

Setting Expectations for Student Engagement in Live Sessions

Viji Sathy, PhD, Professor of the Practice, Psychology and Neuroscience, UNC College of Arts & Sciences, University of North Carolina at Chapel Hill [00:00:05] Without structure to our session, we leave it up to chance that everyone will participate equally. So I don't want to leave that to chance. So I want to set some guidelines about how we might be able to participate in this session.

Viji Sathy, PhD [00:00:20] So the reason that I created that Zoom guide was to help my students understand the etiquette around Zoom. I know that some of my students were familiar with the tool, but I knew many had probably not used it before. And so thinking about aspects or questions that I felt students might wonder but weren't comfortable to ask, I wanted to phrase those questions in this document and give them some responses and really just provide a guide for sort of the hidden curriculum, what I would think of is the hidden curriculum, behind Zoom. How do you, how do you enter a Zoom room? How do you exit a Zoom room? Thinking about the kinds of things that they might be wondering but, but not sure how to ask, or if they should ask.

Viji Sathy, PhD [00:01:00] So for whole group discussions, I'd like you to mute yourself, as I see many of you already have done that. The little red microphone by your name shows that you are muted. And as a tip, if you want to just say something briefly, you just wanted to pipe in for a minute, you can just hold down your space bar and that unmutes yourself temporarily.

Viji Sathy, PhD [00:01:19] So some rules of engagement that I included had to do with whether or not they should mute themselves, whether or not they should have their cameras on, and I knew that my students, in particular, would be in various size courses with different expectations about whether they should be muted. And so I wanted to be clear with them that in general and large-sized groups, that we are muted to keep the noise level down. But then in small groups, and especially in breakout sessions, the expectation is that you're not muted. And so these are the kinds of things that I think it's important for students to be told what the expectations are and for them not to assume because it's really uncomfortable when you have to make assumptions in a setting like that.

Viji Sathy, PhD [00:02:01] Next, let's raise our digital hands. So see if you can find where you would do that. I think I've seen almost everybody do it. Nice.

Viji Sathy, PhD [00:02:14] One of the things that we often talk about is how do we ensure that students not only feel comfortable participating, but they understand the rules of engagement and how they can, quote, interrupt a conversation. And so I felt it was really important for students to understand how to do that in a Zoom environment because we can't have multiple conversations at once. We can't have that kind of chatter that we're used to in a classroom.

Lydia, Student, University of North Carolina at Chapel Hill [00:02:41] So, Dr. Sathy definitely helped me feel more comfortable engaged during a Zoom lecture. She showed us the many features of Zoom, such as raising your hand, dropping a comment down below, as well as doing a thumbs-up, which we use a lot during the course. And it's helped me feel more comfortable just communicating and engaging and participating in class.