

## Reflection on Faculty Fellows Project, Classroom Zoom

I think that this is a project with broad-scale application across the university and could be helpful in any discipline at any level of study. I wish that I had had time to do more sessions, but coordinating with prospective speakers is a complication that everyone doing this will also have to deal with. I chose this project because:

- I was interested in Zoom as soon as I learned about it in Faculty Fellows and liked that it was equally accessible to all students, being free to CU associates. I was encouraged by reports that it was less 'buggy' than other video-chat programs, and that you could save recordings for later viewing.
- The scale of this project was manageable—even if I did not do as much testing of Classroom Zoom as was ideal, the work I planned to do/I have done is complete enough that someone else can use it as a foundation for more work, while still having something useful already. Further action for Classroom Zoom includes research and experimentation on how to pedagogically optimize Zoom and web conferencing beyond having a guest speaker or performance.
  - Some ideas include group-work where students use Zoom to collaborate without having to find a physical place to meet, collaborative projects with students at other universities taking similar classes, interviews between students and scholars, researchers, a tour of a remote location, etc.
- I wanted to investigate a source of information for students that was not yet-another-reading, something especially valuable in literature classes.
- Scholarship is global, and it's to everyone's benefit to use technology to overcome geographic distances.

While my sample size is one, the students in Fall 2018 SCAN 3205 all really enjoyed the Classroom Zoom session with a foreign scholar. Students consistently brought up points the scholar had made in the remaining class periods, and they expressed enjoyment at the new way of having class. Classroom Zoom could conceivably be done as often as an instructor has someone to put on the other end of the webcam, especially if the subject is subjective or changing. Unless a course is formulated specifically to make the best regular use of Zoom in this way, I would not suggest more than 3-4 Classroom Zoom sessions per semester.

The biggest difficulties in this project were my own intimidation about approaching a scholar and asking them to participate in this experiment, beginning work assembling basic how-to guides and deciding what information did and did not need to be included, and connecting with people who were both interested in and able to participate at the times available.

I hope that other instructors build on this project as I intend to, and I look forward to seeing what people come up with to improve and optimize this project.