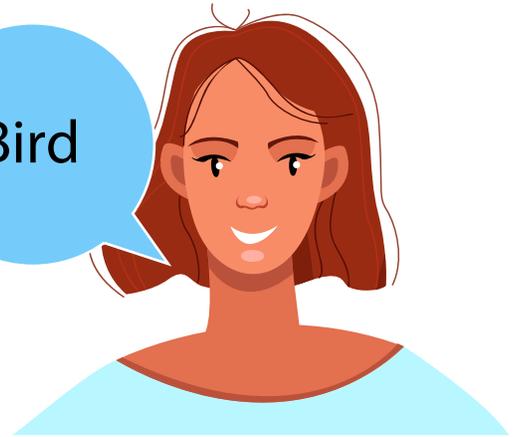
Gulp!



STEP 2

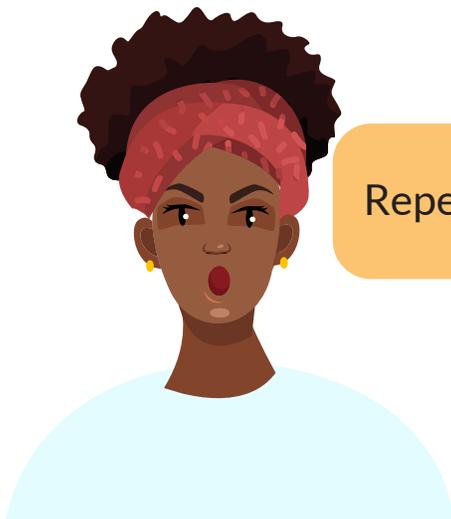


Repeat after me : "Bird"

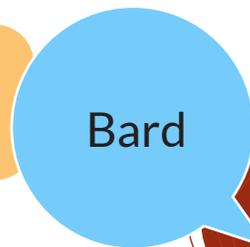


STEP 3

Then you slightly change a letter or two coming up with a new word (repeat at least 4 times)



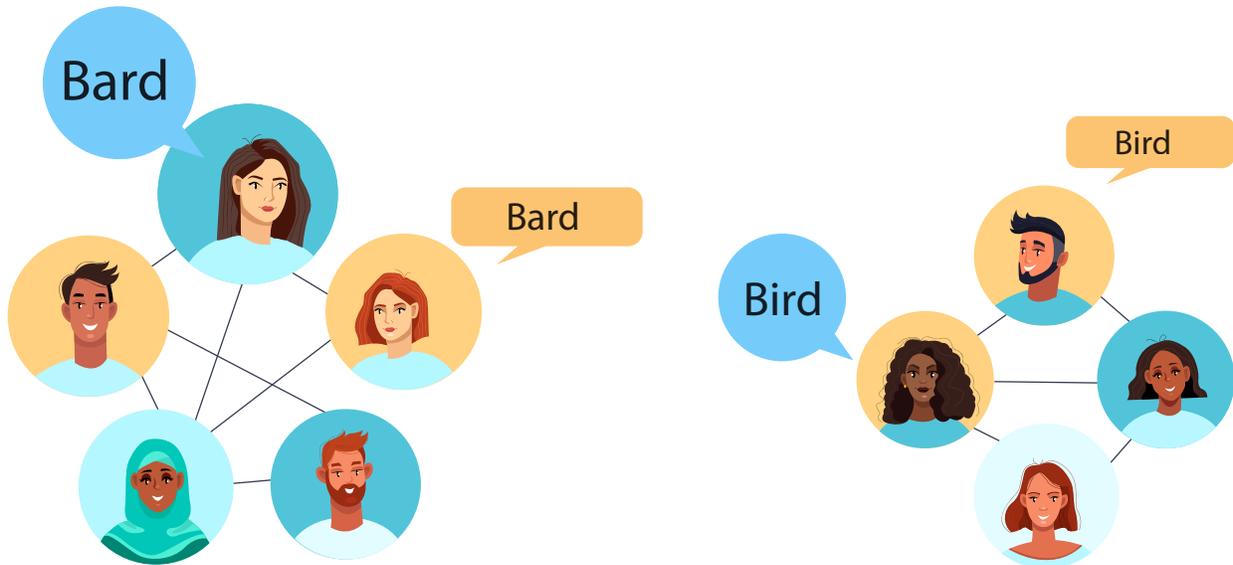
Repeat after me: "Bard"



Keep going!
Bard becomes Boring
Boring becomes Snoring

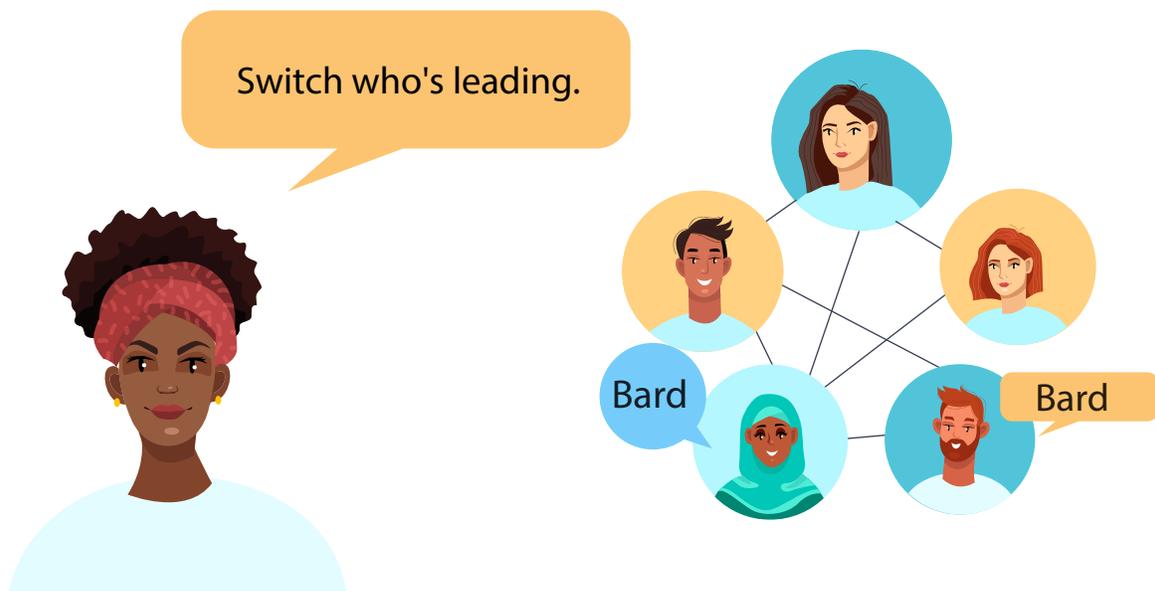
STEP 4

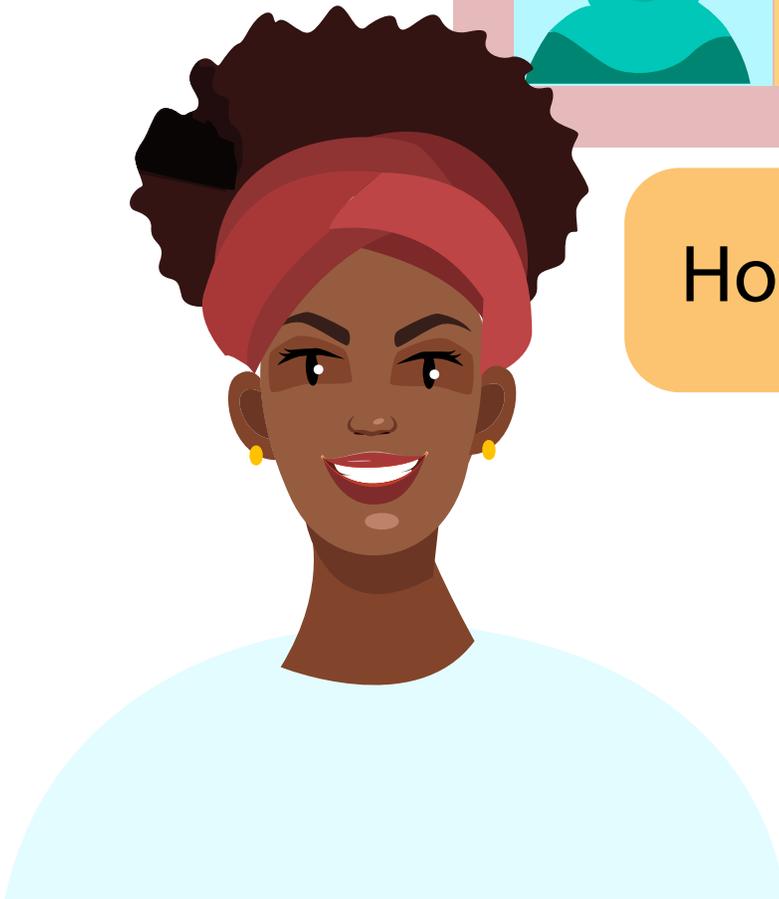
Then, place people in breakout rooms to try it.



STEP 5

After one minute, send a broadcast message in Zoom announcing that it's time for each group to switch the leader.





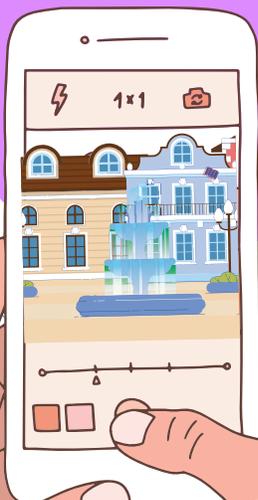
How did that go?

BRING US INTO YOUR WORLD

We don't really know the surrounding physical environments our colleagues or students live within. This activity asks participants to take a photo of the outside of where they work or live to give everyone a better sense of where they are. This creates a deeper connection to place and makes our interactions with others more tangible.

NOTE:

If privacy is a concern you can ask participants to simply take a photo of an outside garden, a backyard, or a non-descript street.



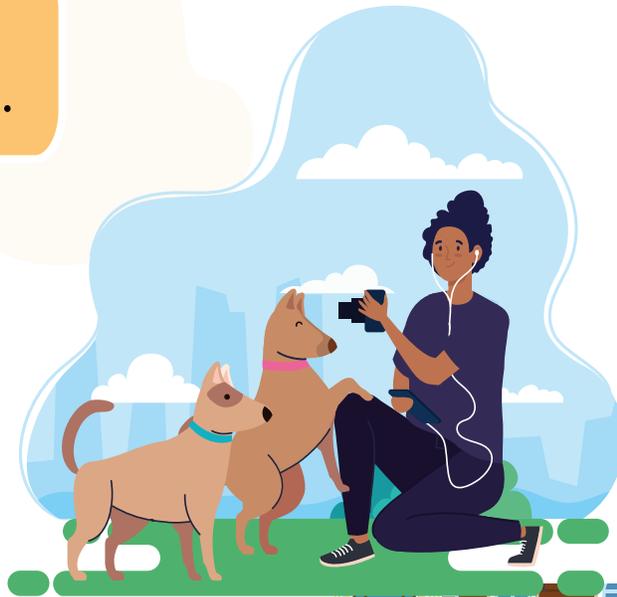
STEP 1

The Instructor asks everyone on the zoom call to capture their world beyond the physical office or room they are currently in.

“Go outside and take a photo of your environment.”

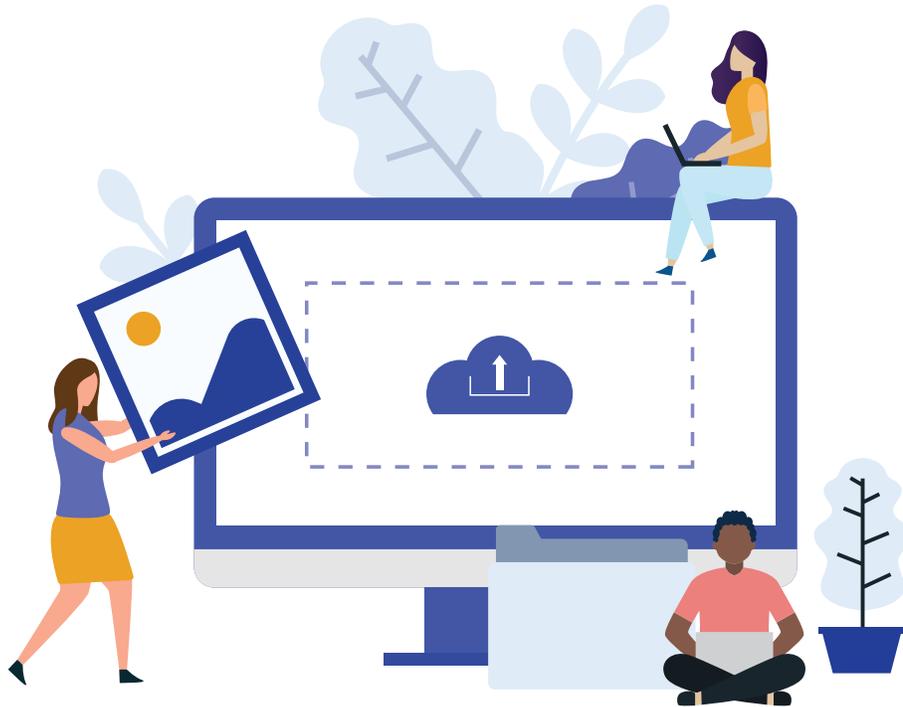


You've got 10 minutes.



STEP 2

After each student has a photo, ask them to put it up as their Zoom background image.



STEP 3

Instructor asks questions about certain backgrounds, paying particular attention to anything that might challenge the stereotypes of where someone might be from.



Vancouver



The Instructor might also ask individuals to describe their image.

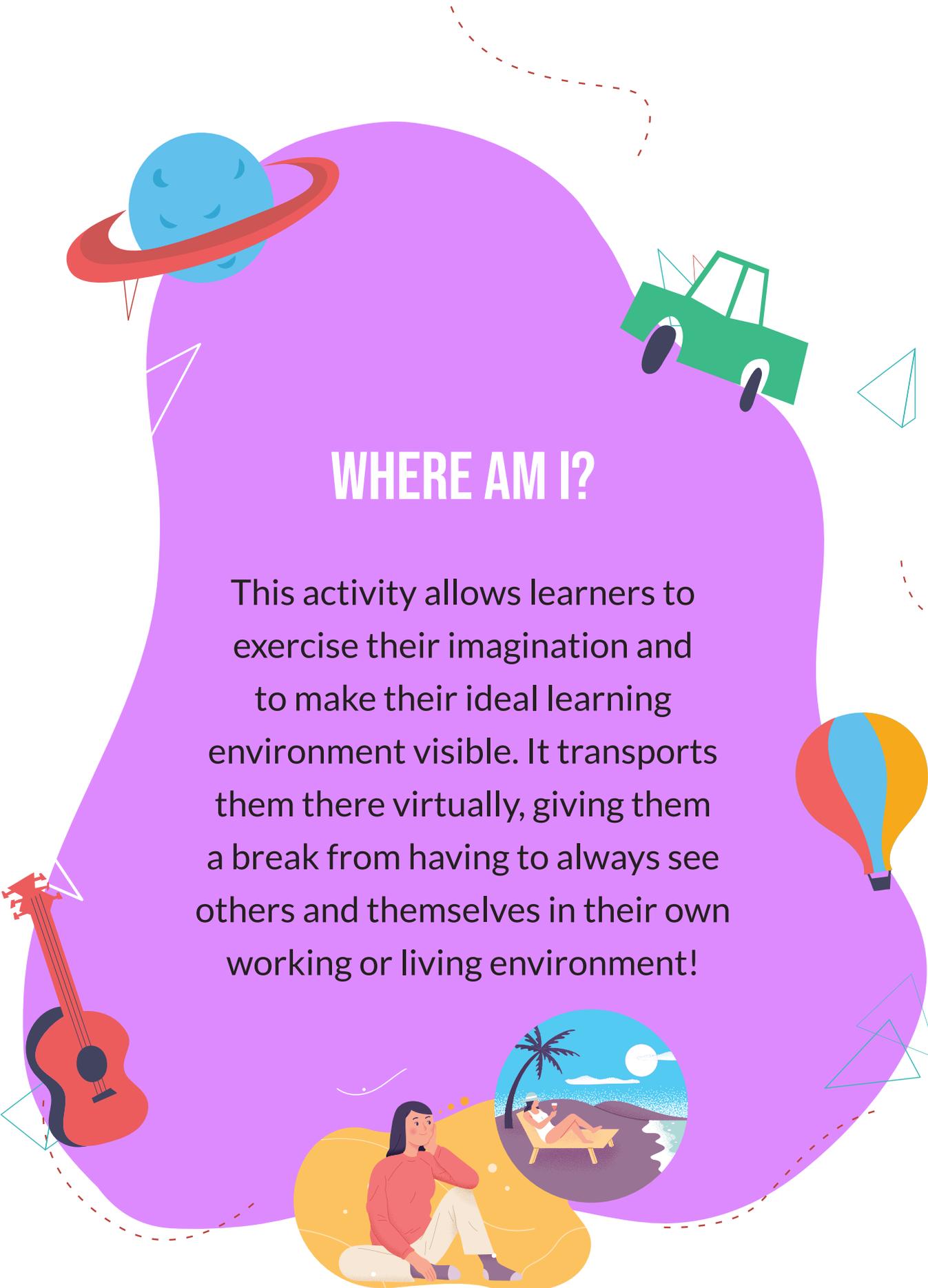
David, tell us about the world around you



This is my shop where I repair all types of cars. It's just beside where I live.



“
A reflection can be facilitated in terms of what people might have learned about others in this activity.
”



WHERE AM I?

This activity allows learners to exercise their imagination and to make their ideal learning environment visible. It transports them there virtually, giving them a break from having to always see others and themselves in their own working or living environment!

STEP 1

The instructor asks learners to search for a background image that identifies where they would love to be at the moment.



STEP 2

Each learner describes the background image of another learner in an attempt for them to guess where they might be.

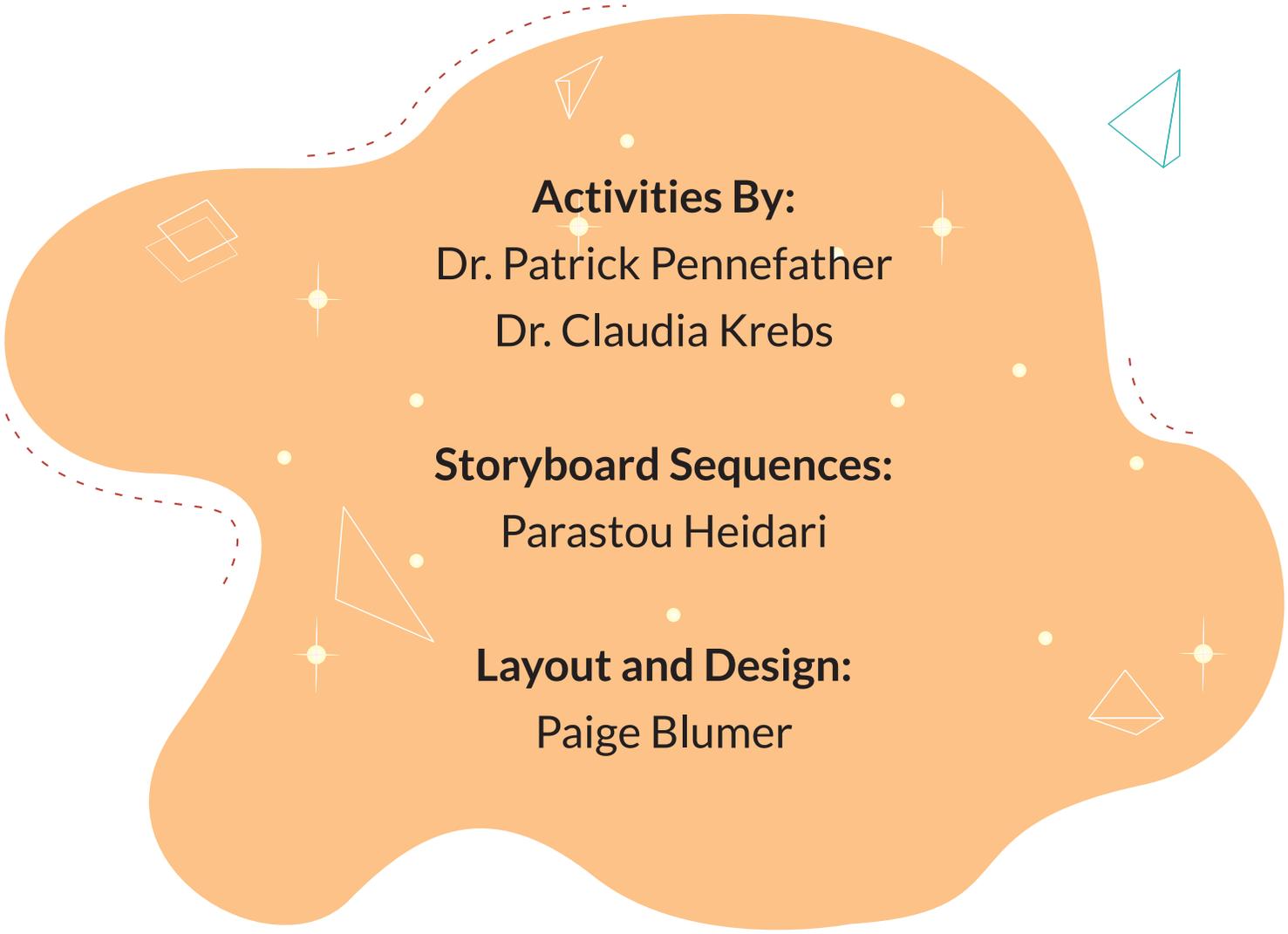




“

Ask some learners
“How might being
where you are change
how you would learn?”

”

An orange, irregularly shaped graphic with a white dashed outline. It contains several geometric icons: a white square with a smaller square inside, a white triangle, a teal triangle, and a white triangle with a horizontal line through it. There are also several small yellow stars with four-pointed white outlines and small yellow dots scattered throughout the shape.

Activities By:

Dr. Patrick Pennefather

Dr. Claudia Krebs

Storyboard Sequences:

Parastou Heidari

Layout and Design:

Paige Blumer