

I was nervous about approaching a well-respected scholar and asking them to basically do an experiment with me. Fortunately a colleague suggested someone and I made arrangements. The scholar and I had a Zoom session between us to practice, and everything went well.

During the Classroom Zoom session, we encountered no technology problems and the connection was good. The speakers in the room gave some feedback which was a bit annoying. I was able to record the session, and students were able to type questions into the Zoom chat client, which the speaker then read and answered. The students really enjoyed the lecture and the experience, and unanimously reported that it was a valuable exercise.

One mistake I made was prioritizing a neat/tidy taped experience and evading the hassle of release forms for students over the comfort of my guest—During the lecture, I turned off my camera and muted my mic (the speaker and I had agreed to this) so that the screen of my face wouldn't be in the way of the presentation. The result of this was that the video, with the exception of a few minutes at the beginning and end, shows only my speaker and their shared screen. However, my speaker reported that it was unnerving and "a little lonely" speaking for 45 minutes to essentially a blank screen, and they hadn't realized how much they rely on passive audience feedback, expressions, etc. They had no way to know if they were being heard or understood. I had not considered this consequence. I suggest that future people using Classroom Zoom (1) talk with their speaker about whether they want/need real-time feedback from an audience and (2) give waivers to students and have the instructor's camera pointed towards those who consent to be videotaped, so that the presenter has someone to look at. This will be easier the smaller the class is. Don't cut your video unless the presenter is ok with it.