

## TEACHING TIP OF THE MONTH

### Theme: Teaching Effectively with Zoom

#### Tip 1: Be Student-Centered

The main point is to remember that teaching is a "human enterprise" in which your connection to your students is paramount. "This implies a deliberate effort to learn about students (their names, their backgrounds, etc.), to get to know them, and to try as best as you can to understand what is going on in their lives that might be enabling or impeding their learning." Even though we cannot control everything that affects our students' lives, we need to be aware of anything affecting our classes. Levy mentions that his online students mentioned a variety of remote learning challenges in a course survey, including "getting easily distracted, difficulty staying motivated, and feeling socially isolated." Those who acknowledge and assist students in dealing with these challenges will be more effective in stimulating their learning. "In sum, empathy for your students is at the core of teaching ... Technology is just a tool to help you in this endeavor."

Here are a few relevant resources found on The Hub:

- "Getting to Know You Survey":  
<https://mcblogs.montgomerycollege.edu/thehub/toolkitsurveys/>
- Culturally Responsive Teaching (CRT) "Discover - Adjust – Assess" Diagram:  
[https://mcblogs.montgomerycollege.edu/thehub/fundamentals-ofteaching/instructor\\_resources/culturally-responsive-teaching/](https://mcblogs.montgomerycollege.edu/thehub/fundamentals-ofteaching/instructor_resources/culturally-responsive-teaching/)
- Materials from ELITE's *Love of Teaching Conference*, "CRT in the Remote Environment" (Webb, Gonzales, Spring 2021):  
<https://mcblogs.montgomerycollege.edu/thehub/2021/04/23/love-of-teaching-2021/>

#### Tip 2: Plan for Active Learning

According to Levy, "..., effective teaching requires creating meaningful learning experiences for our students that support their playing an active role in their learning, including opportunities for active processing, application, inquiry, and interaction with others and with the course material." One good measurement of how much active learning is going on in your class is the percentage of class time you are speaking versus your students engaging in learning activities. This can be done by reviewing one of your class recordings. You might be surprised by the results. Simple ways to have students engage in learning in the remote environment include having them speak, vote (use Polls), write (use Chat), work in groups (use Breakout rooms), and share work (Share screen). One general piece of advice provided by Levy is to limit learning activities to 5 minutes or less. More importantly, active learning tasks should not be an end in themselves. "The goal is not to just get students to be active, but to do so with a clear intention of what you are trying to achieve."

Check out these Active Learning resources on The Hub:

□ What is Active Learning and a few examples:

<https://mcblogs.montgomerycollege.edu/thehub/2021/08/16/active-learning/> □

Multiple means of engagement:

<https://mcblogs.montgomerycollege.edu/thehub/multiple-means-of-engagement/> □

Engaging students using Kahoot!:

<https://mcblogs.montgomerycollege.edu/thehub/2021/01/28/integrating-authenticengagement-into-your-course-using-kahoot/>

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### **More Info on Teaching Tips**

“Teaching Tips of the Month” began as a project of Program for Active Learning in STEM (PALS) and Teaching to Increase Diversity and Equity in STEM (TIDES) grants. Many thanks to Ray Gonzales and Alla Webb, who served as Principal Investigators of the TIDES grants. You can view archived issues of Teaching Tips of the Month on [The Hub](#). We welcome feedback and invite you to submit ideas for this publication to Angela Lanier, [angela.lanier@montgomerycollege.edu](mailto:angela.lanier@montgomerycollege.edu)

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