Incorporating Zoom in the Classroom

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**Needs Analysis**

*Goal Statement:*

The CSUSB Faculty will be able to incorporate Zoom in the classroom to provide alternate delivery options when instructing a course. The objectives for this self-pace online instruction will be to create, host/manage participants, and record a meeting using the video conferencing software, Zoom. I will curate content and develop an online instruction that is self-pace to provide open access for faculty with limited time for professional development. This online instruction will include access to instructional material guides, video tutorials and short quizzes to enhance knowledge of the software Zoom, as well as simulations on issues that may arise when conducting a meeting in Zoom. After completing the self-pace online instruction, CSUSB faculty will be able to create, host/manage participants, and record a meeting using Zoom.

Incorporating technology and pedagogy styles jointly provides new opportunities to educate not only students, but the instructors as well. With a multitude of available resources regarding onsite training through the CSUSB Technology Support Center and online training, Zoom is still not as widely popular in the classroom. Identifying specific issues related to technology needs/support for CSUSB faculty may provide an insight lack of use.

**Task/Learning Analysis**

Below is the Entry Behavior and Subskills Analysis Diagram on how the learners will use intellecutal skills to achieve success in incoporating Zoom in the classroom.



**Learner Analysis**

*Entry Behaviors & Subordinate Skills*

For entry behavior prerequisites, the learners should have prior knowledge and motivation to provide instruction in two-way synchronous delivery. Also, prior knowledge of video conferencing functions as well as the equipment needed to achieve success in the self-pace online instruction. For subskills, the learners should have knowledge in navigating through both Mycoyote and their Zoom profile and basic functions of the web-based software program. With this online instruction conducting entirely on the efforts and the abilities of the learners’, self-engagement is critical.

*Performance Context*

CSUSB faculty will incorporate Zoom in the classroom by creating, hosting/managing participants and recording a meeting. CSUSB faculty will be able to navigate through a self-pace website and view instructional materials in efforts to learn how to use a video-conferencing tool in their classroom. This self-pace online instruction will consist of four categories for the learners to follow; instructional guides, instructional videos linked to youtube.com, simulations of reoccurring technical issues, and short quizzes. The learners will be able review the online content, then take a short quiz of the material that was covered. If unsuccessful, they will be able to retake the quiz until successful.

*Survey Interview Findings*

In order to analyze my target audience, I developed an online survey using Qualtrics. The survey consisted of ten questions: three demographics, three regarding their prior knowledge of the software Zoom, three regarding their motivation and their technical ability of using technology in email to 12 faculty members in various colleges. The survey focused on the target population which consisted of the following indicators: adjunct faculty, assistant professors and tenured professors who have primarily taught regular classroom instruction and have not used Zoom to teach their course. There was a total of five responses for the Qualtrics survey; four female instructors and one male instructor. 75% of the responses have taught less than five years on campus. All responses have taught regular class instruction, with only 33.33% of responses taught a hybrid course, and one response taught fully online. All respondents expressed that they were either moderately familiar to extremely familiar with technology. I had four respondents indicating that would be moderately likely to extremely likely to use technology in their course, with one response indicating slightly unlikely. 60% of respondents indicated they have used the software Zoom in the past. More than half indicated self-paced training would be beneficial and would consider using Zoom in the classroom. Lastly, 75% indicated that they own a web cam/built in camera.

**Summary**

The purpose of this self-pace online tutorial will provide the tools and knowledge to assist CSUSB faculty in successfully incorporating Zoom in the classroom, by creating, hosting/managing participants, and recording a meeting. This online content will address the identified limitations regarding technical abilities and incorporate considerations suggested by the target audience. By developing a self-pace online instruction that will include instructional guides, video tutorials and simulations of common issues, CSUSB faculty will have the opportunity to offer a course using Zoom and allow not only enrollment options to increase, but also allowing optional delivery methods when instructing.

**Literature Review**

## *Video Conferencing: A New Opportunity to Facilitate Learning*

**Summary:** The purpose of this study was to demonstrate the effective ways of using video conferencing as an alternative option to reach a broader audience. The scholars researched different video conferencing tools as well as different mobile applications to ensure student learning and student engagement would be maintained as it would through a traditional mode of instruction. Research concluded that student engagement increased with the video conferencing pilot program. Researchers also found that exploring alternative modes of instructions can have a positive outlook when finding creative avenues that meet the needs of the learners.

**Review:** I chose to research this article for my project because it directly relates with my topic of incorporating a video conferencing software in the classroom. I feel there is a need to offer alternative solutions to the campus’ every growing population, and this is great option. I admire in-depth the research that was concluded to maintain the integrity of the program and feel that more can be done when offering online/hybrid/two-way simultaneous communication on our campus.

## *Supporting Practice-based Learning with Video-Mediated Technologies: An Overview*

**Summary:** I found this article to provide great insight to the history of video-mediated technologies. The researchers give an in-depth overview on the limitations of the tools of the past, the ongoing instruction challenges, as well as developments of enhanced technology. Researchers concluded that video-mediated technologies have advanced and will continue to advance to achieve its potential through ongoing experiences and studies.

**Review:** I think this article gave a great overview of the obstacles that are faced when integrating technology in the classroom. Reviewing the technical challenges, assumptions and opportunities that the article covers, it provides an awareness that should be considered when developing a self-paced online tutorial for my project.

*Video Conferencing System for Distance Education*

**Summary:** The purpose of the study was to find effective ways on tracking faculty while teach distance education by using a sensor tracking device. The article also covers a variety of solutions to challenges that occurs when teaching a two-way audio-visual course. Researchers concluded that with the proper video and audio equipment, as well as a sensor tracking device for the instructor, they were able to achieve a successful two-way learning environment.

**Review:** I found this article to give detailed instructions mainly on the type of equipment that is needed to achieve a high-quality view of distance learning, as well as the student’s view. For my project, I mainly considered focusing on instructors, but might consider the viewpoint of the students.

*Students’ Perceptions of Video-Conferencing in the Classrooms in Higher Education*

**Summary:** The purpose of this study was to find out the opinions and the observations from a student’s viewpoint of video-conferencing in the classroom. Although, previous studies showed a decline in the overall approval rate for video-conferencing in the classroom, their target audience concluded the opposite. Students in their target audience expressed the need and expectations when taking a video conferencing course as well as teaching a course.

**Review:** I can appreciate the honest feedback and concerns from the students’ perspective. I now realize how critical both the instructor as well as the students’ view impact the overall success of the course. If I could further my research, I would like to add a portion for the student’s perspective.

*How Much Does the Distance in Distance Education Matter? Our Students Speak*

**Summary:** The purpose of this study was to analyze the student engagement portion of distance education social work classes. The research included the technical challenges, the limitations of cross site student engagement, as well as the outcome of the instructed material for the program.  Researchers concluded students were satisfied with taking a two-way synchronous course and saw a need and a benefit yet noted lack of communication of the delivery impeded overall satisfaction.

**Review:** I found this article to go in depth when researching the student input and satisfaction analysis. Communication is a key factor for students enrolled in this type of delivery method. I believe this article has brought up several factors from a student’s view, that can impact the instructors who teach this method, therefore can impact trainings for instructors.

**References**

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