



ZOOM use and ZOOM tips

John P. Walsh, Ph.D.

Launch Application



This link needs to be opened with an application.

Send to:

Zoom Meetings

Choose other Application

Choose...

Click open link

☐ Remember my choice for mmtg links.

Open link

Cancel

Be patient, you will be sent to the ZOOM room in a few seconds



Connecting...

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Privacy & Legal Policies





Click on "Join with Computer Audio"

Choose ONE of the audio conference options

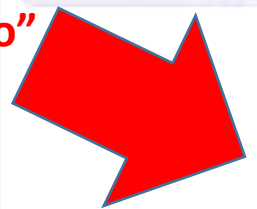
Phone Call

Computer Audio

Join with Computer Audio

Test Speaker and Microphone

☐ Automatically join audio by computer when joining a meeting



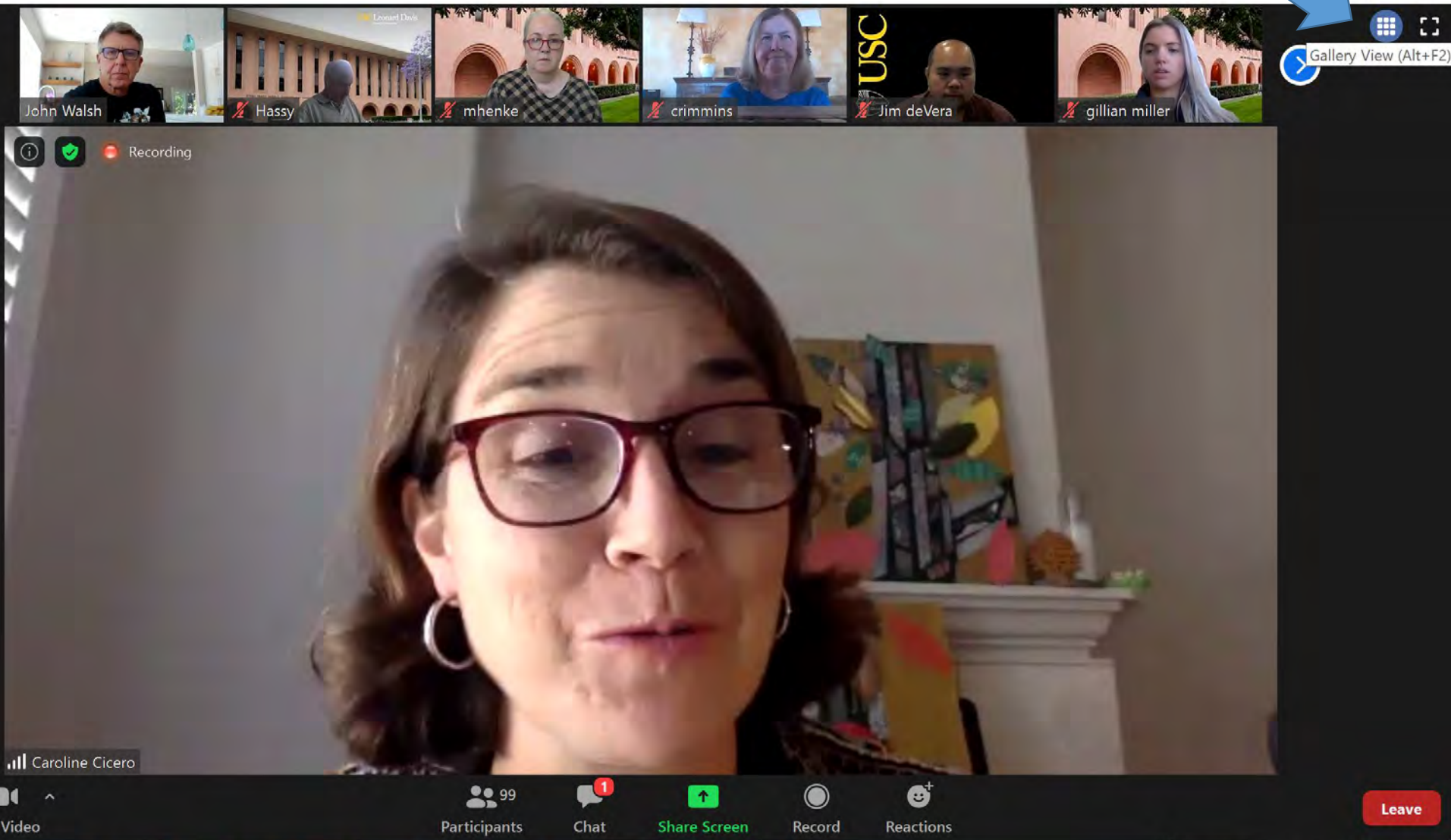
USC Gerontology Zoom instructions



You have three viewing options

- 1. Minimize, which is a dash “ - ”
- 2. Gallery view (shown to the left in the screen capture) and,
- 3. Speaker view

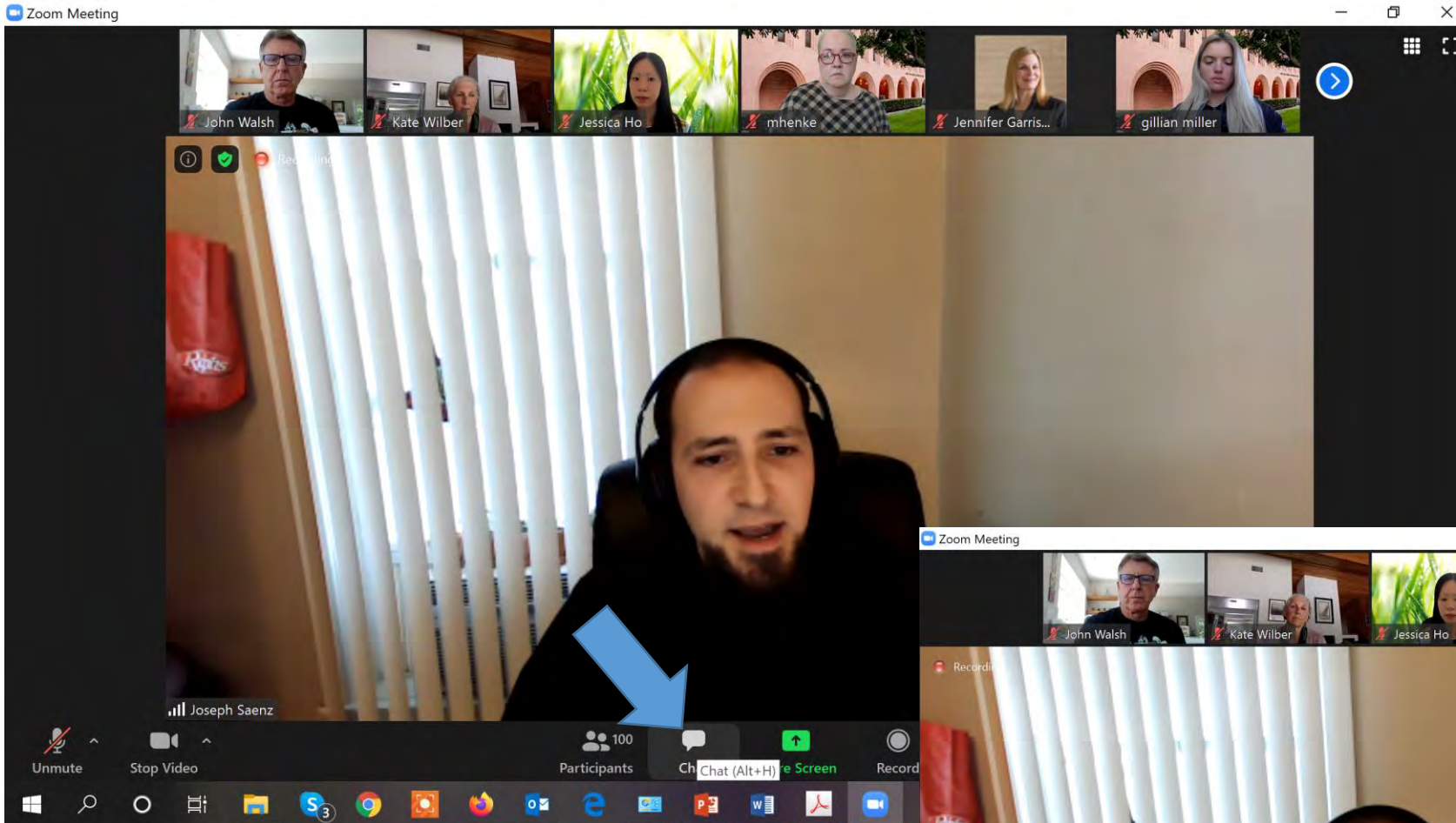
When you put your cursor over the viewing icon it shows the option of going to the other view (in this slide you can see the “Speaker View” pop-up when you scroll over the icon.



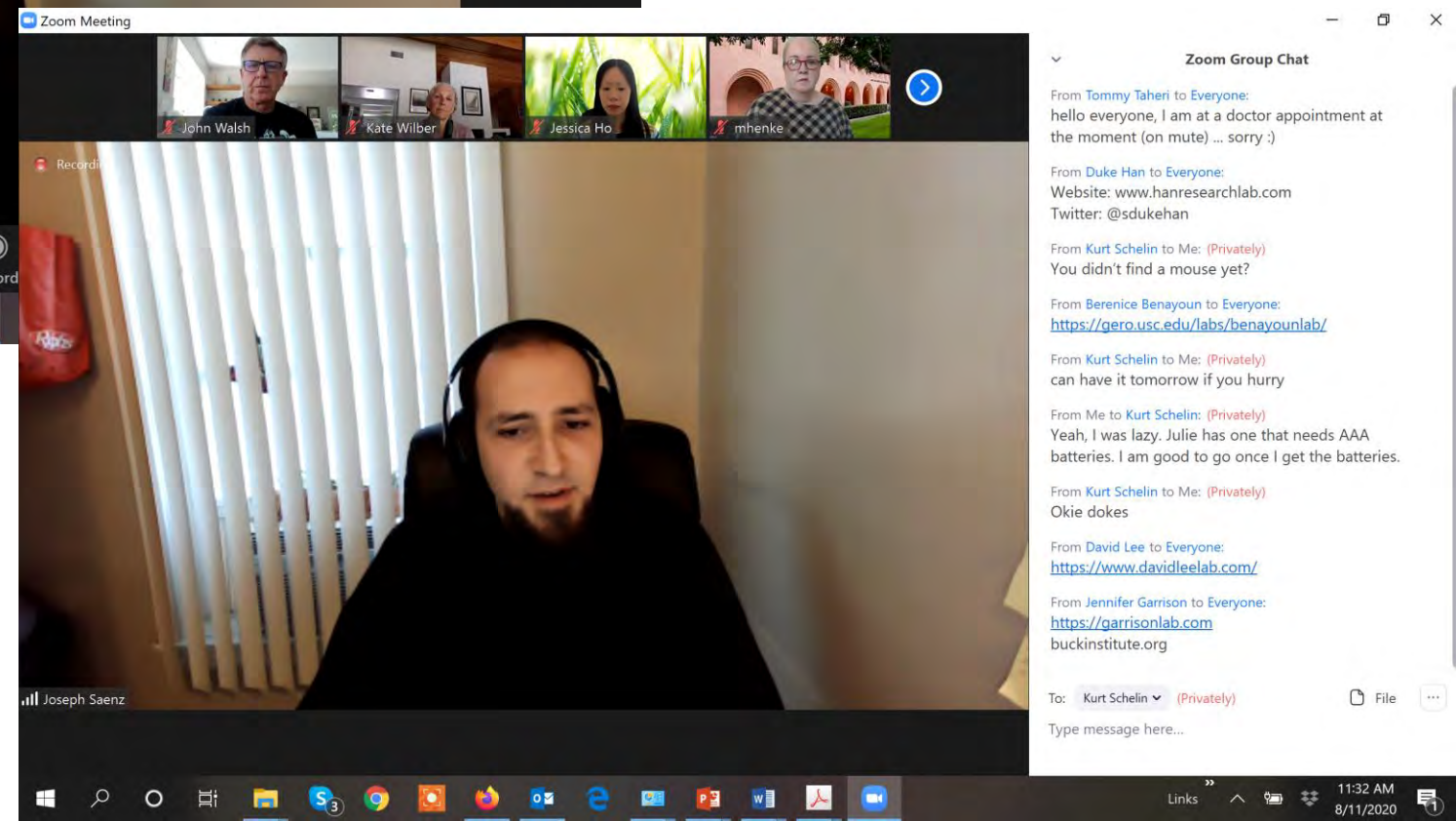
The image shows a Zoom meeting interface. At the top, there is a row of participant video thumbnails. From left to right, the participants are: John Walsh, Hassy, mhenke, crimmins, Jim deVera, and gillian miller. Below this row is a large video feed of a woman with dark hair and glasses, identified as Caroline Cicero. In the top right corner of the meeting window, there is a button labeled 'Gallery View (Alt+F2)' with a blue arrow pointing to it. The bottom of the screen shows the Zoom control bar with buttons for Mute, Stop Video, Participants (99), Chat (1), Share Screen, Record, and Reactions. A 'Leave' button is also present in the bottom right corner.

This is “**Speaker View**” and it shows the screen of who is talking.

When you put your cursor over the viewing icon it shows the option of going to the other view (in this slide you can see the “Gallery View” pop-up when you scroll over the icon.



The chat Icon (**blue arrow above**) shows the number of chat entries, you click on the chat icon to view the chat, and you click on the chat icon to get out and see the full screen of the speaker or in Gallery View, the Gallery of participants



Chat entries disappear during your live ZOOM session, but they are all retained in your recording

Recording

Speaker View

Speaker View (Alt+F1)

Jinghui Shi

Berenice Benayo... John Walsh Jennifer Ailshire Victor Wilson liz Jim deVera

crimmins Caroline Cicero Teal Eich Hassy Kate Wilber Su Jeong Kim Julie Overton

E Briceño A May Ng Jessica Ho Ahmicqui Meghan Elliott Kelvin Davies Liska

Hannah Fried mhenke Sebastian Kelly Marnfeldt Katelyn Adam Mireille Jacobson lisacoontz

Marissa Minderler Paul Nash Taylen Tran Joseph Saenz Duke Han Roberto Vicinanza gillian miller

Mute Stop Video Participants Chat Share Screen Record Reactions Leave

11:09 AM 8/11/2020

Click on the green "Share Screen" icon to share your screen

Recording...

Select a window or an application that you want to share

Basic Advanced

Screen Whiteboard iPhone/iPad

Intro slide - course continuity an... Post Attendee - Zoom - Mozilla ... Zoom Cloud Meetings Inbox - jwalsh@usc.edu - Outlook

1. GERO-310 fall 2020 opening le... Network Connections Sign in | Slack Resume Brady Yu.pdf - Adobe Ac...

☒ Share computer sound ☒ Optimize Screen Sharing for Video Clip

Share

John Walsh

9:56 AM 7/18/2020

Basic Mode is easiest and best

Toggle “share computer screen sound” and “optimize screen for sharing for video clip” to get the best screen resolution and watch videos. You will not see your image talking, but everyone else will in this mode. You can see your image if you do not have “optimize screen for sharing for video clip” on.

Stress and MR/GR Sign Salt craving Announcem The Nernst Virtual Lab (1) Facebook New Tab Forge Post Attend

https://open.spotify.com/playlist/3SQLg6uRX7oJXNIVz4RVFn?si=u4sr Search

You are screen sharing Stop Share

Spotify DOC WALSH

UPGRADE jwalsh-87

Home Search Your Library

PLAYLISTS

Create Playlist

Liked Songs

sade

Install App

New Sensation
INXS · Kick 3:39

West End Girls
Pet Shop Boys · Electrospective: Electronic Music Since 1958 4:00

Saved By Zero
The Fixx · Ultimate Collection: The Fixx

Obsession
Animation · Obsession: The Best Of Animation

Love Plus One
Haircut 100 · Pelican West Plus

Forget Me Nots
Patrice Rushen · Straight From The Heart

Tenderness
General Public · All The Rage

Forget Me Nots
Patrice Rushen 1:19

Cindy Li John Walsh

Brian Moore Arya Suresh

Maria Ashna Aditya Rawal

Windows Search Task View File Explorer Microsoft Store Google Chrome Firefox Microsoft Edge Microsoft Word Microsoft PowerPoint Microsoft Teams

Links 4:02 PM 6/19/2020

ZOOM tip – have breaks, put on music (see playlist above), bathroom breaks, water breaks

Create Breakout Rooms

Assign 0 participants into Rooms:

☒ Automatically ☐ Manually

0 participants per room

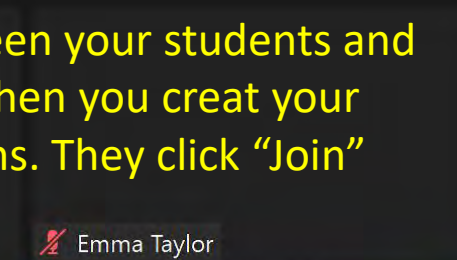
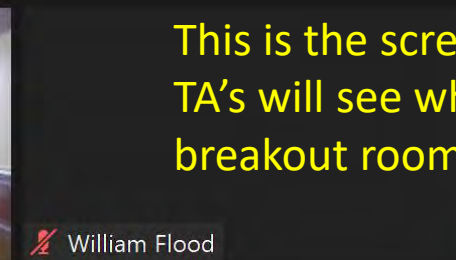
Create Rooms

Create breakout rooms by clicking on this icon, this pop screen will happen. It is easiest to use “automatic” random distribution of participants at first. You can reassign students to other rooms later and then download a csv file of the distribution you have created. This csv file can then be uploaded into your Zoom Meeting

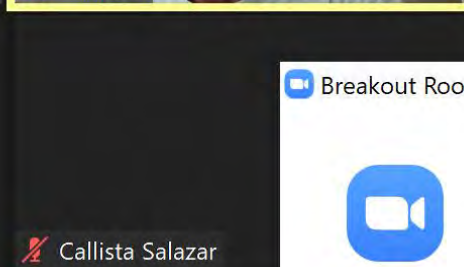
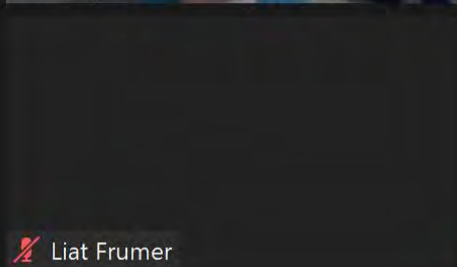



John Walsh

Recording...



This is the screen your students and TA's will see when you create your breakout rooms. They click "Join"

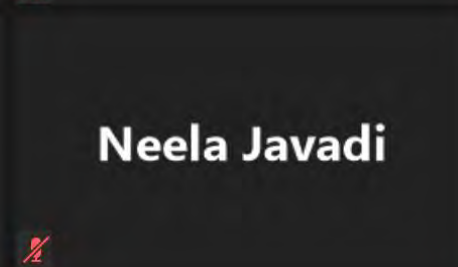
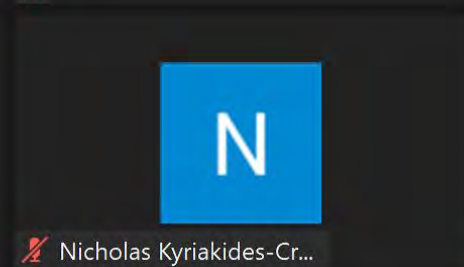
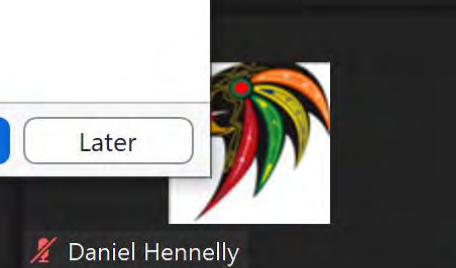
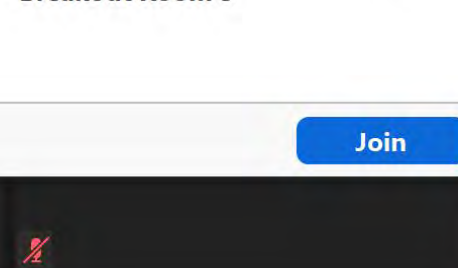
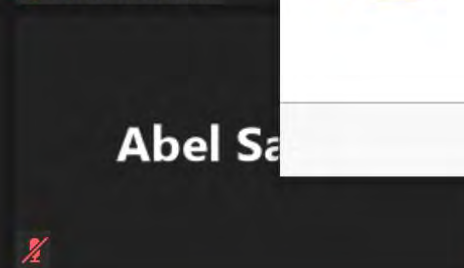
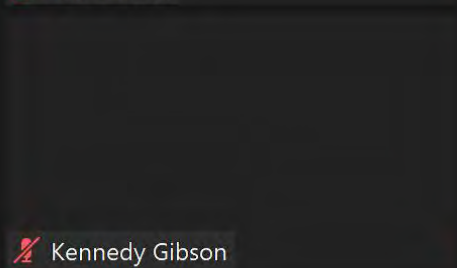
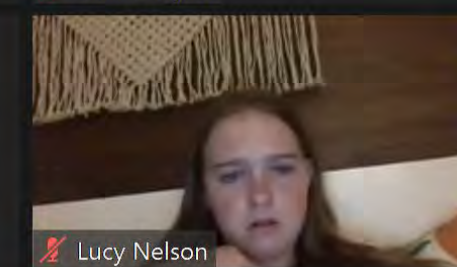




Breakout Rooms

The host is inviting you to join Breakout Room:
Breakout Room 5

[Join](#) [Later](#)



Breakout Rooms - Not Started

▼ Breakout Room 1

▼ Breakout Room 2

▼ Breakout Room 3

▼ Breakout Room 4

Assign

Assign

Assign

Assign

Recreate ▼

Options ▼

Add a Room

Open All Rooms



You can reassign people
after creating the
rooms

You can use breakout
rooms for office hours
when multiple students
are waiting to talk to
you individually

Recording...

Breakout Rooms - Not Started

▼ Breakout Room 1	Assign
▼ Breakout Room 2	Assign
▼ Breakout Room 3	Assign
▼ Breakout Room 4	Assign

☐ Move all participants into breakout rooms automatically
☒ Allow participants to return to the main session at any time
☐ Breakout rooms close automatically after: 30 minutes
☐ Notify me when the time is up
☒ Countdown after closing breakout room
Set countdown timer: 60 seconds

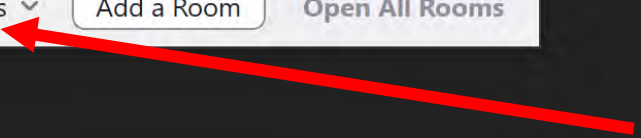
Recreate ▼ Options ▼ Add a Room Open All Rooms

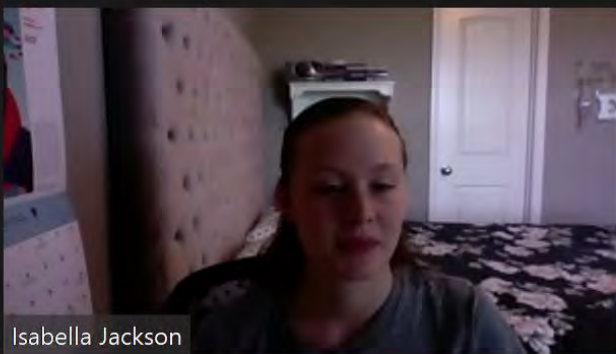


No need for a 60 second countdown

You can reassign people after creating the rooms

You can download a csv file of "breakout room assignments" that can be used in the future by uploading the csv file. Find this by clicking in the "options" tab

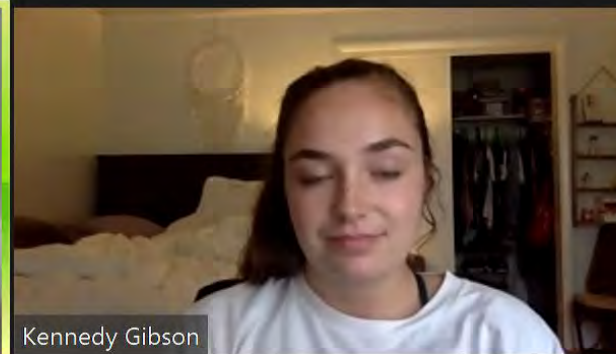




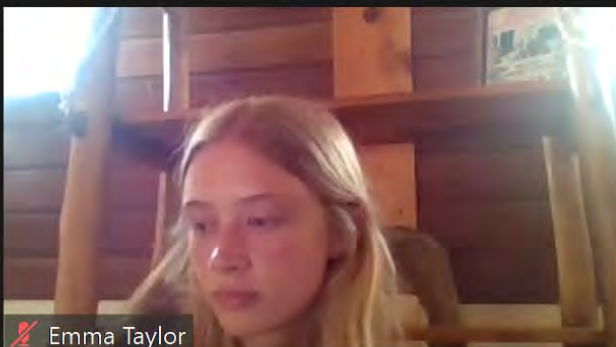
Isabella Jackson



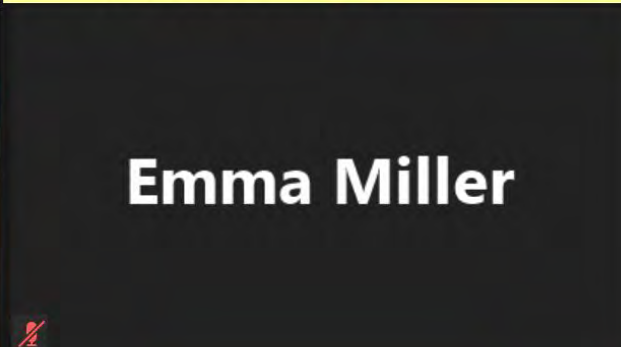
John Walsh



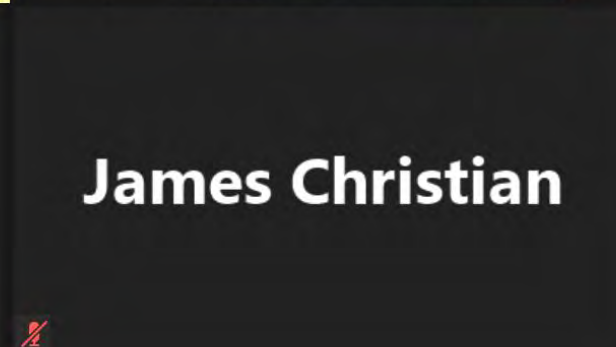
Kennedy Gibson



Emma Taylor



Emma Miller



James Christian



Nicholas Kyriakides-Crowe

You can jump in and out of break out rooms & students can request you to join their room in their menu once they join the room



You can make your teaching assistants or co-instructors “Co-hosts” by doing the following:

Go to “Participants”

Find the TA’s name

Click on the right tab “More”

Click on the make “Co-Host”

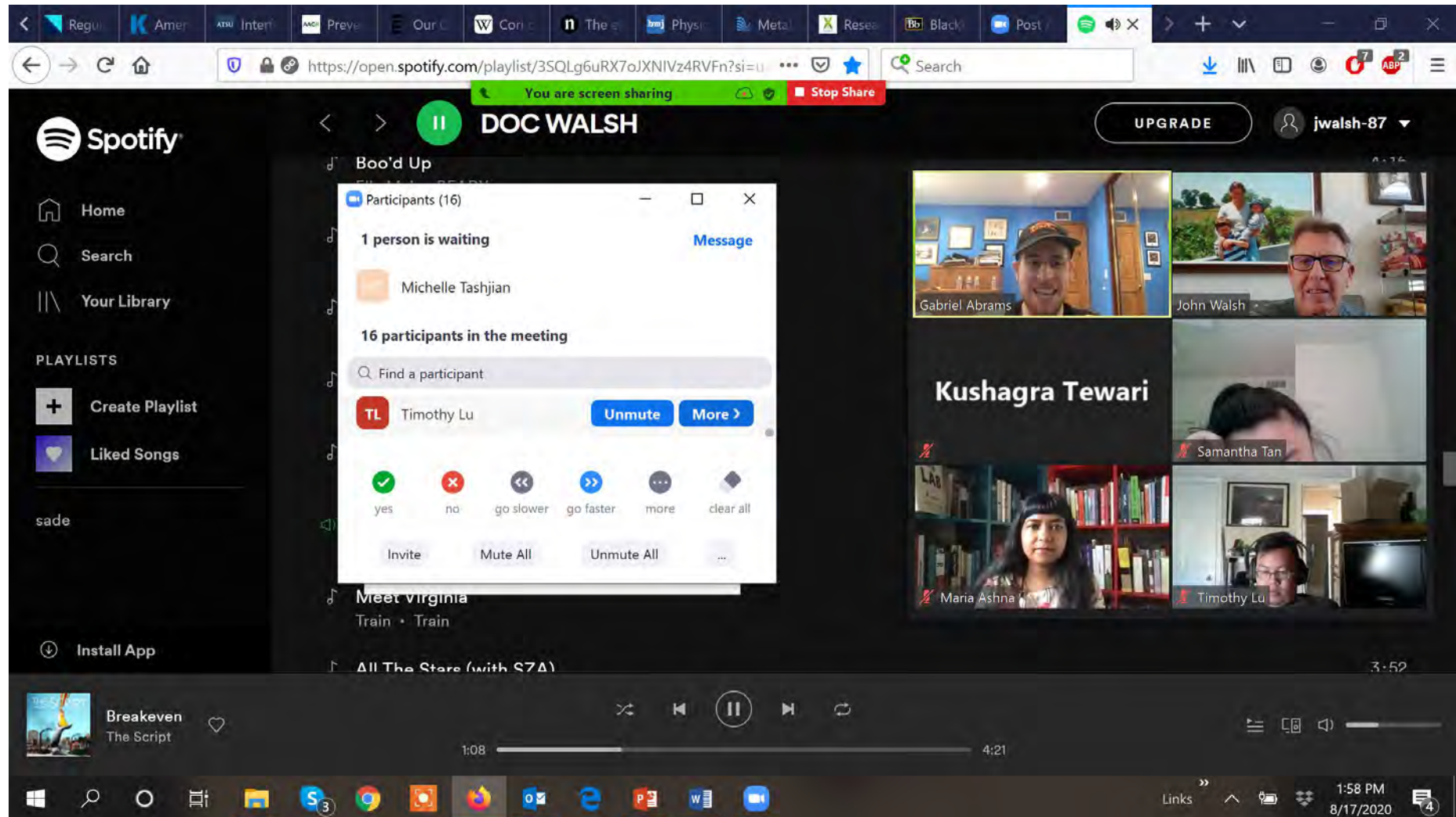
Then, when they get assigned to break out rooms, the TA’s can jump between rooms

1. Warning: if the TA leaves the breakout rooms to go to the main room they cannot get back into the breakout rooms.
2. Text the professor or personal chat the professor if this happens.
3. The professor returns to the main room, and then they can re-assign you as a “co-host” to go back into the break out room. You will now, as a TA be mobile to move between break out rooms again.

See the steps in the following pages:

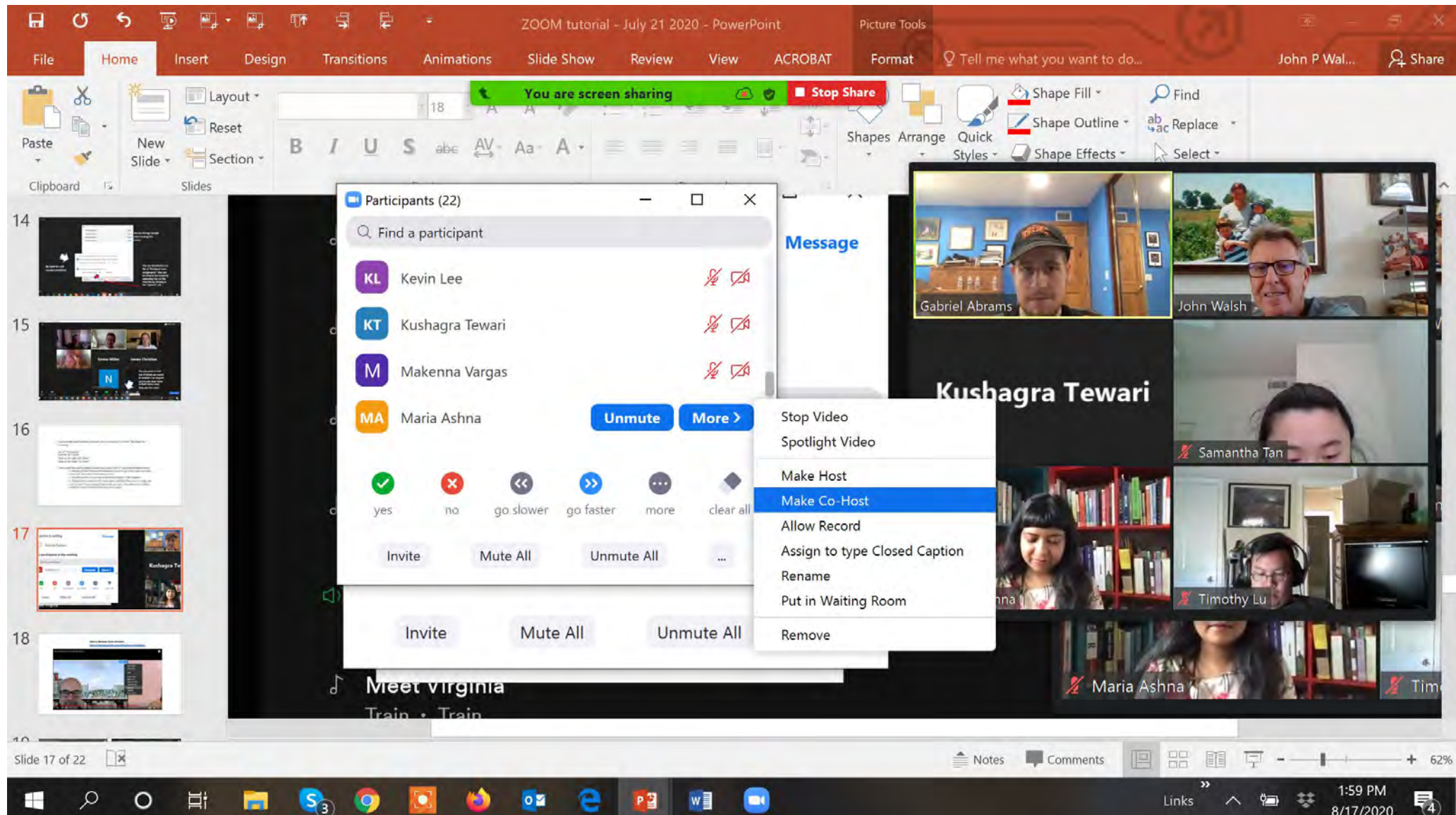
This menu pops up when click on the “participants” tab in the ZOOM taskbar

1. Find the name of the person you want to make co-host, click on “More>”



A drop down menu appears when you click on “Moore>”, click on “Make a co-host”

1. This way the TA can move from breakout room to breakout room and also they can share their screen in the main room



Tell students they need to download the ZOOM app for their smart phones, Mac, PC

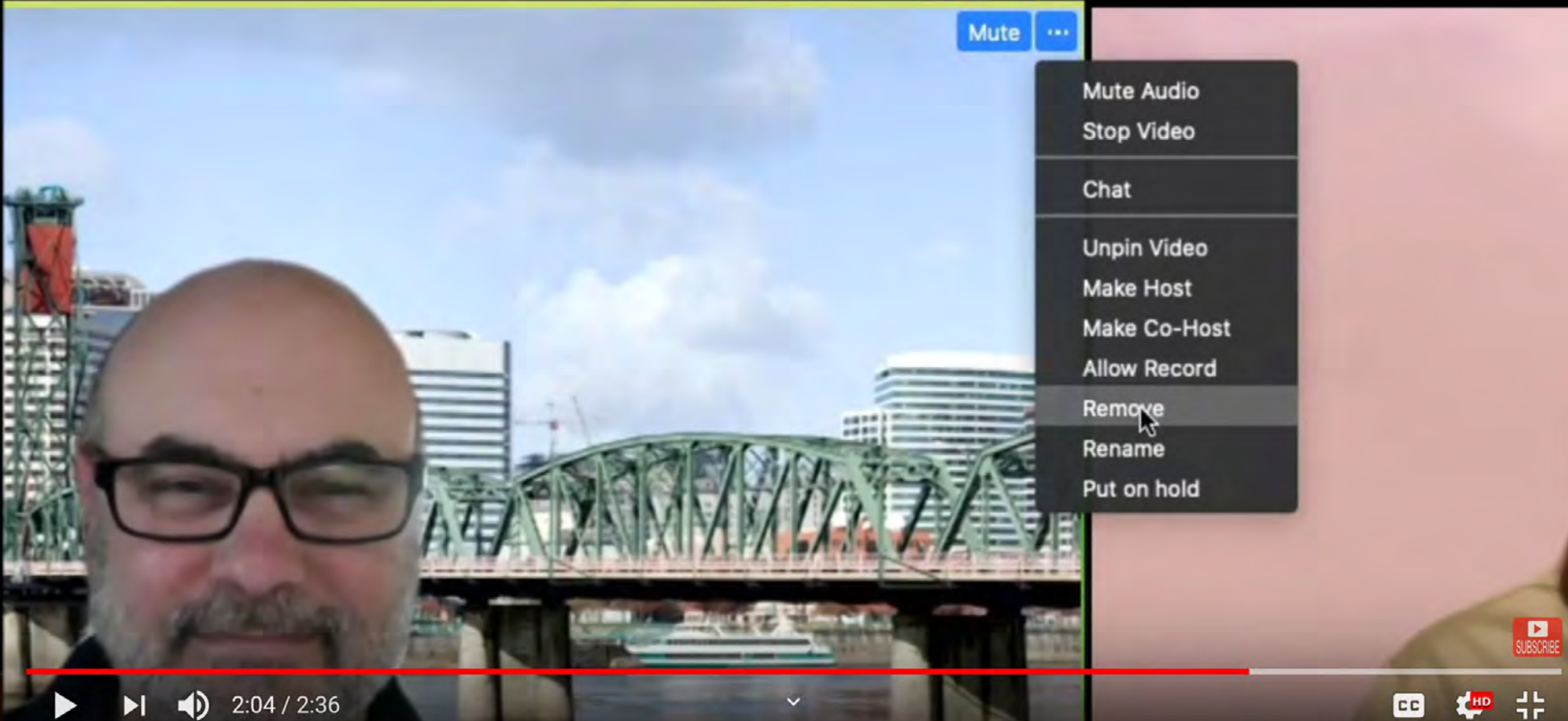
Three simple steps, students need to follow:

- 1) Download the Zoom app
- 2) Log into Zoom using SSO (single-sign on option) that puts them to Shibboleth **from the app**, not the browser
- 3) Then, enter the Zoom room
 - through the Zoom Pro Link in Blackboard
 - a meeting link if that is the way you want your students to enter

How to Remove Zoom Bombers

https://www.youtube.com/watch?v=o_kuMIJtZCs

How to Remove Zoom Bombers

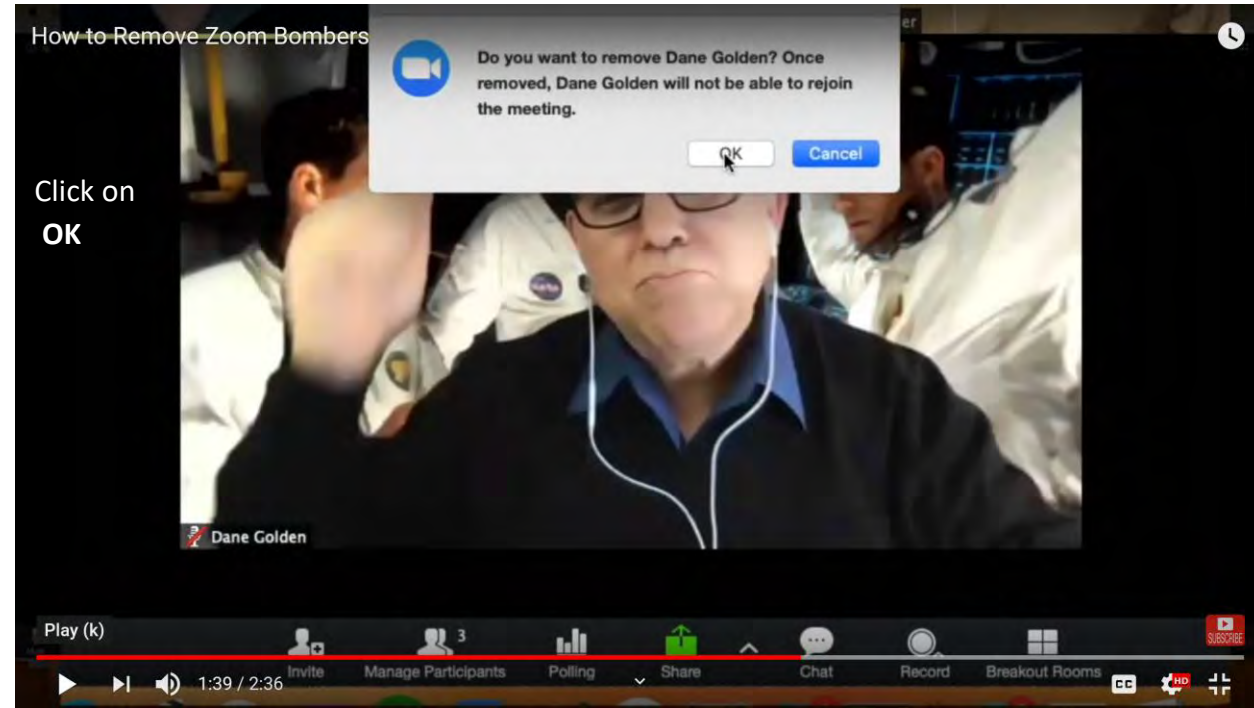


The video player shows a Zoom meeting. The main video frame displays a man with a beard and glasses in the foreground, with a cityscape and a bridge in the background. A context menu is open over the video, listing various actions. The 'Remove' option is highlighted by the mouse cursor. The video player interface includes a progress bar at the bottom showing 2:04 / 2:36, and icons for subtitles, settings, and full screen.

- Mute
- Mute Audio
- Stop Video
- Chat
- Unpin Video
- Make Host
- Make Co-Host
- Allow Record
- Remove
- Rename
- Put on hold

2:04 / 2:36

CC HD



1. Consider using “Collaborative” discussions, quizzes and exams using ZOOM Breakout Rooms
2. Use shared Google Drive to encourage student collaboration on projects

PHYSICS EDUCATION RESEARCH SECTION

The Physics Education Research Section (PERS) publishes articles describing important results from the field of physics education research. Manuscripts should be submitted using the web-based system that can be accessed via the American Journal of Physics home page, <http://ajp.dickinson.edu>, and will be forwarded to the PERS editor for consideration.

Collaborative exams: Cheating? Or learning?

Hyewon Jang^{a)}

John A. Paulson School of Engineering and Applied Sciences, Harvard University, Cambridge, Massachusetts 02138

Nathaniel Lasry^{b)}

Physics Department, John Abbott College, Montreal, Quebec H9X 3L9, Canada

Kelly Miller^{c)} and Eric Mazur^{d)}

John A. Paulson School of Engineering and Applied Sciences, Harvard University, Cambridge, Massachusetts 02138

(Received 11 February 2016; accepted 5 January 2017)

Virtually all human activity involves collaboration, and yet, collaboration during an examination is typically considered cheating. Collaborative assessments have not been widely adopted because of the perceived lack of individual accountability and the notion that collaboration during assessments simply causes propagation of correct answers. Hence, collaboration could help weaker students without providing much benefit to stronger students. In this paper, we examine student performance in open-ended, two-stage collaborative assessments comprised of an individually accountable round followed by an automatically scored, collaborative round. We show that collaboration entails more than just propagation of correct answers. We find greater rates of correct answers after collaboration for all students, including the strongest members of a team. We also find that half of teams that begin without a correct answer to propagate still obtain the correct answer in the collaborative round. Our findings, combined with the convenience of automatic feedback and grading of open-ended questions, provide a strong argument for adopting collaborative assessments as an integral part of education. © 2017 American Association of Physics Teachers.

[<http://dx.doi.org/10.1119/1.4974744>]

1. INTRODUCTION

Exchanging information during conventional assessments, which focus on measuring individual students' knowledge, is typically viewed as cheating. Students are isolated from their peers and usually have no access to resources during examinations. However, virtually all human activities involve collaboration and experts use all available resources—material, digital, and human—when solving problems. If the role of education is to prepare students for expert practice, why shouldn't students be able to use those resources during an exam?

When students work collaboratively and exchange information, their performance on academic tasks improves.^{1–3} Peer discussions can lead to higher-level reasoning and understanding.³ Students working together construct new knowledge, develop skills, and obtain greater understanding of concepts.⁴ As collaborative student-centered activities gain traction, student-assessment has come into greater focus.^{5,6} Arguably, one drawback of conventional assessments is that they do not provide an opportunity to learn.⁷ Indeed, conventional assessments try to characterize a student's knowledge state, not make it change.^{7,8}

A number of studies have examined collaborative testing approaches and documented positive effects such as improved performance,^{1–3,9–13} increased motivation,^{14,15} decreased test anxiety,¹⁰ positive rapport with classmates,¹⁶ increased

retention,¹⁷ and greater appreciation from both students and instructors.^{5,12,17} Many forms of collaborative assessments have been designed to help students learn during assessments, including approaches such as two-stage exams,¹² cooperative testing,¹⁰ and readiness assurance in team-based learning.¹⁹ Collaborative assessments typically have two phases. The first phase is a conventional individual assessment; and the second is a collaborative assessment. To be effective, collaborative assessments should be complex enough to engage students in productive discussions.^{2,17} To be efficient, the collaborative component can use the same questions as those posed in the individual round. Although many science instructors will acknowledge the shortcomings of conventional assessments, collaborative assessments are not widely used in higher education. Therefore, instead of highlighting its benefits, we identify four barriers to the adoption of collaborative assessments and address them systematically.

The first barrier to adoption is individual accountability. How does one assess an individual's performance with a team grade? Two-stage collaborative assessments address this issue by incorporating an individual round. This first round, typically accounting for half of the total credit, assesses individuals much like a conventional exam. The remainder of the credit comes from the collaborative round where groups of students work together iteratively toward a correct answer.

<https://www.teachingprofessor.com/topics/resource-collections/studies-with-practical-implications/collaborative-testing-improves-higher-order-thinking/>



HOME

TOPICS ▾

RESOURCE COLLECTIONS ▾

20-MINUTE MENTOR

ANNUAL C

STUDIES WITH PRACTICAL IMPLICATIONS

Collaborative Testing Improves Higher-Order Thinking

Maryellen Weimer, PhD • July 15, 2019



Most faculty don't respond enthusiastically to the idea of students doing exam or quiz work together in groups. Nonetheless, the approach is widely used, and the research continues to show significant benefits. Innovative design features like those in the study below answer many faculty objections. The grades can still be measures of individual mastery of the material, and individual scores can count significantly more than the

Bb Take Test: Midterm 2 - April 8- x GERO 315 Midterm 2 Study GL

blackboard.usc.edu/webapps/assessment/take/launch.jsp?c

Example of students completing a timed collaborative exam in a “Breakout” Room

Nevin Sanitsky

Cecelia Galligan

Grant Mellinger

juliawein








Jack Saperstone

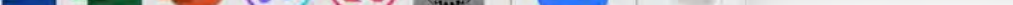
morganreid

Anna

allyellerstein

Isaiah Townsend

 Mute
  Stop Video
  Invite
  Participants 9
  Share Screen
  Reactions
  More
 [Leave Meeting](#)



For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

T T T Arial 3 (12pt) **T**

1. Amygdala
2. Hippocampus
3. Prefrontal cortex
4. Anxiety, depression, PTSD

Click Save and Submit to save and submit. Click Save All Answers to save all

Accessing recorded ZOOM lectures stored in the ZOOM cloud

There are some changes from Spring semester in accessing your recorded lectures you should let your students know about.

1. When the access the recorded lecture (ZOOM url) they will find a security access page.
2. Putting in your USC Email and password does not work, it generates an error
3. Tell them to scroll down to “Sign in with SSO”
 - a. They need to enter USC and click on “Continue” and that should get them to the lecture.



Mon 8/17/2020 1:51 PM


Zoom <no-reply@zoom.us>

Cloud Recording - 20203_gero_310_mm-jw: Physiology of Aging (36210,36211) is now available

To  John P Walsh

Retention Policy 16 Month Delete - Inbox (1 year, 4 months)

Expires 12/17/2021

 Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Hi ,

Your cloud recording is now available.

Cloud recordings will be deleted automatically after they have been stored for 365 days.

Topic: 20203_gero_310_mm-jw: Physiology of Aging (36210,36211)

Date: Aug 17, 2020 01:50 PM Pacific Time (US and Canada)

For host only, click here to view your recording (Viewers cannot access this page):

https://usc.zoom.us/recording/detail?meeting_id=X5oq7ED4RGaarbXZsm7ctA%3D%3D

Share recording with viewers:

https://usc.zoom.us/rec/share/1ZFyNu7d2j9IbYXE8kvvaLUkQY_5X6a8hCJP8vUEmku8gaOZo0eGRZ2Nm5rj5Vjh

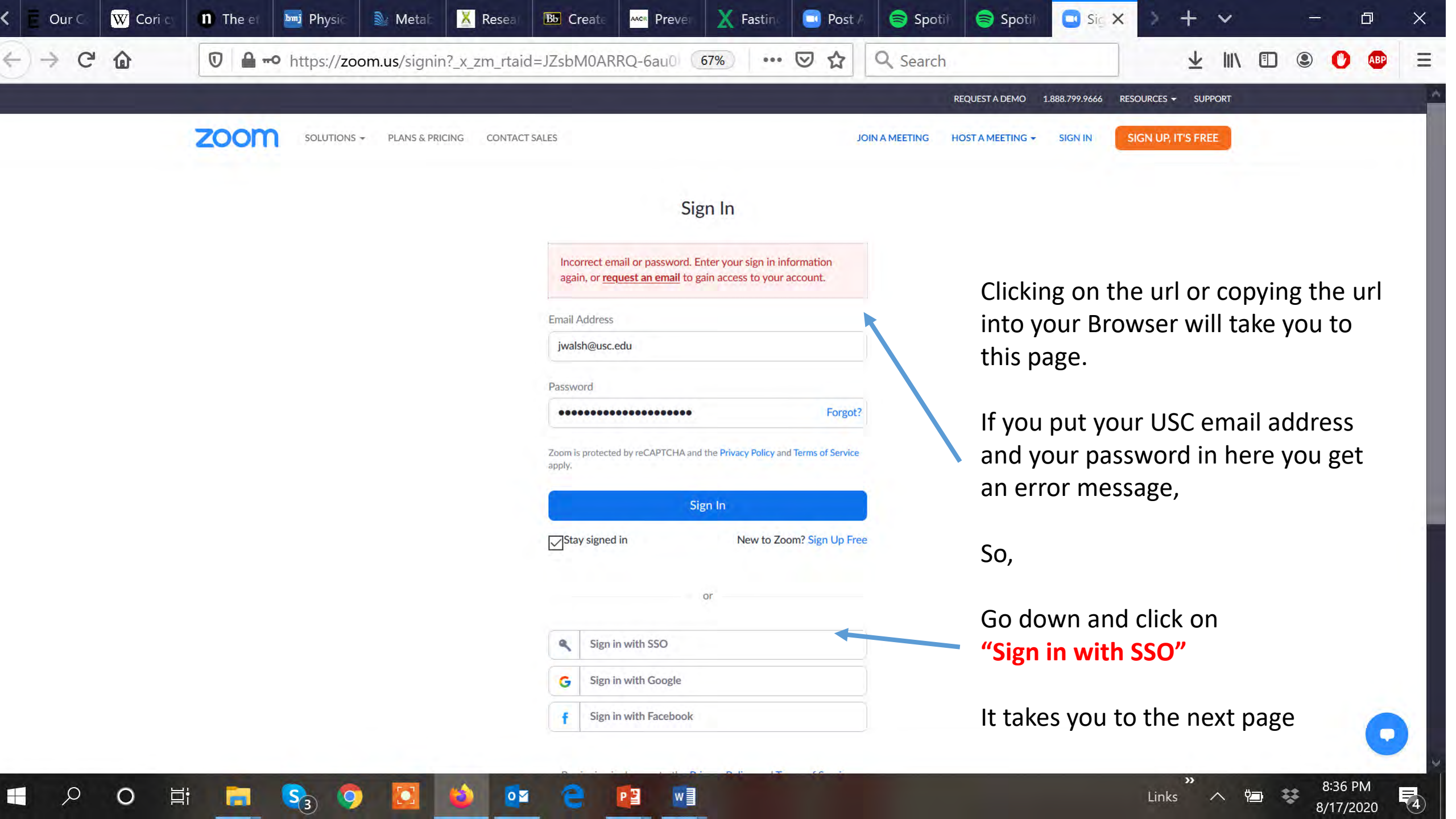
Thank you for choosing Zoom.

-The Zoom Team

**You automatically get
this email if you elected
to record your ZOOM
lecture (in their cloud)**

**Click on the url to get
to the lecture**





Sign In

Incorrect email or password. Enter your sign in information again, or [request an email](#) to gain access to your account.

Email Address

jwalsh@usc.edu

Password

..... [Forgot?](#)

Zoom is protected by reCAPTCHA and the [Privacy Policy](#) and [Terms of Service](#) apply.

Sign In

☒ Stay signed in New to Zoom? [Sign Up Free](#)

or

Sign in with SSO

Sign in with Google

Sign in with Facebook

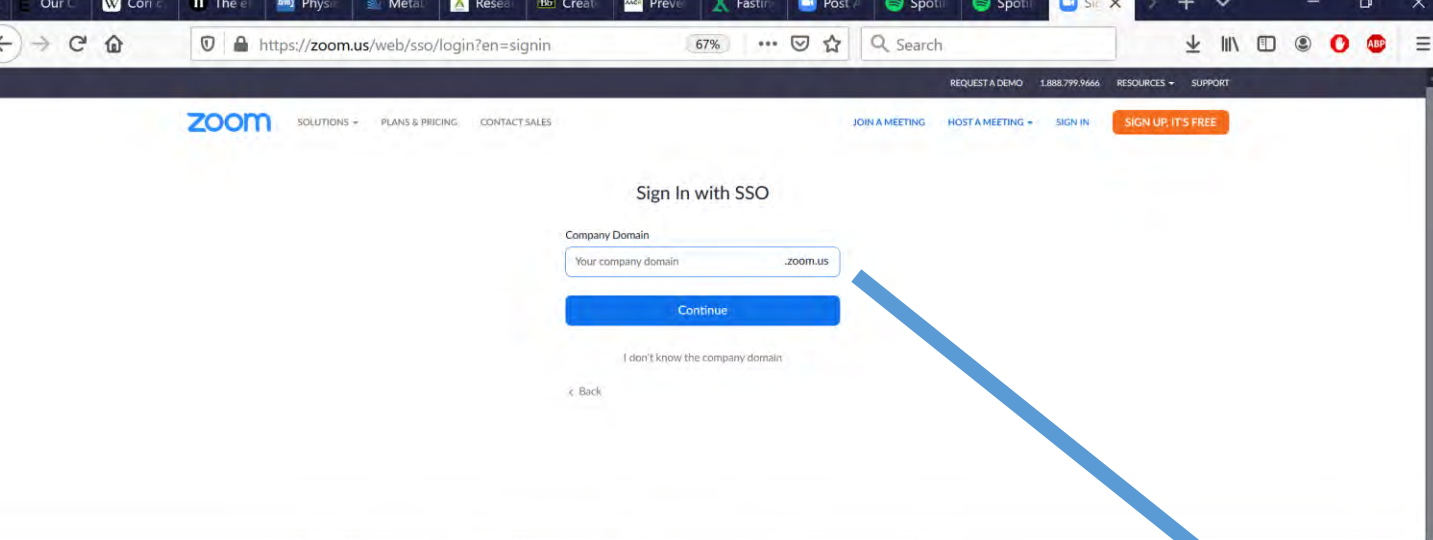
Clicking on the url or copying the url into your Browser will take you to this page.

If you put your USC email address and your password in here you get an error message,

So,

Go down and click on **“Sign in with SSO”**

It takes you to the next page



Type in "USC" hit continue

And you SHOULD get in.

