Using Zoom for Teaching with Primary Sources

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Danielle Nista
Reference Associate, NYU Special Collections

Introduction

- Based on my personal experience using Zoom
  - I am not an expert!
- Walking through planning, teaching, and lessons learned

Stage 1

Preparing for Changes

I. Outreach
II. Lesson Planning
III. Testing Zoom

Outreach

Outreach

- Emailed the professor to check in about status of class
  - Using Zoom or another platform?
  - Synchronous or asynchronous?
- Approached with some ideas about how to move forward for multiple avenues

Lesson Planning

Lesson Planning

- Crosswalking with my original plan
- Revisiting my learning outcomes
- Choosing Materials

Testing Zoom

Testing Zoom

- Enlist the help of others (colleagues, family, friends, etc)
- Identify the features to mimic what you plan to do in the class
    - Keep notes on the results for your lesson plan

Stage 2

Teaching the Class

I. Materials and Activity Questions
II. Using Screensharing and Whiteboard
III. Breakout Rooms in Real-Time

Materials and Activity Questions

Materials and Activity Questions

- Shared links ahead of time
- Kept the images open on my computer
- Shared questions ahead of time and also in the chat
  - Thinking about number of devices students have
  - Being sensitive to different technological assets

Using Screensharing and Whiteboard

Using Screensharing and Whiteboard

- Excellent tool for demoing search portal and finding aids
- “Spotlight” feature preferable to markup tool
  - Markup stays even when you switch screens
- Whiteboard feature for word cloud
  - Typed the words and connected via lines

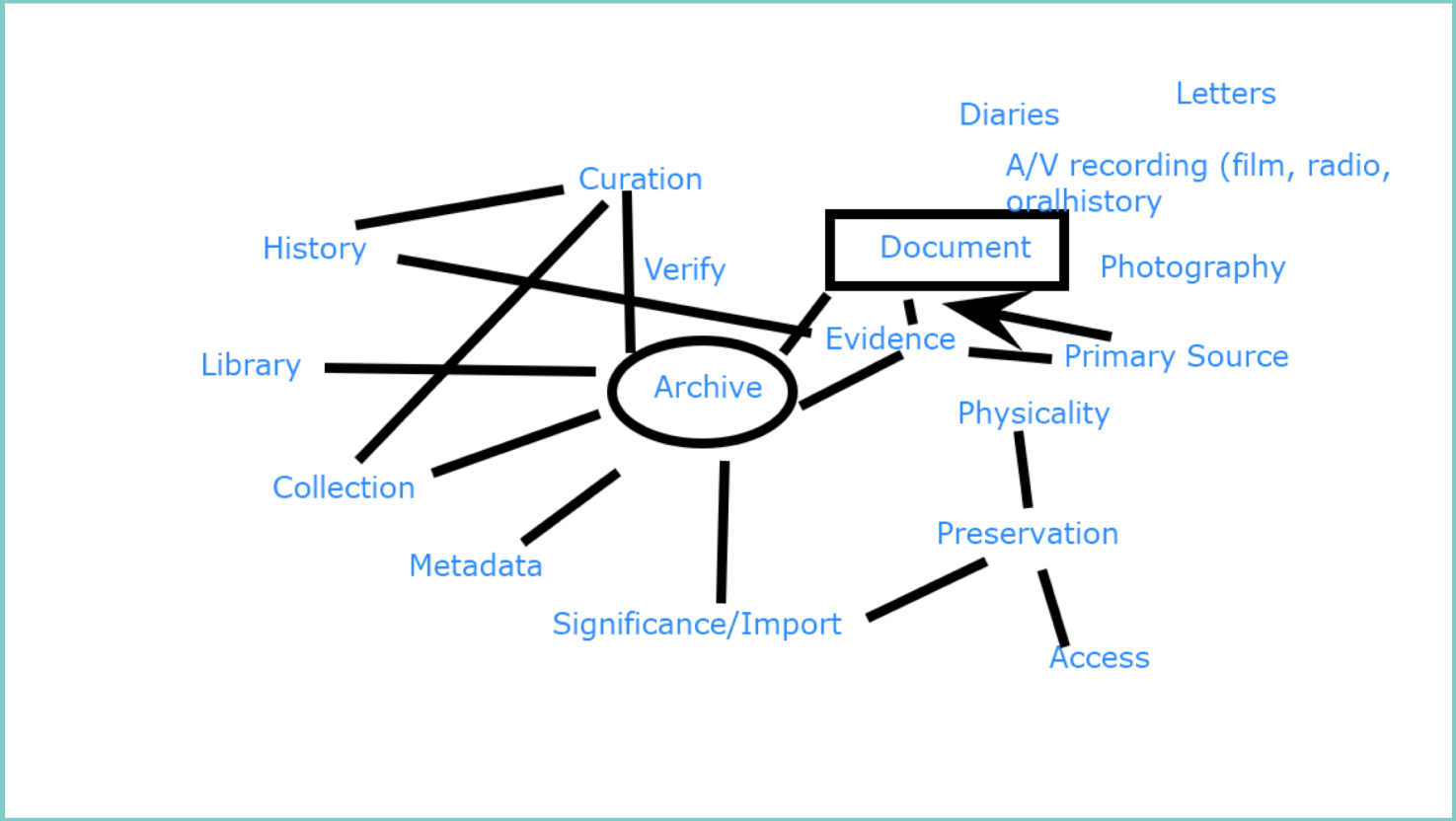


Image of whiteboard generated during class session

Breakout Rooms in Real-Time

Using Breakout Rooms in Real-Time

- A little chaotic, but good
- Can make adjustments before you reset them
- Give students enough time for your activity, including time to download images
- Chat feature works across breakout rooms
- Broadcast is good for short messages

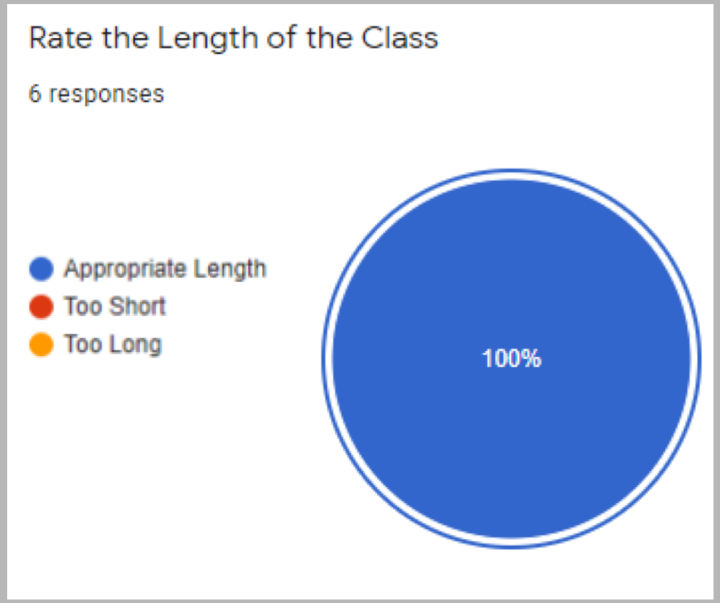
Stage 3

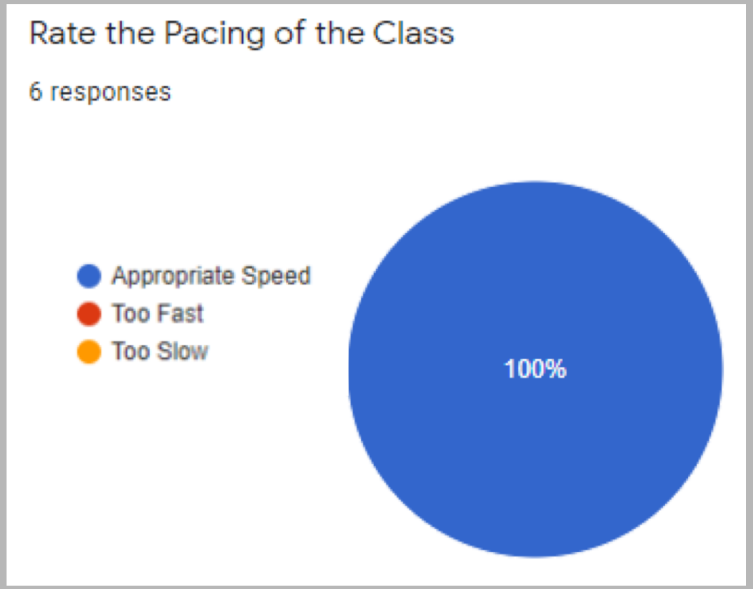
Reflections

I. Feedback
II. What I Would Keep the Same
III. What I Would Change

Feedback

Student feedback on length and pacing of class





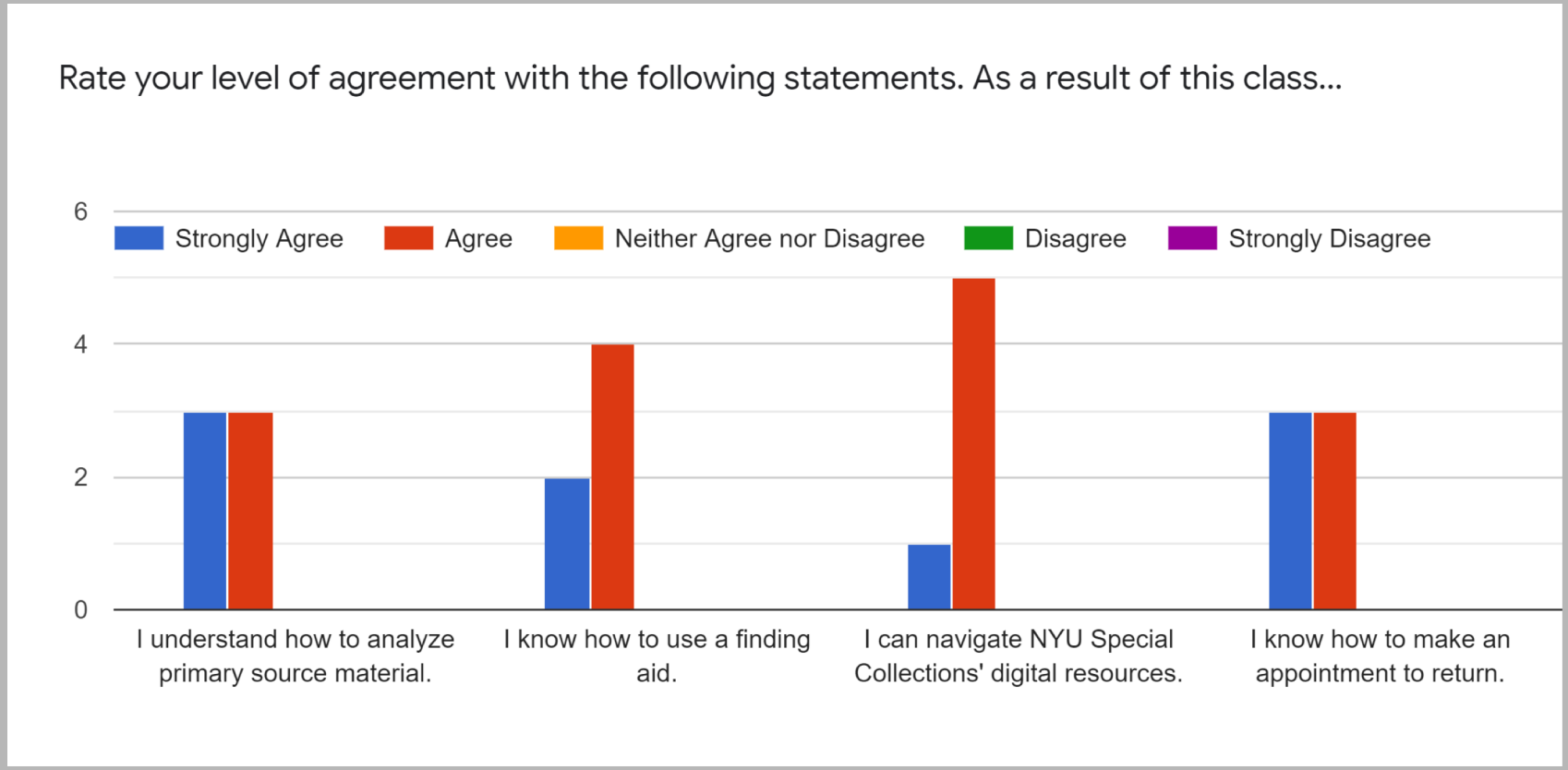
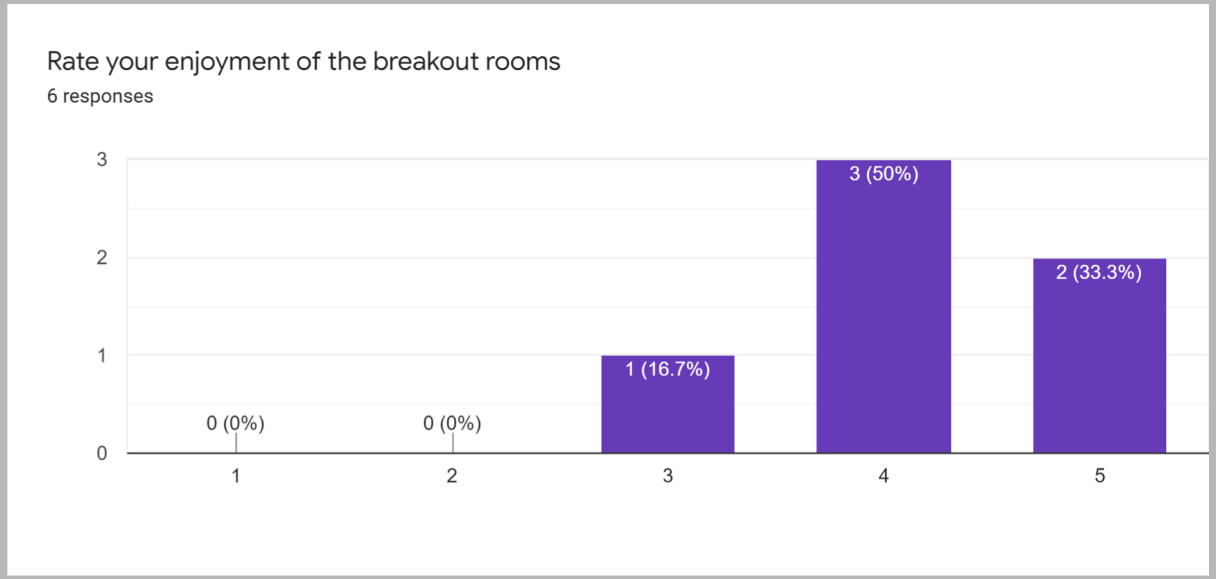


Chart of student responses assessing what they learned from class

Student feedback on breakout rooms

"I would have loved to have some more time in the break-out rooms (and wouldn't have minded the class going on for a bit longer) as I really enjoyed the small discussion groups!"

"I felt that accessing the primary resource we were working with, through a zipfile in an email, wasn't foolproof, and I had trouble downloading it."



"If [I could change] anything the breakout sessions had some technical issues but I don't see this as the instructors fault"

What I Would Keep the Same

- Looking at the finding aid and then the breakout rooms
- Word cloud using the whiteboard feature for brainstorming
- Screensharing posters during class share-out
- Finding aid navigation (with some updating to make it more robust)

What I Would Change

- Spending less time on talking about the context
- More time for independent finding aid exploration and group discussion

Thank you!

Questions or Comments?

Email: danielle.nista@nyu.edu
Twitter: @thearchinist