



# Zoom Teaching 101

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# Think outside the box



- Imagine what you could do with a Zoom class that you could not do in person

# How are students enrolling and participate in Virtual SMARTS classes?

- Students who are in our database receive a text and email to enroll in available classes
- They enroll on our web site: [www.smartsartschool.org/classes](http://www.smartsartschool.org/classes)
- After they complete the enrollment form, they get a confirmation email with their private Virtual SMARTS class page, like this: <https://virtualsemarts.weebly.com/eggshell-mosaic.html>

# Teaching on Zoom from SMARTS



- You will teach from a safe studio space following sanitation protocol, using SMARTS technology (but you will need to bring your own headphones)
- For visual art and piano lab, we will set up camera angle stations using the tablets so that students can see your hands as you teach.
- Every class will have a Moderator who handles tech issues, introductions, reminders, attendance, and assists with facilitation and behavior issues. They are there to get a SMARTS staff member in case of an emergency.
- Community classes may be moderated by SMARTS Staff during the school day, for example, Beats and Empowers moderated by Ed Davis
- Students are expected to have their videos on in order to participate in the class (safety and relationships)
- The teaching goals are the same – emphasize what it means to be an “artist,” focus on building skills, building relationships.
- Specific adjustments to advanced audio settings for music classes

# Benefits of Zoom



- Teachers can still build amazing relationships with their students via Zoom.
- There is not a student population we have found that couldn't do well in a Zoom lesson – Camp Friend example.
- Students tend to follow similar trends as in-person classes. Older students take a long time to warm up, but then you can achieve depth after time and comfort level increases. Younger students are excited about everything but growth happens more gradually/slowly.
- Zoom lends itself to “surprises” in lessons and student participation
- Though it may take time, you can get to a place where you do feel like yourself on screen and can speak as if you were in person
- The ability to screen share is a powerful teaching tool
- SMARTS Zoom classes will offer them an exciting way to learn online as opposed to what they are used to.

# Challenges of Zoom



- Harder for students to build relationships with each other on Zoom.
- Small group work and student collaboration is limited
- Some students do feel self-conscious or singled-out on Zoom (guitar)
- Some components of Zoom are more vulnerable – students are often learning from their bedrooms.
- Teacher “on screen” demand feels different and you will only be able to see what students “show” you on their screen. You can’t walk around the room and look over their shoulder. Prompt them.
- Student behavior issues are different – noise, posture, keeping students on screen.
- Theater and dance disciplines naturally feel like they are a performer instead of a teacher on Zoom.

# Tips for Zoom Teaching



- Preparation for the lesson is a little different than in-person because you need to plan your virtual resources and learning activities differently, use more visuals and more Q&A
- The way you give instructions may need to be different than in person. For instance, “round robin” or lots of muting and unmuting. Can’t do pair and share.
- Avoid talking at length – the class will become a lecture – and having students muted gives us an illusion that we should talk more to fill the air.
- Be comfortable with zoom silence and “wait time”
- Remember to ask follow up questions – get students to “think”
- Engage students who aren’t talking on screen in the chat
- Be sensitive to student vulnerability and plan “options”
- Don’t take distractions personally – they aren’t a reflection of you – get accustomed to background noise and be flexible.
- Before your class starts, prep or use your Moderator for assistance you might need or help demonstrating of activities.

# Use the Zoom box to your advantage



## Lean into medium of Zoom!

How do you develop a zoom lesson differently from a traditional lesson?  
How do you use the limitations of Zoom to your advantage?

Visual Art	Music	Dance	Theater	Creative Writing
<ul style="list-style-type: none"> <li>• Surprises, being original and self-reliant</li> <li>• Mentorship, step by step process</li> <li>• Fluidity and speed with screen share and references</li> <li>• Less background noise in classrooms</li> <li>• They get privacy and choice about what they share</li> </ul>	<ul style="list-style-type: none"> <li>• Screen share to post music charts</li> <li>• Sound Trap subscription</li> <li>• Will always have their music now!!!</li> <li>• See hands</li> <li>• Youtube / performance examples</li> </ul>	<ul style="list-style-type: none"> <li>• Screen share videos of performances and genres</li> <li>• Personal dancing with instructor</li> <li>• Improv dance work within the box</li> <li>• Time to leave the screen to think and come back when they feel comfortable / are prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit from all angles of the Zoom box space</li> <li>• Weird compositions because of location of "Brady Bunch" zoom boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Share personal writing</li> <li>• Share text examples more easily</li> <li>• Show them a notebook – hold up items to the camera</li> </ul>



# Virtual Resources



- [www.smartsartschool.org/hub](http://www.smartsartschool.org/hub)
- Check out **The Hub!**
- Virtual Teaching Resources
- Access Lesson Pix subscription (and Sound Trap subscription)
- SMARTS Safety Protocol for COVID-19
- Virtual SMARTS Classroom Guidelines

# Taking care of yourself



- Bring water
- Plan time to relax afterwards
- Practice in the mirror to get used to seeing your own facial expressions on camera
- Remember that the screen makes us feel like we are going to be instantly gratified and Zoom takes patience – don't feel like you have to rush. Give students time to reflect and digest information.
- Zoom fatigue is a real thing
- Don't put too much pressure on yourself! Students are CHOOSING to take SMARTS classes. They have certainly by this point experienced poor examples of online learning. This is still a place where your students will leave inspired and excited about the arts, and what you will offer them is an amazing product because we have more time to divide and conquer and devote to our individual classes than full-time teachers in schools.
- You will likely not have ALL new students. Students miss SMARTS and will be excited to see YOU again. They need normalcy.

# One Last Thought about Students



- Keep in mind that we don't know what this time has been like for our students. It may have been a wonderful vacation. It may have been torture.
- Many students may have experienced loss and hardship during this time.
- Food insecurity has risen.
- When a family's financial situation changes suddenly or drastically, it can create stress in the home that affect how children cope or react to **uncertainty**. Speaking clearly, stating instructions and expectations clearly, and having concrete plans helps students who are anxious. You might need to repeat and reassure often.
- To be safe and fair - avoid making assumptions or guessing how someone feels! Be willing to listen and meet students where they are. Be human.