Active Inclusion Strategies for the Online Classroom

Lanore Larson, MBA

Educational Program Designer

Teaching & Innovation | **Marshall School of Business**

Active Inclusion Strategies for the Online Classroom

As challenging as it is to engage and include every student during on-campus class meetings, online synchronous sessions present unique challenges and opportunities.

Strategies to combat student disengagement by actively including every student will be presented, as well as systems to track student participation and options for addressing individual student disengagement.

Take 20 seconds to think of barriers to students feeling included in an online classroom.

Impact on student learning of having a voice in an online classroom:

- **Incentivizes careful review and synthesis of content to clearly express it in one's own words**
- **Enriches the class for every student by presenting multiple perspectives**
- **Creates a learning community as an accessible resource for student learning**

Strategies to give every student a voice in an online classroom:

Cold Calling – why you absolutely must

1. Gives equal opportunities for students to demonstrate their understanding
2. Give the instructor the opportunity to publicly assign competence
3. Gives every student the opportunity to use academic vocabulary (a great preparation for interviews and future work meetings
4. Avoids the soft prejudice of lower expectations for certain groups

Strategies to give every student a voice in an online classroom:

Warm Calling – similar benefit, lower stress

1. Send students to small, brief breakout rooms to discuss, then call on random, specific students
2. Pose a question for students, allow 30 seconds for reflection, then call on random, specific students

Strategies to give every student a voice in an online classroom:

Cold Calling – when a student does not know

1. **ALWAYS tell the student that you will call on other students, then come back to the student**
2. **ALWAYS return to the student and ask "Now that you have heard Maria's thoughts and John's thoughts, how would you reply?"**
3. **After 1-2 times, students will expect to be held accountable for arriving prepared to discuss content**

Strategies to give every student a voice in an online classroom:

Cold Calling – when a student does not know
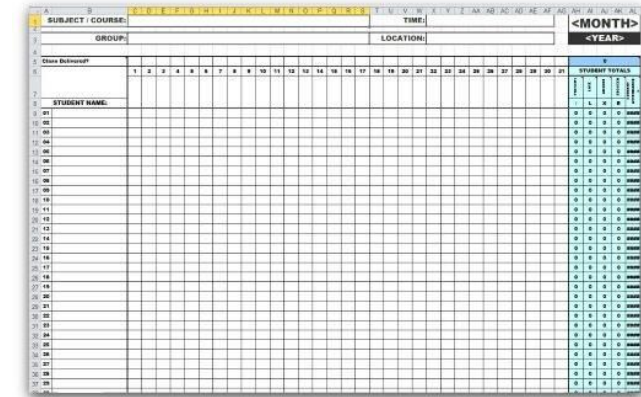
1. Never ask for other students to "help" the I-don't-know student to avoid connotations of a lack of ability. The focus is on the content and, as appropriate, student time prioritization, not student ability

2. Never answer your own question. Wait up to 30 seconds or send students to breakout rooms to figure it out, if necessary, but do not set the expectation that you will answer questions for students

Strategies to give every student a voice in an online classroom:

Tracking Student participation

1. To ensure that every student speaks to the whole class, track student participation to be sure that each student is called on at least once every 2-3 weeks, depending on class size
2. Immediately after class, either based on memory or reviewing Zoom recording, either you or your TA can create a spreadsheet with student names and check for participation.
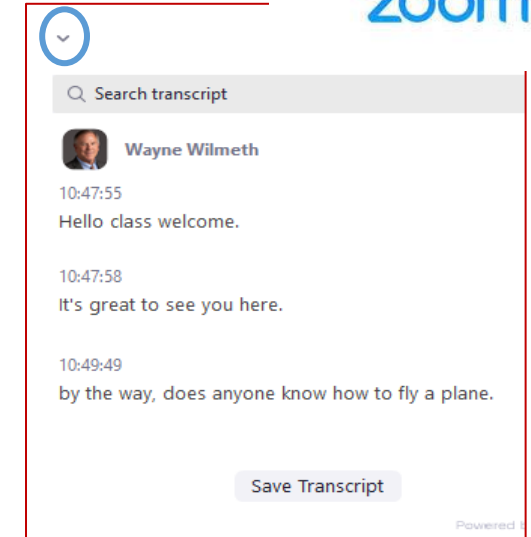
Strategies to give every student a voice in an online classroom:

Tracking Student participation

1. Optionally, you can note "1" or "2" to assess the quality of student contributions. "1" is superficial or a question and "2" is more sophisticated.
2. Consult the spreadsheet before your next class and plan on students to call on who have not share.

Strategies to give every student a voice in an online classroom:

Alternative asynchronous student contribution

1. **Student substantive comments in Zoom "Chat" may be counted as a contribution.**
2. **If allowing student contributions in Chat, always comment on a selection of student comments, either as they are posted, or take a brief "cognitive break" to comment on student chat contributions**

Strategies to give every student a voice in an online classroom:

Breakout Rooms

1. The smaller the number of students assigned to a breakout room, the greater the opportunity for each student to share.
2. Set the expectation that every student in a breakroom room will be held accountable for summarizing the perspective of every teammate.

Strategies to give every student a voice in an online classroom:

Larger Breakout Rooms

Assign roles to hold students accountable and ask the "reporter" to summarize each student's contribution before sharing conclusions to reduce "free ridership."

Strategies to give every student a voice in an online classroom:

Larger Breakout Rooms

Use shared Google slides to record student contributions.
(Instructions in the slide deck appendix)

Option for accountability and credit:
Ask students to add their initials next to their team contribution
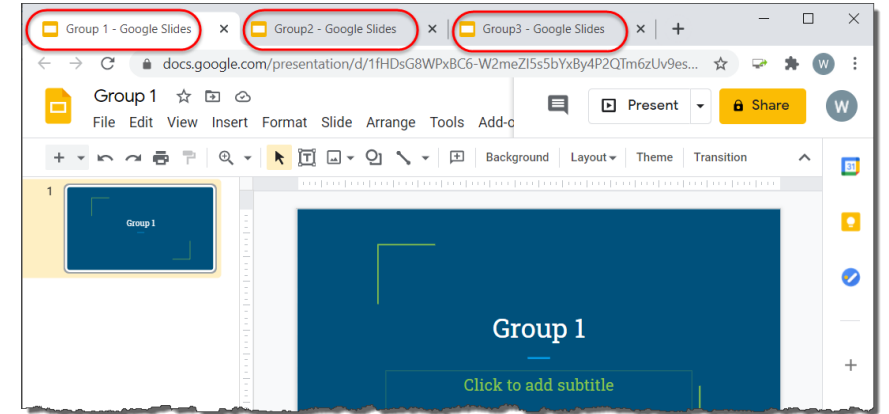
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Role play

In whole class or breakout rooms, assign every student a role. These can be sides of a debate, entrepreneurs and potential investors, accountant and clients. This allows students to safely state opinions and facts, not as themselves, but as the character they are assigned.

Active Inclusion Strategies for the Online Classroom Takeaways

Engage students with the content introduced during class and with other members of the learning community by discussing the day's key takeaways in breakout groups.

"Explain the relationship between the financial statements."

This is to create a new relationship with the topics
by requiring students to synthesizing, prioritizing,
and articulating topics.

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Takeaways
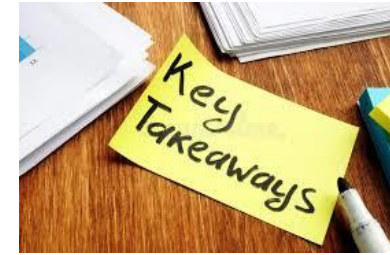
1. Send students to breakout rooms in pairs.

2. Give a short time (1 minute) for silent review and prioritization. Then, have the applicant answer the question and the recruiter give feedback.

3. After 3 minutes (or what seems appropriate), return to main room call on one random, specific student to share.

4. Then, call on a second random specific "recruiter" to add to or rephrase prior student responses. Then, call on a third random specific "recruiter" to add to or rephrase prior student responses.

Active Inclusion Strategies for the Online Classroom
Takeaways

By calling on at least 2 students to either rephrase or add to previous student summaries, students have a strong incentive to pay attention to at least the first two summaries, and, in each case, reviewing their own understanding in preparation for possibly being called on.

This requires each student to synthesize information a minimum for four times: when they answer or listen, when they give or receive feedback, then they listen to the first and second students' responses. This provides three different student perspectives on the topic.

This "spaced retrieval" of information learned in class increases student learning, as documented in recent studies.

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Takeaways

1. Which inclusion strategy might you apply?

2. What questions do you have?

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Lanore Larson, MBA

Educational Program Designer
Teaching & Innovation | **Marshall School of Business**
lanorela@marshall.usc.edu
213-361-5882

Active Inclusion Strategies for the Online Classroom
Appendix I
Great Inclusion Suggestions from Participation Attendees

1. During orientation, have faculty lead an activity to help faculty and students (1) know how to pronounce names, (2) know how to help each other with names, (3) sets a tone that it is ok to correct the authority in the room, (4) brings down barriers
2. Provide students the opportunity to rename themselves to what they want to be called, with pronunciation, if they feel that will be helpful/appropriate
3. Send students to a survey to indicate how they intend to participate, and then look for their activity.
4. Provide student with options for video, audio, collaborative notes, breakout activities
5. and chat
6. Appoint student ambassadors in sync sessions, rotating basis; primary role to monitor chat and bring important questions to faculty attention. Worked extraordinarily well.

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Appendix I

Great Inclusion Suggestions from Participation Attendees

7. Use https://pollev.com/ to get students to share questions and vote a question UP to ensure it's answered. This works with a synchronous session with 200+ MBA students at a time.

8. Use www.mmhmm.app, a somewhat more versatile approach to PowerPoint (or anything in a content window) as a virtual background for Zoom and other meeting software. They offer a year of free Premium for teachers and students. Waiting on the windows release!

9. Incorporate student "chat storms", and then call on students to expand on what they wrote

10. Use "camera voting", where you ask students to turn their camera on or off is they agree or disagree.

11. When a student responds to a question directly from their readings, with no personal interpretation, call on another student to expand on what that students just said.

12. To guide students in applying concepts to a real-world business setting, have the class run a make-believe donut shop that they have names and, for each new topic, require students to explain how it relates to the class's small business.

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Appendix I

Great Inclusion Suggestions from Participation Attendees

13. To help reluctant faculty see the value of cold / random-warm calling, begin with "Research shows...". More powerfully, ask faculty to review their own recorded classes and note the number of course contributions made, disaggregated by gender and, possibly, marginalized groups. This equity issue will be apparent, every student deserves the opportunity to demonstrate their understanding.

14. After providing students in breakout rooms with Google Docs, or Slides workplaces, monitor progress to wrap it up when I see things starting to slow down.

15. Have one student assigned per breakout room to wait and hear everyone's thoughts before responding themselves, providing student practice in thoughtful leadership.

16. To assign credit for participation in Zoom sessions, generate a Zoom report to get a text transcript of student names - time of comment - text of comment. A searchable way to see who commented, whether surface or insightful, how many times...

Thank you!!

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Appendix II

Instructions for using Google slides in Breakout rooms
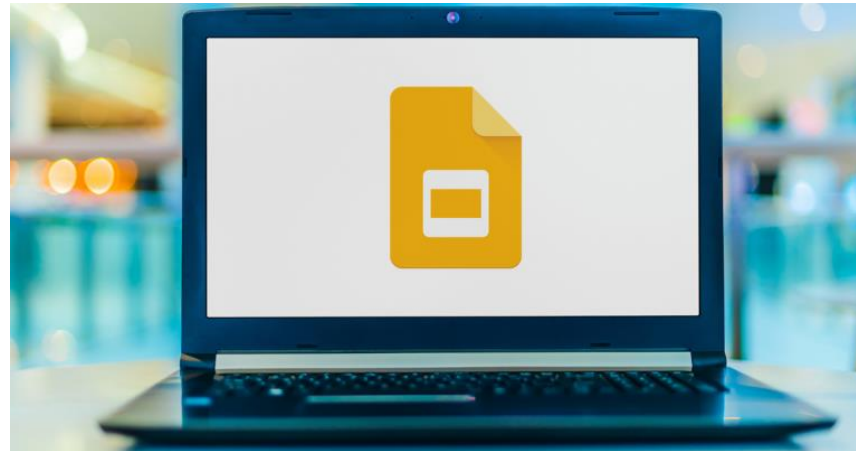
Google Slides in Breakout Rooms

Google Slides allows co-editors and multiple simultaneous online editing.
This allows faculty to monitor Breakout Room progress in real time.

Breakout Room 1

Breakout Room 2

Breakout Room 3
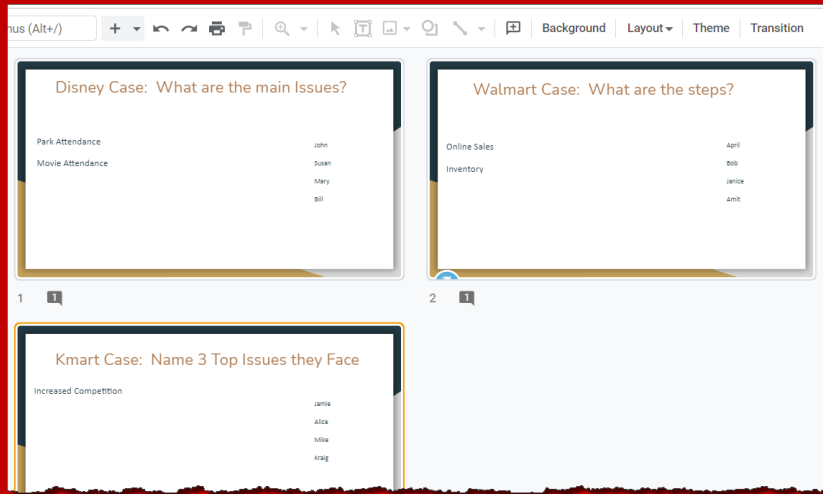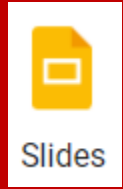
Faculty in Main Zoom Room

Faculty Creates a Google Slide (or Slide File) for each group where students are co-editors. Because faculty is a co-editor, they can monitor each groups progress.

Student groups work on their Google Slide(s) from within their Breakout Room while faculty stays in the main room and monitors via Google Slides.

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Optional - Use Comments to Chat

Students and Faculty can communicate using Comments without the faculty having to enter the breakout room. Comments are attached to a specific slide.

Google Slides: Two Approaches

Scenario A Each group gets a different topic slide in the same Google Slides file. (Students can view and edit the slides of the other groups in the file.)

Scenario B Each group gets a different Google Slides file that only they can see and edit. They can add more slides as the semester continues and share their slides.
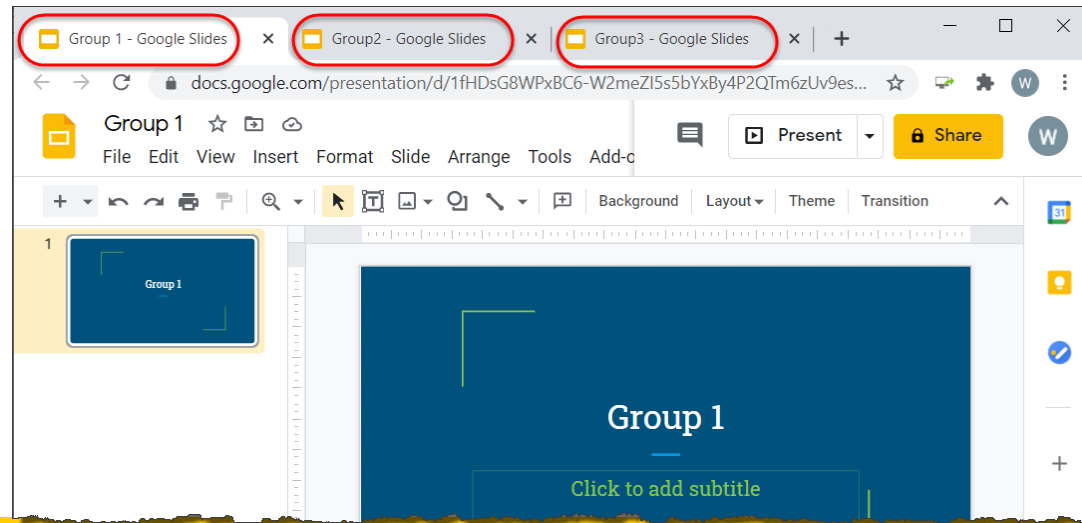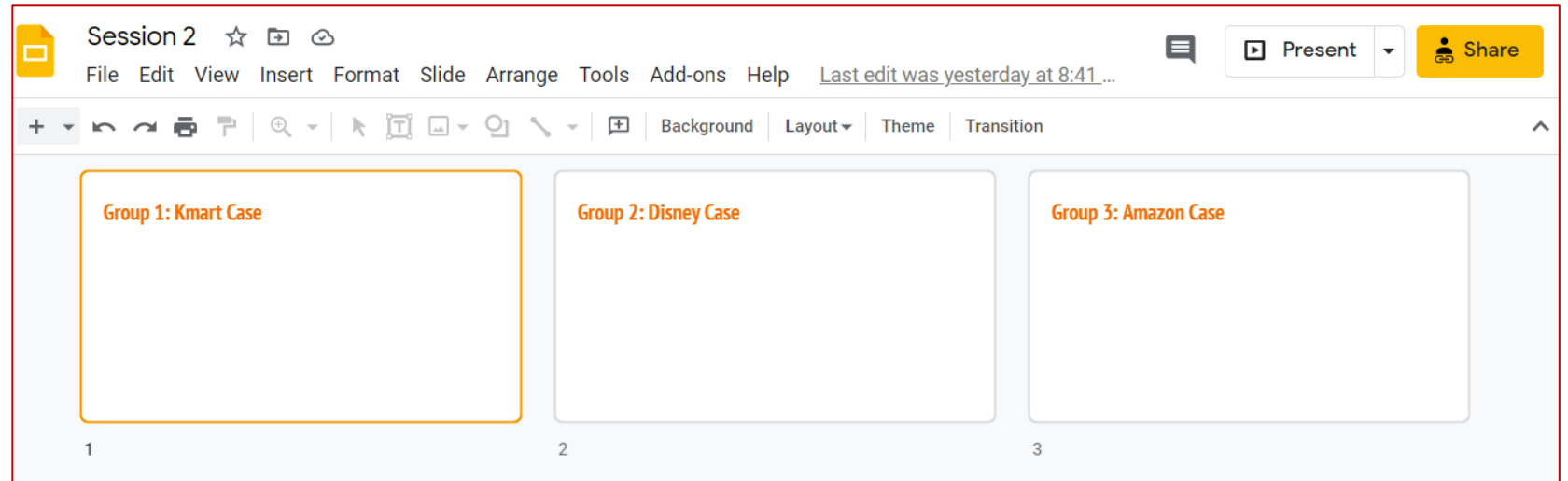
Scenario B is useful if they are all covering the same topic.

Google Slides: Scenario A

Each Group has a Slide in the Same Google Slides File. Students can view the slides of the other groups. Typical Usage: Different Topics Per Group

Google Slides: Scenario A

Scenario A: Each Group has a Separate Slide in Same Presentation

A. Create Google Slides
Faculty Creates a Google Slide presentation that has one slide for each group.

Students can see and edit the slides of other groups but because the topics are different, it does not typically matter.

Google Slides: Scenario A
Each Group has a Separate Slide in Same Presentation

B. Anyone with Link Faculty Shares the presentation with all using "Anyone with the link".
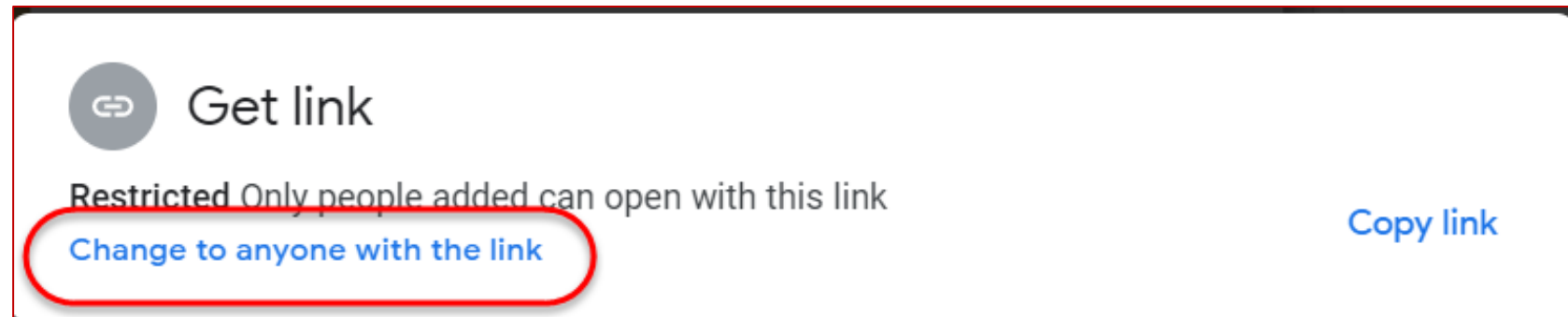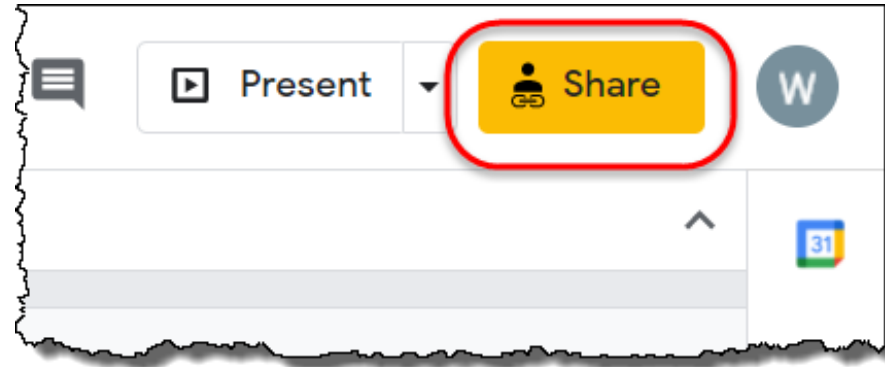
Google Slides: Scenario A
Each Group has a Separate Slide in Same Presentation

C. Make All Editors
Faculty makes anyone with the link an editor.

D. Share Link
Faculty copies link and shares it with students when appropriate.
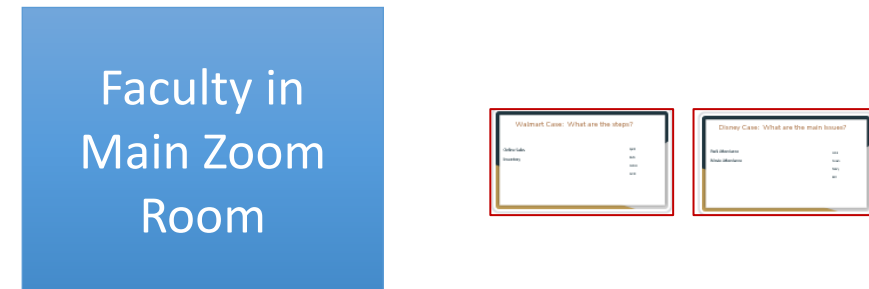
Google Slides: Scenario A
Each Group has a Separate Slide in Same Presentation

D. Students Enter Breakout Room
Students go into their Zoom Breakout Rooms and open Google Slides using the link their professor provided.

E. Faculty Monitors
Faculty opens Google Slides and monitors group progress from within the main Zoom room.

Breakout Room 1

Breakout Room 2

Faculty in Main Zoom Room

Note that Google Docs is not shared through Zoom but opened separately by each individual.

Google Slides: Scenario A
Each Group has a Separate Slide in Same Presentation

F. **Group Presentations**
Students return to the main Zoom room and present their slide & topic.

Students can view the Google Slide on their computer by accessing Google slides or the student can share their presentation via Zoom.
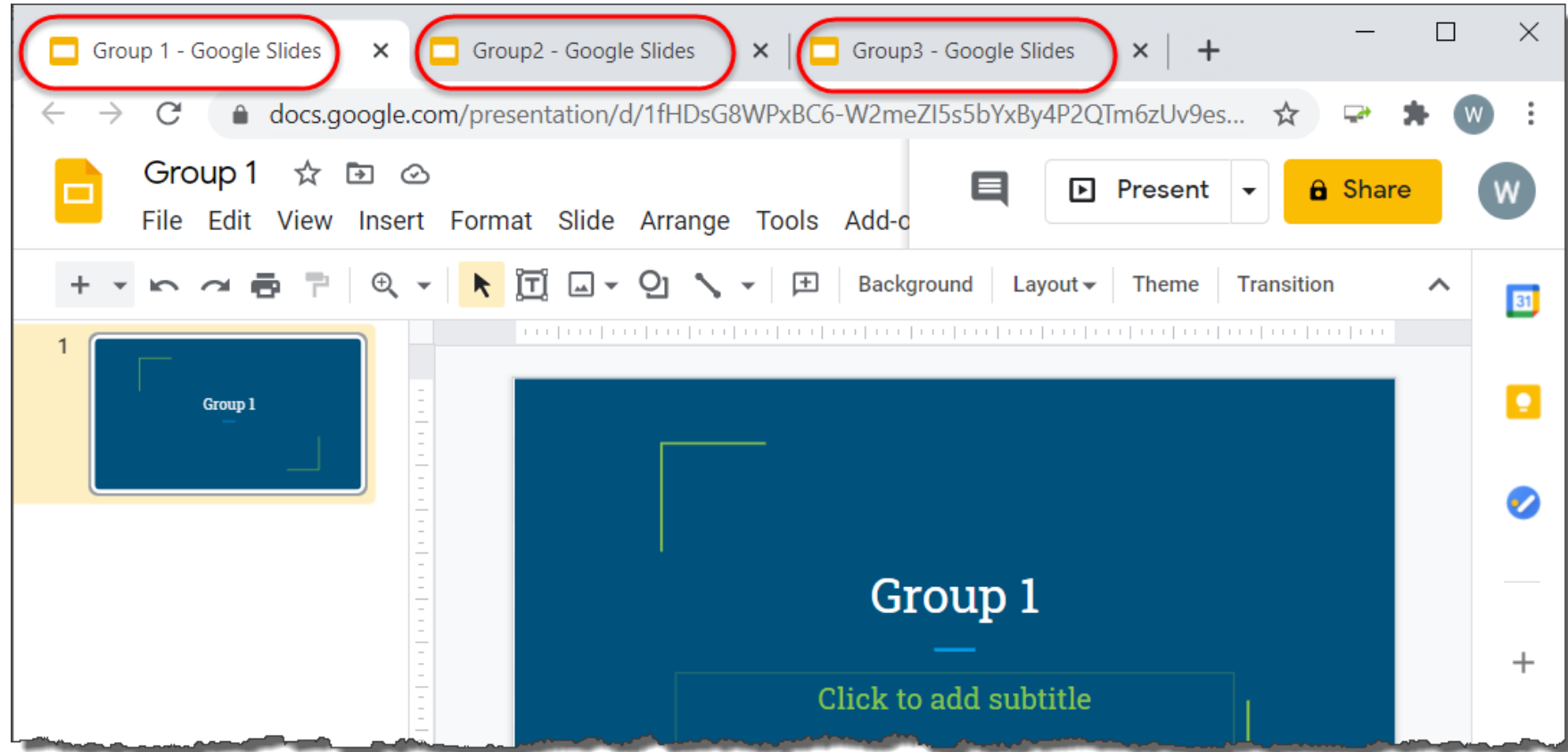

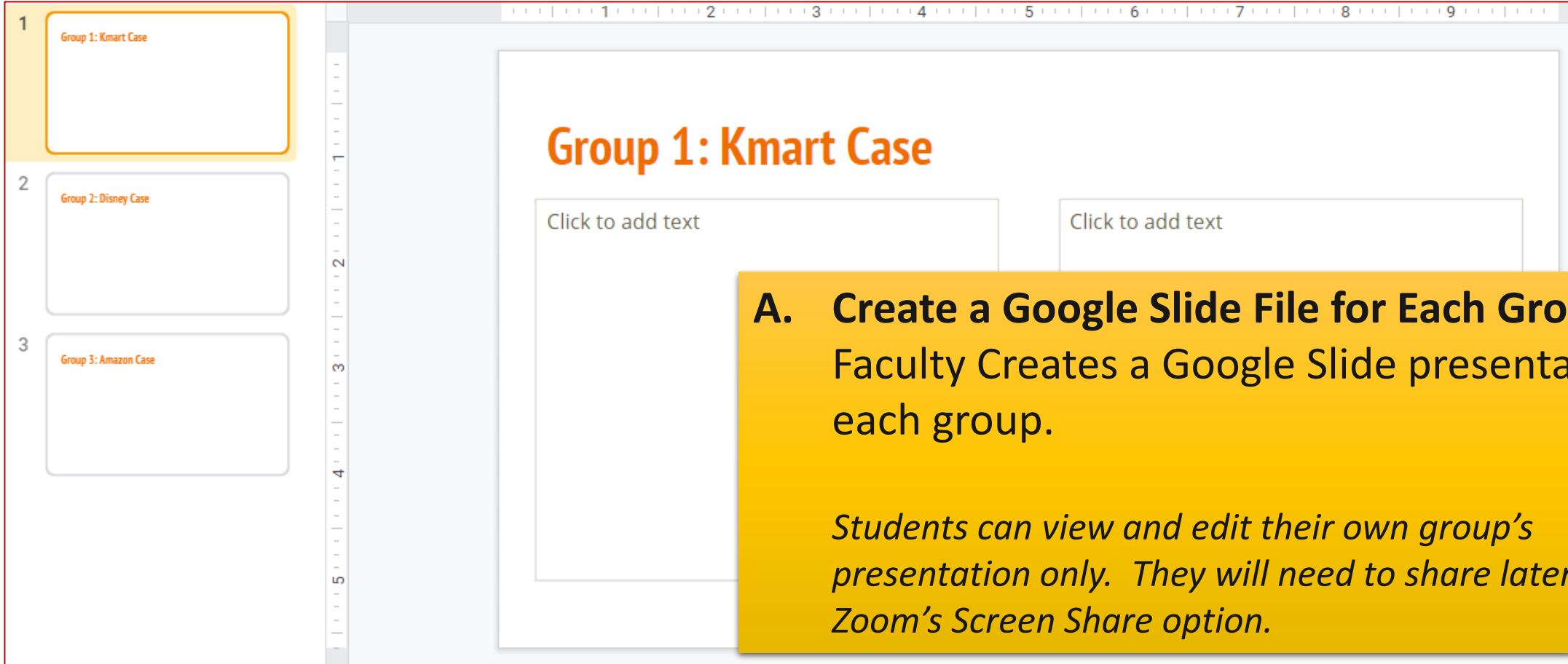USCMarshall
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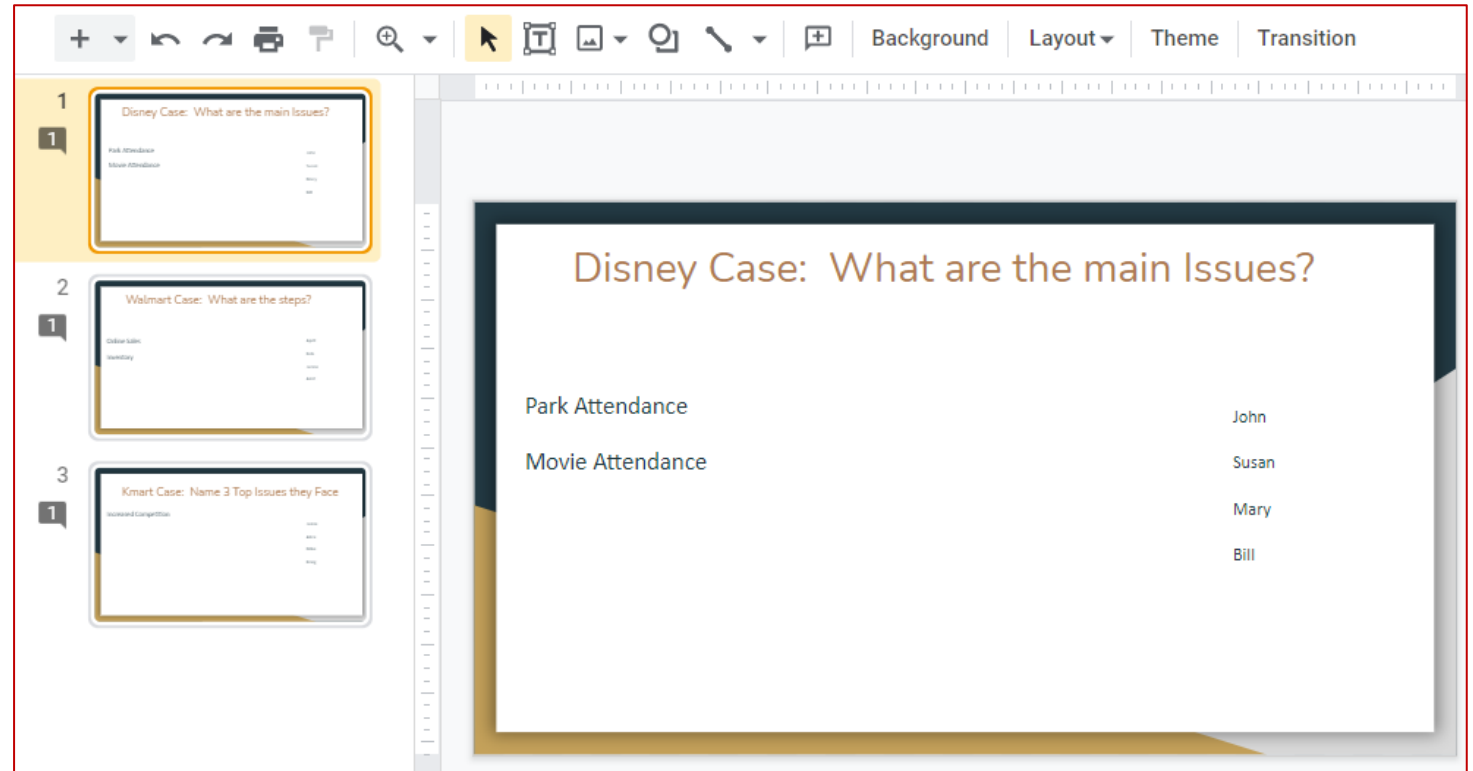
Google Slides: Scenario B

Each Group has Separate Google Slides File that only members of the same group and the instructor can view and edit. Usage: Same or Different Topics

Google Slides: Scenario B
Each Group has its own Presentation File

A. Create a Google Slide File for Each Group
Faculty Creates a Google Slide presentation for each group.

Students can view and edit their own group's presentation only. They will need to share later using Zoom's Screen Share option.
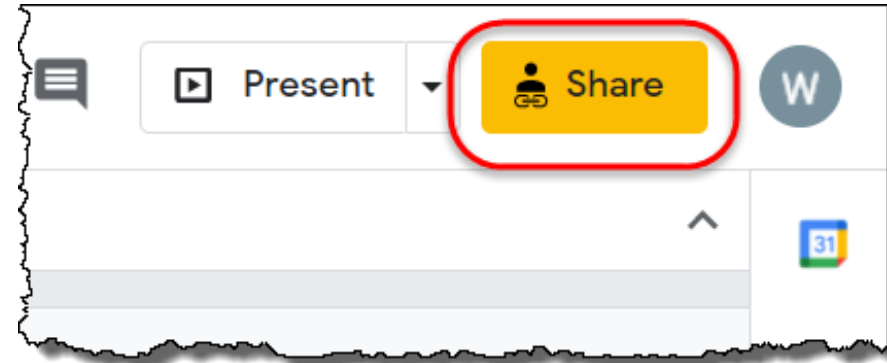
Google Slides: Scenario B
Each Group has its own Presentation File

B. **Click "Share"**
Faculty must share each presentation with its group members.

Google Slides: Scenario B
Each Group has its own Presentation File

C. Specify USC Email Addresses
(Other addresses work but they won't have to sign in.)
Note you can paste from Excel.

Share with people and groups

g gir@usc.edu ✕   bindewal@usc.edu ✕

ⓘ swsmith@usc.edu ✕   estr413@usc.edu ✕

Editor ▾

☑ Notify people

Message
Hi all, here is the link to your Google Slides pre
this for our MKT 495 class.

D. Editor
Set to 'Editor'.

▢ Group2

Send feedback to Google   Cancel   Send
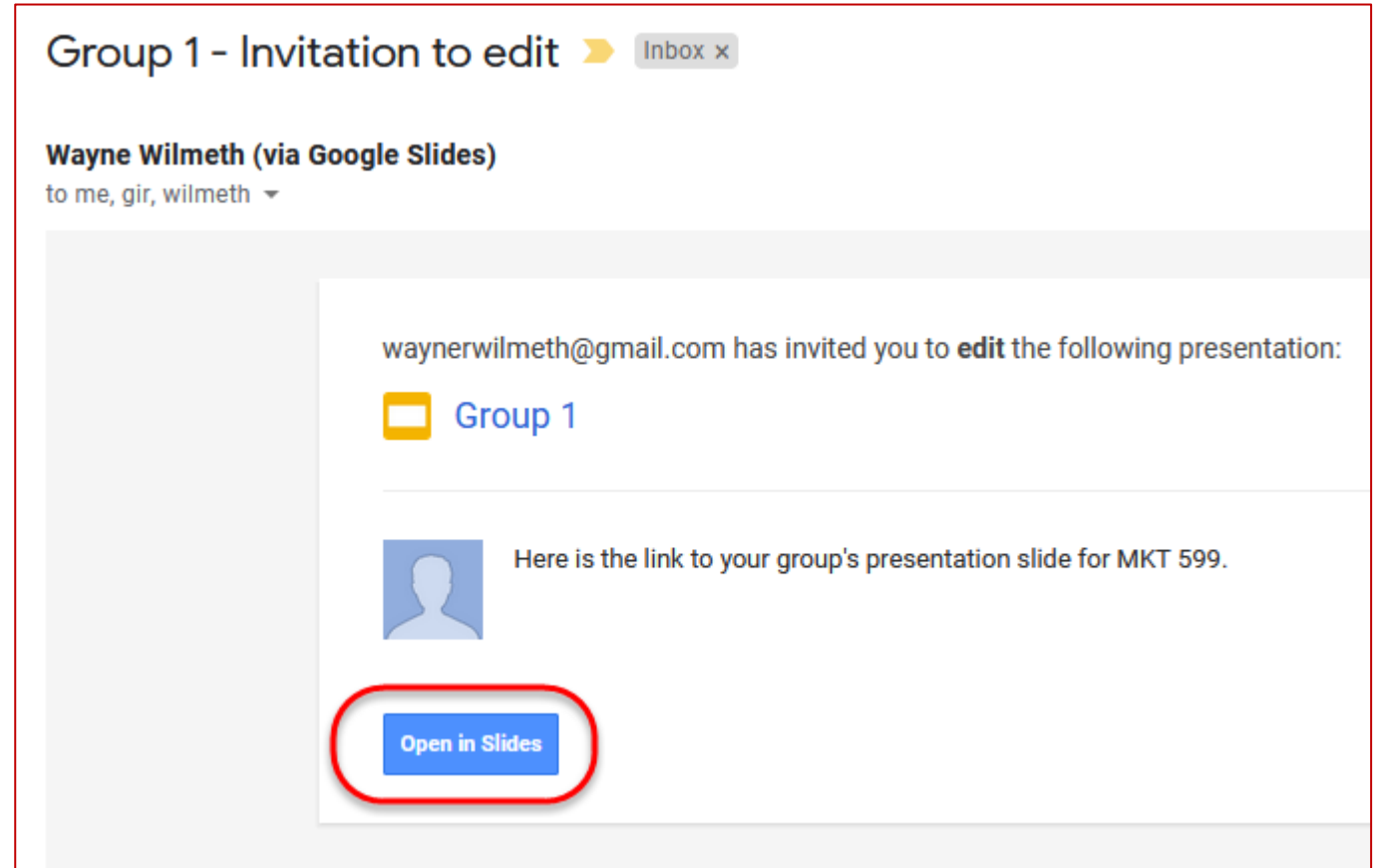
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Google Slides: Scenario B
Each Group has a Separate Google Docs File

E. Student Clicks Link in Email
Students get an email with a link to their presentation.

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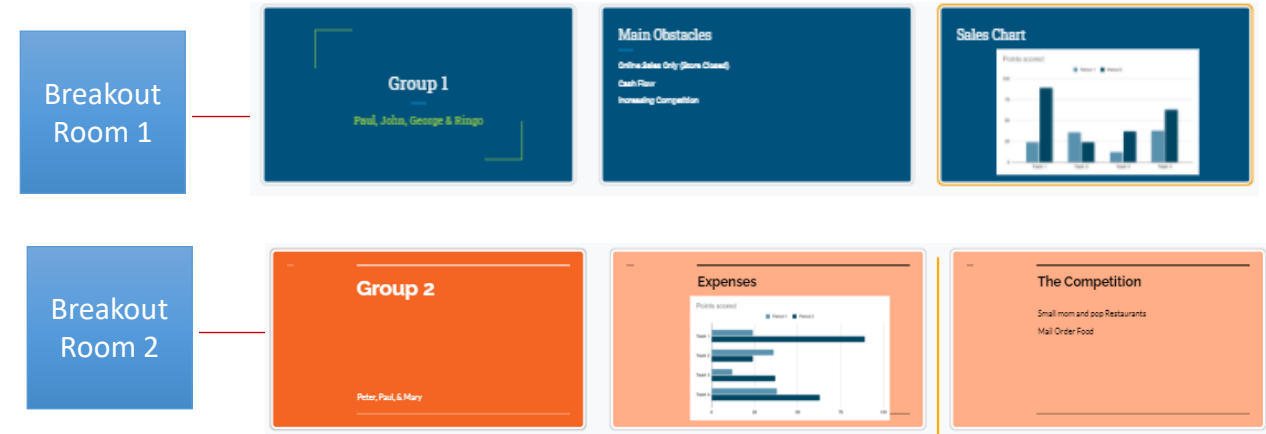
Google Slides: Scenario B
Each Group has a Separate Google Docs File

F. Students Enter Breakout Room
Students go into their Zoom Breakout Rooms and open Google Slides using the link their professor provided.

Breakout Room 1

Breakout Room 2

G. Faculty Monitors
Faculty opens Google Slides and monitors group progress from within the main Zoom room.

Faculty Monitors Google Slides from Main Zoom Room
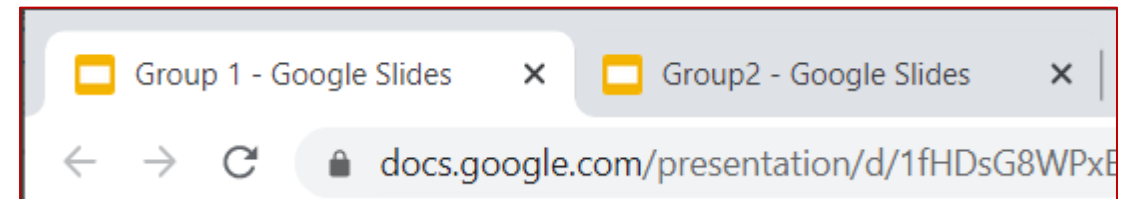
Note that Google Docs is not shared through Zoom but opened separately by each individual.

Google Slides: Scenario B
Each Group has a Separate Google Docs File

H.   Group Presentations Students return to the main Zoom room use Zoom Share Screen to share their slides.