

APD Facilitator Training

Learner Engagement on Zoom

Part 2 of 4
APD Training



Hello, I'm Margaret Robinson with Interprofessional Education

This is session 2 of our four part series on Preparing Facilitators for APD on Zoom

This session will focus on engaging learners on Zoom for the APD educational activity.

In the last session we reviewed the zoom technology and provided tips on what you need to use during the APD activity. In future sessions we'll also review additional topics on the principles of psychological safety in small groups, and roles and responsibilities of facilitators. Today will just focus on learner engagement.

What To Expect

Engaging Learners on Zoom

Didactic:

- Describe the APD event and learning activities
- Discuss strategies to foster active participation in zoom
- Discuss how to recognize/address disengagement cues
- Demonstrate engagement techniques
- List tools available in zoom to reduce cognitive load

How will today work?

We'll spend about 30 minutes reviewing content and then reserve the rest of the time for practice.

Today we will review:

- Describe the APD event and learning activities
- Discuss strategies to foster active participation in zoom
- Discuss how to recognize/address disengagement cues
- Demonstrate engagement techniques
- List tools available in zoom to reduce cognitive load

Lets get started

Describe the APD Event

Describe the APD event and learning activities



What is APD

- 2 Part, Didactic Intro
- Early Career Learners
- IPEC Core Competencies
- On Zoom
- Breakout Rooms
- Active learning

APD is a two-part learning series designed for early-career learners and grounded in the IPEC Core Competencies for Interprofessional Collaborative Practice.

Each year, we bring together approximately 1,000 learners across all campus sites and online programs.

Because our participants represent multiple professions, programs, and schedules, APD is delivered virtually through Zoom.

To replicate a classroom learning environment, we use breakout rooms with a designated facilitator supporting each student team.

Team composition varies by program availability, but we intentionally distribute professions as evenly as possible to support balanced interprofessional participation.

Inside the breakout rooms, facilitators guide learners through active-learning activities.

Facilitators are not expected to be content experts; instead, their role is to prompt discussion, encourage collaboration, and help learners apply the IPEC competencies through shared problem-solving and reflection.

Facilitator's Guide

- Same handouts as students
- Tips on how to deliver each activity
- Extensive debrief questions



<https://ipe.ouhsc.edu/Education/All-Professions-Day>

Are you familiar with the facilitator's guide? The facilitator's guide is your roadmap to the educational activity.

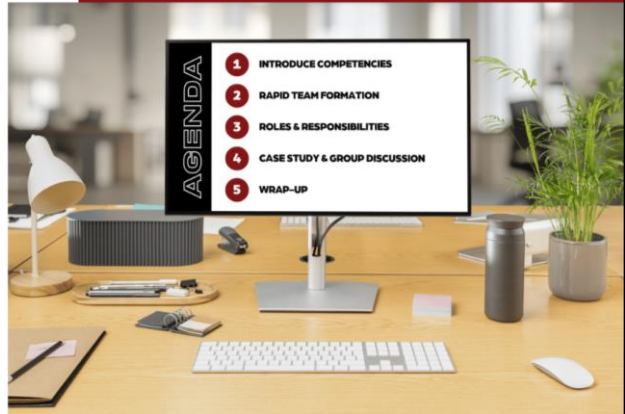
It includes:

- Content review provided to the students, so you can see what they received
- Facilitator activity tip pages for each of the 4 activities
- The worksheets for each activity
- Extensive debrief questions to guide your group facilitation

<https://ipe.ouhsc.edu/Education/All-Professions-Day>

APD Learning Activities

- Watch videos in large group
- Facilitator will lead breakout rooms
- Facilitator Guide
- Videos and instructions automatically play



You'll start the session in the main Zoom room, where everyone watches the opening video.

After that, the Zoom host will automatically move you into your breakout room with your student team.

Once you're in the breakout room, you'll guide the discussion using the facilitator guide.

You don't need to be a content expert.

Your role is simply to keep the conversation moving and help learners connect the concepts.

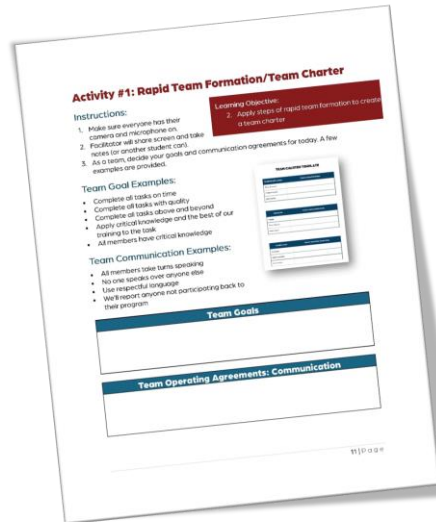
There is one video built into the agenda that will play automatically during the session.

When that time comes up, you'll just help your team pause, watch the video, and then continue with the activity.

Learning Activity #1

Participation Expectations:

- Introduce themselves
- Contribute to goals and agreements
- Verbal or chat participation



Activity #1: Rapid Team Formation/Team Charter

Instructions:

1. Make sure everyone has their camera and microphone on.
2. Moderator will share screen and take notes for on-line student cards.
3. As a team, decide your goals and communication agreements for today. A few examples are provided.

Learning Objective:
2. Apply steps of rapid team formation to create a team charter.

Team Goal Examples:

- Complete all tasks on time
- Complete all tasks with quality
- Complete all tasks above and beyond
- Apply critical knowledge and the best of our training to the task
- All members have critical knowledge

Team Communication Examples:

- All members take turns speaking
- No one speaks over anyone else
- Use respectful language
- We'll report anyone not participating back to the program

Team Goals

Team Operating Agreements: Communication

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What does each activity look like?

When you enter the breakout room, your group will move straight into Activity #1. Students will already have received the instructions for this activity in the main room before the breakout rooms open.

During this activity, learners are expected to introduce themselves and participate in a short discussion about their goals and the team agreement.

Your role is simply to guide the conversation and help everyone contribute.

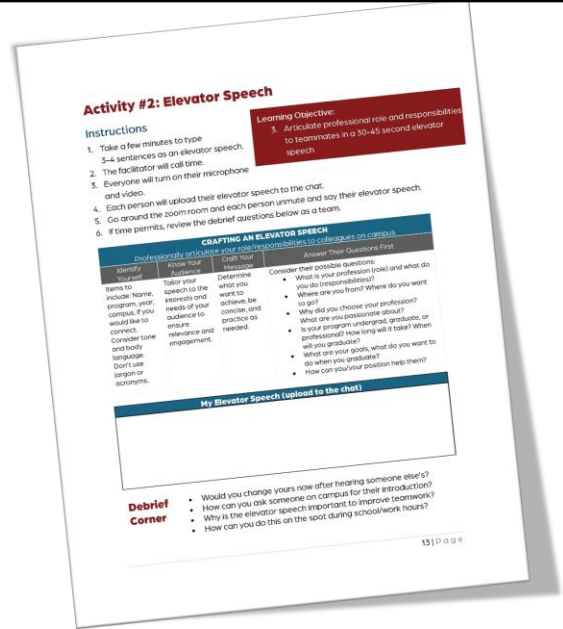
For this activity, the main engagement tools are the microphone and the chat.

Encourage students to use whichever mode feels comfortable for them.

Learning Activity #2

Participation Expectations:

- Verbally provide their short introduction
- Actively listen to others when they present



When time is called, either through the broadcast message or when your own timer goes off, you'll stop sharing the Activity #1 worksheet and move to the Activity #2 worksheet.

Activity #2 requires students quickly write their own elevator speech to introduce themselves in a professional environment.

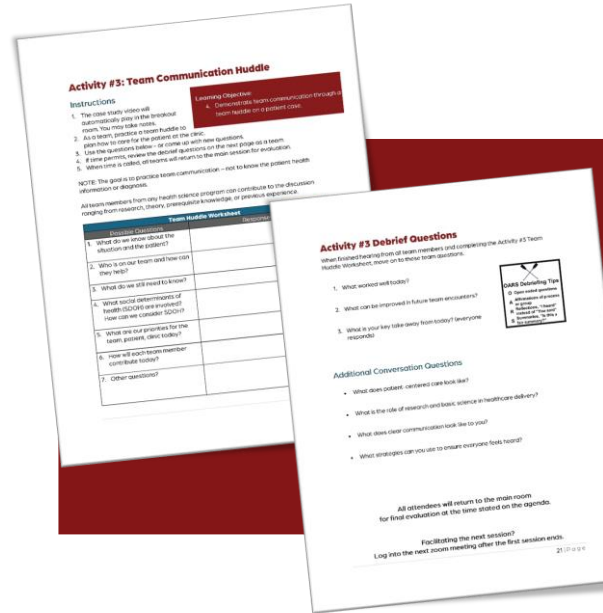
Students will need to have their cameras on and unmute when it is their turn.

Encourage students to remember their camera placement and that looking at the screen and camera are the same as maintaining eye contact if they were in person.

Learning Activity #3

Participation Expectations:

- Contribute to team decisions
- Participate in debrief



The bulk of your time facilitating APD1 is spent on Learning Activity 3 which is a mock team huddle following a case presentation provided by video.

Do you have to play the video for Activity #3?

No, the zoom host will automatically play the video at the scheduled time.

You don't need to do anything except help your team pause and get ready to watch when it plays in your room.

After the video ends, you'll share the Team Huddle Case Study worksheet.

Learners can participate using either their microphone or the chat, whatever works best for them.

Active Learning

Now that we've introduced the APD activity, we'll discuss strategies to foster active participation in zoom

What do we mean by Active Learning?

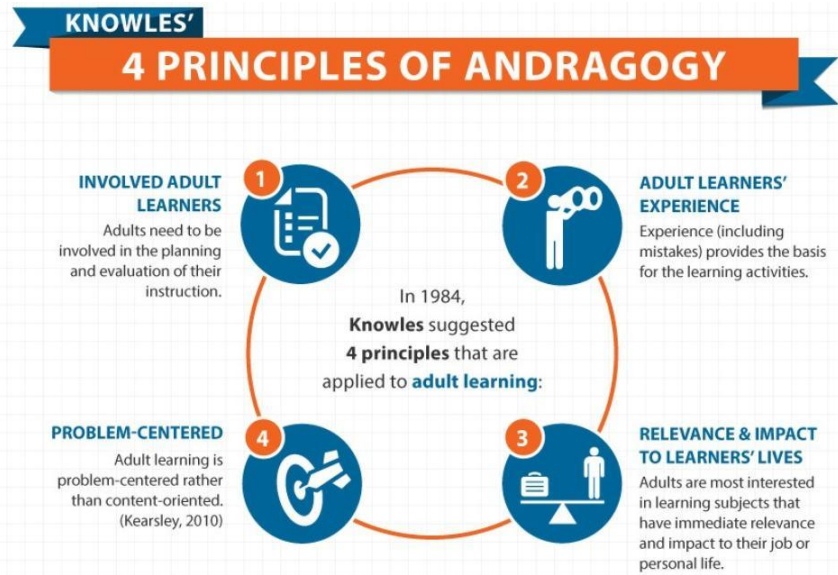
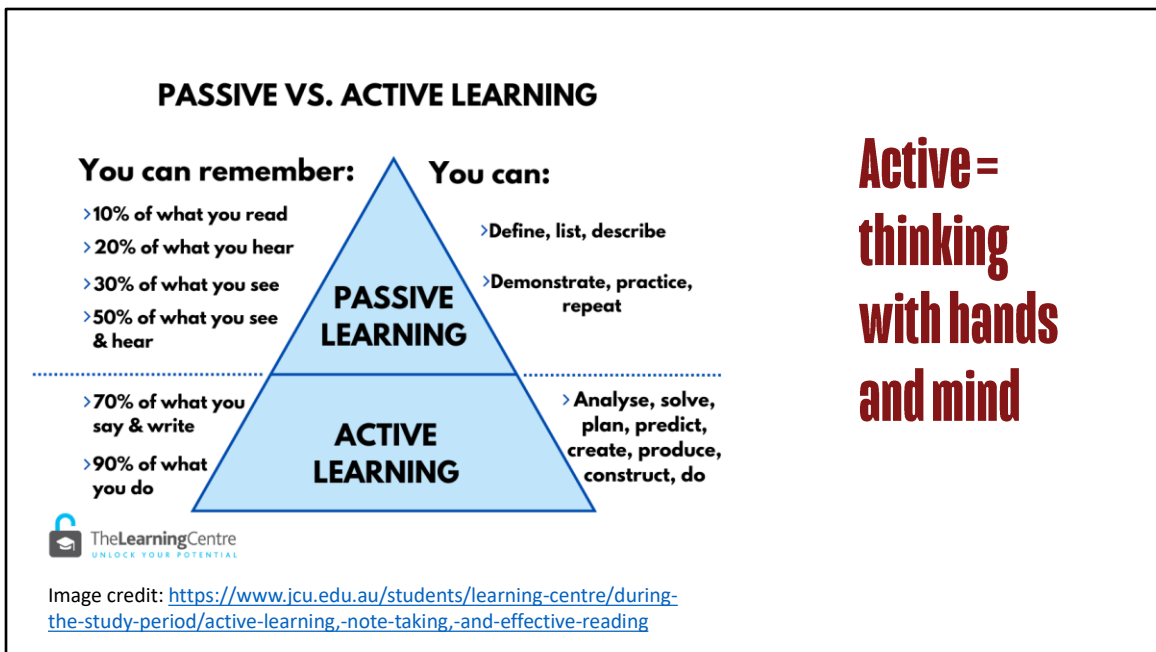


Image credit: <https://www.proprofstraining.com/blog/adult-learning-theory/>

What do we mean by active learning?

As a quick review, active learning is a core best practice in adult learning theory. In APD, that means intentionally designing learning experiences where students engage in relevant, problem-centered tasks rather than sitting back in passive listening.

Our goal is to keep learners thinking, applying, and connecting, not just hearing information.



This graphic highlights the intentional design behind active learning.

At the top of the pyramid, passive learning occurs when we simply read, hear, or observe information.

This is typical of traditional lecture formats where content is presented to us.

As we move down the pyramid into active learning, retention increases because learners are processing the information in deeper ways.

We remember more when we say or write what we've learned, and the highest retention happens when we actively apply the knowledge in real or simulated situations.

In APD, our activities are intentionally structured to follow this progression.

Learners first encounter the content in writing in their packets, then reinforce it through video review so they can see and hear it, and finally deepen their understanding by writing in their handbooks and applying the concepts in problem-based scenarios.

CONTINUUM OF LEARNER ENGAGEMENT

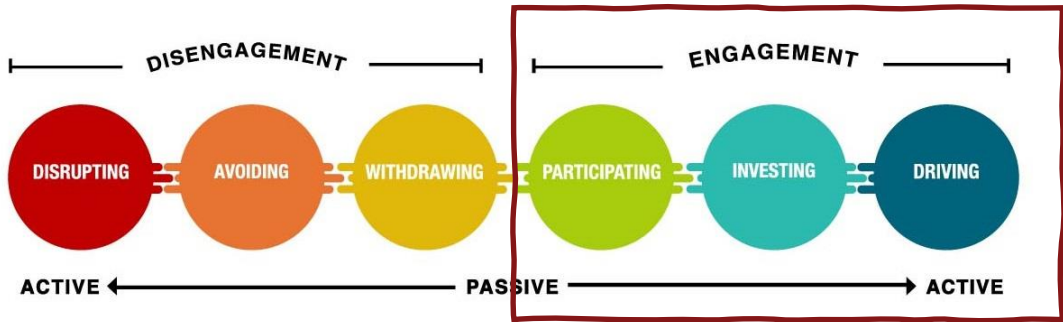


Image credit: https://www.teachermagazine.com/au_en/articles/what-does-it-mean-to-be-a-good-learner-student-perspectives-on-learning-at-school

When we talk about engagement in this setting, we're talking about *active* engagement.

Just because someone is present, does that mean they are engaged?

Our goal is to help students move beyond simply participating to truly investing in the experience by driving the discussion, asking questions, and building on each other's ideas.

The facilitator's role is to guide the flow and create space, but genuine active engagement happens when adult learners feel empowered to lead the conversation themselves.

Strategies for Learner Engagement

Set the Stage

- Be ready.
- Warm up the class.
- Co-create team norms.
- Include everyone.
- Set expectations up front.
- Model positivity.

Use Micro-Engagement

- Thumbs up or emojis in chat.
- Chat-based prompts.
- Vary your style.
- Ask questions.

Leverage Zoom

- Use chat for reflective learners.
- Microphone for verbal processors.

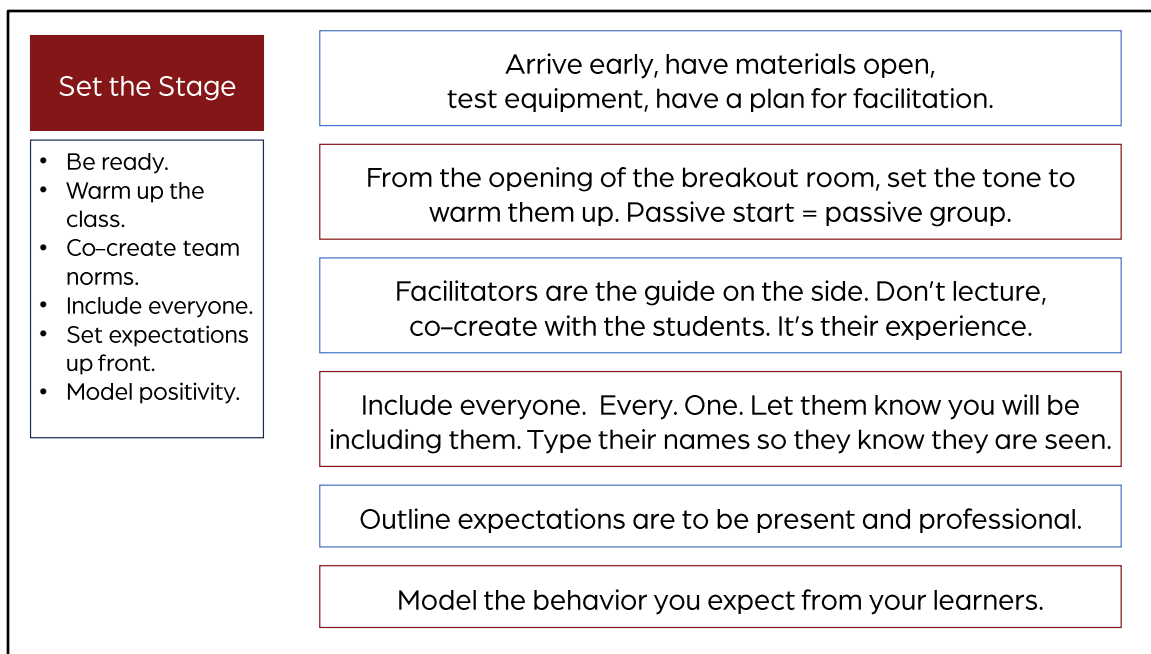
Participation

- Thank participation.
- Ask follow-up questions.
- Comfortable pauses.
- Student-led learning.

So what are strategies for engaging learners?

We'll go into each of these but briefly, we'll categorize four key components.

First, we'll review how to set the stage for engagement, then we'll get into micro-engagement and how facilitators can leverage zoom, and finally we'll discuss strategies for participation.



Starting with the first category: setting the stage.

This is all about the facilitator's preparation and mindset going into APD.

We encourage facilitators to arrive early, update their Zoom client, close unnecessary applications, open their APD materials, and test both their microphone and camera before each session.

A little preparation goes a long way in creating a smooth, professional learning environment.

When your breakout room opens, be ready to start right away.

Those first few seconds set the tone. If you begin with low energy or hesitation, the group will mirror that. If you start confidently and with intention, they'll follow your lead.

As you introduce yourself, remember your role: you're the guide on the side—not a lecturer and not a content expert.

Your job is to support the team's process. The learners, as adults, take the lead in their own experience.

A key part of setting the stage is ensuring everyone feels included from the start. Let the group know that you'll be inviting everyone into the conversation. Simple

strategies like writing down their names or typing them into the chat communicate that they belong and help establish a sense of team identity.

Next, outline expectations.

This signals that learners are expected to be present, engaged, and professional throughout the session.

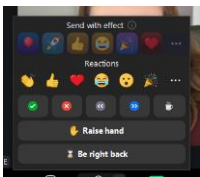
And finally, are you modeling the behavior you expect from learners?

If you want learners to be engaged, present, and attentive, you must demonstrate those behaviors yourself.

Use Micro-Engagement

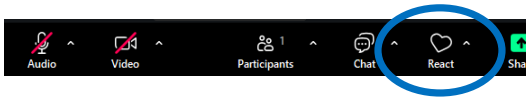
- Thumbs up or emojis in chat.
- Chat-based prompts.
- Vary your style.
- Ask questions.

Zoom React Features



Set expectations for professionalism, utilize reactions to gamify voting.

Practice first.



Chat is a quick, low-barrier tool to engage responses.

Best practice is to change style every 5–7 minutes to re-engage learners.

Ask a question every 90 seconds.

Now we'll move into strategies for micro-engagement.

These are quick touchpoints you can use on Zoom to engage, or re-engage, your learners throughout the session.

One simple strategy is using Zoom's Reaction features.

Set expectations for professionalism, and consider having students practice using the buttons.

Reactions make it easy to get quick pulses from the group without interrupting the flow of conversation.

The chat is another low-barrier way to re-engage learners.

It works well for quick check-ins, brief reflections, or targeted questions.

Because typing is often more comfortable than speaking, it's a great option for quieter participants.

A best practice is to vary your engagement method every 5–7 minutes.

This should be intentional, not random, and only include strategies you're comfortable using.

Trying a new tool is great, but only if it supports the learning rather than distracting

from it.

Another helpful micro-engagement strategy is the 90-second question rule. We encourage facilitators to ask a question (real or rhetorical) every minute and a half.

The question doesn't need an answer; even a reflective prompt works.

The goal is to re-activate attention, spark internal processing, and help learners monitor their own understanding.

These small cognitive resets help keep learners mentally connected to the discussion.

Leverage Zoom

- Use chat for reflective learners.
- Microphone for verbal processors.

Chat Techniques:

- Ask everyone to type answers in the chat
- “Elect” a learner to be in charge of monitoring the chat for questions and feedback.
- Chat waterfall function: Everyone type answer and hit send at the same time = responses waterfall in the chat box.
- One word brainstorms.
- Critical reflection questions.

Microphone Techniques:

- Set expectations for mic-on participation
- Target questions, be clear when a response is needed
- Use the raise hand to call on everyone
- Let them know who will be called next

Strategies for Using the Chat

A simple way to use the chat is to ask everyone to type their responses.

This supports learners with audio issues and those who prefer reading and writing as part of their processing.

Another option is to assign a student to “manage the chat.”

This signals to the group that comments are being monitored and encourages accountability when reporting out.

We’ll also demonstrate the chat waterfall technique in a moment.

In a waterfall, everyone types at the same time but waits to hit “enter” until you give the signal. This creates a burst of simultaneous participation that can refocus attention.

Chat can also be used for quick brainstorming.

Ask learners to type one word or a short phrase to generate ideas rapidly.

Finally, chat works well for critical reflection questions, such as debrief responses.

Typing allows learners time to think and articulate their ideas without the pressure of preparing to speak.

Strategies for Using the Microphone

The dreaded you're on mute or can you hear me? is problematic, but using the microphone is key for APD engagement.

Before asking learners to unmute, set expectations.

Clarify how participation will work and be mindful of power dynamics—such as dominant voices or professional hierarchies—that can limit equitable discussion.

When posing open-ended questions, let the group know the question is not rhetorical.

This helps students understand that someone will need to unmute and respond.

The raise-hand feature is useful for tracking who has spoken and who still needs a turn.

Students who haven't participated yet can raise their hand, ensuring everyone has space to contribute.

Another strategy is to preview who will speak next.

For example: "We'll start with Margaret, then Meg, and then Robin."

This reduces uncertainty and keeps the conversation moving smoothly.

Participation

- Thank participation.
- Ask follow-up questions.
- Comfortable pauses.
- Student-led learning.

"Thank you" for your comment, note in the chat, etc.

As facilitator, use active listening skills to ask critical questions.

Pauses:
Thinking pause: count to 5 or 10
Reflective pause: 30 seconds – 1 minute

Student Led opportunities: share screen, typing notes, monitoring the chat, deciding which debrief question is next, calling on the next person to respond.

The last set of strategies focuses on engaging participation.

A simple "thank you" goes a long way.

Acknowledging contributions, whether spoken or typed, reinforces participation and encourages learners to stay engaged.

Even quick comments like "Thanks for that point" or "Thank you for adding that in the chat" help build momentum.

Active listening is another powerful tool.

As the facilitator, you can affirm what students share and gently push the discussion deeper.

Encourage the group to expand on ideas, consider the next logical step, or apply their thinking to new scenarios.

This helps learners take ownership of the conversation.

We also encourage facilitators to get comfortable with purposeful pauses.

When you ask a question, give the group time to think before moving on.

A silent moment in Zoom is just as valuable as one in a classroom. Slowly counting to yourself can help you allow that space.

Similarly, when a question requires more thought, or when students need a moment to flip through notes, give them time to do it.

Silence doesn't mean disengagement; it often means processing.

Finally, empower teams to take on student-led roles.

Invite students to share their screen for worksheets, keep group notes, monitor the chat, choose which debrief questions to discuss, or call on the next speaker.

These small leadership roles strengthen ownership and deepen engagement.

DISENGAGEMENT

Hopefully we covered helpful strategies that you can use. Now let's move into a very practical component, discussing how to recognize/address disengagement cues.



With 1,000 total students, and the event being on a Friday at the end of a long week, we know we'll have some students who are disengaged. How can you spot those students, and what are the cues to look for?

Behavioral Cues

- No response to prompts or questions
- Long delays before interacting
- Repeated "Can you repeat that?" or off-topic answers
- Silent breakout rooms
- Minimal or no chat use
- Reactions drop off over time



First, we'll review Behavioral Cues

These show up in participant actions (or lack of actions):

- No response to prompts or questions
- Long delays before interacting
- Repeated "Can you repeat that?" or off-topic answers
- Silent breakout rooms
- Minimal or no chat use
- Reactions drop off over time

Visual Cues

- Camera off *combined with* total non-participation
- Participants appearing frozen, distracted, or doing another task
- Drifting posture or closed eyes (fatigue)



We also see Visual/Environmental Cues

- Not about judging camera status — but noticing patterns:
- Camera off *combined with* total non-participation
- Participants appearing frozen, distracted, or doing another task
- Drifting posture or closed eyes (fatigue)

Important: Does having the Cameras off ≠ disengaged? In most cases, not necessarily. Look for **absence of interaction across modalities** (chat, reactions, or use of microphone).

Cognitive Cues

- Statements like “I’m lost,” or “Wait—what are we doing?”
- Incomplete task outputs
- Asking for instructions multiple times
- Visible frustration in chat or tone

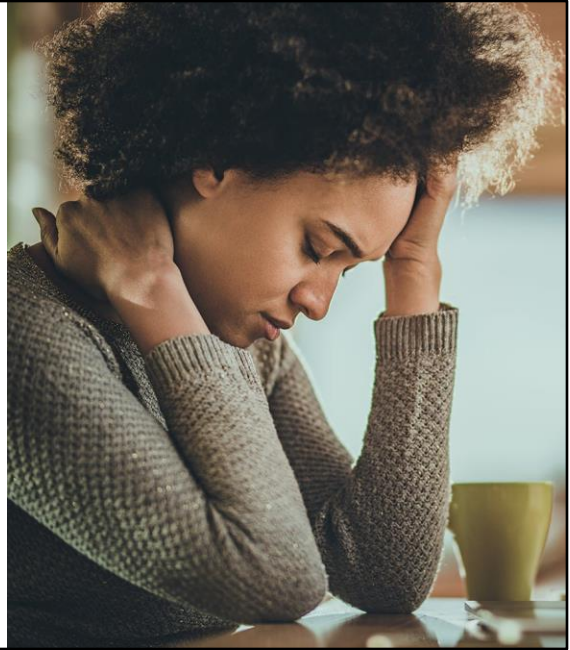


We also want to look for Cognitive Cues

- Indicate overload or confusion:
- Statements like “I’m lost,” or “Wait—what are we doing?”
- Incomplete task outputs
- Asking for instructions multiple times
- Visible frustration in chat or tone

Emotional Cues

- Flat affect, low energy responses
- Minimal interaction during collaborative tasks
- Increased silence after instructions



And finally, the Emotional/Affective Cues

- Indicate withdrawal or discomfort:
- Flat affect, low energy responses
- Minimal interaction during collaborative tasks
- Increased silence after instructions

Why Does Disengagement Happen?

Cognitive overload (too much content, too fast)

Unclear instructions

Social anxiety

Zoom fatigue

Competing distractions

Technology challenges

Does disengagement mean you're doing a bad job as a facilitator? The answer is firmly, probably not.

It simply signals that something in the learning environment may need attention. Recognizing the underlying causes helps you respond in a supportive and effective way.

Common reasons for disengagement include:

1. Cognitive overload

Too much content too quickly can overwhelm working memory.

You can help by slowing the pace, allowing processing time, or starting fresh with the next activity.

2. Unclear instructions

If the task feels confusing, learners may shut down.

Give directions both verbally and in writing, and check for understanding before teams begin.

3. Social anxiety or discomfort speaking

Some learners hesitate to speak in front of peers, especially in interprofessional groups.

Provide low-stakes options like chat, reactions, or pair-sharing to help them engage comfortably.

4. Zoom fatigue

Fatigue is extremely common and not a reflection of your facilitation.

Learners may simply be tired from clinical rotations, coursework, or long days online.

5. Environmental distractions

Students may be in shared spaces (campus lounges, hallways, hospital units) or places that become noisy over time.

Even if their environment was quiet at first, that can change mid-session.

6. Technology challenges

Audio issues, choppy video, or unstable bandwidth can all pull learners out of the activity.

Remind students that they may turn off their cameras to preserve bandwidth if needed.

Adult learners often disengage for reasons unrelated to motivation—so your response should be supportive, not corrective.

Re-engage gently, offer alternative ways to participate, and normalize the fact that attention naturally fluctuates.

Preventing Disengagement

Set clear expectations

Alternate modalities every 3–7 minutes

Build psychological safety

Reduce extraneous cognitive load

Now we'll discuss Strategies to Prevent Disengagement (Proactively)

Did you set clear expectations?

Preview the interaction pattern at the start.

Alternate modalities every 3–7 minutes

Reduces fatigue and resets attention.

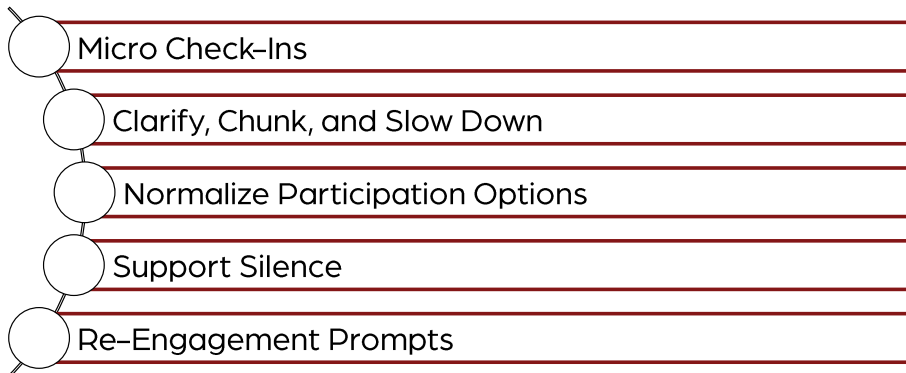
Did you build psychological safety?

Respond warmly to contributions, validate perspectives, and avoid calling people out.

Reduce extraneous cognitive load

Simplify slides, instructions, and Zoom tool use.

Addressing Disengagement



If disengagement still occurs, and again, very likely will with this number of learners, we recommend you

Use Micro Check-Ins

- “Give me a quick thumbs-up if you’re with me.”
 - “Type one word in the chat: How’s this landing for you so far?”
- These re-engage attention with low pressure.

Clarify, Chunk, and Slow Down

If you sense overwhelm:

- Re-state the goal in one sentence
- Break tasks into smaller steps
- Use a brief pause or guided reflection
- Share instructions visually and verbally

Normalize Participation Options

If silence is growing:

- Offer a choice: “Chat or mic—whatever works for you.”
- Encourage asynchronous thinking time: “Take 20 seconds to reflect, then respond.”

Support Silent Breakout Rooms

If breakouts go quiet:

- Provide a sentence starter
- Give a specific, time-limited task

Use Re-Engagement Prompts

- “What stands out to you about this?”
- “What questions does this raise for you?”
- “Turn to the chat and type a quick takeaway.”

These reopen cognitive engagement pathways.

DEMONSTRATION

I'll spend just a few moments in demonstrating some of the engagement techniques we discussed.

Participants will need their chat box open for some of these.

Set the Stage

"Welcome to your breakout group. I'm _____
and I'll be your facilitator. Please turn your
camera on if you can. You'll need access to the microphone
and chat functions.

If you get disconnected, try to
reconnect. The Zoom host will be in the
main room to assist with any technical issues.
The class will keep moving on schedule. Shortly, I will call on
everyone by name and ask that you introduce yourself. Make
sure to have your microphone ready."

We discussed being ready to set the stage with positivity, a strong tone, and with clear expectations.

When you enter the breakout room you should know what you are going to say as an introduction.

Here on the screen is a sample. I'll read it for you:

"Welcome to your breakout group. I'm _____
and I'll be your facilitator. Please turn your
camera on if you can. You'll need access to the microphone and chat
functions.

If you get disconnected, try to reconnect.

The zoom host will be in the main room to assist with any technical issues.

The class will keep moving on schedule.

Shortly, I will call on everyone by name and ask that you introduce yourself.

Make sure to have your microphone ready"

One Word Response - Chat

Using the chat, type one word or short phrase describing the most important rule in group work on zoom

We also discussed using the chat as tool for engagement. A micro-engagement technique is using the chat for brainstorming.

In this example, I'll ask you to go ahead and open the chat, just like you are in a group at APD.

Everyone can type one word or short phrase describing the most important rule in group work on zoom.

There are no right or wrong answers.

I'll give everyone a few moments to type their answer and I'll take a look here to make sure everyone participates.

Comfortable Pauses

"This next question will need a moment of reflection before you respond. I'll ask the question and give you 30 seconds to think about it, then I'll ask everyone to unmute or use the chat to give their response."

Another strategy we discussed was allowing for comfortable pauses.

Here is an example of how you can intentionally use the pause. I'll read this for you:

"This next question will need a moment of reflection before you respond. I'll ask the question and give you 30 seconds to think about it, then I'll ask everyone to unmute or use the chat to give their response."

You can then look to see who has looked up at their screen or set a timer on your phone.

Using Reactions

Using the reactions, thumbs up or thumbs down, let me know if you are ready to move on to the next strategy.

Next we'll practice using the reactions. As a reminder, the React button is in the main zoom toolbar. You'll want to find the thumbs up and thumbs down.

Now, everyone click either thumbs up or thumbs down to let me know if you are ready to move on to the next strategy.

90-Second Question

"Is everyone following along ok?"

"Did everyone get a chance to respond to that?"

"Is everyone still seeing Page # of the workbook?"

"Who hasn't had a chance to respond yet?"

We also discussed the 90 second question technique to regain cognitive attention. Here are a few common examples:

- Is everyone following along ok?
- Did everyone get a chance to respond?
- Is everyone still seeing page number of the workbook?
- Who hasn't had a chance to respond?

Some of these can be rhetorical or more of a check-in that doesn't require a response.

The intent is to engage the learner mentally in the activity, not necessarily to engage a response.

Raising Hands

Using the reactions, raise your hand if you have not given your C.U.S. statement yet. I'll call on the next person. Be sure to click Lower Hand on your zoom toolbar after your turn.

Now lets practice raising our hands in zoom.

To do this, click on the React button in the zoom toolbar and click Raise Hand.

Your hand icon should now appear with your zoom profile picture or video.

After the facilitator calls on you, you can lower your hand by clicking the lower hand button on the toolbar.

Calling on Learners



"I don't believe we had time to hear from everyone yet. I'll point these next questions to [insert names] so we make sure everyone gets a turn."

Next, let's go over how to call on learners to call them in, rather than calling them out.

A common way to do this is to say "I don't believe we had time to hear from everyone yet. I'll point these next questions to [insert names] so we make sure everyone gets a turn."

This focuses on the process and your responsibility to monitor the process, not on correcting them for not being engaged.

This provides psychological safety for those learners who may be hesitant to participate.

Waterfall

Open the chat. Do not hit send.

Wait to hit send until I count you down.

Type your response. Do not hit send.

I'll give everyone a moment to type your responses.
(watch for them looking up)

When I say send, everyone will hit send at the same time.
3. 2. 1. Hit send.

Responses will "waterfall" in chat.

And finally we'll demonstrate the waterfall technique.

This is my favorite and I try to incorporate it whenever I can.

Students often get competitive and it makes sure everyone is participating at the same time.

Let's open our chat and practice this.

Don't hit send, but in the chat, type your response to this true/false question.

True or false, APD will be a great IPE class for all learners. Don't hit send. Type...

Now we'll count you down and everyone will hit send together.

3. 2. 1. Hit send.

The responses will "waterfall" to fill the chat box in zoom.

This allows everyone to participate without their individual response standing out.

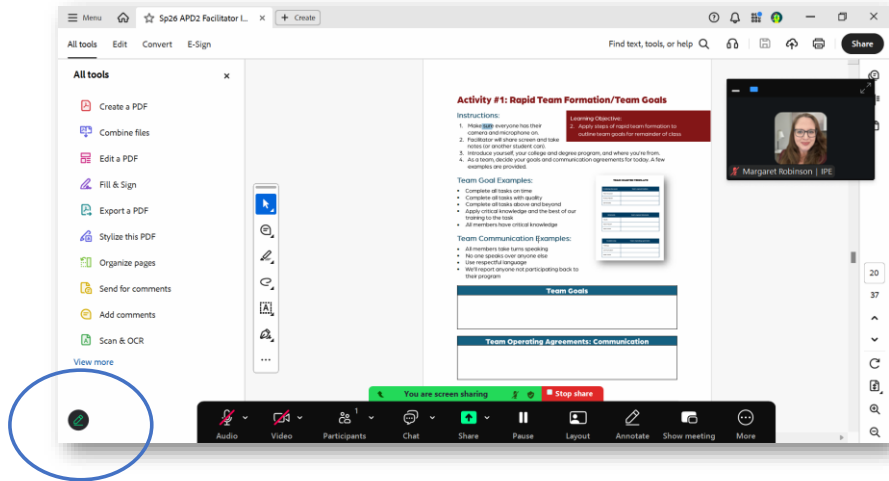
You can use responses to see if the majority responded correctly or see if there is an opportunity to expand the conversation to explore other ideas.

TOOLS

Our last section is the premium level of zoom engagement where we'll quickly review a few additional tools available in zoom to reduce cognitive load. These are not necessary for APD, but can be used by those who are comfortable with the technology and functionality.

APD is not the place to try something else new.
So if you haven't used these tools before you can save them for another day.

Share Screen Annotation

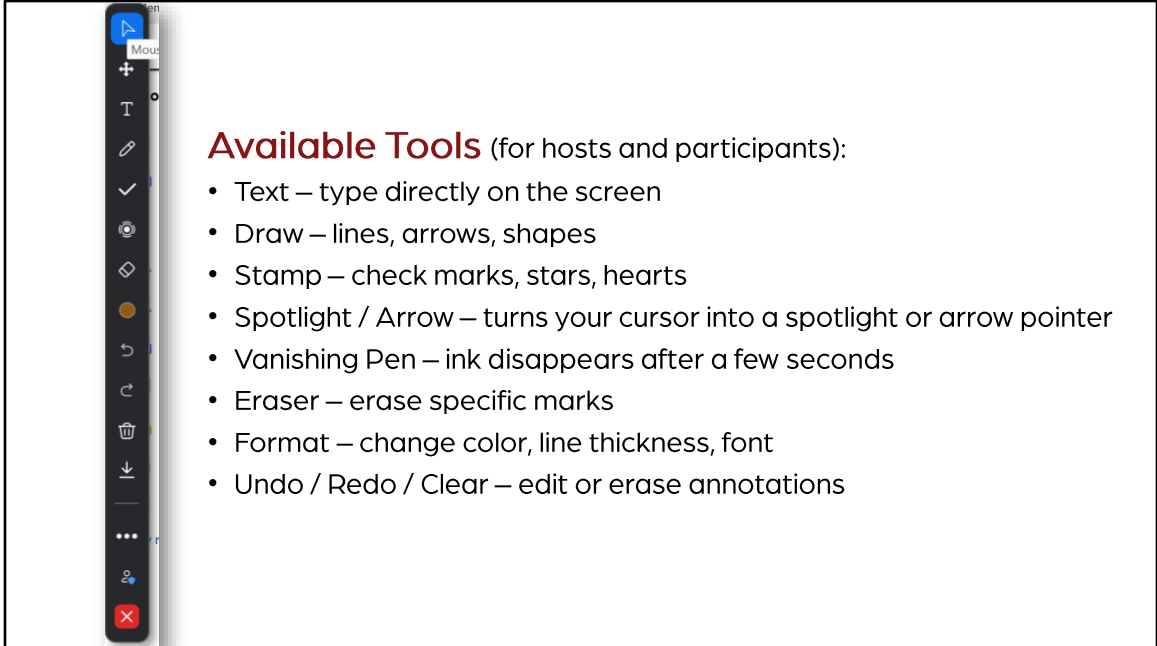


The first is the zoom **Annotation** feature when using screen share.

This tool allows you point out details, make notes on documents, and actively interact with materials you are sharing.

To access the annotation features, you will generally see a small circle with a pencil in the corner of your screen.

You'll see it at the bottom left of this screenshot.



- Text – type directly on the screen
- Draw – lines, arrows, shapes
- Stamp – check marks, stars, hearts
- Spotlight / Arrow – turns your cursor into a spotlight or arrow pointer
- Vanishing Pen – ink disappears after a few seconds
- Eraser – erase specific marks
- Format – change color, line thickness, font
- Undo / Redo / Clear – edit or erase annotations

When you click on the annotation button it should open this long toolbar. You'll see it has many options.

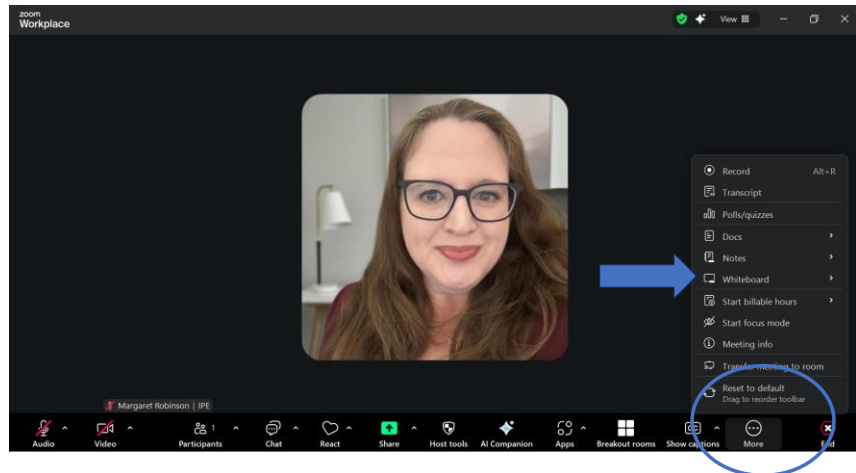
Quickly, we'll note you can select the T for text, so you can type on the screen.

The draw feature allows you write or make shapes on the document.

The eraser allows you to go back and delete the annotations you previously made.

By clicking on the arrow at the top you can go back to using the regular cursor, and you can click the x at the bottom to stop annotating.

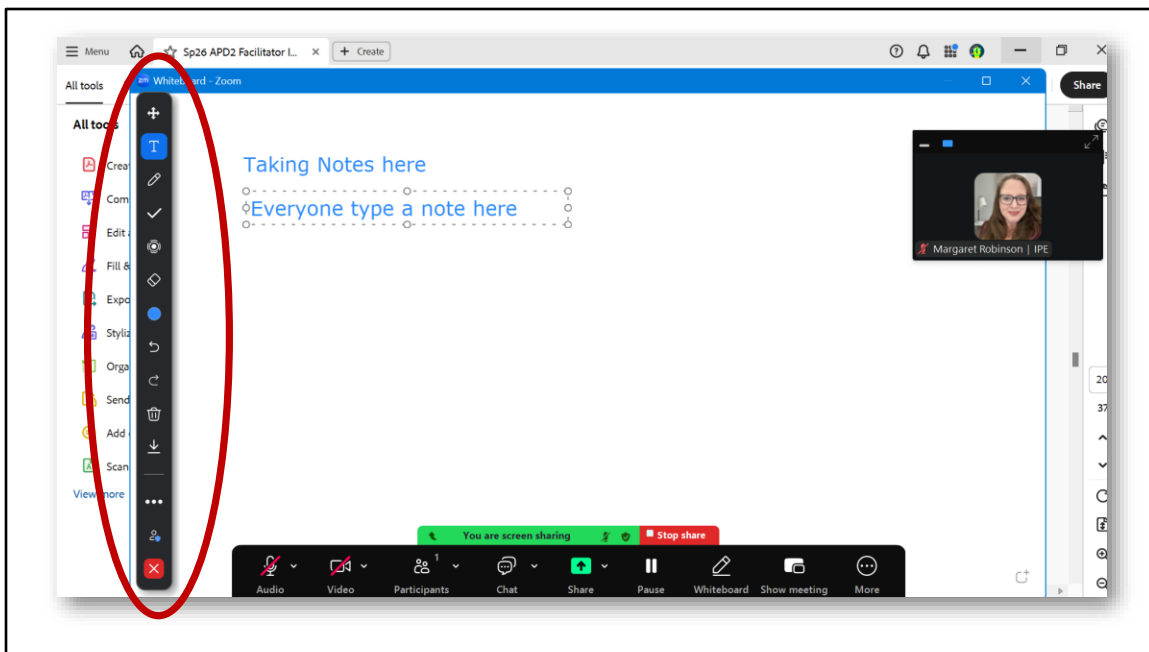
Whiteboard



Next, we'll discuss the **Whiteboard**

Centralizes information visually to help makes relationships between concepts explicit
Helps learners offload cognitive processing onto shared space

You can pull up the whiteboard by clicking the More button on your zoom toolbar, then selecting the whiteboard function.



The whiteboard should automatically open and it will have the same toolbar options as the annotation. However, instead of writing on the document or screen you are sharing, the new whiteboard will popup.

This can be used just the same as a whiteboard in a physical classroom. You can take notes, or assign a student to take notes.

As we wrap this up, we remind you that facilitators are not required to be the experts in zoom or classroom management. You are there to guide the learners through the activities. You will have a zoom host who can assist you throughout the event as well.

Additional Training



BUILDING PSYCHOLOGICAL SAFETY

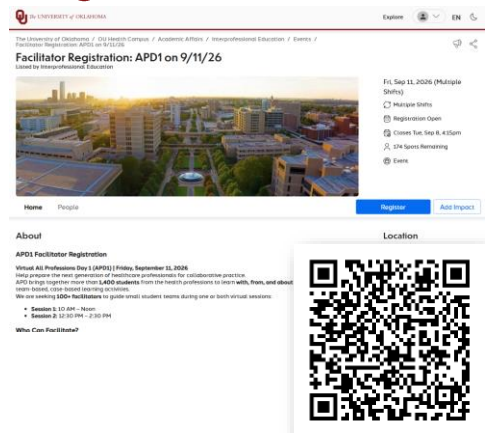
Strategies for building trust in online team environments.
September 2, 2026



FACILITATION BEST PRACTICES

Practical tools for guiding interprofessional teams through APD activities.
September 9, 2026

Register for APD



<https://ou.givepulse.com/event/900102-facilitator-registration-apd1-on-91126>

This will conclude Training #2.

We will follow this with 2 additional training sessions on

- Small Group Psychological Safety
- Facilitator roles and group dynamics

If you have not done so already, also register to be a facilitator by logging into give pulse and telling us which sessions you can attend.

<https://ou.givepulse.com/event/900102-facilitator-registration-apd1-on-91126>