

From OLLI-UA Tech Hosts: Feedback to the OLLI-UA Zoom Support and Training team on the Fall 2020 Tech Hosting experience

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Introduction (p 1)

On November 23-25, 2020, OLLI-UA's Zoom Support & Training Team (ZST) hosted 3 90-minute sessions to collect feedback from Tech Hosts (THs) about their experiences as OLLI volunteers in this new role during Summer, Monsoon, and Fall 2020. All 70+ THs were invited to attend any session; 40 attended one of the 3 sessions. Connie Brunt and the ZST's other 8 members facilitated and hosted.

The sessions produced a rich collection of feedback and suggestions, notably and helpfully about everything EXCEPT the nuts and bolts of how to use

Zoom and other technology. This detailed report summarizes the 4.5 hours of discussion across the 3 days. The ZST encourages all Tech Hosts, whether or not you attended a session, to read and reflect on this report and to reach out to anyone on the ZST (names and emails at the end) with further feedback, questions and suggestions. Onward to Spring 2021!

Overall satisfaction and appreciation (p 2)

Responses to overall poll questions:

1. Was the training you received adequate to prepare you for Tech Host responsibilities? 28 Yes, 11 No
2. Have your SGLs been well prepared to transition from a classroom to a virtual (Zoom) environment? 28 Yes, 12 No

Feedback session participants appreciated the hard work, responsive support, and deep knowledge of the ZST and its individual members, and of the OLLI office staff. They also commended OLLI's SGLs, regardless of their level of tech competence, for their positive attitudes in the face of the challenges and extra work required to adapt to leading classes online. Finally, THs appreciated that OLLI members attending classes were sympathetic and patient if the TH or SGL needed a moment (or more) to work through a technical hiccup. Connie Brunt congratulated the TH community for earning high scores for their Tech Hosting on OLLI-administered surveys of members' satisfaction with their Fall 2020 online classes.

ZST-provided training sessions and individual help (p 2)

1. The **Small group training/practice/Q&A sessions** received very positive feedback.
 - a. Efficient, effective format for learning and practicing screen sharing and breakout rooms: "invaluable," "really great"
 - b. Enjoyed learning with and getting to know other like-minded OLLI volunteers; felt part of the community
 - c. Written materials shared in sessions (especially step by step documents with screenshots) were a helpful supplemental learning aid

- d. Each session having a ZST Host, and using that person's Personal Meeting Room on Zoom, worked well logistically
 - e. Having attendees with a mix of skill/confidence levels worked well in this format. Novices can ask questions that experts can answer; experts can volunteer to practice first, giving novices a few chances to watch before their turn. Everyone's happy.
 - f. Suggestion: offer another round of breakout and screen sharing practice sessions prior to Spring classes. Invite new THs, also continuing THs in case they want a refresher
 - g. Suggestion: Consider setting up sessions to cover additional content topics using this format. For example:
 - i. Working with your SGL to set up and deliver a complex multi-media presentation combining Powerpoint slides and video (also see page 13 below)
 - ii. Powerpoint tips and Q&A (invite SGLs too). Sandy Hamann knows this application well.
 - h. Suggestion: in addition to topic-focused sessions on screen sharing and breakout rooms (or more), assign THs to "pods" of 5 to 10 with a mix of tech-savvy and less-so members, to convene and raise questions/take turns practicing whatever topics the pod members want
 - i. More experienced members could take turns volunteering to prepare to host/coach on a particular topic
 - ii. It might help if all members in a pod use the same device (e.g., PC, Mac, ipad, other).
2. Several THs were also very appreciative of **one-on-one coaching** and **Help Desk** support they received from tech-savvy ZST members.
- a. THs appreciated individual members of the ZST (special thanks to Mallory, Sherry, Loring, and Dave Bilgray) who made time for one-on-one coaching to help individual THs and/or SGLs get "unstuck"
 - b. Such help often required support with technology needs beyond the scope of Zoom. Examples: improving or working around unsatisfactory bandwidth from SGL or TH site; coaching a non-tech savvy SGL, sometimes under time pressure; assisting TH or SGL with using Zoom over older or non-standard equipment; and more

- c. The ZST set up its “**Help Desk**” process to connect THs/SGLs needing help with someone knowledgeable about the question. However, some THs didn't recall how to access this process (which is to send an email to Lesley Bailey at lrb2438@gmail.com), so they just called someone from the ZST that they knew
 - d. Suggestion: make it clearer to THs how to access “Help Desk” support, either for themselves or for their SGL if the SGL’s needs are beyond the TH’s knowledge to address. Maybe use an alias “Tech Host Help Desk requests” email address?
- 3. THs got some benefits from **large group Zoom training sessions for THs**, but saw room for improvement.
 - a. Large group 90-minute sessions held in the spring and summer were helpful to introduce THs to what happens in an OLLI Zoom meeting, to convey and build enthusiasm for online learning, to invent and clarify the role of Tech Host, and to help members decide to volunteer to be a TH
 - b. However, some of the later sessions were at times pulled off-topic by responding to random questions. Sometimes, THs who weren’t users of the instructor’s device were confused during detailed demos
 - c. Suggestion: Use the large group setting only for presenting structured content and demos, in well-defined chunks of time. Don’t take questions (except by Chat)
 - d. Suggestion: Certain knowledge best obtained through small group practice (screen sharing, breakout rooms, other topics with lots of steps, details, and differences across device types) should not be addressed at all in large group sessions. Small group sessions to learn and practice these skills should be complementary training, not an “optional” add-on
 - e. Suggestion: Do use large group sessions to transparently model how large OLLI Zoom meetings/classes should be run, and to share other messages that transcend the particulars of what device a TH is using.
- 4. THs like to have **class recordings available via the OLLI website** in case they can’t attend in person. However, recordings of some classes were “tedious” because they were long and not indexed by topic. Suggestions:

- a. Label recordings by topic(s) covered, not just by date of the session
- b. If possible, break recordings into shorter topic-specific chunks of video able to be selected individually
- c. Remind THs who like to learn from video tutorials that there are many good resources online at <https://support.zoom.us/hc/en-us> or youtube that are useful even though not OLLI-specific. ZST should update and post links to the best of these on the OLLI website (already done 12-7-20)
- d. Replace or remove outdated recordings.

Written materials for Tech Hosts (p 5)

The ZST learned and innovated throughout the spring, summer and fall, creating a variety of written materials to assist THs and OLLI members. Some were distributed to THs attached to emails, some were posted on the OLLI-UA website at <https://olli.arizona.edu/page/zoom>. Some have proved more useful and enduring than others. TH feedback:

1. Liked being able to access written materials via the OLLI-UA website; they also would like to a “heads up” when new materials are added there.
2. Different people learn differently; it’s useful to have written materials even on the same topics covered in training and practice sessions to refer to before, during, after, or instead of live training
3. Liked the list curated by the ZST on useful third-party learning aids, for example links to video tutorials and other materials on the support.zoom.us website (see updated list posted 12-7-20)
4. Some critical elements of the TH role involve OLLI-UA specific account setup and procedures, for which written guides now posted on on the website are very useful: Cat Card, NetID and signing in to the <https://arizona.zoom.us/> account, joining classes as the Tech Host
5. Liked the “Cheat Sheet” as a tool to help them quickly answer questions from class participants using devices that the TH wasn’t familiar with. Suggestion: update this to reflect the latest version of the Zoom app
6. Liked “News you can use” from the ZST communicated weekly in an email to all THs from Lesley Bailey (thanks Lesley!). Both the ZST and THs seemed satisfied with this approach
7. TH suggestions to improve written materials and their accessibility:

- a. Supplement instructions for how join a Zoom meeting by adding how to join by phone as a last resort, and where to find phone numbers and phone passcodes
- b. Add to the OLLI website a list of ZST team members and each one's particular expertise, so THs could find this information any time and reach out directly to a knowledgeable person for help with a question. (See and save such a list at the end of this report; OLLI website posting is too "public" for sharing ZST members' names and emails.)
- c. Create tip sheets for members or Tech Hosts to highlight special considerations when using non-standard hardware. Examples: Chromebook; using an ipad to Host a Zoom session; using dual monitors. Eccentricities of these devices are often not covered in training/practice sessions, written tips could help fill the gap
 - i. Some Zoom features simply will not work on a particular non-standard device. It would be useful for THs to understand what these are, either for themselves or for a participant who asks for help
 - ii. Include contact information on the tip sheet so THs can seek help from someone knowledgeable about their non-standard hardware type or setup
 - iii. In the meantime, users of these devices may find answers to their questions at <https://support.zoom.us/hc/en-us>, youtube, or Google.
- d. Review ZST's collection of written materials available on the OLLI website to be sure that all of the best materials are posted there. For example, post copies of slides used in large group TH training sessions, small group practice sessions, and Zoom Basics. Flipping through well-written slides may be as good or better than watching a class recording.
- e. For the most important and frequently used documents already posted, review and edit for clarity and to make any changes to align with the latest version of Zoom. Ensure that all documents have a header or footer with date of update and author's initials.

Tech Host role during classes (p 6)

TH feedback session attendees hope that Paula Kulina and Mallory Riegger will include messages in upcoming SGL training sessions that convey what

THs believe is best practice for the role of a TH during class. THs, some of whom had attended OLLI classes with no TH assigned, agreed that every OLLI-UA class should have a TH assigned to it, even if the SGL is tech-savvy. Suggestions to describe the TH's role:

1. Be like the OLLI "classroom host" was in live classes, helping to create a professional "frame" for the SGL's content:
 - a. Show and maybe narrate a bit over OLLI Class Announcements
 - b. Introduce the SGL, especially if a non-OLLI guest speaker
 - c. Explain class rules for Q&A/comments, confidentiality, etc.
 - d. Take responsibility for class security and for minimizing distractions.
2. Answer questions or help individual members behind the scenes via Private Chat, meeting their needs without distracting the whole class
 - a. Respond to members' questions about OLLI admin matters (when do we sign up for next session?)
 - b. Help participants with tech troubles (TH's own time and attention permitting)
 - c. Monitor and respond to members who raise hands or ask questions via Chat so they get a response if appropriate even if the SGL doesn't see them.
3. If the SGL has a problem joining the meeting, the TH is there to greet the class and track down the SGL.
4. The SGL and TH can work together to check one another's audio and video, quickly noticing and eliminating distractions that a solo leader might miss. For example, say "tilt your camera so we can see your whole face" or be the first to reply to the SGL "yes, we can see your slides just fine"
5. The TH can use Zoom to monitor and eliminate audio distractions, call on members with raised hands in order and mute afterwards, Spotlight the SGL if appropriate, read and report on Chat, and other "behind the scenes" actions that add polish and professionalism to the class presentation
6. The TH and SGL can back one another up in case of an internet or device power outage or a problem with sharing
 - a. It's best practice for all SGLs to provide a copy (or Dropbox link) of their presentation final files and links to their TH, before class starts

- b. If the Zoom Host's device drops out of a meeting due to a technical problem, Zoom will automatically assign someone else to be the Host (rather than End the meeting for all). With co-leaders, one can cover for the other.

SGL-TH planning and preparation meeting(s) (p 8)

THs want to meet with their SGL over Zoom at least a week or more before the first class to plan and prepare. In past classes, when this meeting did not happen THs were sometimes frustrated. THs would like these messages shared with all SGLs.

1. THs, as well as SGLs, take pride in being part of classes that run smoothly. Classes without a pre-class meeting were more vulnerable to tech glitches and/or awkward moments, and potentially more stressful and embarrassing for TH and SGL
2. Advance planning and preparation are especially important if the SGL intends to have slides, video or other content shared during class. This might even require more than one prep session
 - a. A couple of SGLs (more typical with our guest speakers) assumed that materials they had shared before in live classes would be fine over Zoom, and sometimes that wasn't the case
 - c. Some slide presentations, such as Powerpoint with activated text "builds" on slides, don't work as expected over Zoom. Pre-class testing and adjustments may be needed
 - d. SGLs who share their own slides would benefit from learning how to use Zoom's "portion of screen" sharing feature
 - e. Classes with multiple sessions would benefit from a "technical run-through" on Zoom between TH and SGL a day or so before each session, including a quick review of how all shared materials work over Zoom
 - f. Great Courses video can be included in OLLI classes, but files to be shared over Zoom must be requested via Mallory Riegger well in advance. Copyrighted GC downloads or DVDs in the hands of the SGL are blocked and don't work over Zoom; OLLI-UA has an institutional license and needs to request these materials as MP4 files. Contact Mallory Riegger for assistance if needed.
7. During a pre-class meeting, THs can discuss and decide with their SGL who will handle key tasks such as sharing, recognizing raised hands, monitoring Chat, managing Breakout Rooms, etc.

- a. Saving such planning for the few minutes before class is risky; that time is short and not suited to problem-solving
 - b. Without a planning meeting, an SGL might assume that the TH will know how to do something technical that the TH has not yet learned how to do. This is no problem if discovered well before class, but a crisis if discovered on class day.
- 8. In the privacy of a one-to-one pre-class meeting, SGLs and THs can comfortably learn about one another's skills and skill gaps, exchange candid coaching and feedback, and problem-solve together about how to make the class better. In the public setting of class, it can be awkward if the SGL and TH have to break the flow to negotiate roles or solve a technical hiccup.
- 9. "My SGL led a whole class without turning on their video. This was not an effective approach."
- 10. SGLs should all be aware that ZST support resources, for example small group practice sessions or individual Help Desk coaching, are available to SGLs as well as THs. A SGL-TH team might want to attend training or get coaching together as a team.
- 11. SGLs and THs must exchange cell phone numbers so they can communicate in case of emergency just before or during class.

SGL-TH pairing assignment process (p 9)

There will be 40(!) new SGLs for Spring 2021, so THs need to be aware of their responsibility to help their assigned SGL get up to speed on OLLI over Zoom.

- 1. Connie, Lesley, Dave Bilgray, and Dennis Murphy are working to update surveys and matching tools to optimize SGL-TH assignments. New and improved surveys will collect more precise data on TH availability for time slots in selected weeks, not just for all weeks
- 2. A couple of THs did not think they were a good fit for the SGL they had been assigned to support
 - a. One TH who uses an iPad said it was very difficult for him to support SGLs who use a computer. This difficulty was compounded because some SGLs were outside guest speakers, not familiar with OLLI
 - b. Some SGLs overestimated what they would be able to do for themselves technically over Zoom, and ended up being assigned

- a “light touch” TH who did not have enough deep knowledge to take over tech tasks or to teach them to the SGL
 - c. One TH was frustrated that their SGL expected them to create the SGL’s presentation slides from rough drafts. This task is the SGL’s responsibility (but any TH may volunteer to help).
 - d. Suggestion: any TH who believes they are the “wrong” person for their SGL’s needs should contact Connie Brunt promptly. Connie can get extra help or change the assignment.
 - e. Suggestion: phrase questions in SGL survey to elicit responses that reveal what an SGL really might need. For example, rather than, “will you share your own videos?” ask “does your class include videos?” and assign a TH who has video sharing skills, just in case.
 - f. Suggestion: assign THs to all classes with non-OLLI guest speakers, and ask the TH to initiate at least a brief planning session with each presenter.
3. Some THs did not mind working with an SGL who is not tech-savvy. However, such SGLs need to ensure that the TH has all necessary files and links ahead of time to practice with, spend extra time with the TH, and appreciate the TH’s extra efforts.
- a. For an SGL with limited tech skills, the best TH partner is one who is very confident with Zoom, and who uses or knows very well whatever device the SGL is using. (Mallory only has so many hours in the day, but there are other THs who can do this too!)
 - b. Such SGLs may need “above and beyond” support from their TH, such as
 - i. Reminding (or helping) SGL to update to the latest version of Zoom, or if necessary to update their device’s operating system software (but not right before class)
 - ii. Emailing the link or getting on the phone with your SGL right before class to help them with joining the class
 - iii. Assisting with advance preparation of slides or video, or with combining or editing slides and video (if TH is willing to spend the extra time)
 - iv. Offering to help SGL learn and practice “extras” such as setting up a virtual background, connecting a headset,

- optimizing the SGL's view selections during different parts of class
- v. Generally, helping the SGL know and remember things they didn't know they needed to know or remember.
4. One wise TH uses her first planning meeting with her SGL to ask questions to **assess** the SGL's Zoom and tech competence and confidence, as well as to ask about their goals and plans for the class. This helped inform her suggestions about:
- a. How the SGL and TH should assign responsibility for various tasks, especially sharing or breakout rooms
 - b. Suggesting and demonstrating Zoom features that the SGL might not be aware of (Chat, Yes/no poll, Breakout rooms, setting up the SGL's own views during class)
 - c. SGLs won't be offended if the TH tactfully probes the SGL's tech skills. It's important for a TH to take the initiative to anticipate possible problems, ask questions, and make suggestions during planning time.
5. THs would like to know what to do if it's necessary to miss a class session and a substitute TH is needed. Connie said:
- a. It's fine for a TH who has a planned upcoming absence to reach out to class members who to invite them to volunteer to fill in (volunteer should be a trained TH, needs a UA NetId).
 - b. Also, a TH may contact Connie Brunt, as far in advance as possible, and Connie will find someone to fill in for them.
Cpbrunt@comcast.net
 - c. Either way, it's important for Connie to be in the loop. Before class, she will need the name and email of the substitute TH so that person can be entered into the class's Meeting Settings on Zoom as an "alternative host," thereby enabling the substitute TH to Start the class and be its Host
 - d. If this need comes up at the last minute, call the OLLI office at 520-626-9039 (not Connie).

In Case of Emergency: THs want more training (p 11)

THs want more training and information about how to prevent technology or Zoom problems that can seriously derail a class, and what to do if such problems occur. Examples of problems THs would like to be better prepared to understand, prevent, and fix:

1. The SGL isn't there at the appointed class start time
2. TH or SGL can't Start the class, or the class starts but there is no Host
3. TH or SGL can't Join the class
4. TH or SGL disappears because their device quits
5. TH or SGL's Zoom meeting "disappears from their screen" in the middle of the class
6. TH or SGL's internet unexpectedly quits and restarts - how to rejoin as quickly as possible?
7. If the meeting Host's device gets disconnected, what happens? How to get Host controls back to the right person?
8. TH or SGL's Zoom meetings over their home internet are consistently unstable or "low-bandwidth."
9. If needed, who can you call for help in an emergency before or during class? (OLLI office: 520-626-9039, leave a message since staff work from home)

THs agreed that if they were able to "keep calm and carry on," things usually get sorted out. THs also appreciate the patience and positive attitudes of OLLI members and SGLs while waiting for problems to be resolved.

Complex multi-media screen sharing (p 12)

Some SGLs design their classes with many transitions between shared slides, selected and edited clips of video, lecture, and discussion (including maybe breakout rooms). Using visual aids contributes to varied and enjoyable online learning experiences. However, ensuring the smoothest possible delivery over Zoom requires setting up content in advance, "embedding" edited video in slide presentations. This requires a range of technology skills including some outside the scope of the Zoom app.

1. Some Tech Hosts (and probably also some SGLs) would like the opportunity to learn these skills, fill knowledge gaps, and improve their ability to create and share complex multi-media content on Zoom
2. In a class including slides interspersed with more than video clips, it's possible to create nearly seamless transitions by downloading videos in advance and embedding them in the slide presentation document. (If

there are only 1 or 2 videos, streaming during class is less work and probably the best plan). Any TH or SGL who will be responsible for setting up and sharing content this way needs most or all of these skills, subscriptions, and software:

- a. Computer user (not possible with only ipad or Chromebook)
 - b. Reliable WiFi at your home, without "bandwidth" performance issues
 - c. Youtube.com account (Premium nice but not essential)
 - d. Video downloading software (Airy or other)
 - e. Video editing software (iMovie or PC equivalent)
 - f. Computer app to run MP4 video files (QuickTime or PC equivalent)
 - g. Slide presentation software, typically Powerpoint. Author (SGL) needs to know how to create slides; TH only needs MS Powerpoint software (available free with a Cat Card) and some editing, views, and display knowledge
 - h. Zoom screen sharing: share screen; switch sharing between a couple of apps (for example Powerpoint and an internet browser); share "portion of screen"
 - i. Able to use Dropbox, Google Drive, or similar tech tool to share very large files.
3. Even once you know how to do it, setting up documents and links using these skills takes time, up to an hour or even more before each class.
- a. THs may choose to volunteer to do this, but it's definitely "above and beyond" the baseline TH expectation
 - b. It would be good for OLLI to find a way for SGLs who want to set their classes up this way to be matched with a TH willing to collaborate with them, knowing that extra time and skills will be required.
4. Small group practice sessions for THs and SGLs devoted to assembling, integrating, and practicing this bundle of skills and tasks would likely be the best way for interested THs and SGLs to help one another master them.
- a. Interested SGLs and THs are probably people who already enjoy learning and using a variety of technology tools, or who are already doing this but would like to refine their craft

- b. Small groups would efficiently extend the knowledge of a community of OLLI tech learners who all have different combinations of deep knowledge and skill gaps
- c. If possible, have separate small groups for Mac vs. PC users. It's fine for a group to have both SGLs and THs
- d. Addressing this skill set only in small group practice sessions, and not in large group training, would keep a lot of confusion and complexity off the table during large group training
- e. Anyone interested in joining or leading such an effort, contact someone on the ZST. Quick! Let's do this together before we all get vaccinated and go back to a life away from our computers.

Participant questions and problems during classes: THs would like to help (p 14)

THs understand that they can't take up class time troubleshooting technical problems of individual participants. THs' key responsibilities are to support the SGL and to keep the class as a whole moving, and to keep the class environment free from distractions and technical glitches. However, some THs wished they could do more to discreetly help participants with technical questions. THs offered these suggestions:

1. Don't forget to keep everyone who's not speaking muted, to prevent individual participants' lack of Zoom knowledge from distracting the whole class. **Mute All** is your friend (button at bottom of Participants box for Hosts and Co-hosts)
2. Have a printout of the Cheat Sheet handy, especially if you are not familiar with the layout of Zoom controls on an ipad or a phone. Use this to quickly look up how to tell ipad participants where find their Chat, Raise hand, open Participants to reply Yes or No, or whatever
3. It's OK to help individual participants before the class's official start time, after you and your SGL are finished setting up. If you run out of time before their problem is fixed, a graceful exit is "Sorry, we need to go on. Leave and rejoin, allow everything." Or, "After class, check out the Zoom Guide on the OLLI website's Zoom training and resources page, under OLLI-UA Online."
4. If someone complains about audio volume, or as a general TH announcement at the beginning of class if there will be a lot of videos, remind participants to adjust using the volume buttons or keyboard controls on their own device

5. If an SGL's class plan is to NOT take questions, or the SGL wants to disable Chat or direct Chat only to the TH, it's courteous for the TH to mention this at the beginning of class so participants aren't frustrated that nobody's noticing their raised hand or Chat
6. Try Zoom's Spotlight feature to lock in the SGL's video in Speaker view for the entire class, even for participants who don't know how to adjust their own views
7. Mallory has added pages to the latest version of Class Announcements about how to update your device's Zoom software. When you show these Announcements before a class starts, speak while the silent slides are running to call the class's attention to this (or other) important new messages.

Testimonials from THs about what worked especially well for them... (p 15)

1. Attending small group practice sessions to learn and practice screen sharing and breakout rooms
2. Getting one-on-one help from a member of the ZST to teach me (or in one case my SGL) how to do something we couldn't figure out on our own
3. Practicing on my own any time of day or night, hosting a meeting on one device and joining other devices in my home as participants
 - a. I use my Personal Meeting Room, available 24/7 when you log in to your OLLI-UA Zoom account (also a good place to host prep meetings with your SGL)
 - b. I was glad when I learned how to Disconnect Audio on all but one device to prevent audio feedback when multiple devices are joined
 - c. I found it reassuring to practice the night before class after hours in the actual Zoom room that my class would be held in (no different from practicing in a Personal room, unless you are using a Poll)
 - d. Practicing multi-step tasks like sharing my screen a few times on my own helped me build my speed and confidence going through the steps
4. Joining a second device to my class as a participant while I'm Tech Hosting (audio disconnected on second device). See how shared

content appears to the class, and have an additional view available (for example, watch the speaker's face and gestures on your second device if you're the one sharing slides).

5. Hosting social Zoom gatherings with my family and friends, and practicing my OLLI Tech Hosting tasks (screen sharing, breakout rooms, more). Relaxed environment, no worries re mistakes
6. Because of all that I have learned about hosting on Zoom through OLLI, I am the leader of the pack in terms of Zoom skills with other groups I meet with online (HOA, other volunteer organizations, family/friends)
7. I am learning to check regularly to be sure to download the latest version of Zoom on all the devices I use.

...and a few lessons learned the hard way (p 16)

1. I had frequent problems with slow or intermittent internet service. I kept trying different ways to improve Wi Fi like using a cable, sitting near the router, etc. Finally I called my ISP and they had to come out to fix it, the problem was bad cables outside my house. I wish I had called them sooner.
2. Having two Zoom accounts, one from OLLI-UA and a personal Basic or Pro Zoom account, can be a source of problems when joining a class.
 - a. Be sure to Sign in to your OLLI-UA Zoom account BEFORE you attempt to Start or Join your OLLI class as the Tech Host. If you join the class from your non-OLLI account, you won't be the Host (and nobody will be, which is a real problem).
 - b. If you have a personal Zoom account in addition to your UA Zoom account, double check to be sure you Sign Out of your personal account before you Sign in to your UA account to Tech Host an OLLI class
 - c. Even better, Sign out of your personal account and stay signed out of it for good. Scott Aldridge at the OLLI-UA office says it's fine for OLLI Tech Hosts and SGLs with .edu addresses and NetIDs to use their UA account at arizona.zoom.us and their Personal Room for personal gatherings any time. By doing this, you can be sure you're never signed in to a personal account by accident. Go ahead and close out your non-OLLI Zoom Basic account entirely if you wish, or at least cancel the paid Pro version if you have it

- d. If you keep 2 accounts, be sure you can quickly determine which one you're in when you're in a Zoom meeting. Use no profile picture on one account and a picture on the other, or different pictures on the 2 accounts. To verify which account you're in, simply Stop your video.
3. I invited a guest speaker to join a personal Zoom meeting (luckily not an OLLI class). He decided to update his Mac's OS from Catalina to Big Sur that day, and even though he started it 2 hours before our session it still wasn't done and he missed our meeting.
4. I was SGL for a class with over 150 people attending. When I set up before class, I forgot to plug in my computer and its battery died halfway through class, while I was talking! Luckily I had my ipad and could rejoin before too much time passed, and luckily my TH was the meeting's Zoom Host so they carried on without me.

Zoom Support & Training Team members and their roles (p 17)

Lesley Bailey: Communicates with the TH community via regular/weekly emails; partners with Connie and others on SGL-TH assignments; handles or refers Help Desk requests for one-on-one tech coaching; Mac user
lrb2438@gmail.com

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In Closing: The members of the OLLI-UA Zoom Support & Training Team congratulate the community of OLLI-UA Tech Hosts, and our fellow ZST members and OLLI staff, for their contributions to an outstanding launch of online learning at OLLI in response to the pandemic. For every SGL, TH, ZST member, and OLLI staff person, OLLI's plunge into online learning, especially at the scale of the Fall season, was best described as "building the plane while flying it." Keep adapting, keep innovating, stay positive, keep learning together!

Respectfully submitted on behalf of the ZST,

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