

Please go to the following address and complete the live survey (the link will be pasted in the chat too):

<https://PollEv.com/monikheyms706>



How (and why) I use Zoom:

A TEACHER'S PERSPECTIVE

Some why's

- ▶ HD Video and sound quality
- ▶ Any device
- ▶ Intuitive user experience for 'em kids
- ▶ Most effective filtering of background noise
- ▶ Full control (mute all, control screen share, waiting room and various other settings can be applied by the host)
- ▶ Breakout rooms
- ▶ Easy to set up and use if sending links (short term)
- ▶ Long term use set up saves a lot of time and admin – [Zoom Groep "Channel" setup](#)






Some technical how's


- ▶ [Create account](#) and download desktop client
- ▶ [Settings](#)
- ▶ [Create groups](#)
- ▶ Some practical tech advice:
 - ◊ Mic
 - ◊ Video
 - ◊ [Just before class](#)



How I use Zoom to TEACH


Structure I've decided on:

	Smaller groups	Whole classes broken up into 3 to 4 groups of 10 to 14 students
	Longer lessons	1 hour and 30 minutes
	Less frequent contact sessions	Mostly once, sometimes twice per week
	Short individual/small group sessions	When live sessions are not possible, I use a recorded session to model for a mini session.




How I use Zoom to TEACH


The day before class:



COLLECT "PASS" LISTS VIA
GOOGLE FORMS



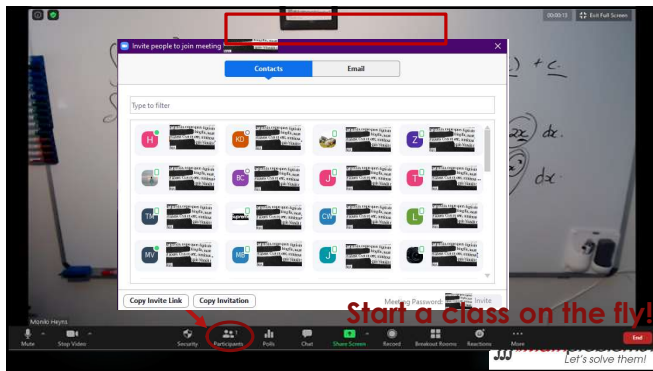
SEND OUT CLASS ACTIVITY –
ONLY THE CHECK IN SECTION
(USUALLY DESMOS)

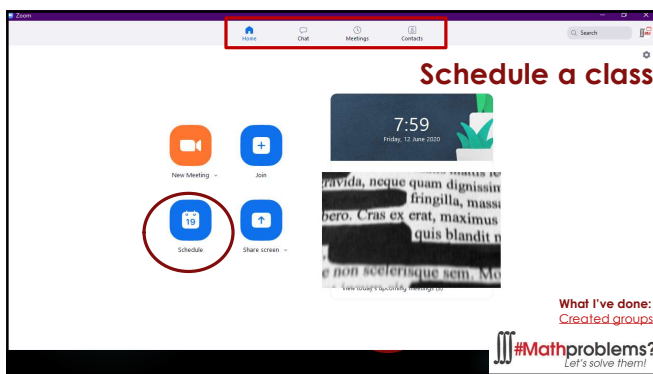


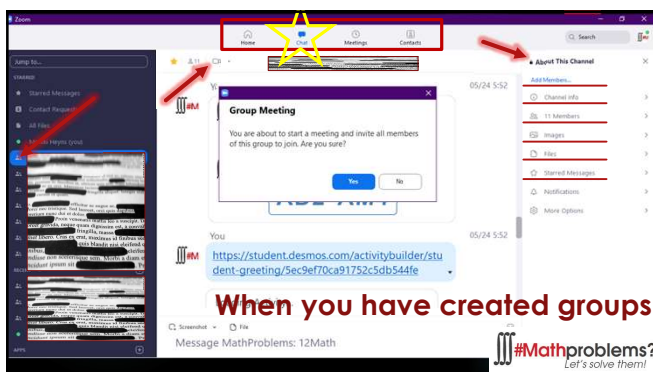
Just jump right in!
Schedule it
Create groups!

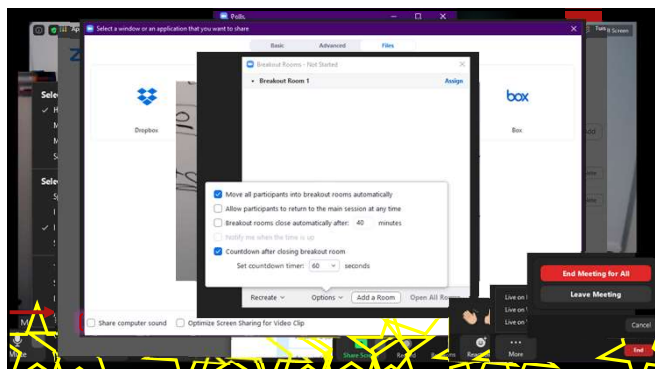
Zooming in – Starting a class!











How I use Zoom to TEACH

#Mathproblems?
Let's solve them!

During class:

- Greet and chat
- Make sure everybody's tech set-up is working
- Collectively work on issues as provided on the pass lists
- Share screen and discuss interesting answers from online activity
- Create breakout rooms (2 to 4 students per group)
- They work on the new online activity in the group – I visit the groups to check up and address further (less universally common issues) on the previous homework

Factors that influence:

- Change in temperature
- Change in concentration
- Catalyst
- Change in pressure
- State of division (surface area)
- Nature of reactants

Rates of Reaction

Maxwell Boltzman Distribution Curve

Factors

- Temperature:** Increasing temperature increases kinetic energy of particles and increases reaction rate.
- Pressure:** Increase in pressure → greater concentration → greater reaction rate.
- Nature of Reactants:** Physical and chemical properties of molecules can increase reaction rate.
- Concentration:** Higher concentration means more particles per unit volume. And a greater reaction rate.
- Catalyst:** The presence of a catalyst decreases the activation energy (Ea). More particles have enough energy to overcome the lowered activation energy and more effective collisions can take place per unit time.
- State of Division:** Greater surface area means more collisions and a greater reaction rate.

Rate = $\frac{\Delta \text{products}}{\Delta t}$

Rate = $\frac{\Delta \text{reactants}}{\Delta t}$

Collision Theory

1. Particles must collide with correct orientation
2. Particles must collide with sufficient energy ($E_k > E_a$)

Feel free to ask questions in the chat – I will get to as many as possible before our session must regrettably come to an end.

May your classes be filled with new adventures, eager learners, supportive management, well-behaved parents and the unwavering belief in and commitment to making a difference.

#Mathproblems?
Let's solve them!

That's all she wrote!

