Teaching 100% on-line synchronously using Zoom: Experiences of an Instructor, Maymester, 2020.

Thanks to Ms. Fanny Herve-Pecot for this information.

Note: This was a French language class; references specific to language teaching have been edited to reflect teaching in general.

Teaching 100% synchronously on line represents a lot of screen time, but I think it has the advantage of keeping a setting that is similar to the classroom setting.

Now for more specific details about what I thought was effective and what was not:

- Positive:
  - Zoom:
    - 100% online allows you to organize and monitor group conversations via breakout rooms. I would give them time to work in small groups and then bring them back to the main session and use the white board to share some of their sentences as examples.
    - I also used breakout rooms for basic activities whenever I felt that some students were not really active in the session so that it would encourage them to participate in the activity when in smaller groups.
    - Some of the students said that they felt like they learned more because, since they knew I could call on them anytime, they paid more attention to what was said "in class".
    - Seeing the students everyday allows you to check on them and decide if you need to communicate more or not.
    - To encourage them to engage more after the sessions, I also used an activity I called "question of the day" for extra credit. Every day I would print and tape a picture on the wall behind me, something related to the topic, and they would have to answer a question about it in a discussion thread on Oaks.
    - I was able to create a sense of community by using humor, anecdotes, and spontaneous conversations because we were “live” each day.
  - Oaks:
    - I made sure everything was accessible through Oaks: Zoom meetings, PowerPoint presentations, evaluation documents, review for tests, tests, documents mentioned in class, etc.
    - Creating quizzes/tests on Oaks was not hard; they were easy to grade, so it allowed me to give feedback faster.
    - It is important to take time to explain to them where to find everything and to communicate regularly so that they get used to looking for information on Oaks (instead of emailing you) and are more autonomous.
• Negative:
  o We cannot expect them all to have a strong, stable wifi connection. At times, it was challenging.
  o It takes a lot of energy to keep students active (but it is worth it).
  o It is challenging to decide on the right amount of time for online quizzes: some students have difficulties with technology and should not be penalized for that, but giving too much time allows students who are more comfortable with technology to cheat. This is something I will work on for future online testing.
  o I had emailed them the syllabus before the course started so that they would know what to expect, but next time, I will insist more on the fact that they need to understand and keep up with the requirements.