From Kai Gutschow to Everyone: (1:17 PM)

Will this Zoom session and the chat be available afterwards?

From Shundana Yusaf to Everyone: (1:17 PM)

Hi everyone. So good to see so many friends and familiar faces

It is being recorded

From Eliana Abu-Hamdi to Everyone: (1:18 PM)

Yes! It is being recorded and will be posted to GAHTC.org next week

Yes! It is wonderful to see everyone!

From Christy Anderson to Everyone: (1:21 PM)

Is anyone else teaching the survey as an asynchronous course next year? I will be doing this — providing all materials online and available to them at their own pace

From Shundana Yusaf to Everyone: (1:21 PM)

Yes, I am.

From Christy Anderson to Everyone: (1:22 PM)

Are you pre-recording your lectures? I am planning on pre-recording snippets of my lectures but then also using other already available materials: videos, Google Street view VR for assignments, etc

From Elizabeth Keslacy to Everyone: (1:23 PM)

Could the speakers mention the size of class with which they used each of these models?

From Shundana Yusaf to Everyone: (1:23 PM)

I am

From Nick Beech to Everyone: (1:23 PM)

Yes, I will be doing that - with a team - but I will be holding weekly scheduled 'meet your lecturer' (or something similar) sessions, where, following a 10 minute 'what were we trying to do this week? Why did we want you to engage with this material? What were we hoping you'd get from this?' students can ask ANY questions - of any kind (knowledge, skills, attributes, technical, whatever they are struggling with).

From Michael Kubo to Everyone: (1:23 PM)

I’m hoping to do a combo—provide all lectures/materials online, and then use the class meeting times essentially as “office hours” (not required to attend) for discussion, questions etc.

From Vikramaditya Prakash to Everyone: (1:23 PM)

I am teaching online too….all lectures synchronous.

Sorry I meant asynchronous.

Sections synchronous.

From Daniela Sandler to Everyone: (1:23 PM)

@Christy Anderson: Yes, I’m doing this. Keeping pre-recorded segments short and including a variety of resources (websites, videos etc)

I prefer not to lecture live b/c of potential tech issues on my end.

From Vikramaditya Prakash to Everyone: (1:24 PM)

“Wear funny hats!"

“Connect to their own environments”

From Christy Anderson to Everyone: (1:25 PM)

I’m teaching a grad seminar right now [History and Theory] for architecture students. I have been using the class time to talk about research methods, check-ins on their projects, brainstorming about ideas from readings etc. I find that setting up very strong discussion questions for the discussion board has been very successful

From Vikramaditya Prakash to Everyone: (1:26 PM)

Yes, well articulated discussion sections is I agree very important. Enables the students to engage....

From Diane Shaw dshaw to Everyone: (1:27 PM)

How many of you are teaching within an Architecture department? Do you feel pressure to insure NAAB deliverables that may not be your own priorities?

From Michael Kubo to Everyone: (1:27 PM)

Re: class size, I am teaching a class of 200+ without discussion sections.

From Vikramaditya Prakash to Everyone: (1:27 PM)

“Positive and theatrical turn”

From Elizabeth Keslacy to Everyone: (1:28 PM)

Michael, I’m similar, though not quite so large.

From Shundana Yusaf to Everyone: (1:28 PM)

I am 170 students…and Diane, I teach in architecture school but not worries about NAAB deliverables. I don’t have trouble with them

From Vikramaditya Prakash to Everyone: (1:28 PM)

Please remember to Mute you mic if you are not speaking!!

From Christy Anderson to Everyone: (1:28 PM)

I teach within both an art history dept and the architecture school. My undergraduate architecture survey [caves to 18c] is about 200+ students

From Diane Shaw dshaw to Everyone: (1:28 PM)

At CMU I teach class of 80 students without discussion sections.

From Zohreh Soltani to Everyone: (1:31 PM)

Could you please share the link of that video?

From Danielle Willkens to Everyone: (1:32 PM)

There are substantial changes in the new 2020 NAAB Procedures and Conditions. The previous “SPCs” for history are gone; the content has been moved into other “Program and Student Criteria”, but no student work will be required for the team visits.

From Eliana Abu-Hamdi to Everyone: (1:32 PM)

The link to the video we just saw: https://youtu.be/9wKUIxs6IPk

From Sylvia Kornecki to Everyone: (1:32 PM)

Thanks!

From Zohreh Soltani to Everyone: (1:32 PM)

Thanks Eliana!

From Mark Jarzombek to Everyone: (1:34 PM)

I set up a blog site for the course, and asked students to contribute by adding relevant web sites after each lecture based on a set of prompts. Worker great for a conversation later.

From Jhennifer Amundson to Everyone: (1:34 PM)

I have been teaching my undergrad courses as blended/hybrid for a few years; recently at a new place (Belmont, in Nashville), for which I was asked to make this resource for other colleagues. If you’d like to see what I’ve done for (successful, IMO) online group work, I humbly encourage you to follow this link: https://youtu.be/blXVsGVUQjo

From Elisa Elorza to Everyone: (1:35 PM)

Thank you Jhennifer!

From Eliana Abu-Hamdi to Everyone: (1:37 PM)

If you have more questions about any of this, please post here. We can revisit toward the end

From Vikramaditya Prakash to Everyone: (1:38 PM)

I am working with my TAs this summer to try and extensively integrate Google Earth into the section exercises, to try and more actively ‘visit’ sites...

From Kai Gutschow to Everyone: (1:39 PM)

At CMU we will likely have "hybrid" classes, where many students can attend synchronous class, but some students will be asynchronous. My question is about methods to give asynchronous student a similar quality of learning (if live discussion is not possible, etc.). I am thinking about students recording videos of presentations, and others responding either through video or written responses?

From DIVYA KUMAR-DUMAS to Everyone: (1:39 PM)

Has anyone had luck using Omeka and Neatline for student individual and collaborative learning? Any advice on back end technical issues and how your departments helped or did not help with providing server space.

From Vikramaditya Prakash to Everyone: (1:39 PM)

“Have a piece of you show up at the lecture”.

From Christy Anderson to Everyone: (1:39 PM)

There are some wonderful VR resources for architectural history. Wonderful group through UNESCO

From Archi Dept to Everyone: (1:39 PM)

I have a question regarding repository of pictures. Do we have something like this on the GAHTC platform?

From Archi Dept to Everyone: (1:40 PM)

What about Virtual reality of architectural interest

From Eliana Abu-Hamdi to Everyone: (1:41 PM)

We do not have an image repository on GAHTC, but the are many other resources, SAHARA is excellent

Archi-pedia

From Danielle Willkens to Everyone: (1:42 PM)

CYARK and SketchFab have some wonderful digital model resources for virtual tours

From Vikramaditya Prakash to Everyone: (1:44 PM)

Thanks for that Danielle Willkens….would appreciate more details on how to use those resources…

From Elisa Elorza to Everyone: (1:45 PM)

For group projects Google’s Tour Builder is a great platform (beta) to integrate Google Earth and VR. https://tourbuilder.withgoogle.com/

From Patricia Morton to Everyone: (1:45 PM)

SAHARA http://sahara.artstor.org/#/login

From Eliana Abu-Hamdi to Everyone: (1:45 PM)

What type of learning management systems is everyone using? Systems supported by their institutions, such as Blackboard?

From Vikramaditya Prakash to Everyone: (1:46 PM)

We are using Canvas integrated with Zoom.

From Patricia Morton to Everyone: (1:46 PM)

SAH Archipedia (open access) https://sah-archipedia.org

From Shundana Yusaf to Everyone: (1:46 PM)

Archipedia’s shortcoming is that is USA centric

but it is amazing primary information

From Sylvia Kornecki to Everyone: (1:46 PM)

We are using Miro and Jamboard integrated with Google Classroom

From Patricia Morton to Everyone: (1:47 PM)

SAHARA is global.

From N SM to Everyone: (1:47 PM)

I am also using Canvas and my institution’s platform (which is not great)

From Shundana Yusaf to Everyone: (1:47 PM)

and tons of amazing info

From Jhennifer Amundson to Everyone: (1:47 PM)

we have Blackboard but I use it only as need be; prefer to run everything from my own website, which is more flexible & amenable to design

From Patricia Morton to Everyone: (1:47 PM)

We use Blackboard but we’re transitioning to Canvas with Zoom integration.

From Sylvia Kornecki to Everyone: (1:47 PM)

We also use Padlet

From Samantha Martin-McAuliffe to Everyone: (1:47 PM)

We are moved from Blackboard to Brightspace, and now we’re using Miro as well. I teach on Zoom and use Teams for group work.

From Danielle Willkens to Everyone: (1:48 PM)

Canvas with BlueJeans and Kaltura; for larger file sharing (great for collaborative work) we’re using MS Teams and Miro/Padlet for exchanging graphic information

From Megha Chand Inglis to Everyone: (1:49 PM)

Hello, how does GAHTC deal with image permissions on the lecture powerpoints? I see images from archives, books, the internet etc. I am worried about copyright infringement in preparing pre-recorded lectures. How do you get around this?

From Eliana Abu-Hamdi to Everyone: (1:50 PM)

If members are willing to share their syllabi, whether or not GAHTC materials are incorporated, and are willing to share, we will happily host a repository for sharing on GAHTC.org

From Shundana Yusaf to Everyone: (1:50 PM)

there is no copyright requirement on ppts. We just put the source in the notes for each image

From Eliana Abu-Hamdi to Everyone: (1:51 PM)

We have an intellectual property agreement with the Mellon Foundation, and all of our authors sign a copyright release. As we are using this for educational purposes, we are protected.

From Vikramaditya Prakash to Everyone: (1:52 PM)

“Lecturettes”

From Daniel Barber to Everyone: (1:52 PM)

Sounds like a great plan, the 15-minute lectures

From Daniela Sandler to Everyone: (1:53 PM)

^

From Eliana Abu-Hamdi to Everyone: (1:53 PM)

Agreed! We really have to begin to rethink lecture formats.

From Daniela Sandler to Everyone: (1:53 PM)

^^yes!!!

From Christy Anderson to Everyone: (1:54 PM)

This summer I’ve been doing a two week intensive ‘teaching online course’ through UofT. One of the things they suggest is that especially now students find it hard to focus for long periods. They don’t have stable internet, or quiet rooms. To make it easier for them, it has been suggested that the lectures be short, interspersed with discussion board assignments, reading, etc

From Eliana Abu-Hamdi to Everyone: (1:54 PM)

If anyone is able to share any short lectures, in particular video lectures, we welcome the contribution!

From Megha Chand Inglis to Everyone: (1:54 PM)

Thanks. And how does the intellectual property agreement work for materials gathered from archives ? (that normally require permissions). Can they be used for educational purposes as well?

From Shundana Yusaf to Everyone: (1:54 PM)

Yes

I use a lot of archival images etc

From Elizabeth Keslacy to Everyone: (1:55 PM)

I’d love to hear more about how people think about breaking down the typical 50 min lecture into smaller chunks, beyond just starting and stopping the recording. Is the idea to deliver content in other ways? Does each chunk stand alone?

From Shundana Yusaf to Everyone: (1:55 PM)

but I have not needed special permission as this is not considered market publication

From Daniela Sandler to Everyone: (1:55 PM)

I’m also trying to come up with assignments and activities that are less screen-dependent to reduce screen fatigue. Still tinkering with ideas

From Daniela Sandler to Everyone: (1:55 PM)

Would love to hear if others are also thinking about this

From Christy Anderson to Everyone: (1:56 PM)

Here is a short lecture I did on fish/the Beothuk/nails/temporary architecture: https://youtu.be/M99fex0djRM

From DIVYA KUMAR-DUMAS to Everyone: (1:56 PM)

And how does the Mellon agreement work when GAHTC slides are integrated into lectures as Christy Anderson described? Do the educational permissions continue to protect the images? What if students post any or part of those lectures on the internet? What happens then?

From Sylvia Kornecki to Everyone: (1:57 PM)

Thanks Christy for sharing your lectura!

From Diane Shaw dshaw to Everyone: (1:58 PM)

+1 Daniela Sandler

From Azra Dawood to Everyone: (2:00 PM)

Elizabeth, for one of my classes (not a survey, but a big class nonetheless), I broke my lectures down into 10-12 minute segments, and each chunk did to some extent stand alone.

From suzannemarchand to Everyone: (2:00 PM)

What is your experience with forums? I have had good luck using PackBack, which uses AI tech to encourage students to ask and answer questions related to the course topics (no questions about the exam date, etc, allowed). It also encourages students to talk to one another and to post images and cite sources.

From Patricia Morton to Everyone: (2:00 PM)

Breakout rooms in Zoom allow students to discuss among themselves, which breaks up a long lecture.

From Christy Anderson to Everyone: (2:00 PM)

If you are teaching asynchronously, consider adding in a very short intro video and a very short summary video each week. Just you saying ‘what we are doing this week’ and ‘what we learned this week’. I am doing that this summer and helps to keep everyone feeling connected.

From Patricia Morton to Everyone: (2:01 PM)

My students don’t have the resources (bandwidth, good computers, etc) to use multiple programs. I try to use only the supported LMS and Google Docs.

From Eliana Abu-Hamdi to Everyone: (2:01 PM)

I’ve not used break-out rooms…how are you able to follow what is happening in each room?

From Vikramaditya Prakash to Everyone: (2:02 PM)

I have shared a screenshot of that ‘composite’ syllabus.

From Eliana Abu-Hamdi to Everyone: (2:02 PM)

Follow/moderate

From N SM to Everyone: (2:03 PM)

@Eliana yes, you “move” from one room to the other

From Patricia Morton to Everyone: (2:03 PM)

You have to go to the breakout rooms, sort of pop into them. The students have been responsible about staying on topic. So far.

From David Salomon to Everyone: (2:03 PM)

@Eliana: you can pop into the rooms but I find the key was giving clear prompts, assigning specific roles to each participant, and a clear format for reporting back to the group. It’s more work up front and sounds prescriptive but produced good results.

From Eliana Abu-Hamdi to Everyone: (2:04 PM)

That’s my main challenge. Being able to trust that they will stay on topic…good to hear that it seems to work!

@David that

From Eliana Abu-Hamdi to Everyone: (2:04 PM)

That’s good. I have some nerves about relinquishing control!

From Daniela Sandler to Everyone: (2:05 PM)

In a small class (36) I divided them into groups and scheduled each group for a 15 min meeting with me to debrief. It was a bit exhausting on my end but amazing for discussion and getting to know the students

From Patricia Morton to Everyone: (2:05 PM)

@David, I agree, the prompts are key.

@Daniela, great idea

From David Salomon to Everyone: (2:05 PM)

Mind you, I’m only dealing with about 30 students at a time so it’s easier to manage.

From Vikramaditya Prakash to Everyone: (2:06 PM)

Yes, breakout rooms work well, but yes with clear prompts. Ideas for prompts would be great to share….

From David Salomon to Everyone: (2:07 PM)

@Pat: agreed with keeping the technology manageable and accessible.

From Anne Marshall to Everyone: (2:07 PM)

Does anyone have any good ideas about how to replace exams with other types of assessment?

From Anjali Ganapathy to Everyone: (2:08 PM)

Danielle Wilkins, I like how you broke global history down by subject rather than geography. It would be great if you could share more ideas on how you think about such a syllabus and if there are others who have done this

From suzannemarchand to Everyone: (2:09 PM)

Clear prompts and specific expectations spelled out is key for all assignments. My college-age kids both say that the worst experiences they have had are with assignments that are too vague or the expectations are unclear.

From Diane Shaw dshaw to Everyone: (2:11 PM)

My survey runs from Ancient Egypt to 1900 in one semester. I keep hoping a textbook will be useful for the students -- one source, one place. Even those that try to be more global are inadequate. Have folks abandoned a textbook + supplement altogether? What do you use instead? Do you have continuity? What have students found most useful?

From Shundana Yusaf to Everyone: (2:11 PM)

I have abandoned the text book a couple of years ago.

From Daniela Sandler to Everyone: (2:11 PM)

Me too

I use articles, chapters, excerpts etc.

From Eliana Abu-Hamdi to Everyone: (2:12 PM)

Me too, I use article

From Daniela Sandler to Everyone: (2:12 PM)

Would be great to have a pool of those to share!

From Eliana Abu-Hamdi to Everyone: (2:12 PM)

Some chapters

From Daniela Sandler to Everyone: (2:12 PM)

I’m happy to share all my PDFs etc

From Eliana Abu-Hamdi to Everyone: (2:13 PM)

Yes please, again, if you are willing to share PDFs, we will host on gahtc.org

From Elisa Elorza to Everyone: (2:13 PM)

What was that acronym?

From Daniel Coslett to Everyone: (2:14 PM)

Diane (et al.), I have also struggled with the book issue. This past year I tied something new and went through Mark/Vikram/Frank Ching’s Global History book cover to cover (with a few additions) in two terms. I wanted to get a sense of the content and full approach. It was successful, but I would do it differently next time.

From Christy Anderson to Everyone: (2:14 PM)

I made a list of assignments that are not the essay. Attached here.

From Patricia Morton to Everyone: (2:14 PM)

Textbooks are so expensive. I use PDFs or open access sources.

From Ana Maria Leon (she, her) to Everyone: (2:14 PM)

FAAC, Feminist Art and Architecture Collaborative

From juliana maxim to Everyone: (2:14 PM)

FAAC Feminist Art and Architecture Collaborative

From Elisa Elorza to Everyone: (2:14 PM)

Thank you!

From Martina Tanga to Everyone: (2:14 PM)

https://faacweb.wordpress.com

From Christy Anderson to Everyone: (2:14 PM)

I challenged myself to come up with 20….I am only at 13. Anyone have more?

From Diane Shaw dshaw to Everyone: (2:15 PM)

Perhaps the syllabi exchange would help me find suggestions on maintaining some comparability across the individual articles -- broad coverage, well illustrated, clear argument, across 30 authors is an unrealistic goal :(

From Mina (she/ her/ hers) to Everyone: (2:15 PM)

Christy: how do I access your attachment? I don’t see it here

From David Salomon to Everyone: (2:16 PM)

@ Christy: I had my students do a final “exam” by describing their own home using the terms/concepts/tools discussed in a “intro to architecture” class, not quite a survey; worked well for a class with majors and non-majors

From Olga Touloumi to Everyone: (2:17 PM)

Good to see you Juliana!

From N SM to Everyone: (2:18 PM)

Thank you @Christy

From Patricia Morton to Everyone: (2:18 PM)

I have take home exams in essay form, building on weekly response papers to the readings. It worked well.

From Itohan Osayimwese to Everyone: (2:19 PM)

For the final exam for my course, I asked students to present a pre-recorded PPT presentation and have a conversation about it with me and the teaching assistant for my course. This is of course only possible for a small class.

From Eliana Abu-Hamdi to Everyone: (2:19 PM)

I also did take-home/open book exams, and instead of one term paper, I assigned four short papers

From Mina (she/ her/ hers) to Everyone: (2:19 PM)

Thank you so much Christy! This is wonderful.

From Diane Shaw dshaw to Everyone: (2:20 PM)

Has anyone tried pairing Wikipedia for basic facts on a collection of buildings paired with an intelligent article about on of those buildings?

From Anne Marshall to Everyone: (2:20 PM)

Thanks, all, for sharing!

From Jhennifer Amundson to Everyone: (2:20 PM)

FAAC: are the outcomes of your “Feminist Pedagogy Workshop” from a few years ago posted ?

From Dalal Musaed Alsayer to Everyone: (2:21 PM)

@Christy - Write and preform a play where students pick a person, a theory, an idea, a place, a building - Students love it and learn a lot.

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:21 PM)

Good question. We submitted deliverables to GAHTC but I’m not sure they are posted.

From Eliana Abu-Hamdi to Everyone: (2:21 PM)

@jhennifer yes, find here https://gahtc.org/pages/teacher-to-teacher-workshop-faac

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:21 PM)

(Good) news to me!

From Christy Anderson to Everyone: (2:22 PM)

I am going to use Street View/Google, and VR resources for my class this fall. I just found these: https://en.unesco.org/news/dive-virtual-reality-heart-world-heritage

From Patricia Morton to Everyone: (2:23 PM)

@Christy, thanks that’s a great resource.

From Elizabeth Keslacy to Everyone: (2:23 PM)

is the FAAC syllabus available?

From Jon Ritter to Everyone: (2:25 PM)

Thank you to all for your generosity and insights today. I teach a survey for 60-70 students in the NYU Art History department, with a lot of non-majors. As for non-essay assignments, I have students keep a field journal in which they visit and sketch 5 buildings or sites (I give suggestions for various time periods), then write a brief formal description. This is modeled on an intro art history assignment that allows students to develop visual literacy. My students generally enjoy this assignment.

From Jhennifer Amundson to Everyone: (2:25 PM)

@Eliana thank you! I had really wanted to take part in that program but remember an impossible conflict with the date. Glad to see this.

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:25 PM)

We have not made it public as yet, but reach out to us at FAACollaborative@gmail.com to discuss

From Olga Touloumi to Everyone: (2:26 PM)

Juliana thank you so much for this feedback!

From N SM to Everyone: (2:27 PM)

Thanks for this!

From Elizabeth Keslacy to Everyone: (2:27 PM)

@Tessa, thanks will do!

From Daniel Barber to Everyone: (2:28 PM)

Go FAAC! Such a great resource. I have a just-defended PhD student who has done some great work on race and the post-war kitchen, if interested

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:28 PM)

We also wrote a collaborative manifesto at that workshop! You can find it, along with all author/participant names, here http://www.harvarddesignmagazine.org/issues/46/to-manifest

From Olga Touloumi to Everyone: (2:28 PM)

I saw that Daniel! Will she be willing to give a lecture in my class this fall?

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:29 PM)

Thanks Daniel!

From Ana Maria Leon (she, her) to Everyone: (2:29 PM)

I should also clarify I’m no longer part of FAAC.

From Vikramaditya Prakash to Everyone: (2:29 PM)

Since Zoom enables this easily: I wonder how many people would be willing to be on a list as available to give guest lectures in other peoples classes???

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:30 PM)

^That’s a great idea and I think this is the main pro of online teaching.

From Vikramaditya Prakash to Everyone: (2:31 PM)

Tessa: you talking about the ‘guest lecture list’?

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:31 PM)

Non-traditional uses of GAHTC database: Shundana’s lecture has helped me to better explain camels and horses to my 3-year-old

From Danielle Willkens to Everyone: (2:31 PM)

++ Vikram

From patrickhaughey to Everyone: (2:31 PM)

Regarding textbooks, I do not use them, I give my students choices of readings per week to choose from and write about. This also replaces a paper as I do not have access to a good library

From Tessa Paneth-Pollak (she/her/hers) to Everyone: (2:31 PM)

@Vikram Yes, I was - I think it’s a great idea. I believe this idea has been discussed at prior GAHTC conferences, but now it seems so much more doable.

From Eliana Abu-Hamdi to Everyone: (2:32 PM)

Yes, if you are willing to be a guest lecturer, please reach out and I will compile a list!

From David Salomon to Everyone: (2:34 PM)

@Vikram: great idea! I’m happy to be on either side of that list!

From Christy Anderson to Everyone: (2:34 PM)

I think the idea of guest lectures is a wonderful idea. I am co-teaching with Joseph Clarke a course [intro level] on Canada buildings and landscapes. Now that its online we have decided to have all the lectures recorded — and use the time to bring in people from across Canada to give short interventions during the class time. We would never have thought to do this in a previous time.

From Christina to Everyone: (2:37 PM)

@peterchristensen: So exciting to hear Claude Bragdon mentioned here - I did my PhD on his work!

From Vikramaditya Prakash to Everyone: (2:38 PM)

Hi everyone - here is a link to shared file, in which you can list your availability to do guest lectures. This is ad-hoc. We can formalize this more later…..

https://docs.google.com/spreadsheets/d/1pJZJ\_VEn1dp-QcLj62n85Q8LzRVebPOI4T0h9eJgPqA/edit?usp=sharing

From Eliana Abu-Hamdi to Everyone: (2:38 PM)

@vikram thank you!

From DIVYA KUMAR-DUMAS to Everyone: (2:47 PM)

I have Mina’s National Geographic slide stuck on my screen. Does anyone see anything else related to Prof. Osayimwese’s talk?

From Diane Shaw dshaw to Everyone: (2:48 PM)

I assumed she was not showing slides?

From Vikramaditya Prakash to Everyone: (2:48 PM)

Same image for me...

From Diane Shaw dshaw to Everyone: (2:48 PM)

It is a stunning photo

From Olga Touloumi to Everyone: (2:48 PM)

Just click on the button on the top right corner

From Olga Touloumi to Everyone: (2:48 PM)

It will swap the shared screen with video

From Christina to Everyone: (2:49 PM)

Thanks - I did not know how to do that either!

From Christy Anderson to Everyone: (2:55 PM)

I haven’t tried it but a friend recommended ScreenFlow for video editing.

From Mina (she/ her/ hers) to Everyone: (2:56 PM)

Sorry about the national geo image that I had on my screen share.

From Danielle Willkens to Everyone: (2:56 PM)

Shundana - hi! - do you have recs for mics/audio?

From Carla Yanni to Everyone: (2:56 PM)

thank you for a terrific session!

From Daniela Sandler to Everyone: (2:56 PM)

Yes, thank you!

From peterchristensen to Everyone: (2:57 PM)

Thank you everyone for your generosity

From Eliana Abu-Hamdi to Everyone: (2:57 PM)

Thank you for attending!

From Anne Marshall to Everyone: (2:57 PM)

This was an awesome session! Thank you, Eliana and All!

From Shundana Yusaf to Everyone: (2:57 PM)

@cChristy, ScreenFlow is not as high quality as Adobe, and it comes free with Adobe Cloud

From anita b to Everyone: (2:57 PM)

Thanks Shundana for the software recs. I’ve been using VoiceThread to narrate my lectures. You can draw over the slides, and ask students to respond to questions / leave comments on particular slides. I found it works well for students to comment on each others comments.

From Fernando Luis Martínez Nespral to Everyone: (2:57 PM)

Thank you!

From samejdi to Everyone: (2:57 PM)

Thank you very much for a wonderful session

From N SM to Everyone: (2:57 PM)

Thanks

From Sylvia Kornecki to Everyone: (2:58 PM)

Thank you very much for this sesión!!!!! Take care!!!!!

From Catherine Dowling to Everyone: (2:58 PM)

great info and community, thank you!

From Patricia Morton to Everyone: (2:58 PM)

Thank you everyone, great session!

From Deborah Hutton to Everyone: (2:58 PM)

Thank you so much for all the great information. This has been extremely helpful.

From juliana maxim to Everyone: (2:58 PM)

Thanks Eliana and everyone!

From Federica Vannucchi to Everyone: (2:58 PM)

thank you for sharing!

From DIVYA KUMAR-DUMAS to Everyone: (2:58 PM)

Excellent Session, cannot wait to be a part of this amazing group! Good luck to everyone.

From Timothy Parker (Norwich University, Vermont) to Everyone: (2:58 PM)

Excellent session — thank you to all the organizers and presenters for the good work!

From Shundana Yusaf to Everyone: (2:58 PM)

Thanks Anita. I would love to use it

From Zohreh Soltani to Everyone: (2:58 PM)

Great session! Thank you all GAHTC community!

From Vikramaditya Prakash to Everyone: (3:00 PM)

Link to shared doc, again:

https://docs.google.com/spreadsheets/d/1pJZJ\_VEn1dp-QcLj62n85Q8LzRVebPOI4T0h9eJgPqA/edit#gid=0

From Shundana Yusaf to Everyone: (3:00 PM)

Eliana, lets do more of these zoom-conferences

On particular problems

From Eliana Abu-Hamdi to Everyone: (3:00 PM)

Agreed! We must pool our knowledge

From Mina (she/ her/ hers) to Everyone: (3:01 PM)

Thank you Eliana!!!

From Olga Touloumi to Everyone: (3:01 PM)

Thank you Eliana!

From Itohan Osayimwese to Everyone: (3:01 PM)

Thank you Eliana.

From Danielle Willkens to Everyone: (3:01 PM)

Thank you, all!!

From Elisa Elorza to Everyone: (3:01 PM)

Thank you everyone- this was outstanding!

From Samantha Martin-McAuliffe to Everyone: (3:01 PM)

This is been the most positive part of my week. Thank you everyone for all your incredible generosity. And special thanks to Eliana for all her extraordinary help.

From patrickhaughey to Everyone: (3:01 PM)

Thank you Eliana!

From Katie Lloyd Thomas to Everyone: (3:01 PM)

thank you all - this was inspirational!

From Sylvia Kornecki to Everyone: (3:01 PM)

Thank you!!!!!!!!

From Shundana Yusaf to Everyone: (3:01 PM)

Thanks to everyone

From Daniel Barber to Everyone: (3:01 PM)

This was great and so useful! Thanks to all

From Christy Anderson to Everyone: (3:01 PM)

thank you everyone. Nice to see everyone!

From Shundana Yusaf to Everyone: (3:01 PM)

Eliana, great going

From Nick Beech to Everyone: (3:01 PM)

Really was amazing!

From Daniel Coslett to Everyone: (3:01 PM)

Thanks!

From Nikki Moore to Everyone: (3:01 PM)

Thanks to all! It’s a pleasure to see you!

From Sibel Zandi-Sayek to Everyone: (3:01 PM)

Thank you all!

From José Javier to Everyone: (3:01 PM)

Thanks!