

## GMS SPRING COURSE ENGAGEMENT SUGGESTIONS

### FACULTY: Positive Tips for Engagement in the CLASSROOM

- Open/close Zoom classes 10-15 minutes before/after each class to allow students an opportunity to engage before and after class
- Arrive early to set up – it always takes longer than you think.
- Recommend faculty set a policy for students to turn on their cameras for some part of class for face-to-face engagement (i.e. before class for 10-15 min, 5-10 min after break).
- Recommend program directors set up a weekly drop-in time for class to socialize or study together
- Recommend that all faculty – lecturers /course directors have drop-in office hours at least once per week so students have access to faculty. This should be in addition to TA sessions. (Many students wanted more access to faculty in the fall.)
- Ask students how they are doing frequently. Consider using Turning Point word clouds, polling or other means to gauge class outlook, etc.
- Use the discussion board to engage students between classes by asking them to reflect on the past class or a case that was discussed; ask questions, share take away messages. Have peers comment on each other's reflections, etc. The goal is ongoing engagement between classes.
- Find opportunities to incorporate wellness into class. Even if that means taking time to remind students of the mental health and wellbeing resources that are available to BU graduate and professional students (and where to find/access them). Remind them of upcoming Student live/wellness or Professional life events – calendars.

### FACULTY: Areas of Improvement for CLASSROOM Engagement & Delivery

- ALWAYS, repeat questions or statements made by students in the classroom to those on Zoom BEFORE answering.
- If you are having issues with audio in your room, contact Ed Media for assistance ASAP as they can often tweak the sound for you (617)358-1111 (One Help) or [edtech@bu.edu](mailto:edtech@bu.edu)
- MAKE sure all classes are recorded since students Wi-Fi may drop out at any time and then they lose content. We need to provide continuity of delivery (this doesn't mean you need to post every video but it must be available if a student loses power, is sick with COVID, etc.) Faculty cannot decide to not record since the University has stated this is available. Even if you do not post it, video's must be made available to students on a case-by-case basis.
- Feedback on asynchronous content was not good overall. Please try to improve the quality of any video's you make and post for asynchronous learning. If you need assistance reach out to Ed Media or a faculty coach for assistance.