

## Zoom Protocols for TCE courses

1. TCE protocol for live courses must be followed in streaming courses:
  - A. Course Registration and Schedule must be submitted at least two weeks prior to the course.
  - B. The Department of Education is providing fillable forms for IOTs to use so that students do not need to print a document, fill it out, scan it and send it back. Use the links below to access the fillable forms.

<https://app.box.com/s/0lfzt6rh5i90w83v33z1a13xnn51hxa0> - this link contains both fillable forms for TCE Level 1 and 2

<https://app.box.com/s/uhegoaacqga58pnz6f6eunir13yjot> - Fillable forms TCE 1

<https://app.box.com/s/o265l3dh3xzsiji8lyudqc1vnkwxkr7f> - Fillable forms TCE 2

**Instructions to download:** When you follow the link provided above, you should see a “Download” button in the top right-hand corner of the screen. Click on this button. You may need to click out of a green banner or a notification that appears asking you to log into box.com; you don't need to log in or have a box.com account - you can just “x” (exit) out of this option and download the files. More than likely, the files will go to your “Downloads” folder in your computer and download as a zip file. You will want to back up these files some other place other than your computer, such a flash drive, hard drive, etc.

If you have any issues with downloading these files, please contact our Resource Development Coordinator, Rebecca Frost, at [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) or 636-456-4321, ext. 1294.

- C. Ensure that students complete the Student Registration Form. Fill in the top box for the students prior to sending them the registration form. These should be sent prior to the course and received from students the first day of class. The Student Registration forms need to be sent to the Field Course Coordinator on the first day of classes. Please send these as email attachments or fax to the field course coordinator as outlined in your IOT manual.
  - D. Course evaluations. Students should complete the Participant Survey at the end of the TCE course. This is a fillable form.
  - E. Children’s Ministries Practicum Form. Students can use this fillable form or the form in their student manual to apply for their certificate.
2. IOT candidates should not teach using a streaming platform while being evaluated for credentialing purposes. Exception: If the candidate and evaluator can be in the same room with at least a couple of students present, please contact [Tina.Busenitz@cefonline.com](mailto:Tina.Busenitz@cefonline.com) for any additional requirements or recommendations.

3. If you are unfamiliar with using Zoom, go to [staff.cefonline.com](http://staff.cefonline.com), choose the USA path, and then click on the Zoom video created at IHQ. It will walk you through how to set up a Zoom account, create a Zoom meeting and some protocols to follow. While some of the protocols are more specifically targeted to GNC usage, some information included relates to training as well.
4. When ordering the TCE Student Pack and Student manual, plan to either have the materials drop shipped to the students or provide a way for students to pick up materials. *Students packs are a required component for TCE students.*
5. A link will be provided to you by the TCE Program Director to give to the TCE 1 students so they can download the PowerPoints for Bible Lessons, Memory Verses (KJV/ESV), and Word Up. TCE 2 students will have a link to access to the Bible Lessons, Missions and Word Up PowerPoints. *These are provided for free if the student is currently enrolled in the course.*
  - The link should not be provided to the students until they attend classes.
  - Do not put the links on any social media platform
  - The extra visual aids are being provided so that students can more easily participate in practicum sessions within the course.
  - The PowerPoints are provided so that students can fulfill their five out of class practicums in the Good News Club context using a streaming platform.
6. When students plan to enroll in a TCE course, have them check the internet connectivity. Give students the following information:

Using Zoom requires a modern web browser. Up to date versions of Chrome, Firefox, Safari, and Microsoft Edge are all suitable web browsers. Internet Explorer is not recommended for use.

Due to the streaming audio and video presentations that will be used to deliver content, a dial-up connection is not suggested. If you are using a dial-up connection, the presentation could take a significant amount of time to load before it will begin to play. It is possible the videos will not successfully load with a dial-up connection.
7. It is best to have students join a Zoom meeting prior to the course to ensure they have the type of connectivity needed for streaming. If connectivity in their home is unstable, they may need to have an alternative location that provides sufficient internet connection, so they do not miss important portions of the class sessions.
8. You may find having two screens is best for teaching. One will be used for the PowerPoint visuals. You will share this screen with the students so they will see

you and the PowerPoint presentation. The second screen should be managed by someone who is not teaching. They can monitor the chat room for questions and for irregularities – students turning video cameras/mute on and off, students entering or leaving the course, etc. If all teachers are made co-hosts, then different people can manage the technology allowing the teacher to focus on teaching. Allow time to answer questions that came up during the session in each class period.

## 9. Students/Instructors and Zoom.

### A. Outline Zoom protocols for students ahead of time.

- 1) Students should be visible to the teacher for good interaction. It is best if the students are not using a black screen on Zoom. (Additional IOTs attending could have their screens on black to ensure students are at the top of the screen.)
- 2) Students should use their name and not an alias. This ensures students in the course are supposed to be there. If they join with a phone number, they have an option to rename with their name for easy identification.
- 3) Students should mute their microphones to cut down on feedback. Microphones can be unmuted to respond.

### B. Instructor considerations

- 1) When teaching, try to place your notes in a place where you are not constantly looking down. Work to place your computer camera where it appears you are looking right at it. If seated in front of the camera, try to elevate your notes so you can look at the camera easily.
- 2) Make detailed lesson plans – consider including information about who will go into groups when using breakout rooms, who you will have read different verses, etc. Keep in mind things that are normally done in a live class will need to be tweaked – include those changes in your lesson plans so you can more easily navigate Zoom courses.
- 3) Due to delays in streaming, it is not possible for multiple people to talk/sing at a time.
- 4) Practicums

- a. If it is possible to do practicums live, it will be best for the students. You may need to set up different times outside of class for smaller groups to meet.
  - b. If students are doing their practicums on Zoom, strongly encourage the students to put their notes in outline form. Some students will want to read their notes and you will not get a true picture of their understanding of the content.
- 5) When creating PowerPoints or other visuals for the course, be sure the font is large enough to be seen. Some students may be streaming on their phone and if the fonts are too small, they will not be able to read the visual aid.
  - 6) Be sure when taking breaks that your microphone is muted.
10. Using Breakout Rooms in Zoom can be helpful for practicums and/or discussion groups. If you are unfamiliar with setting up and using Breakout rooms in Zoom, you may find the following tutorials helpful:
- [www.youtube.com/watch?v=Vkk5WEf6xgk](http://www.youtube.com/watch?v=Vkk5WEf6xgk)
  - [https://www.teachertrainingvideos.com/complete\\_breakout\\_rooms\\_training](https://www.teachertrainingvideos.com/complete_breakout_rooms_training)

If using Breakout rooms for practicums, you will need to manually assign students and staff to a room. If using the rooms for discussions, you can allow the computer to randomly assign people to a room or manually assign them. Be sure that each room has at least one instructor in it to help guide the discussion if clarification is needed. Set a time limit and set a “warning time” (30 seconds, 1 minute, or 2 minutes) when they will rejoin the main classroom to report their findings.

## 11. Demonstrations using Zoom

### A. General

- For demonstrations like Scripture Memory and Teaching Children to Pray where visual aids are used, consider having family members in the home participate as the children in a club setting.

### B. Memory Verse

- If a PPT visual for the Memory Verse is used, students can easily participate online. Adapt the repetition game to work with streaming and be sure that only one student’s microphone is unmuted at a time. All the other students will participate while they are muted.

- Consider giving ideas to students with alternative ideas for repeating the memory verse – (i.e. colored pieces of paper with students’ names on one side, let one “child” choose a color to reveal who will participate as the leader. Crazy stand ups – have pieces of paper with numbers on one side and who is to say the verse on the other. Allow one child to choose a number by holding up their fingers. Have all the children participate.) Look through the list of ideas provided in the student manual and point out which ones could easily be adapted in streaming situations.

### C. Wordless Book

Use another person with the demonstrator – a family member, or possibly have two instructors in the same locale. If this is not possible, using the Wordless Book demonstration found at <https://www.cefcmi.com/lessons/seminar-presentation-part-two-2/> is a possibility. The demonstration is 15:30 which fits into the time frame students are given. To access the CMI Online Learning Managing System: <https://www.cefcmicom/> The following link will take you directly to the Wordless Book demonstration <https://www.cefcmi.com/lessons/seminar-presentation-part-two-2/>. To access the content for the first time, click the dropdown search button and click on “Free Seminars”, then click on “The Wordless Book Training”. Click the blue **Take this Course** button and then **Start Course**. The next time you sign into the site, the Wordless Book Demonstration will be included under **My Courses**. The suggested demonstration to use is Seminar Presentation Part Two.

### D. GNC Program and Demonstration

The instructor should teach the *GNC* Program section (approx. 20 min.), give the focus questions, and then have students view the *Good News Club* demonstration on their own time. The video is available at <https://www.cefcmi.com/courses/complete-good-news-club-demonstration/>. (To access the CMI Online Learning Managing System: <https://www.cefcmi.com/> The following link will take you directly to the Good News Club Demonstration course: <https://www.cefcmi.com/courses/complete-good-news-club-demonstration/> After signing in, to access the content for the first time, click the blue **Take this Course** button and then **Start Course**. The next time you sign into the site, the Good News Club Demonstration will be included under **My Courses**.

- At the next class, conduct the observation time.

## 12. Student Involvement

Use different things to involve the students as keeping students engaged in Zoom class sessions can be challenging. It is recommended that after about five slides students have something to interact with. Listed below are a few ideas that might help. Keep in mind that even standing up during class can help to reset the

mind to absorb more teaching. Incorporating these types of activities will need to be planned well in the lesson plan.

- Thumbs up/Thumbs down: Ask some questions that require only a “yes” or “no” answer. Students indicate their answer with their thumbs.
- Bible drill – do as usual – but the student must unmute themselves before reading the verse. Whoever unmutes themselves first reads the verse.
- Break out rooms – in classes where a discussion could be used, either assign or allow Zoom to randomly place students in a room with discussion questions. Give the instructions while the students are together, assign a staff person to each room, set a time limit and give a warning when time is nearly up, then report back to the main classroom. (Someone will need to monitor that students all get to the rooms assigned.)
- Scripture reading – you will want to assign Scripture ahead of time – in your lesson plan note who will read which Scripture verses. Write out the Scripture references with students’ names next to it on a PPT at the beginning of class, or verbally assign them prior to the onset of the class session.
- Use motions to help students retain information that has been taught.
- Incorporate programs like Kahoot.com or Quizizz.com to create quick review questions/games for the students to play. Both sites have free versions, or you can purchase an upgraded version that gives more options.
- Training is available at [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com) . They have a variety of training videos that would be beneficial (Zoom, Kahoot, Breakout rooms, etc.)

13. IOT instructors should print copies of the resources available on the student flash drive to show as they fit with the classes in TCE.

14. If classes are recorded, it is helpful to name each class session and the time it was taught for easy access later for students who may have missed the session. Recordings should only be used in relation to the current course for students who have missed class. They should not be used for future classes.

#### 15. Assignments

- A. Plan to provide the students with homework worksheets that can be downloaded and completed on their computer. The worksheets are located on your IOT flash drive (Supplementary resources/TCE Subjects/8 Bible Lesson/Bible Lesson Worksheets separated).

If you received an IOT 1 Resource CD with your manual, contact [Rebecca.frost@cefonline.com](mailto:Rebecca.frost@cefonline.com) to obtain a link for these documents.

- B. You can deliver the worksheets to the students by email, using a platform like Google docs where you could give the students a link to download the information.

*If you plan to use email, you may want to designate one instructor in the course to handle this part, so all students receive what is needed in a timely fashion.*

- C. Clearly state assignment due dates and how assignments are to be returned

#### 16. Working with others outside of your local chapter.

It is permissible for IOTs within one state to work together to conduct the TCE courses. This has been a great way for training to continue and to have large enough classes to hold TCE courses and provide deeper training for volunteers.

If IOTs are collaborating over state lines, permission needs to be granted from the local director/IOT coordinating the TCE course. Additionally, students should have connection with their local director/IOT. If possible, they should do their practicums live with their local IOT and should receive help with being involved with a local Good News Club to complete their out of class practicums.