

A HANDBOOK FOR PARTICIPANTS

FIVE COLLEGE LEARNING IN RETIREMENT

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A PRELIMINARY NOTE FOR NEW MEMBERS

Welcome to Five College Learning in Retirement!

Here at FCLIR, we share the pleasures of active learning in a supportive and encouraging social environment. At the heart of our programs are **seminars and workshops** that encourage each member to participate actively. We also offer **special programs**, from book groups to a photography club, that give us opportunities to share activities and interests with other members. And although our primary purpose is learning together, **social events** allow us to enjoy the social rewards and pleasures of lifelong learning.

This short handbook is designed to help you get the most out of your membership. It consists of short overviews of three important aspects of FCLIR seminars and workshops: 1) how to register for courses, 2) what might be expected of you in those courses, and 3) descriptions of two common forms of active participation: giving presentations and leading discussions. In the appendices, you will find more detailed information on those activities and some help with common technologies.

The website – **FCLIR.org** – is a great place to start exploring the organization. There you will find information on our current seminars and workshops, our other programs, and our upcoming social events.

In your first semester as a new member, you are guaranteed entry into your first-choice course. We hope you will find learning, laughter, and connection with us.

GETTING REGISTERED FOR SEMINARS & WORKSHOPS

FCLIR offers seminars and workshops during the spring and fall semesters. Courses for the upcoming semester are displayed on the website starting in late November (for the following spring) and early May (for the following fall). Once you have joined or renewed your membership, you may sign up for as many courses as you like.

Soon after the final classes of each semester, moderators for the next semester's courses describe and explain their seminars or workshops for the new semester at an in-person and online Preview. Registration opens once the Preview has concluded. You can sign up using the online form on our website. You do not need to register for open interest groups or book groups.

If you sign up in the two weeks following Preview, you will hear from the office within a short time. Most people get their first choice, so you will likely be enrolled in that seminar or workshop. If the course is oversubscribed, however, members in their first semester will be placed first, with everyone else who has signed up entered into a lottery. Those on the waitlist will be contacted if space opens and will be placed in their second-choice seminar, if possible.

Although courses that are full will be marked "closed" after the lottery, you can still sign up for any seminar or workshop that is not full. Within about two weeks of the lottery, you will be notified about which seminars or workshops you are in and receive a list of class members in them. About a week later, you can expect a welcome letter from the moderator(s) of those courses, with more about the seminar.

To summarize:

- 1) Join or renew your membership.
- 2) Choose from the courses offered for the upcoming semester.
- 3) Register.
- 4) Wait for the office to notify you about your courses.

More details can be found in the appendices below or on the website. If you still have questions, please contact our Program Coordinator, Bethany, either by email (fclir@fivecolleges.edu) or by phone (413-542-4031).

EXPECTATIONS OF PARTICIPANTS IN A SEMINAR OR WORKSHOP

Five College Learning in Retirement uses a collaborative, peer-led approach to learning. Whether you are leading a discussion, giving a talk, or simply contributing to a conversation, you want to do your part to make the seminar a positive experience for all its participants. Here are some tips and guidelines.

Prepare effectively for class, especially when you present or lead a discussion.

Stay on topic. Listen to the other speakers, and try not to dominate discussions.

Avoid carrying on side conversations. If the seminar is taking place on Zoom, mute yourself when you expect background noise.

Turn off your cell phone. If you are expecting a call you cannot skip, put the phone into silent mode. If the class is in-person, respond to the call only when you have left the room. If the class is on Zoom, block your video feed and mute yourself.

Disagree with respect for those who may hold points of view other than your own.

Do not advocate for, or solicit funds for, political candidates, parties, or ballot initiatives.

If your seminar is based on presentations, leave time for questions and discussion.

If you are using PowerPoint, Keynote, or another electronic platform in a presentation, make sure you know how to use it, and make time to practice it. If your seminar takes place in person, your moderator can arrange for a practice run on the equipment. If the seminar takes place on Zoom, do a test of screen sharing techniques, especially if you include videos. If you have questions about using any of these platforms, check the appendices or contact (by email or phone) the Program Coordinator, who can put you in touch with someone to help.

Beyond active participation in a seminar or workshop, you have other ways to help the moderator to make the course a success.

Attendance: Whether a seminar or workshop meets in person or on Zoom, arrive early enough so that the class can begin on time. Notify your moderator as soon as possible if you will miss a class, especially if you are presenting or leading a discussion. (If you expect to miss more than two or three classes, the moderator may suggest that the course will not work for you.)

Dropping a course: If you must drop a seminar, give the moderator as much notice as possible.

Choosing a topic and date for a presentation or discussion: In seminars based on presentations, the moderator may wish certain topics to be covered on certain days or in a certain sequence. Confer with him or her to work out a mutually agreeable date and topic for your presentation. If you lead a discussion, the moderator may wish you to circulate questions before class.

Presentations: As you prepare for a presentation, keep an eye on the time limits set by the moderator. Although effective talks often employ handouts or electronic slides (PowerPoint, Keynote, Google Slides), it's up to you whether you use them. In whatever way you choose to present your information, practice your talk to make sure it's as organized, clear, and interesting as possible.

Guests: Guests (spouses, family, friends) may sometimes be invited to a single seminar or workshop session. Always ask the moderator if you may bring a guest; he or she will check with the presenter.

Audiovisual equipment: Nothing interrupts the flow of a presentation more often than glitches in PowerPoint, Keynote, or Google Slides. If the class meets in person, make sure you have the right equipment and that you know how to use it. The appendices include specific instructions about various applications and uses of technology. Call the office or talk to your moderator if you have questions.

Name Tags: Seminars and workshops work best when people get to know one another. In Zoom classes, make sure your name appears correctly at the bottom corner of the box in which your face appears. Though moderators often provide a name placard for everyone in an in-person seminar, bringing your own name tag can still be helpful.

GIVING PRESENTATIONS AND LEADING DISCUSSIONS

Most FCLIR seminars expect participants *either* to make a presentation to the class *or* to lead a discussion. This page gives you an overview of common types of seminars and typical expectations for them. You can find detailed tips about how to go about both tasks in the appendices.

Some seminars focus on a broad topic such as a particular historical era (e.g., the 1920's), an important movement (e.g., the rise of ISIS), or some trend or discovery (e.g., the history of AI and computers). In such seminars, each participant chooses a topic from a list distributed by the moderator or arranges with the moderator to present on a topic not on the list. Presenters are usually responsible for about 55 minutes of a two-hour meeting. They give a talk for about 20 to 30 minutes, often with handouts or electronic slides (PowerPoint, Keynote, or Google Slides). Then the presenter usually answers questions or leads a discussion.

Other seminars focus on one or several books that participants read and discuss each week. Sometimes, participants in those seminars make brief presentations on one aspect of a book and then lead a discussion. Sometimes, they make substantial presentations on background topics (e.g., the author's life or cultural influences) *or* lead an hour of discussion.

Another type of seminar is completely organized around discussion. In such courses, participants are sometimes expected to run a discussion at some point in the semester. To lead a rich, lively discussion requires as much thought and preparation as does giving a presentation.

Moderators spell out their expectations in the section of their course descriptions labeled "Role of Participants." Many moderators clarify their expectations in more detail in the first email you receive after you enroll. Contact the moderator if you have further questions. Also, if you have a creative or unusual idea for a presentation or discussion, consult with the moderator, who may be delighted to vary the format of the class.

Auditors do not give presentations or lead discussions but can usually participate fully in discussions. Check with the moderator of the course.

You will find details and helpful tips in the appendices below.

Appendix A. The Details of Registering and Enrolling

Each semester kicks off with the semi-annual Preview of the upcoming semester's courses. At the in-person Preview, moderators for the following semester's seminars sit at tables that display information about their courses, offer handouts, and answer questions about their courses. For people who choose not to attend Preview in person, moderators also record a short description of their courses. You may watch this recording during the Preview or later, using a link distributed by the office. Or you may simply read the descriptions of the courses on the website.

Either way, you will be able to choose from many seminars and workshops that are held in person, on Zoom, or through a hybrid of those two.

Registering and the lottery

Once you have joined, you may register for as many courses as your time and energy permit. Most people register online, using the form on the website at FCLIR.org. If you decide to mail in a paper form, be alert for the deadline for the lottery, which is usually two weeks after registration opens.

Some courses allow one or two auditors, who are not expected to give a presentation or lead a discussion but who are usually allowed to participate in the conversations.

In three or four weeks after registration opens, everyone who has signed up for seminars and workshops is entered into class lists. For many courses, everyone who selects that class is enrolled in it.

If more people sign up for a course than the moderator has designated, the names of everyone who has selected that class go into a "lottery." For these courses, new members in their semester are placed first. A computer then randomly assigns a number to each person who wishes to take the course, and those with the highest numbers are enrolled. Those who do not make it into the course are put on a waiting list, in case someone drops out.

When you register, you will specify how many seminars you wish to take. It is recommended that select more seminars than the number you wish to

take, ranking them in order of their priority to you; in that way, you will be placed in your next choice if your first-choice seminar is full or has a waitlist.

If you register after the deadline, you are not eligible for the lottery, but you can still register for any seminar that still has open spaces.

After Registration

One to two weeks after the lottery, the office will notify you as to which seminar(s) or workshop(s) you were admitted to. Within about a week, the moderator for each course should send you an email with additional information.

In a seminar based on reading a book, this letter might include which editions the moderators recommend, a syllabus of reading assignments, and dates that you may sign up to be discussion leader.

In a seminar based on presentations, the letter typically includes a list of possible presentation topics (and perhaps the dates on which those presentations should happen), with a request that you confirm with the moderator which of the topics and dates work for you. In most presentation-based seminars, each two-hour class will be split between two participants, with each person responsible for an hour. Usually, the presenter talks for twenty to thirty minutes, often with slides or handouts, and then leads a discussion or answers questions.

In a workshop, the letter will likely include suggestions about what materials you should bring to the meetings and details about how the weekly sessions will be organized.

For in-person courses, the initial letter from the moderator should also give information about where to park and how to find the meeting room.

Moderators organize their seminars and workshops in many different ways. Make sure you understand exactly how yours will unfold and what is expected of you in terms of participation. Moderators will not be surprised if you have questions. If you need something clarified, just ask them.

Appendix B. Tips for Leading a Good Discussion

Participants in FCLIR seminars are typically curious, generous, and ready to talk. Even so, if you want to lead an excellent discussion – one that is lively, friendly, and informative – you will want to do some planning.

Your first job as a discussion leader is to get comfortable with your material. When you are leading a discussion about a section of a book, read it carefully and take copious notes. Sometimes, participants bring up a particular section or passage of the book but don't know where they read it. It's lovely if you can come to the rescue by knowing exactly what it says and where to find it.

You may wish to send out questions, thorny issues, and/or passages ahead of class. Some participants like to mull over the topics that the discussion may take up.

To get people talking at the beginning of a discussion, it can be helpful to start with an easy question that people may have been thinking about. Asking questions with a clear or obvious answer, however, can feel too much like a test. Helpful questions tend to be somewhat open-ended. They include questions like “What do you think the author means when he or she says...?” Or “Do you agree with the author's argument that...?” Or even “Which of these characters did you find most irritating (or believable, or loveable)?”

In discussion-based seminars, experienced leaders rarely lecture for more than a few minutes, primarily to set up an idea for general discussion. If you ask a complex question, you may be met with a few moments of silence while people digest it. In such a situation, many of us are tempted to leap in with our own answers. Instead, wait. Usually, someone will bravely venture a preliminary thought, which will embolden others to broach their own thoughts. Likewise, when you are knowledgeable about a topic, it can be difficult to resist the urge to respond to every comment or question. You will find, however, that another member of the class will often come up with the response you were about to make.

If you have some shy participants, you can sometimes encourage them to speak by going around the room (or across the Zoom screen) person by person. Another technique might be transitioning to a new topic by asking if anyone has any issues that haven't been discussed. Sometimes, people who are slower to formulate their thoughts bring up ideas that are wise and well considered.

If someone attempts to dominate the discussion, you can gently intervene. If their hand is up, you can smile and gently say something like “Let’s hear from a few other people and come back to you.”

Rarely is someone in one of our courses rude or disrespectful to others. If it happens, however, you should intervene politely and calmly. Remind the person that disagreement is part of the learning process and therefore a natural part of an FCLIR seminar. Sometimes, a timely bit of laughter or redirection can take the heat out of a disagreement.

Appendix C. Tips and Guidelines for Presentations

FCLIR presentations can take many forms. Here you will find some general help for the most common type of them. If you have a creative or unusual idea, however, don't be afraid to run it past the moderator of your course. He or she may be delighted to vary the seminar with a new approach.

Research: Part of the fun of giving FCLIR presentations involves researching and learning about your subject. Research often requires a combination of imaginative sleuthing and everyday common sense.

Resources: The first task of a researcher is to locate appropriate resources you want to use for your research.

Your local public library is still a good place to start. Massachusetts has an interdisciplinary loan system at its public libraries in central and western areas of Massachusetts, called CW MARS. You are also eligible to get a renewable "e-card" from the Boston Public Library to check out e-books and articles. You can also sign up for Kanopy and Hoopla to borrow movies electronically.

As a member of FCLIR, you are also eligible to use the academic libraries of the Five (now four) Colleges: Amherst, Smith, Mt. Holyoke and UMASS. You can apply for a personal card at your nearest academic library by showing your FCLIR membership card. Most western Massachusetts libraries, including academic libraries, are searchable online. The inter-library loan system is excellent, and the librarians are helpful.

Your computer is your other excellent tool for research. You already know that, when you search for some topic, you find many sites with many answers. Your first task will be to sort through those sites. You will need to determine how relevant sites are to your topic and – a more difficult task – how reliable is the information offered there.

Generative artificial intelligence, ChatGPT, Google Images and other search engines can also be useful when gathering information. Since some information may be outdated, false, or biased, be sure to investigate your sources.

Developing a bibliography: Articles in Wikipedia can be very useful at the start of a research project. They usually offer a broad overview of the subject, including basic facts and some commentary. To go deeper and to check the information provided, look at the reference notes and bibliography in the article.

You may also check the web pages of the big online bookstores, such as Amazon.com or BarnesandNoble.com. At these sites, a search on your keywords will result in a list of relevant books. For many books, you can ‘look inside’ and see the Table of Contents; in some cases, you can also read the book’s introductory pages and its bibliography. These may suggest new ideas, angles and resources.

However...

The time allotted for your presentation is limited. As you are reading and researching, you will also need to consider how to keep the presentation organized and coherent. Here are some questions that may help you clarify your central focus for the presentation:

- What’s the historical context?
- What’s unusual, new, or controversial about your subject?
- What aspects of your subject might people not already be familiar with?
- What’s the impact, significance, or legacy of your subject?
- What questions remain unanswered about the topic?

Consider your moderator a good source for feedback and direction. He or she is likely to have enough familiarity with your subject to point you to resources as well as to help you focus the presentation.

Delivering the Presentation: Tips and Suggestions

For some, public speaking has been a routine task in their careers. For others, it can be intimidating. Luckily, participants of FCLIR seminars tend to be generous audiences: attentive, willing to learn from you, and interested in following up with questions. Here are a few basic tips about how to deliver your presentation in such a way that your fellow members of the seminar will be informed and intrigued.

Speaking: No doubt you've heard speakers who mumble or don't speak loudly enough. If you tend to speak softly, you might ask your moderator for a microphone in an in-person class. For Zoom, make sure your volume button is all the way up, and if necessary, lean in close to the computer's microphone.

Reading or Consulting Notes: Many accomplished and effective speakers read their papers. It requires skill and practice, however, to avoid reading in a monotone, misreading words, or losing your place on the page. It helps if your script is well organized and double-spaced, with major points highlighted, capitalized, or in bold text.

Good speakers often work from notes. Often, they have written the presentation ahead of time and reduced it to notes; sometimes, they have practiced the talk often enough that the notes function simply as reminders. Make sure your notes are legible and organized well enough to guide you through your talk.

Whether you read your presentation or consult notes, try to make eye contact with your listeners.

Practice: Leave enough time before your presentation to practice it. Read it aloud to a spouse or friend, then ask that person for feedback. Even when you read it to yourself, you may discover aspects of your presentation you want to revise. Practice lets you check how much time your presentation takes and helps it feel smooth.

Stopping for questions: You may decide to take questions either as you speak or at the end of your presentation. Some excellent presenters accept clarifying questions during the talk but save general discussion for after they've finished. If you want advice, consult with your moderator or other experienced presenters.

Using handouts: Handouts can add clarity and interest to a presentation. Whether they are distributed during an in-person seminar or sent by email in a Zoom seminar, they can provide

- a broad outline of your talk to help people follow along;
- a timeline that includes events you will not be addressing specifically;
- pictures or photos relevant to your talk; and/or
- supplemental material that is relevant but beyond the scope of what you can address given your time limits.

Unfortunately, handouts can also distract your listeners. Some experienced FCLIR presenters recommend that some handouts (such as a timeline) can be distributed before you begin and some (such as supplemental reading or your bibliography) after you've concluded your presentation.

PowerPoint, Google Images and Keynote Presentations

Electronic slides can be a powerful means of helping listeners follow your talks. Many FCLIR members use slideshows effectively in their presentations. Others find them unnecessary or distracting. The decision is up to you. If you use them, here are some tips.

Slides should not contain too much text. You want the listener's attention focused on you as you speak, not the screen. A bullet outline can be helpful, but a lot of text written out under each bullet tends to be difficult to read – and therefore distracting. When you use text, make sure you choose a font and font size that is readable from a distance.

Graphs or charts can sometimes be useful, especially when talking about trends. When working with a graph or chart, you can use the onscreen pointer arrow to direct attention to those aspects of the graph you are addressing.

Slides can be duplicated by saving them as a PDF Document and emailing it to seminar participants after your presentation. You can choose which slides would be most useful to send.

While it can be entertaining if your slides include fancy designs, bright colors, and great photos, it's the content that counts. Will the bells and whistles help your listeners understand and absorb your content? In other words, be judicious in your use of special effects in Power Point or Google Slides. They can sometimes distract from what you are trying to convey.

Embedding videos or audio tracks in a slide can sometimes cause technical problems. (See the technical appendices for information on how to manage this process.) Practice the presentation in advance of your assigned date. If it doesn't work the way you want it to, seek help from your moderator. If he or she can't help, contact the office: other people in FCLIR may be able to assist.

For both music and slides, make sure that, for an in-person meeting, the audiovisual equipment works with your computer or program. If you need WiFi, get the password ahead of time, and test it. For a Zoom class, make sure that you can move in and out of screen sharing comfortably.

The “Q and A”

The Question-and-Answer period following your talk can be a lively and informative part of your overall presentation. You may want to prepare discussion questions in advance of your presentation or end your talk with a list of general points to discuss.

If you are unsure of the answer to a question you are asked, don't be embarrassed to say that you don't know the answer. After all, you are not claiming to be one of the world experts on the topic. You might encourage other participants to share their ideas and answers.

Appendix D. How to Share Screen in Zoom

You have joined a Zoom meeting. You wish to share your screen.

- 1) Find and open the file you wish to share (PowerPoint, video, photo, etc.) by double clicking on it. It will open on your desktop. (You can do this before the seminar begins.)
- 2) Click once on the green “Share” button at the bottom of the Zoom screen.
- 3) You will see the Zoom whiteboard, that has one or more windows open in it.
- 4) Find the window that is the file you wish to share. Click on it ONCE. It will be highlighted in blue.
- 5) To the right of the whiteboard screen you will see two boxes marked “Share sound” and “Optimize for video sharing.” Select *both*.
- 6) At the bottom of the whiteboard screen, click on the word “Share.” Your presentation will appear.
- 7) Put your presentation in “Slide Show” mode. You’re ready to go.
- 8) When you are done with your presentation, press the escape key and click “Stop Share” at the top of the screen. The full Zoom meeting will reappear.

NOTE: This is correct for Zoom in 2026. Zoom changes procedures occasionally, so do a practice run with someone before your presentation.

Appendix E. Best Practices for Slideshows

Here are some thoughts about content, not technology. The two sample slides on the following page (half a page each) convey roughly the same information. Which is more interesting to the viewer? Which one invites you in?

Research shows that text-rich slides can confuse or disengage the members of your audience and lessen their comprehension. The human brain is not wired to read and listen simultaneously.

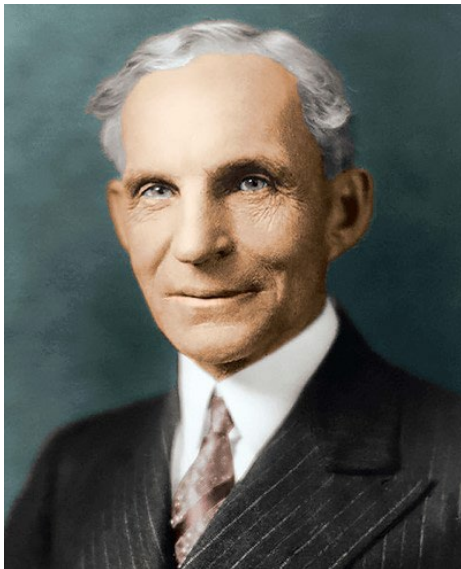
PowerPoint and similar programs (Keynote, Google Slides) are powerful visual and aural media. Instead of putting your text in slides, try building your slides with material like pictures, graphics, graphs, audio and video clips from YouTube. You can then talk to your audience about them. You may need some text-rich slides. But if you use as few as possible, your PowerPoint presentations will excite and stimulate your audience, grabbing and holding their attention.

Details and explanations are necessary in presentations, but avoid cramming them into slides.

Example: the top slide has a lot of text. This information would be better conveyed by speaking.

- **Henry Ford** (July 30, 1863 – April 7, 1947) was an American industrialist, business magnate, founder of the Ford Motor Company, and chief developer of the assembly line technique of mass production.
- By creating the Model T, the first automobile that middle-class Americans could afford, he converted the automobile from an expensive curiosity into an accessible conveyance that profoundly impacted the landscape of the 20th century.

Henry Ford 1863 - 1947



Model T



This bottom slide, composed of photos, needs to be filled in with your explanations and details.

Appendix F.

How To Embed a Video in a PowerPoint Slide

1. Find the YouTube video you want.
2. Highlight and copy the URL of that video, which is in the address field at the top of the screen.
3. Select the slide in your PowerPoint presentation that you wish to use.
4. Click "Insert" on the top menu.
5. Far to the right in the menu it says "Video"
6. Click the down arrow, and click "Online Videos"
- 7 A white task box will appear.
8. Paste the URL into the bar at the top of the white box.
9. Wait for the preview of the video to appear in the middle of the white box.
10. Click "Insert" in the lower right.
11. Your slide will appear with the video embedded. The video should fill the whole screen.
12. During your presentation, when you arrive at the video slide, click on the "play" arrow in the middle of the video to play it.

Appendix G.

How To Embed a Video in a Google Slides Slide

1. Find the YouTube video you want.
2. Highlight and copy the URL of that video which is in the address field at the top of the screen.
3. Select the slide in your Google Slides presentation that you wish to use.
4. In the toolbar at the top of Google Slides, click on "Insert".
5. In the dropdown menu, click on "Video."
6. In the task box that comes up, paste the URL you have copied into the address field at the top.
- 7 Hit Enter
8. A preview of the video will appear.
9. Click once on the preview.
10. The word "Insert" will appear at the bottom right.
11. Click on the word "Insert"
12. The Video will appear in the slide you have chosen.
13. You will need to re-size the video in the same way you resize anything in a slide.
14. When you arrive at that slide during your presentation, click on the arrow in the middle and the video will play.

Appendix H. The Apple Keynote App for Beginners

These instructions are designed for someone who has never used a presentation app before and just wants to create a slideshow of text and photos. Once you're comfortable with it, there are lots of interesting things you can do to make your presentation attractive and plenty of tutorial videos on the web to help you with this.

1. Start by downloading the Keynote app if you don't already have it. It comes pre-loaded on most Apple devices. The icon looks like a drawing of a lectern on a blue background.
2. When you open the app it will ask you to choose a theme: that means what do you want the text and background to look like. Choose basic white or black and then click on "create."
3. A blank slide will appear on the screen. It will have three lines of text superimposed on it: Presentation Title, Presentation Subtitle, and Author and Date. Double click on each of those lines and the text will disappear so you can insert your presentation title, presentation subtitle if any, and name/date if desired. Or hit delete if you don't want anything written on one of the lines.
4. Click on Add Slide in the toolbar at the top of your document screen. It will bring up multiple options for what to include in the slide. If you just want to write text, choose a blank slide. If it's going to be a photo, choose photo etc. You can type text directly onto the blank slide by clicking on TEXT in the document tool bar. You can copy and paste photos and home videos from your photo album or the internet onto the slide by clicking on MEDIA in the document toolbar.
5. The process for including web videos from Vimeo and YouTube is not easy for beginners. If you have third party cookies disabled or an ad blocker on your computer, you may have to change your privacy settings to do so.

6. Each time you add a new slide, the one you just finished will move off into a column on the left side of your screen. You can go back to any of the slides by just clicking on them. You can rearrange them by clicking on one and dragging it elsewhere in the column.

7. When you want to see what your presentation looks like as a slide show, click on PLAY.

8. If you want to leave your presentation and save it, go into the FILE menu at the top of your computer screen and click on SAVE. It will ask you to give a name to the presentation and to indicate where you want it to be saved. After that you can find it again by clicking on the Keynote app.

Appendix I.

Stabilizing Your Connection with an Ethernet Cable

Here is a Zoom-related tech tip that comes to us directly from our very own Jim Harvey.

Have you ever been in the middle of a Zoom presentation and the screen starts to chatter or freeze? Of course you have. We all have. The cause is a weak Wi-Fi signal.

There is a foolproof solution. Use an ethernet cable whenever it is crucial that your connection to your fellow Zoomers remains stable (sadly, iPad do not have ethernet inputs).

An ethernet cable is shown below. You can purchase one at any electronics store or on Amazon for a very reasonable cost.

Measure the distance from your router to your computer. Add 5 or 6 feet to that measurement so the cable lays flat on the floor and doesn't trip anyone. Purchase a cable of that length.

When you know it's important to keep your Zoom call 100% functional from your end, use the cable. When you are making a presentation, you don't need one more thing to worry about.



APPENDIX J: Local Libraries

City	Library Type	Library Name	Address	URL
Amherst	Public	Jones Library	43 Amity St, Amherst, MA 01002	https://www.joneslibrary.org
Amherst	University	UMass Amherst: W. E. B. Du Bois Library	154 Hicks Way Amherst, MA 01003	www.library.umass.edu
Amherst	College	Amherst College: Robert Frost Library	61 Quadrangle Dr, Amherst, MA 01002	www.amherst.edu/library
Amherst	College	Hampshire College: Yiddish Book Center	1021 West St, Amherst, MA 01002	https://www.yiddishbookcenter.org
Athol	Public	Athol Public Library	568 Main St, Athol, MA 01331	https://www.athol-ma.gov/athol-public-library
Belchertown	Public	Clapp Memorial Library	19 S Main St, Belchertown, MA 01007	www.clapplibrary.org
C/W MARS	Interlibrary Loan	Central and Western Massachusetts		
Easthampton	Public	Emily Williston Memorial Library	9 Park St, Easthampton, MA 01027	https://ewmlibrary.org
Florence	Public	Lilly Library	19 Meadow St, Florence, MA 01062	www.lillylibrary.org
Granby	Public	Granby Free Public Library	297 E State St, Granby, MA 01033	www.granbyfreepubliclibrary.org
Greenfield	Public	Greenfield Public Library	402 Main St, Greenfield, MA 01301	www.greenfieldpubliclibrary.org
Hadley	Public	Goodwin Memorial Library	50 Middle St, Hadley, MA 01035	www.goodwinmemoriallibrary.org
Hatfield	Public	Hatfield Public Library	39 Main St, Hatfield, MA 01038	www.hatfieldpubliclibrary.org
Holyoke	Public	Holyoke Public Library	250 Chestnut St, Holyoke, MA 01040	www.holyokepubliclibrary.org
Montague	Public	Carnegie Library	201 Avenue "A", Turners Falls, MA 01376	www.carnegielibrary.org
Montague	Public	Millers Falls Library	23 Bridge Street Millers Falls, MA 01349	www.millersfallslibrary.org
Montague	Public	Montague Center Library	17 Center St, Montague, MA 01351	www.montaguecenterlibrary.org
Northampton	Public	Forbes Library	20 West St, Northampton, MA 01060	www.forbeslibrary.org
Northampton	College	Smith College Libraries	9 Elm St, Northampton, MA 01063	https://libraries.smith.edu
Pelham	Public	Pelham Library	2 S Valley Rd, Pelham, MA 01002	www.pelhamlibrary.org
Shelburne Falls	Public	Arms Library	60 Bridge St, Shelburne Falls, MA 01370	www.armslibrary.org
South Deerfield	Public	Tilton Library	75 N Main St, South Deerfield, MA 01373	www.tiltonlibrary.org

South Hadley	Public	South Hadley Public Library	2 Canal St, South Hadley, MA 01075	www.southhadleypubliclibrary.org
South Hadley	College	Mt. Holyoke College: Williston Memorial Library	50 College Street South Hadley, MA 01075	https://www.mtholyoke.edu/about/library
Southampton	Public	Edwards Public Library	30 East St, Southampton, MA 01073	www.edwardspubliclibrary.org
Westfield	Public	Westfield Athenaeum	6 Elm St, Westfield, MA 01085	www.westfieldathenaeum.org
Westfield	University	Westfield State Library: Ely Library	577 Western Ave, Westfield, MA 01085	https://lib.westfield.ma.edu/home
Westhampton	Public	Westhampton Public Library	1 North Rd, Westhampton, MA 01027	www.westhamptonpubliclibrary.org
Williamsburg	Public	Meekins Library	2 Williams St, Williamsburg, MA 01096	www.meekinslibrary.org