APD Facilitator Training

Learner Engagement on Zoom
Part 2 of 4
APD Training

HEALTH CAMPUS | Office of Vice Provost for Faculty Development

Hello, I'm Margaret Robinson with Interdisciplinary Programs in the OU Health Campus Office of the Vice Provost for Academic Affairs & Faculty Development

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 Know in Advance:

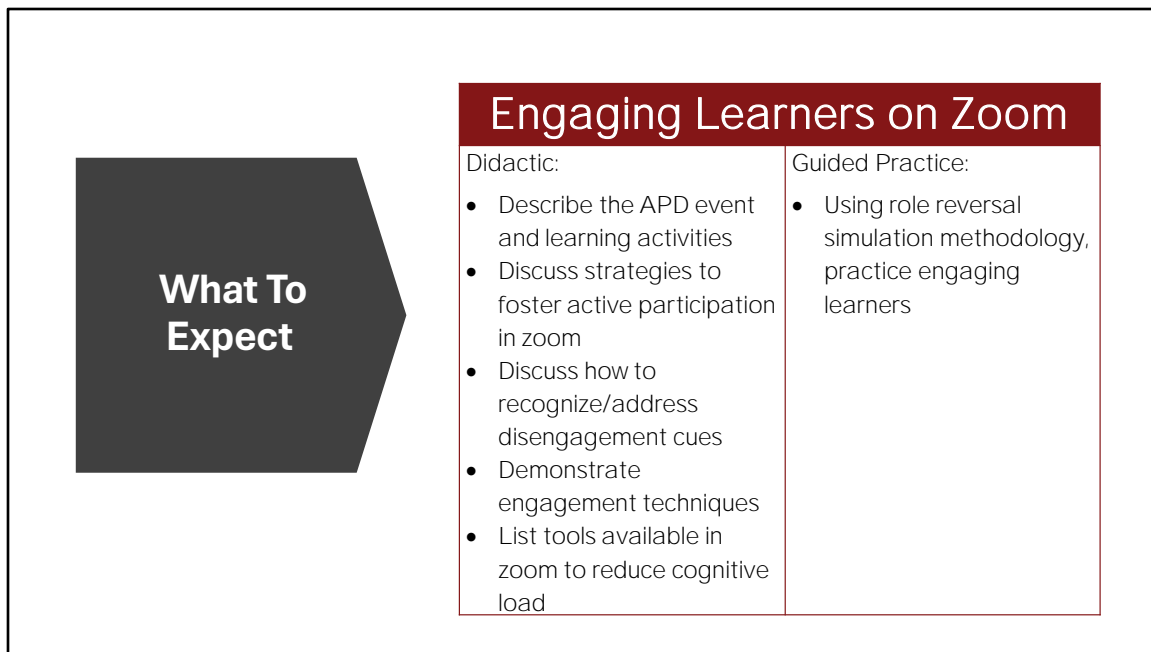| 01	02	03
Didactic training portion will be recorded	There are 3 additional sessions in addition to this session	Additional training can be scheduled with Margaret Robinson 1:1

First, some housekeeping.

Today's session will be recorded. I will stop the recording before we go into the practice section.

This is the second part of a four part series. For those needing full training, please review the additional weekly presentations.

If you have to hop off or would like additional training or practice, please reach out to Margaret Robinson to schedule that directly.

Engaging Learners on Zoom

What To Expect

Didactic:	Guided Practice:
• 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	• Using role reversal simulation methodology, practice engaging learners

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

In the practice session, we'll use role reversal methodology where we'll pair with 2 other participants to practice using the tips learned.

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 1,400 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

APD FACILITATOR GUIDE

https://ipe.ouhsc.edu/Students/Intro-to-IPE-Course/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/Students/Intro-to-IPE-Course/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 are two videos built into the agenda that will play automatically during the session.
When those times come 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

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:
- Contribute to team decisions
- Not overpower decisions

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 open the Activity #2 slide deck.
The slide deck is available on the APD website, and you're welcome to download a copy to your device ahead of time.
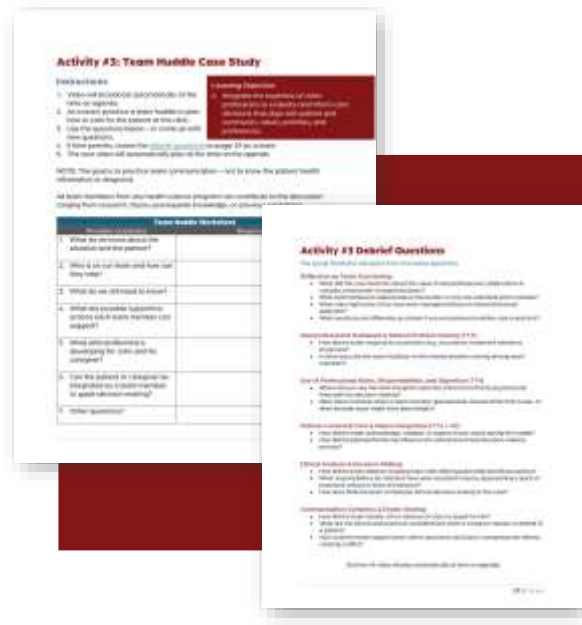
Activity #2 requires students to share their group's decisions while still creating space for one another.
Encourage balanced, collaborative input so no single voice dominates the discussion.

Learning Activity #3

Participation Expectations:
- Contribute to team decisions
- Participate in debrief

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.

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.

LearningActivity#4

Participation Expectations:
- Use the chat
- Say their statements
- Participate in the debrief

Activity #4 also includes a video that will play automatically at the scheduled time.
Once the video begins, you can stop sharing your screen and shift the group's focus to the chat.

Ask students to type their CUS statements in the chat first.
This allows everyone to draft their ideas and see how others are approaching the activity.

After that, call on students to unmute and read their CUS statements aloud.
Hearing each other's statements helps reinforce the communication technique and supports skill development.

Keep an eye on the time so your group can transition to the debrief.
This activity includes several optional debrief questions you can use to keep the discussion engaging and reflective.

Active Learning

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

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

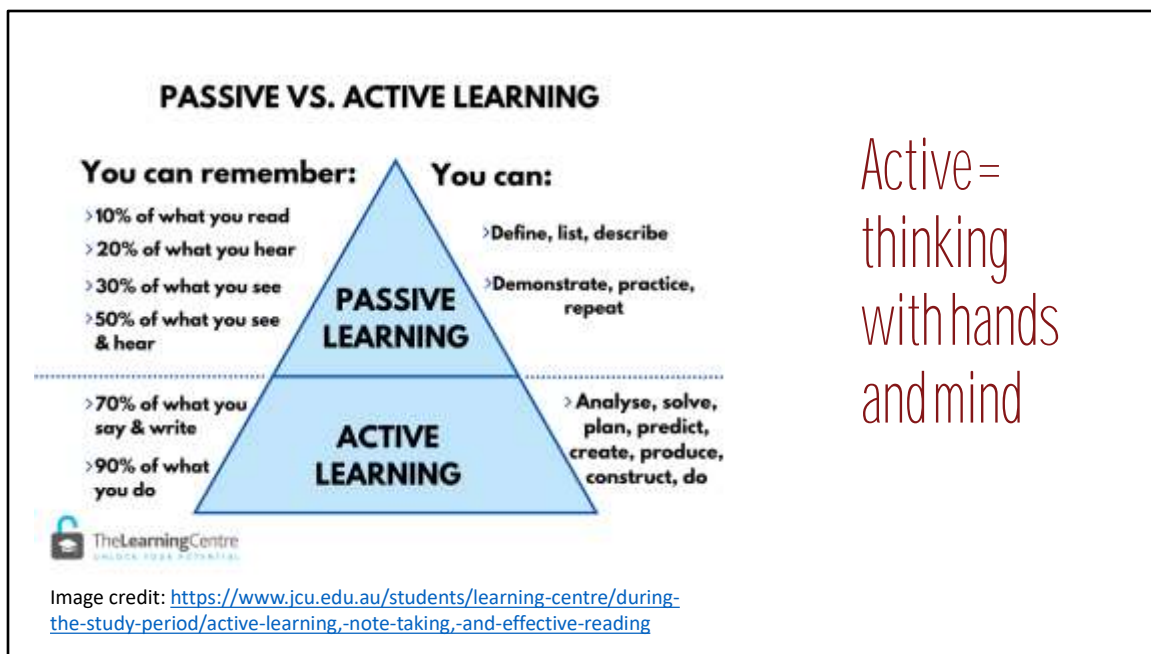**What do we mean by active learning? As a quick review, active learning is a core best practice in adult learning theory.**

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.

Image credit: https://www.jcu.edu.au/students/learning-centre/during-the-study-period/active-learning,-note-taking,-and-effective-reading

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

This model illustrates levels of engagement conceptually—retention values vary, but the principle that active learning increases depth of processing is well-supported

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

DISENGAGEMENT

ENGAGEMENT

DISRUPTING | AVOIDING | WITHDRAWING | PARTICIPATING | INVESTING | DRIVING

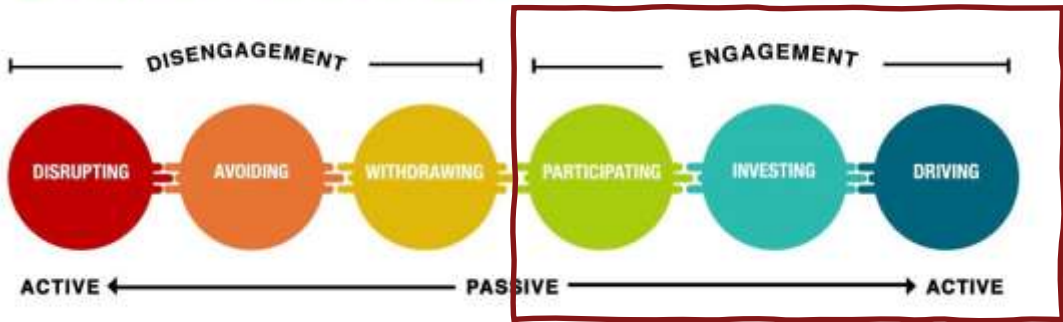ACTIVE ← ——————————— PASSIVE ——————————— → ACTIVE

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—driving the discussion, asking questions, and building on each other's ideas.
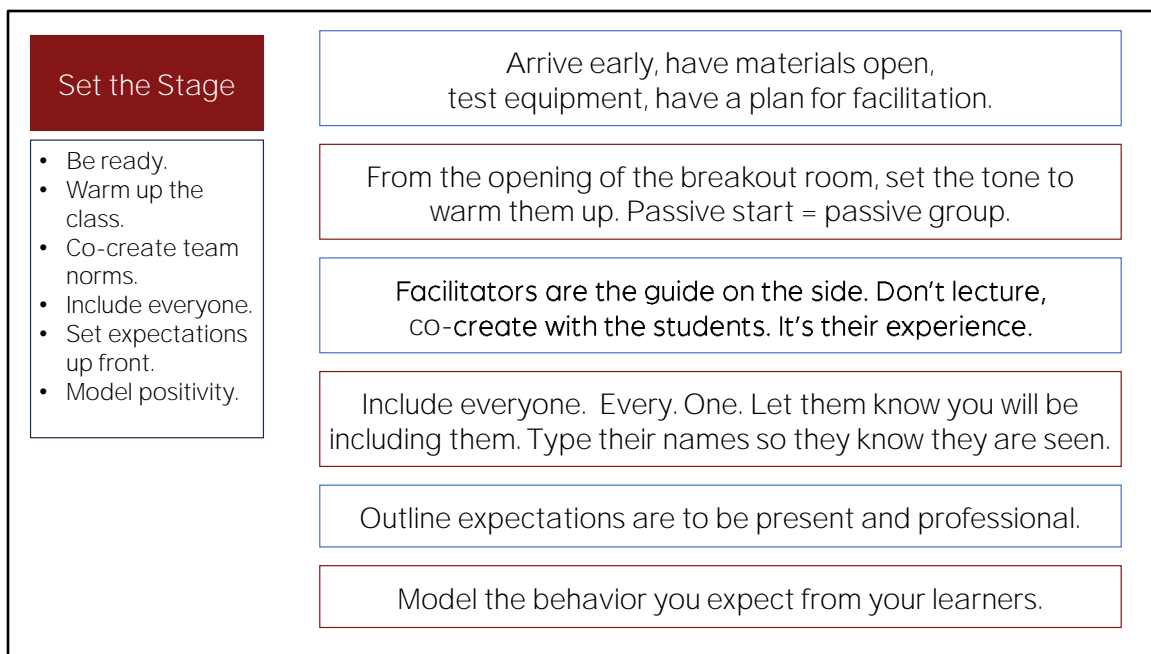
The facilitator's role is to guide the flow and create space, but genuine active engagement happens when adult learners feel empowered to lead the conversation themselves.

Strategies for Learner Engagement

Set the Stage	Use Micro-Engagement	Leverage Zoom	Participation
• Be ready. • Warm up the class. • Co-create team norms. • Include everyone. • Set expectations up front. • Model positivity.	• Thumbs up or emojis in chat. • Chat-based prompts. • Vary your style. • Ask questions.	• Use chat for reflective learners. • Microphone for verbal processors.	• 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.

Set the Stage	Arrive early, have materials open, test equipment, have a plan for facilitation.
• Be ready. • Warm up the class. • Co-create team norms. • Include everyone. • Set expectations up front. • Model positivity.	From the opening of the breakout room, set the tone to warm them up. Passive start = passive group.
	Facilitators are the guide on the side. Don't lecture, co-create with the students. It's their experience.
	Include everyone. Every. One. Let them know you will be including them. Type their names so they know they are seen.
	Outline expectations are to be present and professional.
	Model the behavior you expect from your learners.

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.

Using multiple ways to participate (chat, mic, reactions) supports Universal Design for Learning and increases accessibility for all learners

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	Chat Techniques:
• Use chat for reflective learners. • Microphone for verbal processors.	• 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.
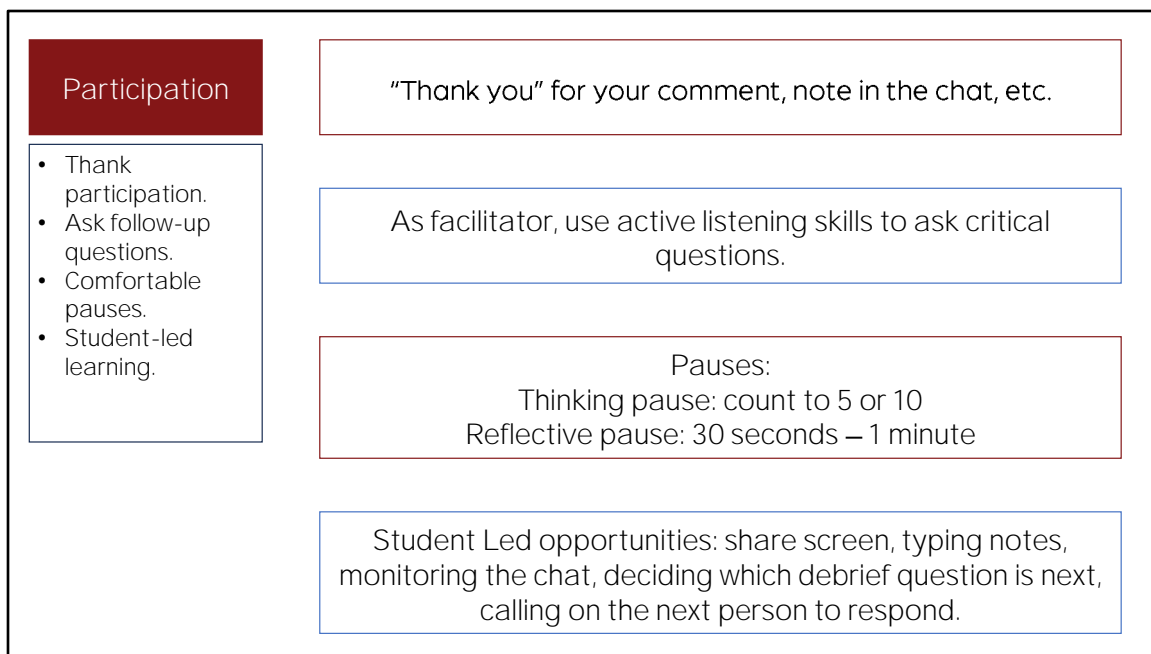
The raise-hand feature is useful for tracking who has spoken and who still needs a turn.
Students who haven't participated yet can raise their hand, ensuring everyone has space to contribute.

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 you" for your comment, note in the chat, etc.
• Thank participation. • Ask follow-up questions. • Comfortable pauses. • Student-led learning.	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 1,400 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
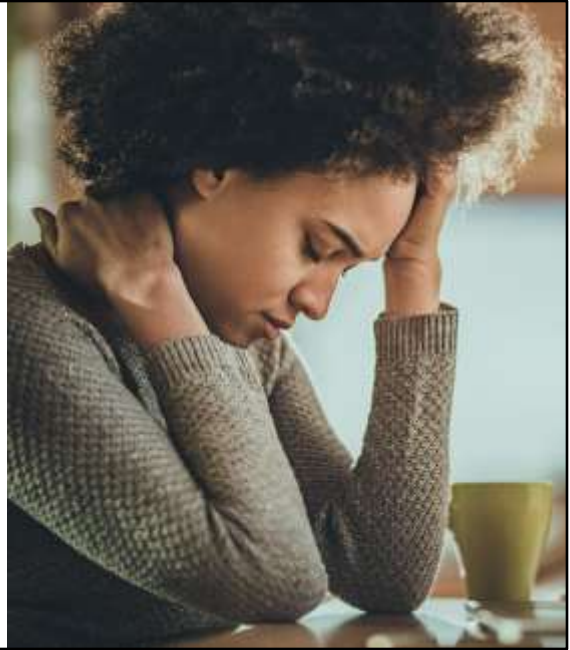
And finally, the Emotional/Affective Cues
- Indicate withdrawal or discomfort:
- Flat affect, low energy responses
- Minimal interaction during collaborative tasks
- Increased silence after instructions

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 if 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)

A. Did you set clear expectations?
Preview the interaction pattern at the start.

B. Alternate modalities every 3–7 minutes
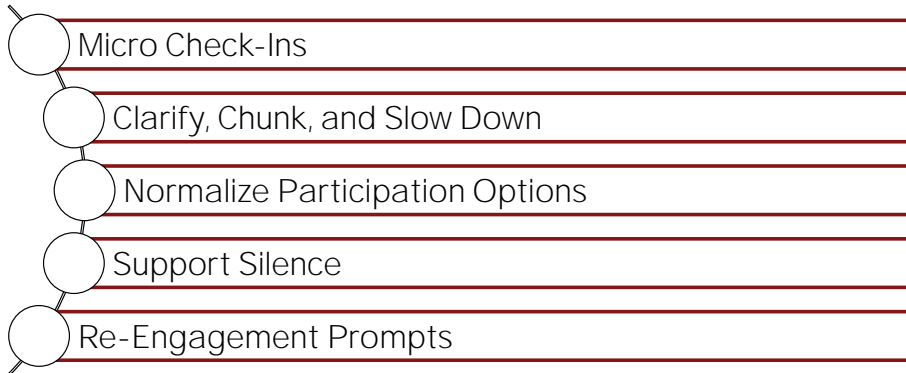Reduces fatigue and resets attention.

C. Did you build psychological safety?
Respond warmly to contributions, validate perspectives, and avoid calling people out.

D. Reduce extraneous cognitive load
Simplify slides, instructions, and Zoom tool use.

Addressing Disengagement

- Micro Check-Ins
- Clarify, Chunk, and Slow Down
- Normalize Participation Options
- Support Silence
- Re-Engagement Prompts

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

A. 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.

B. 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

C. 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."

D. Support Silent Breakout Rooms
If breakouts go quiet:
Provide a sentence starter
Give a specific, time-limited task
Broadcast prompts into the rooms
Use pairs instead of groups for more comfort

E. 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.

Facilitator Troubleshooting

Issue	Solution
Silent room	Rephrase the prompt; switch to chat
Dominant voice	Redirect gently; structured turn-taking
No response	Simplify question; ask for emoji/chat
Short on time	Prioritize essentials; quick round-robin
Tech issues	Allow camera off; shift to chat

"Now let's take a quick look at some common challenges that come up in breakout rooms and a few simple ways to respond in the moment.
These are all normal issues — even experienced facilitators run into them — so the goal here is to give you quick tools you can use without losing momentum.

- If your breakout room goes quiet, try rephrasing the question in simpler terms or switch to the chat to lower the barrier to participation.
  If one person is doing most of the talking, you can gently redirect by thanking them and inviting someone who hasn't spoken yet. Structured turn-taking or the raise-hand feature can also help.
- If you ask a question and no one responds, that usually means the prompt was too big. Try a more concrete version or ask for a quick emoji or one-word chat response instead.
- When time starts running short, focus on the essential pieces of the activity. A quick round-robin or a one-minute reset can keep things moving without rushing the group.
- And if you run into technology hiccups — which we all do — feel free to switch to chat, allow cameras off to save bandwidth, or pause briefly to regroup.

These small adjustments help you stay calm, keep the session on track, and support learners without calling anyone out."

DEMONSTRATION

Before we move into the practice section, 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 checkin 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...

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.
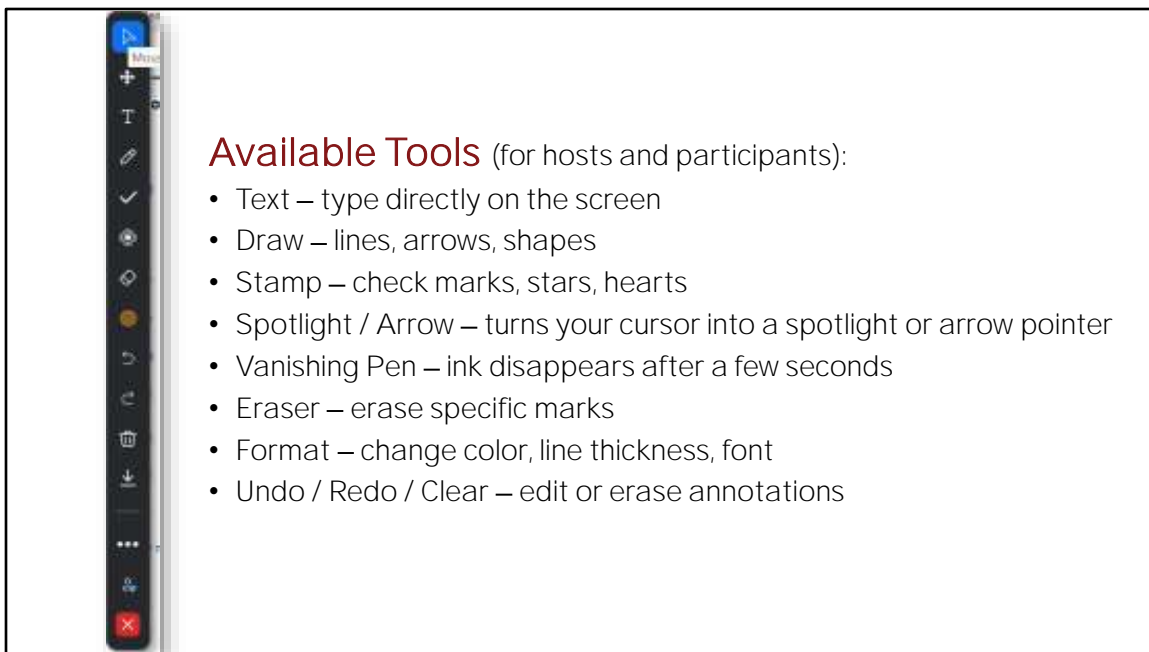
Available Tools (for hosts and participants):

- 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.

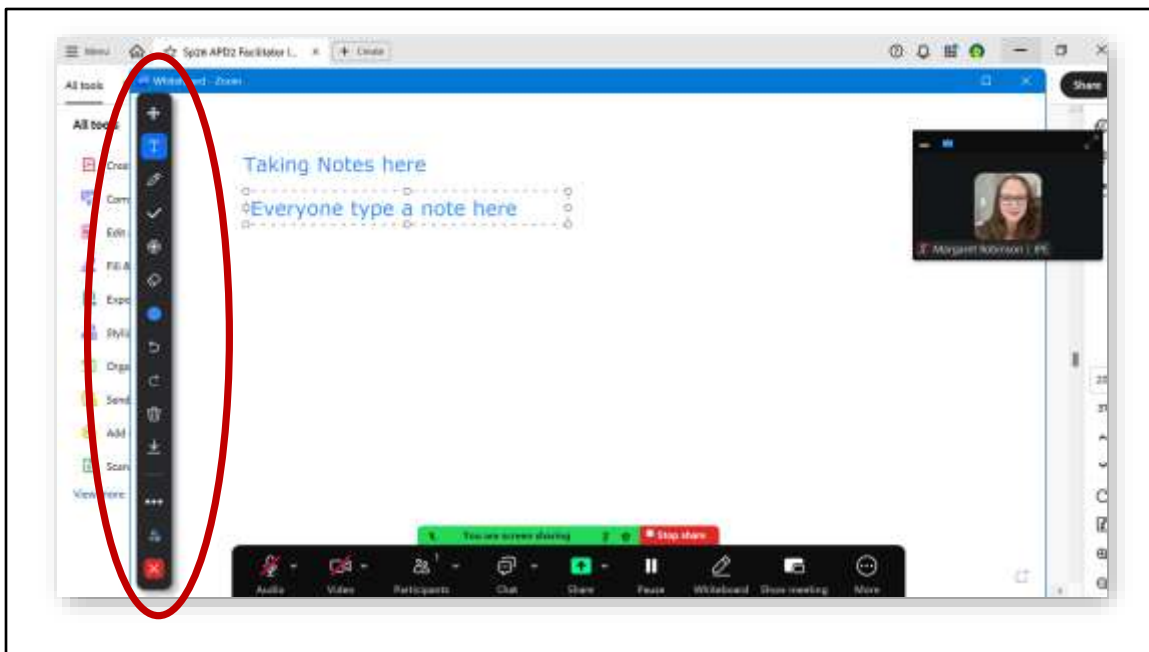# Whiteboard
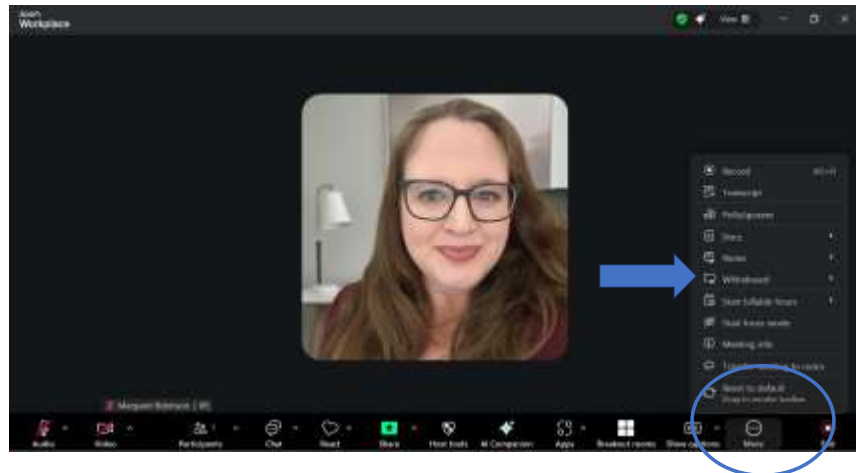
Next, we'll discuss the
Whiteboard
Centralizes information visually
Makes relationships between concepts explicit
Helps learners offload cognitive processing onto shared space

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

The whiteboard should automatactially 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

Register for APD

https://ou.givepulse.com/event/708289-facilitator-registration-apd2-on-22726
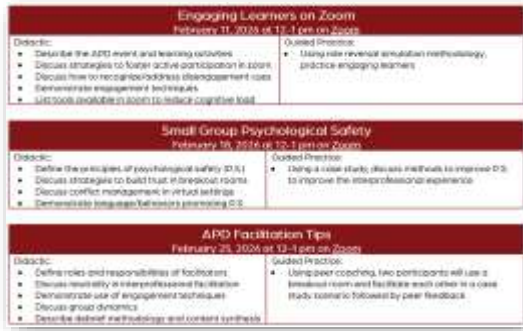
This will conclude training #2. We will shortly begin the practice session.

There are two remaining trainings in the weeks ahead.
• 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. The link is in the chat or you can use the qr code on the screen.
https://ou.givepulse.com/event/708289-facilitator-registration-apd2-on-22726

Practice

Now we will stop the recording and spend some time in practice.
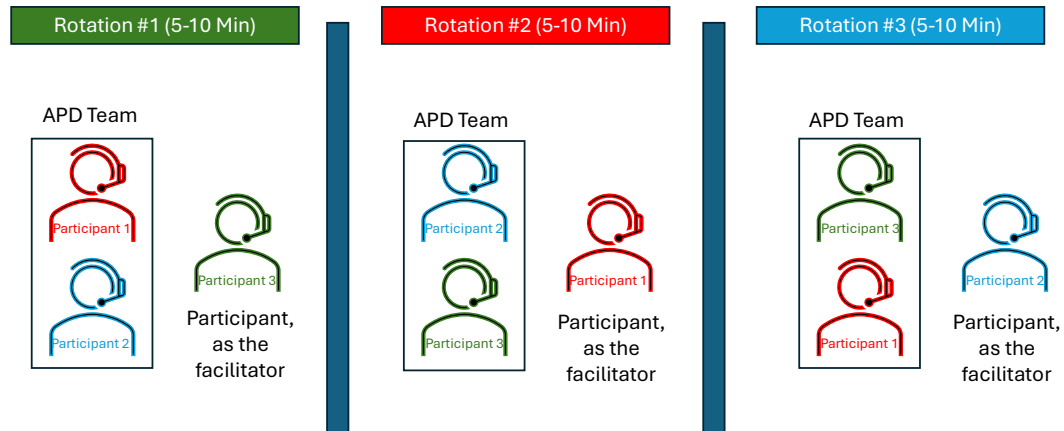
We'll now transition into the Role-Reversal Simulation Methodology.
This is an advanced simulation technique in which learners swap roles to experience a situation from another perspective. It's designed to be transformative and is especially valuable for those moving from understanding content to applying it in practice.

As you'll see on the screen, each team member will take a turn serving as the facilitator, while the other two team members act as the students in an APD team.
When it's your turn to facilitate, your task is to practice using the engagement strategies we discussed. You can choose any technique you want more experience with—Reactions, chat prompts, raising hands, or anything else you'd like to try.

After your turn, switch roles so each person has the opportunity to act as both the facilitator and a student.

I'll visit each group and will be available if you need help or have questions.
When you're finished, return to the main room to complete the evaluation before you leave.

Are there any questions before we get started?

Evaluation

This will conclude today's training. Please complete our short 3 question survey to let us know how we did today.

https://qualtrics.ou.edu/jfe/form/SV_bggYdZkVuxLahwi

Thank you.