
PASS Online

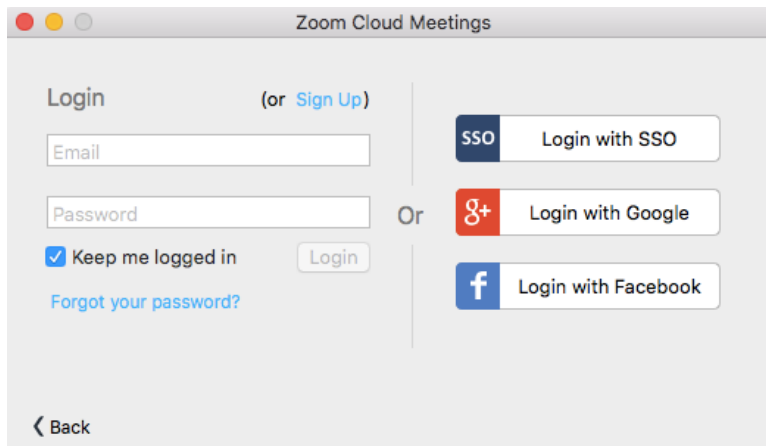
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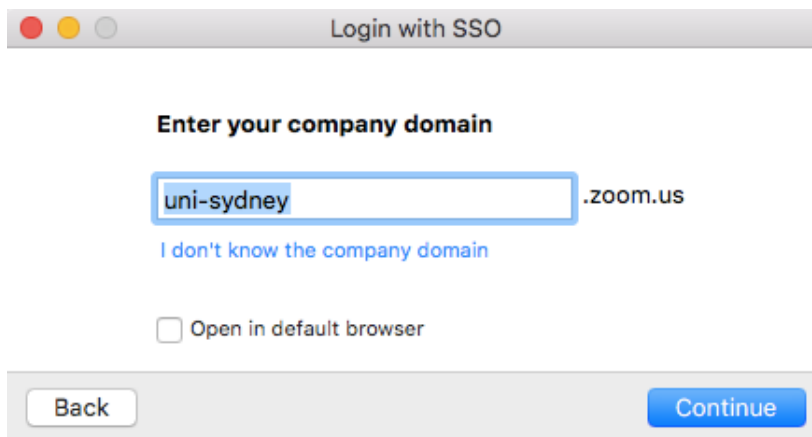
Setting up Zoom

Downloading and Logging into Zoom

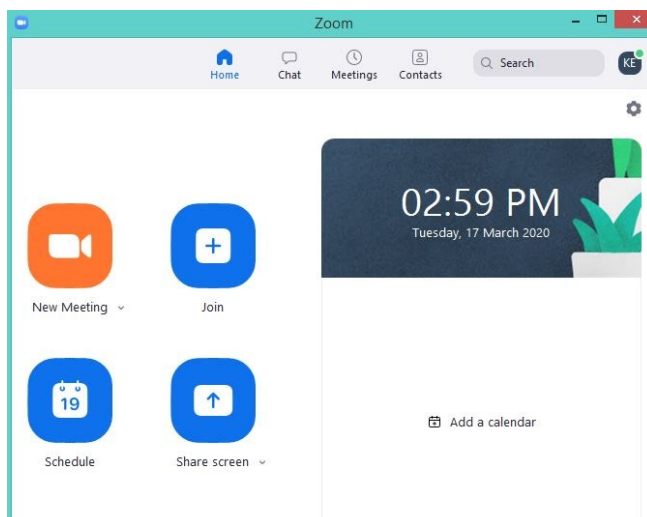
1. Zoom is available for download at <https://zoom.us/download>
Download and install the Zoom application that is compatible with your device.
Ensure that you have the latest version of Zoom downloaded, as older versions may lack functionality.
2. To login to Zoom, make sure you “Login with SSO”:



3. Enter the company domain as “uni-sydney” and continue.



4. Login with your Unikey and password and the following screen should appear in your Zoom application.



Understanding Basic Functionalities

Setup Options

When setting up a session, facilitators should “**enable join before host**” (to allow students to enter the session and familiarise themselves with the functionalities even if the facilitator has not entered) and “**mute participants upon entry**”.

Advanced Options ^

- Enable Waiting Room
- Enable join before host
- Mute participants on entry
- Only authenticated users can join: Sign in to Zoom
- Automatically record meeting

Alternative Hosts:

Example:john@company.com;peter@school.edu

Manage Participants

Once participants have arrived, you can click on ‘**Manage Participants**’ to view students who are in your session.

The image shows a Zoom meeting interface. At the top, the meeting ID is 621-397-151. The main window displays a video feed of a participant. A text box on the left lists actions in the 'Manage Participant' window:

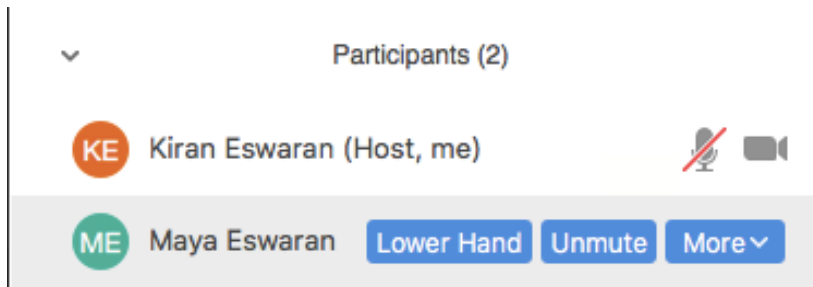
1. Check who has joined your Zoom session
2. Mute and unmute students
3. Ask your students to indicate "yes/no"
4. Ask your students to "raise a hand" to ask a question

On the right, the 'Participants (2)' list shows Kiran Eswaran (Host, me) and Maya Eswaran. Below the video feed, the 'Manage Participants' button is highlighted with a red arrow. A 'More' menu is open, showing options: Mute All, Unmute All, and More. A dropdown menu is also visible, listing: Mute Participants on Entry, Allow Participants to Unmute Themselves, Play Enter/Exit Chime, Allow Participants to Rename Themselves, Lock Meeting, and Clear All Feedback. Three red arrows point to the top of the interface, and a red arrow points to the 'Manage Participants' button.

You can decide if you want to “**allow participants to unmute themselves**” or stay muted until you are ready to have participation.

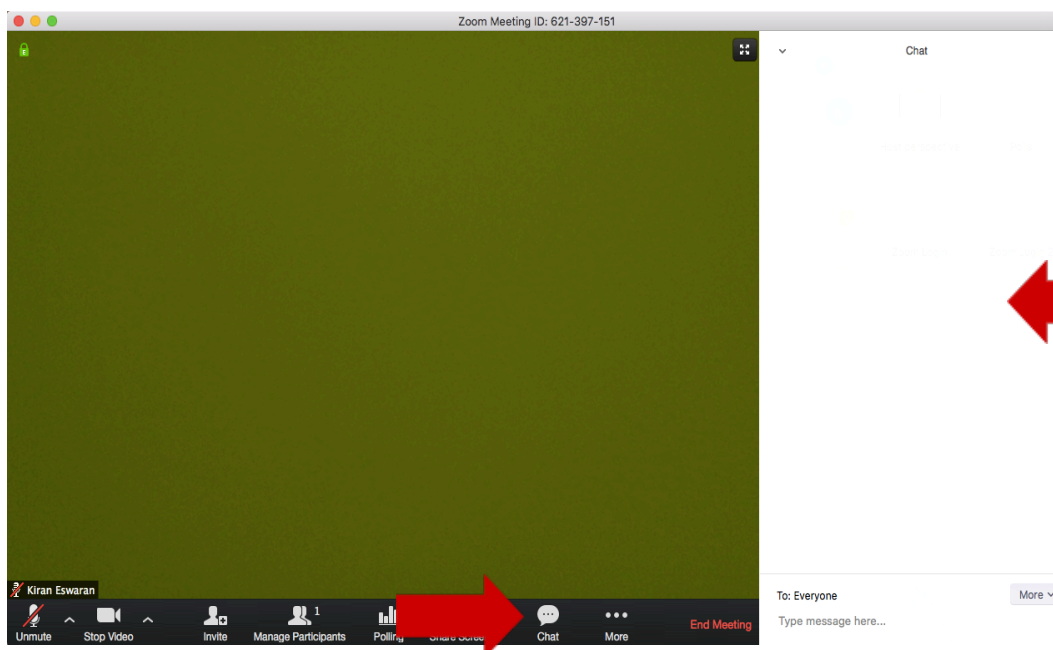
This is also where students can indicate 'yes/no' or 'raise a hand'. If students are muted by default, instructions should be given such that if a student has a question they need to raise their hand so you can unmute them. In the example tab on the previous page a student's hand is raised. You should have this tab open most of the time, to monitor students' queries.

To unmute a student, hover over their name and click "Unmute".

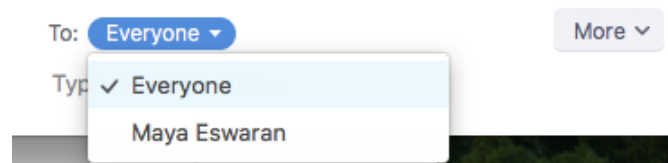


Chat

Using the 'Chat' function, you can communicate with all students in your session, or message specific students directly and privately.



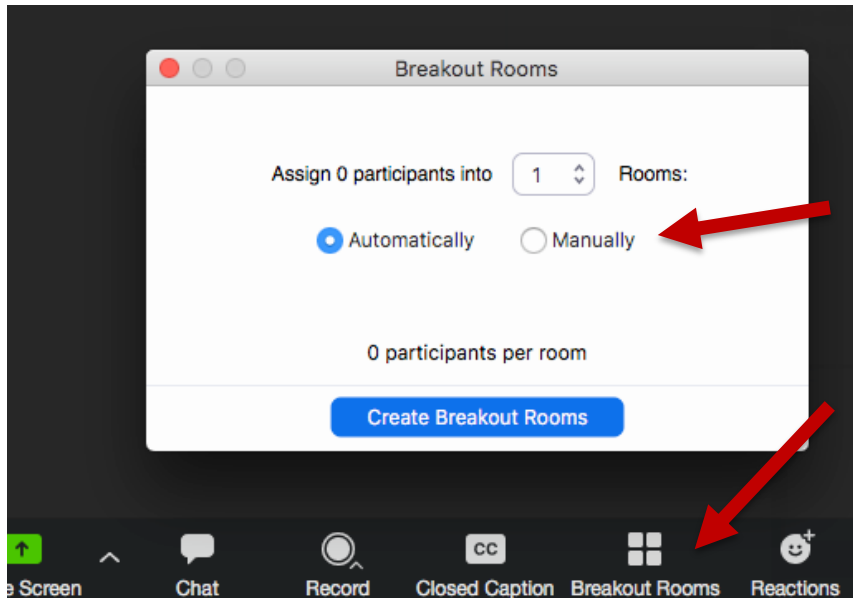
If you need to send a **private message** to a student, select "Everyone" and a drop down list will display the name of every student in your meeting. Select the student's name and to send him/her a private message. Make sure you switch it back to "Everyone" after that.



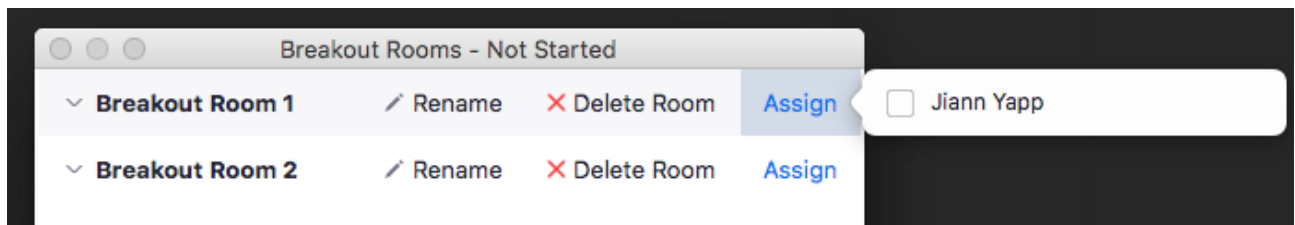
Note: Students who enter your class late will not be able to see earlier messages in your chat. E.g. Student who enters the session at 5:10pm will only be able to see messages from 5:10pm onwards, nothing earlier.

Breakout Rooms

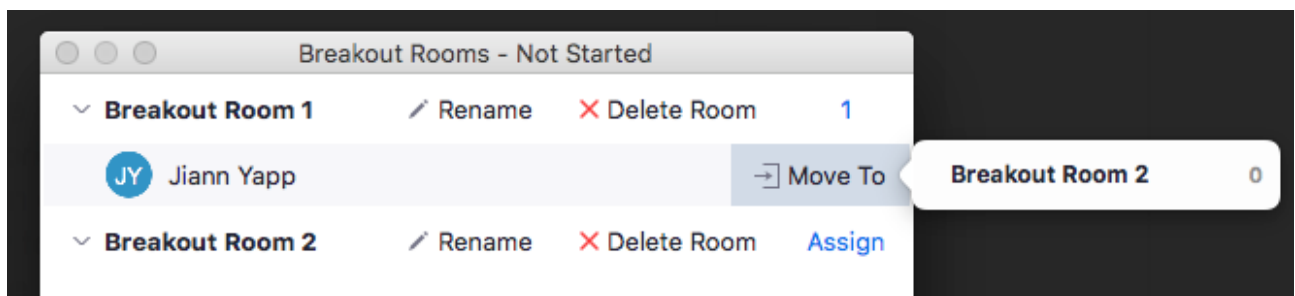
In the breakout room tab, you will have the ability to assign students to different rooms where they can collaborate (small-group work). Audio is enabled for students in breakout rooms, so voice chat is possible. Students can also share their screens, so whiteboard work can be conducted. You will have the ability to **automatically** or **manually assign students** to room. Facilitators are advised to nominate a student from each group to share his/her screen with their group members, before creating the breakout rooms.



If you want to manually assign rooms, you can first create the break out rooms and then select the students you want to assign to each room. Automatic assignment is recommended to save time.

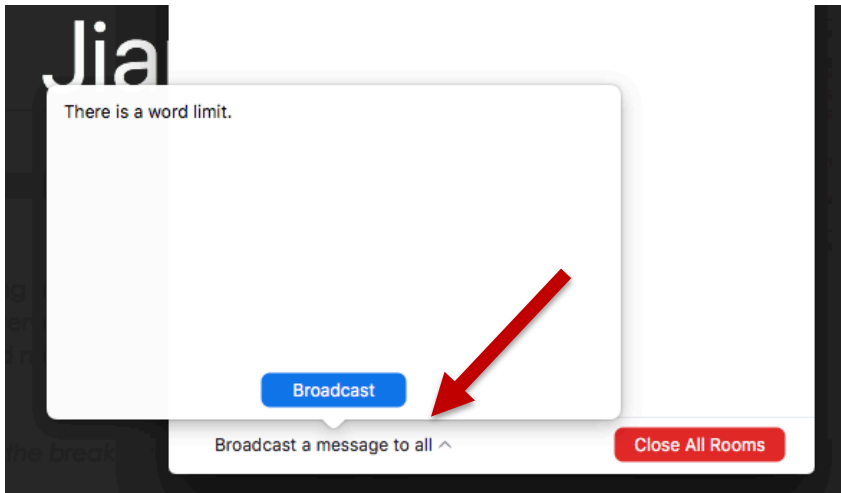


Once assigned, students' names will appear under the breakout room number, and you will have the ability to **move and exchange** students between rooms.



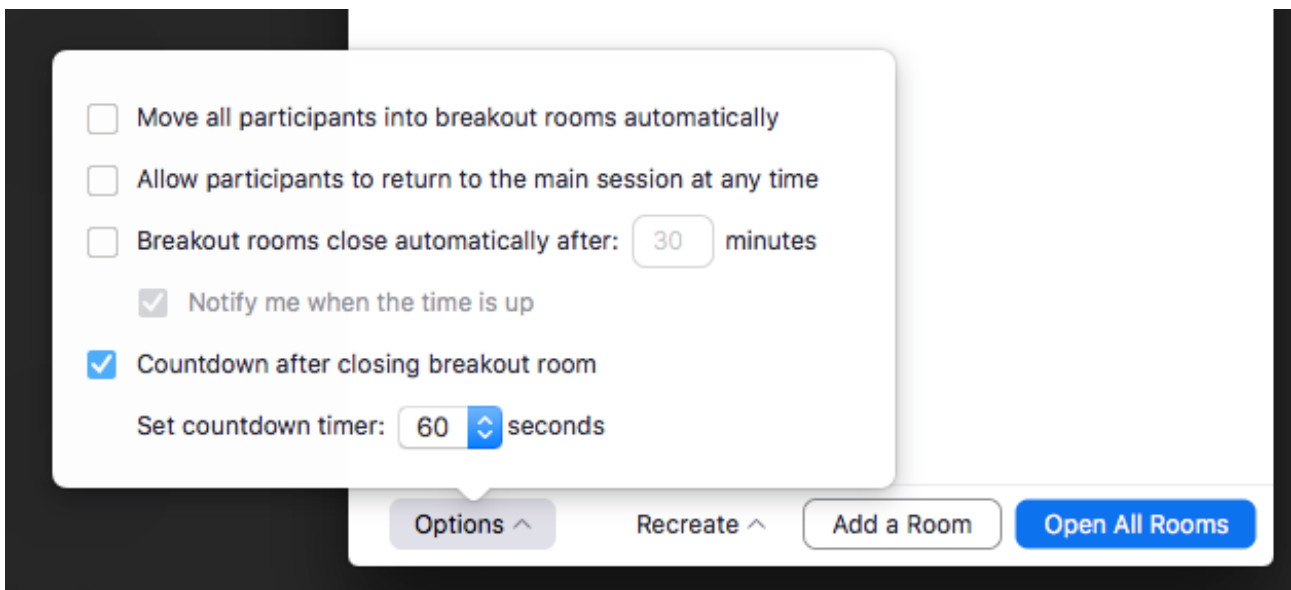
Once you have assigned rooms, be sure to **open all rooms** so students can begin working.

Once the breakout rooms have opened, you will have the ability to join each room to spectate and help student activity. You can also **broadcast** a chat message to all rooms.



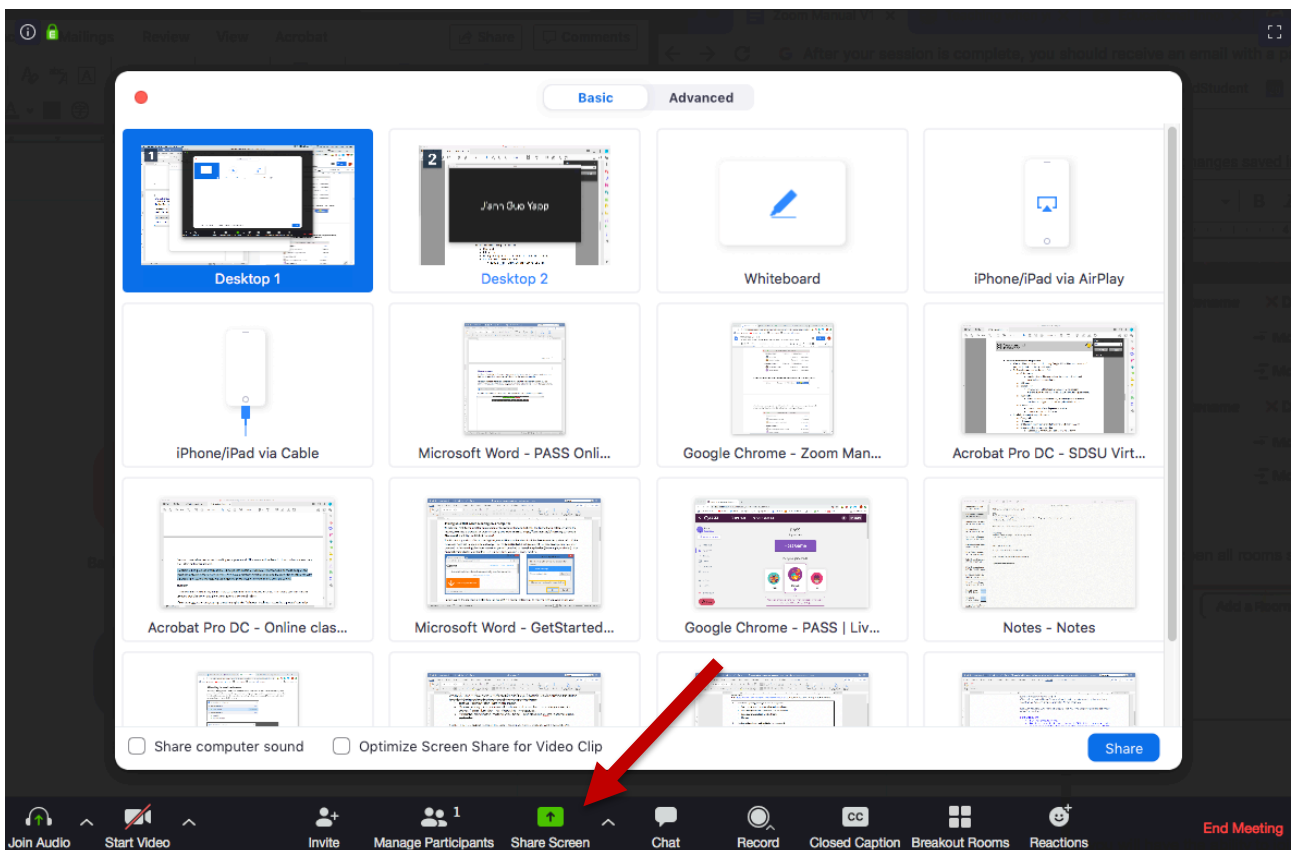
If you want to finish a breakout room activity, make sure to **close the rooms**, which will initiate a 60-second **timer** upon which the rooms will automatically close. Students can either wait for the timer to end or leave their breakout rooms immediately. Make sure you broadcast a warning to all rooms beforehand to let them know you are closing the breakout rooms and returning them to the main session.

To amend the 60-second countdown timer, select 'Options' and adjust accordingly before you open the breakout rooms.

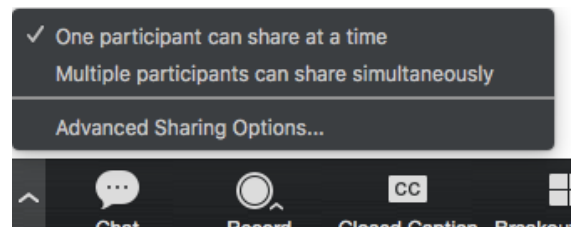


Share Screen

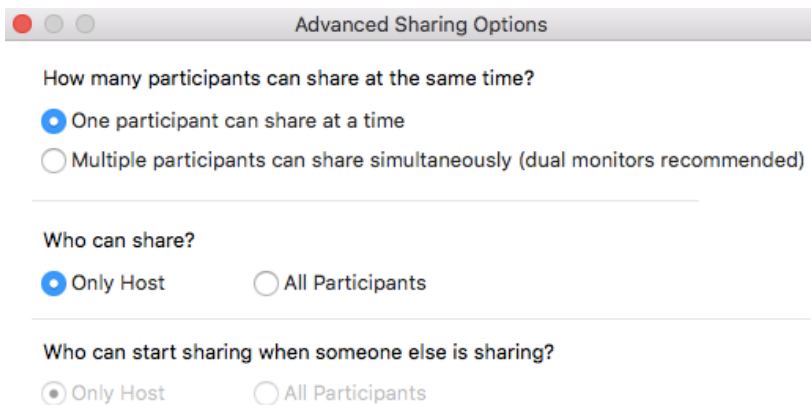
You have the ability to share your screen with your students so they can see what you are doing on your desktop. Screen sharing can be useful to outline the session's agenda.



It is important to disable student screen sharing until it is required. Otherwise, students will be able to share their screen at any time, which may disrupt the session. To **disable student screen sharing**, click the arrow next to the screen share icon and select advanced sharing options.

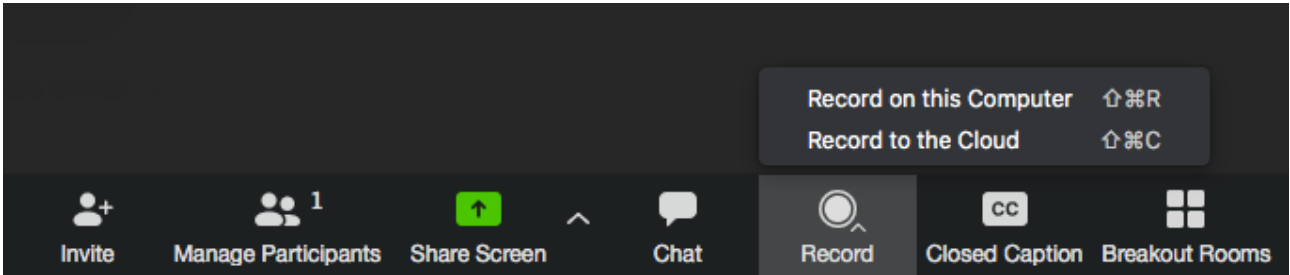


In advanced sharing options, select "**Only Host**" under the "Who can share?" option. When you want a student to be able to show their screen to the whole class (e.g. during whole group discussion), you can then select "**All Participants**".

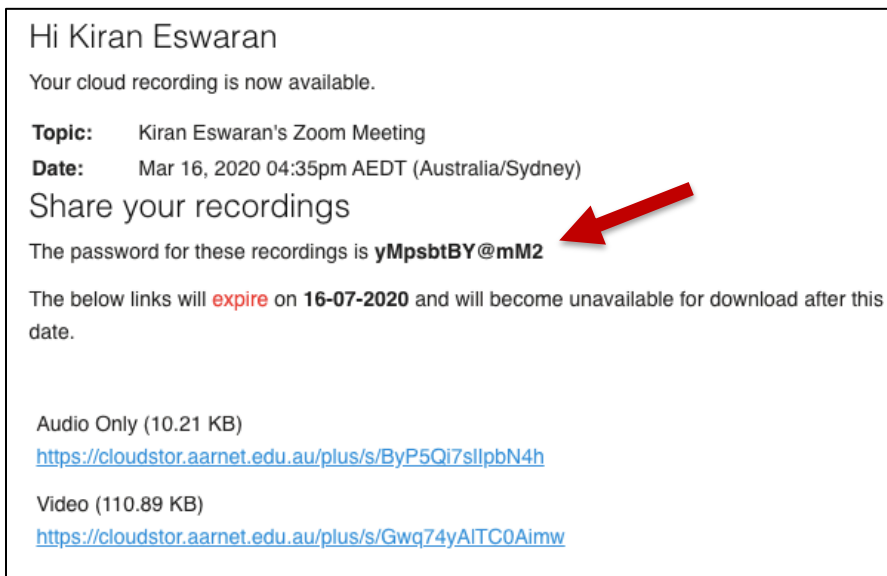


Recording Sessions

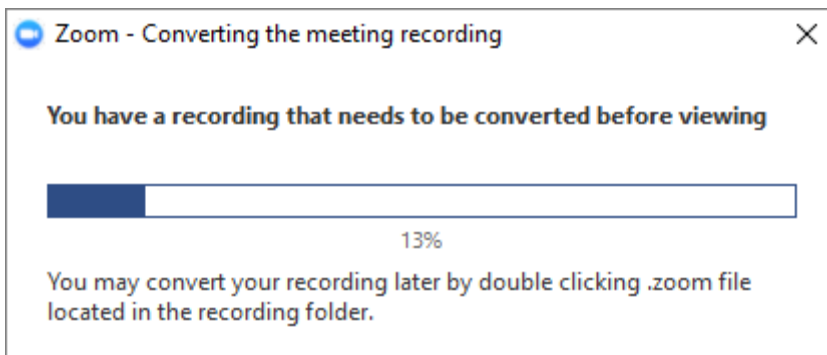
You can choose to record your session on your computer (locally) or to the cloud.



1. **Cloud recording:** After your session is complete, you should receive an email with a password and links to the recordings of your session. Use the password emailed to you to download a video copy of your session, which can be used for future reviews and quality assurance. These recordings will expire 4 months after your session. Check your spam if you have not received an email about recordings (Sender: AARnet Cloud Recordings), keeping in mind that it may take up to 24 hours for the email to be sent.



2. **Local recording:** After your session is complete, Zoom will convert the recording so you can access the files. Once the conversion process is complete, the folder containing the recording files will open. Note: By default, the audio/video file (MP4) will be named Zoom_0.mp4. The audio only file (M4A) is named audio_only.m4a.



Preparing Your Agenda

Facilitators are encouraged to prepare a **shortened** agenda for online sessions.

1. Limit your agenda to a **maximum of 2 activities** per agenda.

If you had planned 3 activities, remove an activity and consider whether its elements/concepts could be merged or implemented into any of the other 2 activities, albeit into shorter activity.

2. **Simplify and shorten** each activity

Our PASS agendas are often structured in the form two distinct activities:

(A) Theory / Key Concepts / Recap

(B) Practical / Case Study

- (I) Facilitators could consider reducing (A) into **MULTIPLE-CHOICE QUESTIONS** (MCQ) to, where possible, consolidate multiple key concepts into one shorter question.
 - Incidental concepts that were not explicitly questioned/covered in the MCQ could then be raised as 'what-if/how about' questions during small group work, and then later during whole group discussion.
 - See *examples 1 and 2* on pg. 10 and 11 for a *quantitative* (BUSS1030) and *qualitative* (LAWS1012) example.
 - Consider using Quizizz – see 'Innovative Activities' on pg. 20.
- (II) **TRIM** the number of questions in (B).
 - *Quantitative*: For instance, if you have five transactions in an Accounting unit, reduce it to three, and retain the other two on a separate bonus sheet – see *example 3* on pg. 12.
 - *Qualitative*: For longer case studies or problem questions, trim it down into shorter and discrete questions. You could split the problem question by paragraphs (where possible), or create shorter scenario questions. Consider adapting any of your pre-existing CFU/scenario-based questions into agenda questions. See *example 4* on pg. 12.

Note that these are merely suggestions to help you in your preparation. Work with your discipline team to gather more ideas, and remember that your licence to be creative is not hindered by the movement to online sessions – if ideas for an innovative activity could work, go for it!

3. Prepare **additional bonus questions**.

With a shortened agenda, students might complete everything with plenty of time left to spare. It is therefore important to set aside bonus questions for use whenever necessary. Facilitators should share these questions through 'Share Screen', and may also choose to upload the file through 'Chat'.

For most facilitators, you will have immediate access to such questions in the form of the activities/questions that you have removed in the process of shortening your original agenda. For others, preparation of additional questions will also be useful to you in future face-to-face sessions.

Note: Agendas must be uploaded onto Canvas by 6pm on Sunday of the week before. This allows students to download/print your agenda before session. If additional bonus questions are used, they must be uploaded onto Canvas and Shared Drive by the end of the week.

Example 1: QUANTITATIVE (BUSS1030)

Original activity:

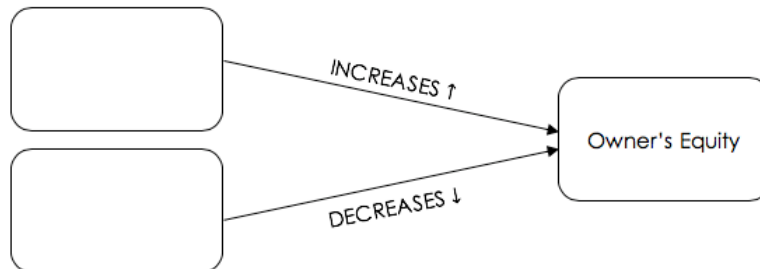
Activity 1: The Accounting Equation (15 mins)

1. Assign the following accounts to where they belong in the accounting equation.

Prepaid Rent	Rent Expense	Service Revenue
Accounts Payable	Owner's investment	Bank loan
Drawings	Salary Payable	Inventories
Buildings	Bills Receivable	Cash at Bank

ASSET	LIABILITY	OWNER'S EQUITY

2. Assign the accounts you have listed under 'Owner's Equity' in question 1 to the boxes below.



3. State the accounting equation. Then indicate on each side of the T-table whether it is a DR or a CR and if it indicates an increase or decrease.

	=		+	
(DR / CR)				
(↑ / ↓)				

Amended to MCQ:

Activity 1: The Accounting Equation (15 mins)

1. Which of the following accounts is **not** an asset?
 - a. Prepaid Rent
 - b. Bills Receivable
 - c. Service Revenue
 - d. Cash at Bank.

2. Which of the following is true when an **owner invested cash** into his business?
 - a. Assets increases, Owner's Equity decreases.
 - b. DR Cash at Bank, CR Drawings.
 - c. No transaction.
 - d. Capital CR, Owner's Equity Increases.

3. Which of the following could be true when the **owner repaid an amount owed** to creditors?
 - a. DR Expense, CR Cash at Bank
 - b. DR Accounts Receivable, CR Cash at Bank
 - c. DR Cash at Bank, CR Bank Loan
 - d. DR Accounts Payable, CR Cash at Bank

Example 2: QUALITATIVE (LAWS1012)

Original Activity:

THEORY

1. What are the principles surrounding the defence of self-defence? Consider the meaning of 'self defence' and the test set out in the statute.

2. When can necessity be used as a defence to an intentional tort? Consider questions of reasonableness.

3. What are the rules around consent:

a. In sport?

b. In medical treatment?

i. Can someone refuse treatment, regardless of the circumstances?

ii. When can a child consent to medical treatment?

Amended to MCQ:

THEORY

1. Self-defence does **not** include conduct necessary to...?

- a. Protect property
- b. Prevent tortious interference
- c. Defend others
- d. Prevent criminal trespass

2. When can necessity **not** be used as a defence to an intentional tort?

- a. Jess steered a runaway truck from towards the entrance of a supermarket, and ran it into sea.
- b. Ed had not eaten for a day, and entered Jiann's property to satiate his hunger and to evade the rain.
- c. Ed suffered severe food poisoning and was rendered unconscious, and a doctor performed an emergency surgery on him without his consent.
- d. Police trampled over Josh's rose garden to apprehend a serial killer who ran into Josh's property.

3. In which of the following scenarios would consent be a valid defence?

- a. ...
- b. ...

Example 3: Trimming practical questions (Quantitative)

Original Activity:

Activity 2: Application on Business Transactions (20 mins)

1. Paul's 'Lookin' Sharp Barbershop' incurred the following transactions in the month of August 2018.
 - a. 1 August Invested \$10,000 into his barbershop's business account.
 - b. 7 August Performed a \$120 hairdressing service, received \$50 in cash and the rest on credit.
 - c. 16 August Purchased new hair clippers for \$780, amount paid in cash.
 - d. 18 August Paid \$800 in cash for September's rent.
 - e. 22 August Hired a new hairdresser with a monthly salary of \$2000, beginning in September.

List of account names:

Accounts Payable	Equipment (including hair clippers)
Accounts Receivable	Prepaid Rent
Capital – Paula	Rent Expense
Cash at Bank	Salary Expense
Drawings – Paula	Service Revenue

*Note: Not all account names are applicable for the question.

Trimmed:

Activity 2: Application on Business Transactions (20 mins)

1. Paul's 'Lookin' Sharp Barbershop' incurred the following transactions in the month of August 2018.
 - a. 7 August Performed a \$120 hairdressing service, received \$50 in cash and the rest on credit.
 - b. 18 August Paid \$800 in cash for September's rent.
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List of account names:

Accounts Payable	Equipment (including hair clippers)
Accounts Receivable	Prepaid Rent
Capital – Paula	Rent Expense
Cash at Bank	Salary Expense
Drawings – Paula	Service Revenue

*Note: Not all account names are applicable for the question.

Example 4: Incorporating shorter case study scenario / problem question (Qualitative)

I SUMS FIXED BY CONTRACT

1. Debt

X contracts to deliver a *thing* to Y. Y agrees pay X \$10,000 upon delivery of the thing.

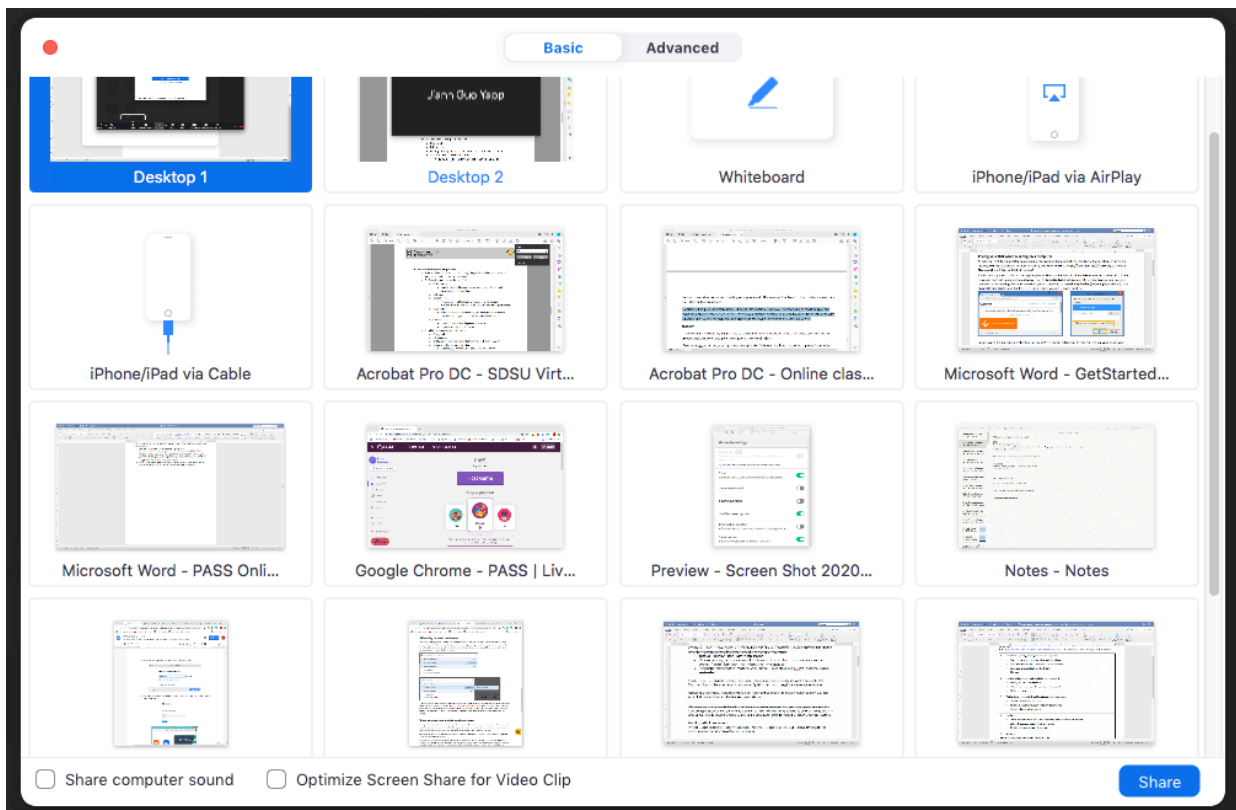
- a. Assume that X delivers the thing to Y. Y refuses to pay. Should X sue for contractual damages or bring an action for debt? Why?
- b. Assume alternatively: X has not yet delivered the thing to Y. Y calls X and repudiates the contract and X elects to terminate the contract. Should X sue for damages or bring an action for debt? Why?
- c. Assume alternatively: X has not yet delivered the thing to Y. Y calls X and repudiates the contract, but X elects to keep the contract on foot. X subsequently delivers the thing to Y and Y refuses to pay. X wanted to deliver the thing in order to get \$10,000. X also wanted to deliver the thing to increase exposure for X's *thing* business. Should X sue for breach of contract or bring an action for debt? Why?

Opening and Setting Expectations

Setting Up Before Session

Facilitators are encouraged to enter their session at least 5 minutes before the scheduled session starts, to:

- Test your audio/video, and 'Share Screen' functionality.
- Set up any external materials/applications. E.g. Google Docs, Quizziz, etc.
- Ensure any videos you want to show are downloaded and ready to play in your media player. Do not run/show videos through webpages as the audio/video latency time will affect participants' view. Download the videos in advance, and show it using 'Share Screen' as it plays on your desktop.
- Close any programs/applications that you do not need for the session to reduce clutter for both you and your students, and prevent notification pings.

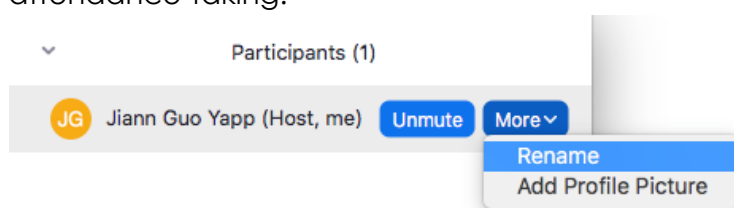


Unclutter your desktop

Instructions and Setting Expectations – SPIEL

Facilitators should include in their opening the following items (a summarised version of the following points should also be displayed on a document through 'Share Screen' as the facilitator runs through his/her opening):

- **Audio/Video Check:** Ask if students can hear/see you – if not, get them to select the “No” option. At the same time, facilitators might want to highlight this passage on their document through 'Share Screen' so students who cannot hear you can indicate. Inform students that if at any point they cannot hear you clearly, they should use the 'Raise Hand' function and send a message to the chat.
- **Students' Names:** Remind students to enter their *full name* during sessions. They may choose to include their preferred name or nickname in brackets next to their full name. They can rename themselves in the participant tab, and this name can carry over to future weeks. Emphasise to students that this is necessary for attendance-taking.

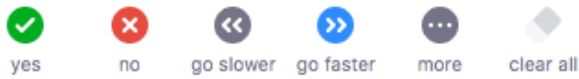


- **Using 'Chat':** Inform students that you will not be responding to any questions (privately or otherwise) via 'Chat', and that any questions must be expressed verbally. You will only use 'Chat' to broadcast messages to all breakout rooms, share links or to upload files. Emphasise to students that the same should apply as between themselves – to discuss verbally and not through chat.
- **Asking Questions:** Inform students that everyone will be muted during whole group discussions and that if they have any questions, they should use the 'Raise Hand' function, upon which you will unmute them. Likewise, inform students that you will call upon them using their names, and unmute them accordingly.
- **Breakout Rooms:** Inform students that you will allocate them into breakout rooms at the commencement of each activity, just as how you would ordinarily split them into table groups in face-to-face sessions. Inform students that they can share a whiteboard (or screen) during breakout sessions, and that you may nominate a person within each group to be the one sharing his/her whiteboard (or screen). Add that students can 'save' the work done on their whiteboard to their computer, and you may require them to share that work during whole group discussion.
- **Setting Expectations:** Inform students that it will take time to adjust to workflow of online PASS but it will get better as we familiarise ourselves with the process and features each session. Remind students to be polite and supportive, and to help each other out as we progress through the semester.
- **Zoom Tips for Students:** Facilitators might also want to include the following link in the document, which explains how students can use Zoom effectively:
<https://canvas.sydney.edu.au/courses/4901/pages/zoom-tips-for-students>

Note: In subsequent sessions, this list may not need to be repeated, and therefore you should substitute the time used with the **informal elements** of a PASS session – small talk (although you may still choose to display the list on the screen throughout your opening).

Agenda Negotiation

Agenda negotiation remains essential in your session. Facilitators can instruct students to select “**Yes**” if they would like to begin with Activity 1, or “**No**” if they would like to begin with Activity 2.



Dealing with Latecomers

Students will be encouraged to enter the session at least 5 minutes before the scheduled session begins. However, if a student enters the session late, and other students have been assigned into breakout rooms, you may:

- If the student is a **returning** student, assign him/her to a breakout room, and instruct an existing student in that breakout room to bring him/her up to speed.
- If the student is a **new** student, run through your opening spiel with him/her, making sure that your document list shows up via 'Share Screen' for the student to read.
 - Facilitators do not have to worry about this being disruptive, as the other students have been allocated to breakout rooms and therefore cannot hear you.
 - If the student has been to another facilitator's session and is familiarise with the procedures, you can assign him/her straight to a breakout room.

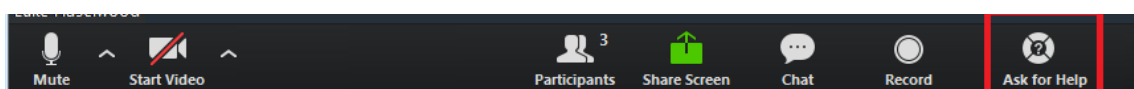


Strategy

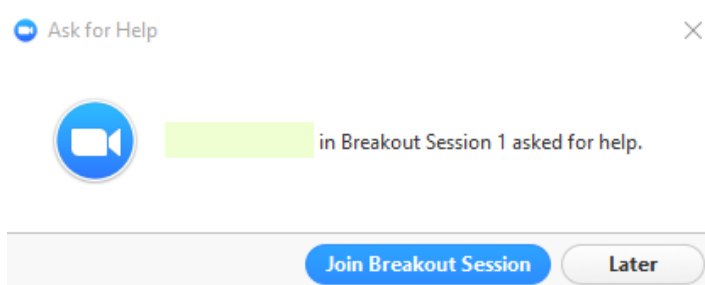
Small Group Work

- A. **Before initiating breakout sessions**, inform students that you will be allocating them into breakout rooms to work together in a smaller group. **Nominate** a student in each group to share their screen in the breakout room. Inform students that if their group is stuck or facing any difficulties that require the facilitator's assistance, they can select '**Ask for Help**' which will notify the facilitator.

E.g. "I will be placing you into Zoom breakout rooms shortly to work on Activity X. Please join this room once you are invited and turn on your microphone so that you can discuss with each other. [Students' names], can I get you to share your screen/whiteboard with the rest of your group once you are in the breakout room? Thank you. One last thing: If your group is stuck or require any urgent assistance, there is a button called 'Ask for Help' which you can select to notify me. Do we have any questions? Alright, let's spend 15 minutes on Activity X..."



Upon receiving an '**Ask for Help**' request, you will have the option to join the breakout session or ignore it. If you join the breakout session, remember to *redirect* and check that the group has discussed their queries before attempting to assist.



- B. **Entering a breakout session**. Remember that you do not necessarily have to microfacilitate every time you join a breakout session, especially if students are discussing and progressing well. However, students may naturally stop their discussions when you enter their breakout room, awaiting your interjection. Feel free to let students know that you are just checking in, and encourage them to continue their discussions.

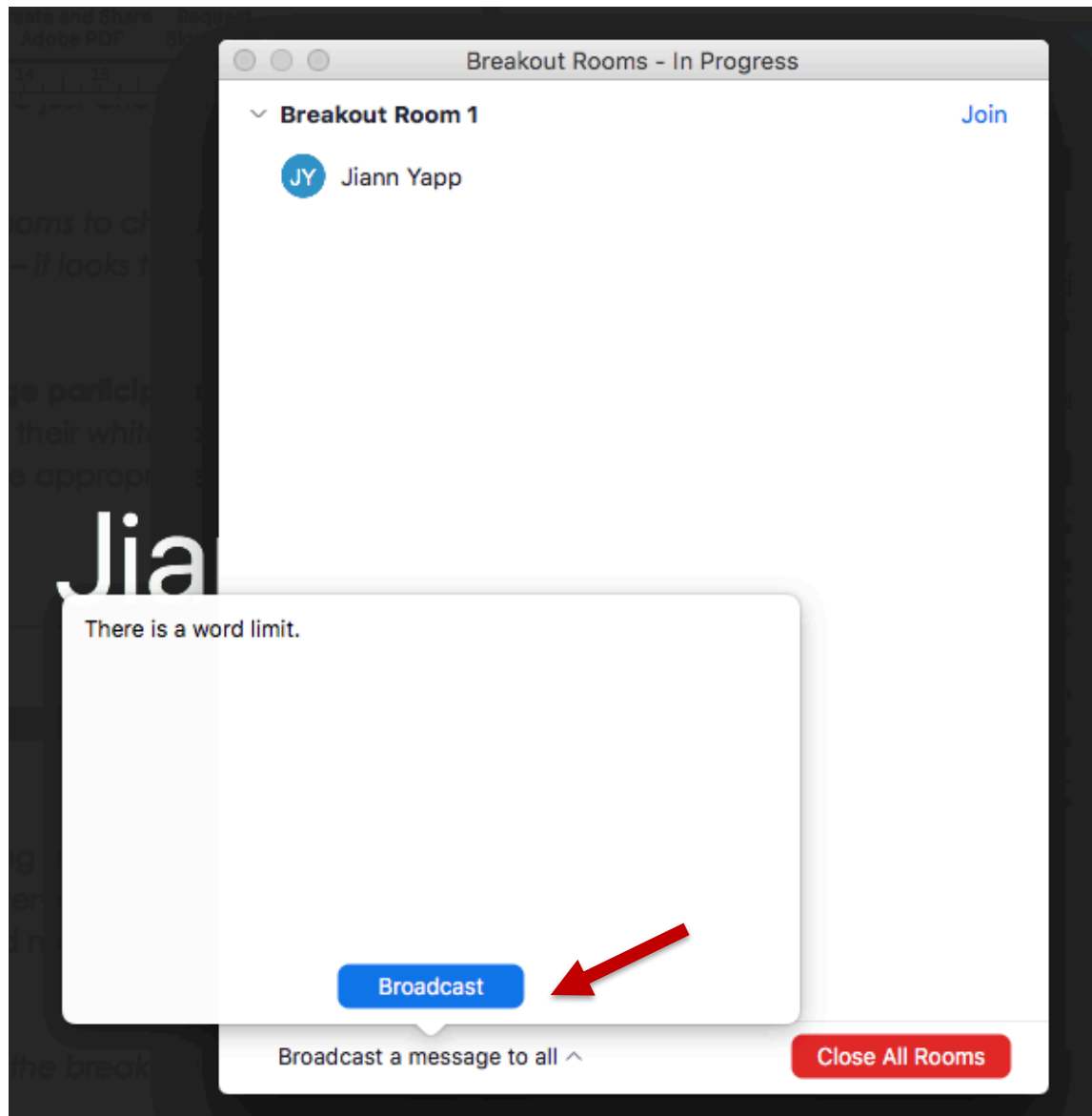
E.g. "Don't mind me. I'm just quickly jumping into each breakout rooms to check everyone's progress. Your group seems to be progressing very well – it looks to me that you're already in question 3. Keep going!"

Otherwise, carry out microfacilitation as you would in a face-to-face session. E.g. To **encourage participation**, consider informing the group that you may get them to share their *whiteboard* answers for question X during whole group discussion – this helps to assign responsibility and prompt students to check their answers.

- C. **Time-warnings** may be given (verbally) before you leave each breakout room during small group work. You may also **broadcast** a time-warning to everyone in breakout sessions through the chat box, particularly before closing off the breakout sessions and moving into whole group discussions. Note however that there is a word limit to the broadcast.

E.g. '1 more minute! You will now receive a notification telling you that the breakout rooms will automatically close in 1 minute...'

'... and you will be returned to the main Zoom session. Please ensure that you turn off your microphones when you return to the session.'



Whole Group Discussion

Despite having closed all breakout rooms, you will still have access to the names of all participants under each breakout room if you click on the 'Breakout Rooms' icon. Leave the window open throughout the whole group discussion to assist you with nominal group method.

- A. **Eliciting answers:** Inform students that you will ask groups to share their answers, and the student who would like to share the answer on his/her group's behalf should '**Raise Hand**', upon which you will **unmute** him/her.

"Let's begin with X's group, who would like to share their answers for question 1?"

And if no one raises their hand (which is very likely), feel free to call out names:

"Perhaps X, would you like to share your answer with us?" (unmute X).

- B. **Inquiring for consensus:** Inform students that if at any point, they disagree with the elicited answer or has something else to add, they should select the '**Raise Hand**' button, and you will attend to them accordingly.

"At any point, if your group disagrees or has a different answer, or has something to else to add, please click on the 'Raise Hand' button."

You might also want to adapt your method of inquiring for consensus according to the number of groups in your session, for instance:

- With fewer groups, feel free to inquire for consensus as per usual. That is, you may unmute a student from a different group and inquire for his/her group's opinion.
 - *Note: In inquiring for consensus, you may call out names and unmute the student directly. You do not have to call out a group and wait for one of its student to 'Raise Hand' to unmute him/her, as that may take up too much time.*
- With numerous groups, you may want to check with one other group, and then consider utilising the '**Raise Hand**' and '**Yes**' functions for the rest. For instance:
 - *"If anyone has a different answer, or has something else to add, please click on the 'Raise Hand' button"...*
 - *... "If you have the same explanation as X's group, please click on the 'Yes' button".*

Note that these are merely suggestions/guidelines and are not meant to be hard and fast rules about how you should inquire for consensus, as the approach depends, among other things, on the difficulty/straightforwardness of the question elicited as well as your existing knowledge of the groups' answers obtained through microfacilitation. Every session may be different, so be flexible with your approach.

For instance, if the question is 'what is the accounting equation?' and you have elicited from group 1: 'Assets = Liabilities + Owner's Equity', there is probably no need to explicitly ask 'what do you think?' to another four more groups in the session.

- C. **Probing and Checking for Understanding** should be carried out as per usual.

Accommodating Cultural Diversity

For many students, English is not their native language. Thus, in addition to the challenges of communicating through an online platform, it can also take longer amounts of time for students to comprehend a question from a facilitator and formulate a response.

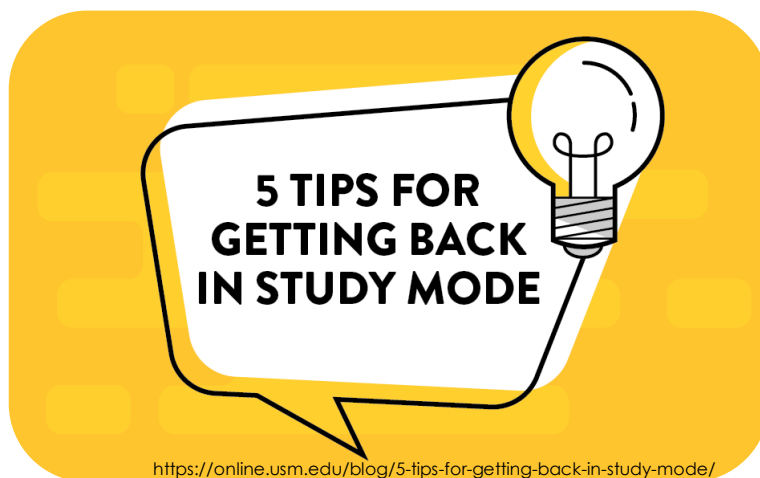
What can you do? (See also pg. 18 of PD Manual – Strategies for Effective Facilitation):

- **Allowing time to think**, jot down ideas and discuss in pairs/groups will boost students' confidence in their answers and their ability to communicate their response.
- Be sure to **wait before moving on** to another student; as 'silence' does not necessarily mean they do not know the answer.
- For the more quiet/shy students, it may be more useful to **get them involved through micro-facilitation first**. This helps to build their confidence in answering your questions later during whole group discussion.
- By **providing individual attention**, you may be able to gain a better idea of how confident they are in talking in English, and which areas they are struggling with.
- **Learn each student's name** as early on as possible, and invite them to speak. This will be particularly relevant for students from cultures where it is customary to be invited to speak during class.
- **Ask for summaries** of important information at regular intervals so that students can follow the discussion.

Remember also to **acknowledge students' contributions** during sessions. This could be as simple as saying 'thank you for putting your hands up'.

Sharing Study / Learning Tips

Facilitators are encouraged to share study/learning tips during the online sessions, just as they would in an ordinary face-to-face session. Facilitators could consider sharing tips on how to study from home more effectively, how to increase motivations, and how to minimise distractions.



Innovative Activities

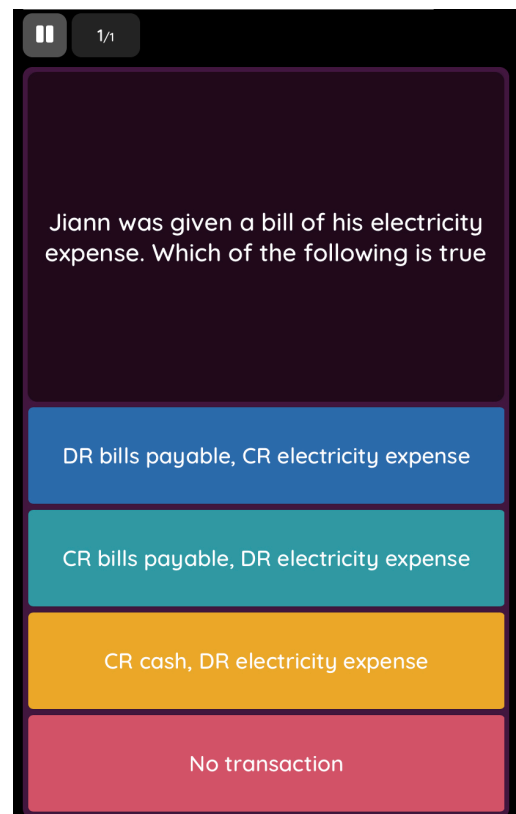
Quizizz

Quizizz (quizizz.com) works just like Kahoot, but in Quizizz, students can see the question displayed on their devices, in addition to the list of answers. This allows the activity to be played in breakout sessions.

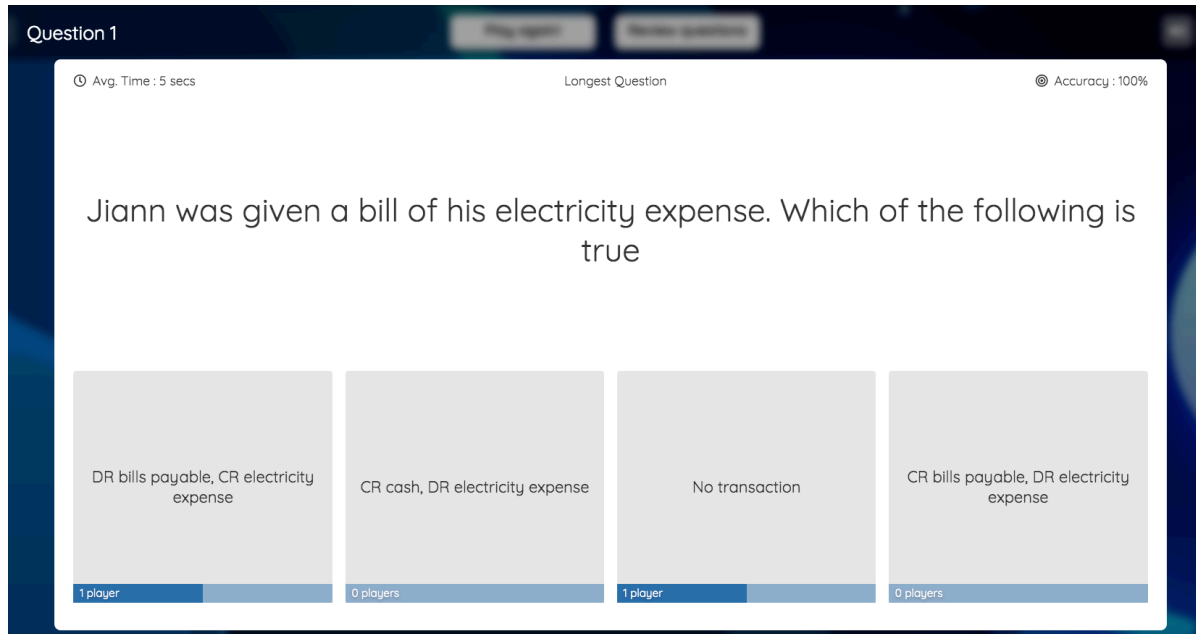
There are 2 game modes relevant to us:

- (1) **Team** – if this option is selected, facilitators can assign students into teams. All students get to play the game, and answers are grouped by team.
 - a. Facilitators should therefore inform students that all students in a group must have the same answer, and if that is not the case, their group's attempt will be considered void. This helps to encourage all students within a group to discuss and reach a consensus.
- (2) **Classic** – if this option is selected, facilitators should nominate only one person in each group to enter the game on their computer.
 - a. Facilitators should therefore instruct the nominee in each group to share their screen (of the game) with their group members. The difference between Classic and Team, is that in Classic mode, only one person in a team gets to choose the answer.
 - b. Note: Facilitators are encouraged to test this feature in their team meetings to ensure that participants do not face significant latency time in viewing the nominee's shared screen. Otherwise, choose the Team mode.

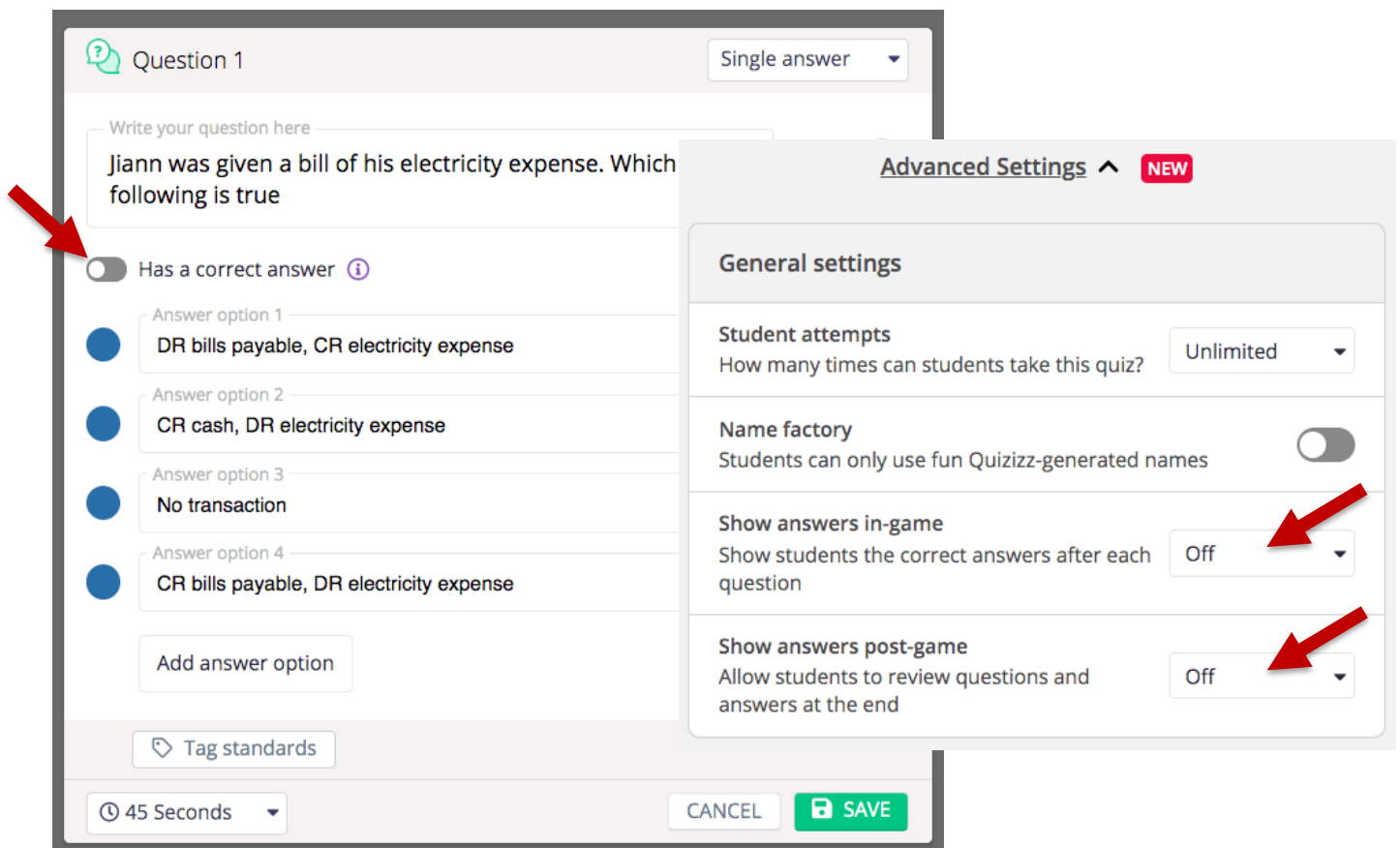
- **Contentious questions**: Facilitators should be reminded that questions prepared for such activities should be *contentious*, so as to generate discussions and to avoid situations where a dominant student could select the correct answer right off the bat without discussing with the group.
Scenario/hypothetical questions tend to be good examples of contentious questions.
- **Time-limit**: Note that unlike Kahoot, students can move on to the next question once they have selected an answer, regardless of whether the time-limit is up. Inform students that the time-limit is the maximum amount of time they have for discussion, and that there are no additional perks for taking the shortest amount of time to answer all questions.
Facilitators are encouraged to trial their game in team meetings to ascertain appropriate time-limits for each question.



- **Whole-group discussion:** Carrying out a whole-group discussion after each question will not be feasible, as that requires constant cancelling and re-initiating of breakout sessions. Instead, facilitators should carry out a WGD after the game. When the game has ended, click on 'Review questions' to see the options that students have selected as their answer for each question, and carry out WGD accordingly.



- **Settings:** The following settings should be selected to ensure that the game does not reveal 'correct answers' to students.



Recommended gameplay settings are as follows:

Gameplay settings	
Power-ups NEW Students get bonus points and other fun abilities. Learn more	<input type="checkbox"/>
ⓘ Leaderboard must be enabled for power-ups to work	
Timer Students see a countdown timer for each question	<input checked="" type="checkbox"/>
Show leaderboard	<input type="checkbox"/>
Shuffle questions	<input type="checkbox"/>
Shuffle answer options	<input checked="" type="checkbox"/>
Redemption question Allow students to reattempt a few incorrect questions	<input type="checkbox"/>
Show memes Show funny pictures after each question	<input checked="" type="checkbox"/>

General Advice and Tips

Professionalism

Facilitators are reminded that although they may be working from home, they are still PASS Ambassadors and are representing the university.

Behaviour: When your video is turned on, students can see you and your background. Be mindful of your dress code and what is shown in your background. It should be common-sense to facilitators as to what is appropriate and what is not. Treat the session as you would a face-to-face PASS session – do not use your phone for non-PASS purposes unless it is an emergency, switch your phone to 'silent mode' to avoid notification dings, and do not be heard typing away (unless it is for the purposes of the session) when groups are carrying out discussions.

Punctuality: If there are no prior engagements, facilitators should enter the session at least 5 minutes before the scheduled session begins to check that their system works. With all the added procedures and hurdles in an online session, the amount of content that facilitators can go through in an hour will be greatly reduced, so every minute saved will be crucial to both you and your students. Punctuality applies to your responsibilities as well – facilitators are reminded to upload their materials (including bonus sheets) onto Canvas and Shared Drive, as well as attendances on time.



Facilitator's Demeanour

(adapted from Zoom/Online Class Instructions for BUSS5080 Instructors)

- A. **Looking at your webcam:** When your video is turned on, remember to look directly at your webcam instead of looking at your monitor.
- Why? Looking directly into the webcam gives students the sense that you are looking directly at them (recall: speaking at eye-level). Naturally, this will help students to pay more attention and feel more engaged. In contrast, if you are looking at the monitor or looking away while speaking on camera, students might not feel like you are talking *to* them, but rather talking *at* them. This little trick goes a long way towards making sure that students are feeling engaged by you.
 - How? One helpful tip to remind yourself to look at the webcam while speaking is to put a little 'post it' note/arrow next to your webcam to help draw your eye to the camera when you are speaking. It takes a little practice and time to get used to talking into a webcam, but it is an excellent skill not only for online PASS sessions, but also for your many online interviews to come.
- B. **Vary the pitch of your voice, speak with enthusiasm and emotion**
- When your students cannot see you (because you are on a share screen or they are looking at their documents), your voice is an important tool to engage your students.
 - Varying your pitch, speaking with enthusiasm and emotion, and even gesturing while you speak – all of these comes through in your voice. Doing these things helps to make students feel much more engaged, reduces the virtual distance between you and them, and helps them to pay closer attention.
- C. **Even if students cannot see you, smile when you talk**
- You can hear when someone is smiling on a phone call. The same will be true for students when they are listening to you through Zoom.
 - Smiling when you speak helps you to create a welcoming and positive learning environment, and increases your approachability to students.
- D. **Humour**
- The willingness to smile/laugh, especially when technical issues emerge, can help dispel the tension, keep the atmosphere light and positive, and give students a sense of safety.

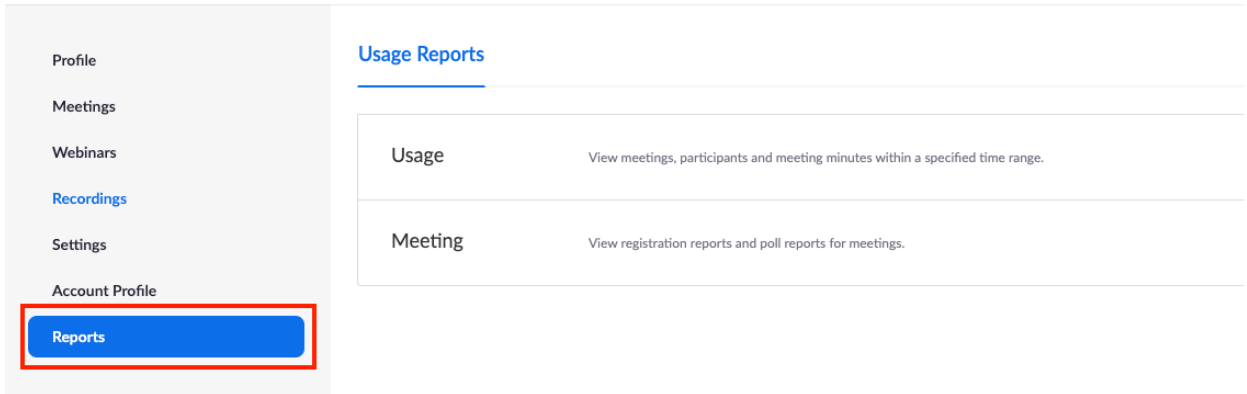
"Whoops! Technical issue, hold on please..."

Administrative Matters

Taking Attendance

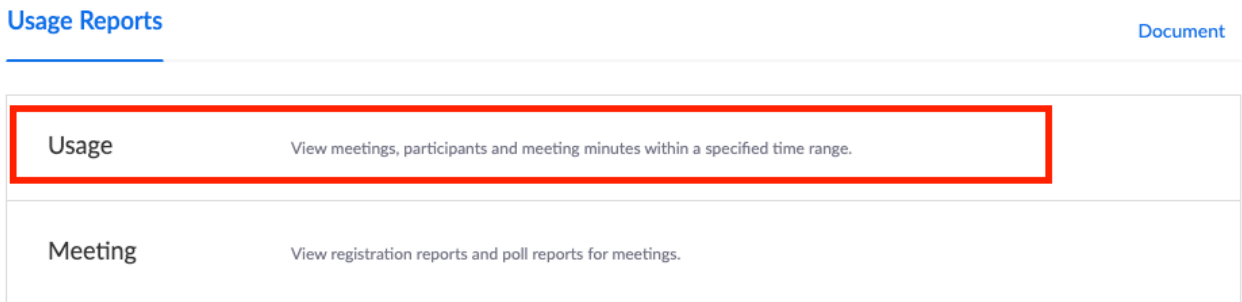
https://sydneyuni.service-now.com/sm?id=kb_article_view&sys_kb_id=48bdaab7db9748900eb1cd051496190b

1. Go to "Reports" on Zoom's webpage, or copy and paste the following link into your internet browser: <https://uni-sydney.zoom.us/account/report>.



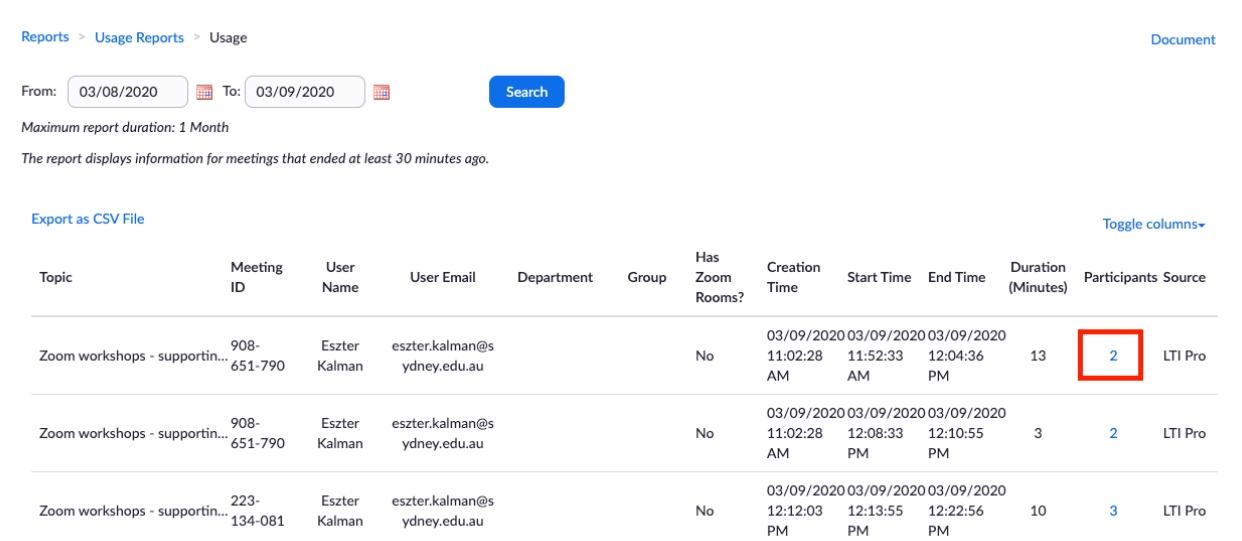
The screenshot shows the Zoom account navigation menu on the left. The 'Reports' button is highlighted with a red box. The main content area shows 'Usage Reports' with two options: 'Usage' (View meetings, participants and meeting minutes within a specified time range.) and 'Meeting' (View registration reports and poll reports for meetings.).

2. Click on "Usage"



The screenshot shows the Zoom Usage Reports page. The 'Usage' option is highlighted with a red box. The page title is 'Usage Reports' and there is a 'Document' link in the top right corner.

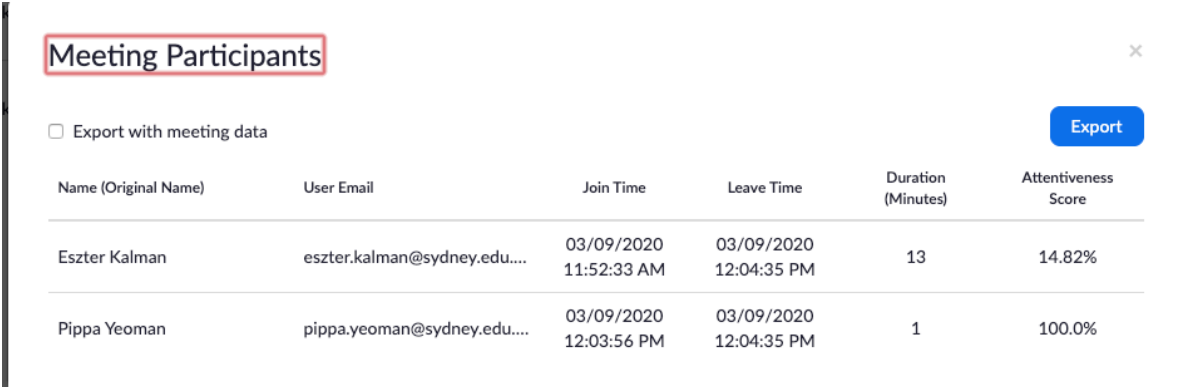
3. All your meetings will appear as a list on the next page. Note: You may need to adjust the dates which follow the US convention and appear as MM/DD/YYYY.
4. Click on the blue number under the "Participants" column header.



The screenshot shows the Zoom Usage Reports list. The page title is 'Usage Reports' and there is a 'Document' link in the top right corner. The page shows a search bar with 'From: 03/08/2020' and 'To: 03/09/2020' and a 'Search' button. Below the search bar, there is a note: 'Maximum report duration: 1 Month' and 'The report displays information for meetings that ended at least 30 minutes ago.' There is also a link to 'Export as CSV File' and a 'Toggle columns' dropdown menu. The table below shows the list of meetings:

Topic	Meeting ID	User Name	User Email	Department	Group	Has Zoom Rooms?	Creation Time	Start Time	End Time	Duration (Minutes)	Participants	Source
Zoom workshops - supportin...	908-651-790	Eszter Kalman	eszter.kalman@sydney.edu.au			No	03/09/2020 11:02:28 AM	03/09/2020 11:52:33 AM	03/09/2020 12:04:36 PM	13	2	LTI Pro
Zoom workshops - supportin...	908-651-790	Eszter Kalman	eszter.kalman@sydney.edu.au			No	03/09/2020 11:02:28 AM	03/09/2020 12:08:33 PM	03/09/2020 12:10:55 PM	3	2	LTI Pro
Zoom workshops - supportin...	223-134-081	Eszter Kalman	eszter.kalman@sydney.edu.au			No	03/09/2020 12:12:03 PM	03/09/2020 12:13:55 PM	03/09/2020 12:22:56 PM	10	3	LTI Pro

5. You will now see a pop-up window with the details of your participants and their time spent in the session.



Name (Original Name)	User Email	Join Time	Leave Time	Duration (Minutes)	Attentiveness Score
Eszter Kalman	eszter.kalman@sydney.edu....	03/09/2020 11:52:33 AM	03/09/2020 12:04:35 PM	13	14.82%
Pippa Yeoman	pippa.yeoman@sydney.edu....	03/09/2020 12:03:56 PM	03/09/2020 12:04:35 PM	1	100.0%

Note: Facilitators are advised to take attendance **manually** in their first few sessions, just in case the system does not work. Facilitators are advised to do so only when the session is halfway through, as students may jump in/out sessions in the first 10-15 minutes due to issues with Internet, etc.

Coordinator Reviews / Peer Reviews

Coordinator Reviews:

1. Facilitators will record all of their sessions (of the indicated week) on zoom.
2. By your last session of the week, you will decide which of your sessions you want to be observed.
3. Send that recording of your session to your observer.

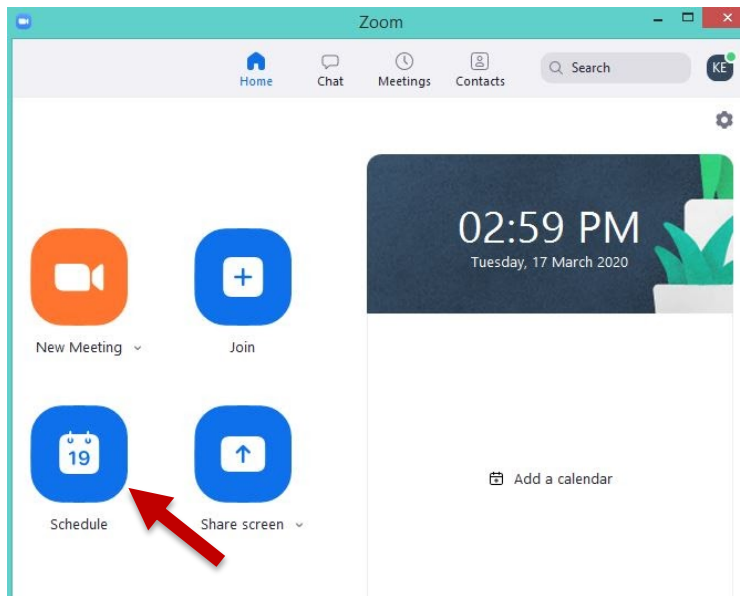
Peer Reviews:

1. Observer will receive a session Zoom link prior to the start of the facilitator's scheduled session (one or two days before).
2. Observer will join the facilitator's session, and will be muted with his/her camera turned off.
3. Facilitator will explain to students that there is an observer watching how engagement works in zoom and that they should ignore the observer.
4. During breakout sessions, facilitator will assign observer into one of the breakout rooms to listen to the engagement between students and the engagement between the facilitator and students.

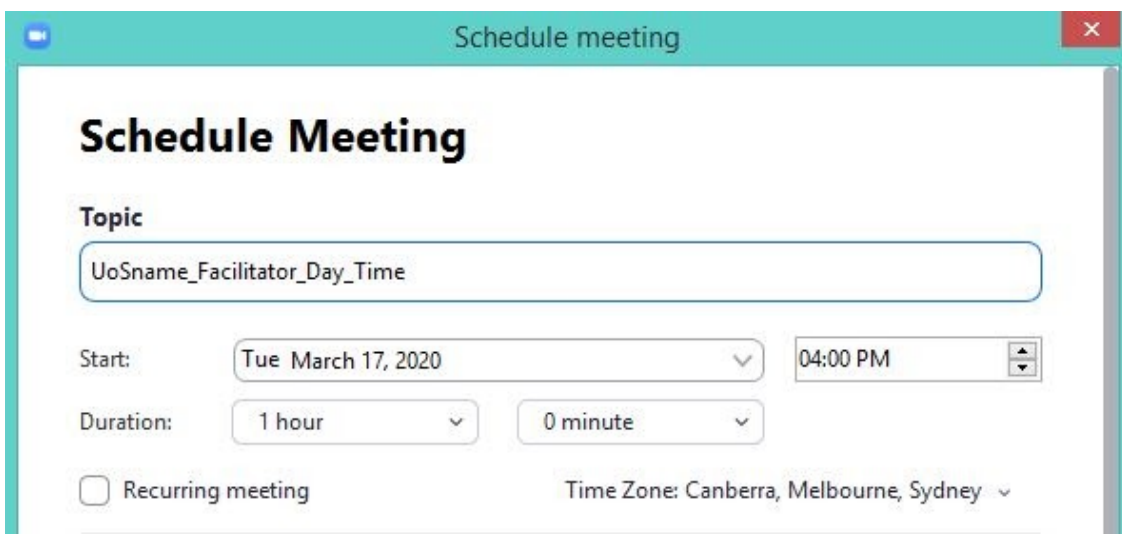
Timetablers

Scheduling sessions:

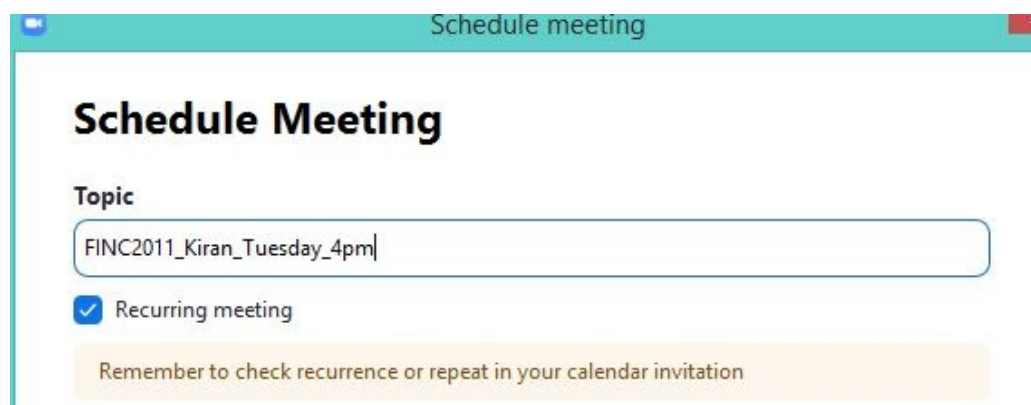
1. Once logged in, click the "Schedule" button.



2. Give your session a topic as follows: UoSname_Facilitator_Day_Time (for example: FINC2011_Kiran_Tuesday_4pm) and fill out the date and time requirements.



3. Once you have filled out the appropriate date / time requirements, click "Recurring meeting" and your screen should change.



4. For the other requirements:
- Meeting ID: generate automatically.
 - Password: do NOT require.
 - Video: ON for both host and participants.
 - Audio: Telephone and Computer Audio.
 - Calendar: Outlook Note: the Outlook option will only be available if the Outlook app is installed on your computer.
 - Advanced Options: make sure the following are selected:
 - Enable Join Before Host
 - Mute Participants on Entry
 - Automatically Record Meeting
 - In the cloud
 - Alternative Hosts:
 - Input the facilitator's university email address.
 - Input Jess' email address (for the time being):
jessica.morr@sydney.edu.au
 - In the future we might be sending it to the
business.pass@sydney.edu.au, but not right now.