


“INSTRUCTOR” Best Practices for Facilitating Distance Classroom Interactive Videoconferencing

TECHNICAL CONSIDERATIONS (Goal is to resolve technical issues before they impact the classroom):

- Utilize “troubleshooting list” located on the podium and know who to call.

Location	Contact	Office	Cell	E-Mail
Lawrence	Brad Sager	(785) 864-6452	(913) 226-5143	bsager@ku.edu
Wichita	Penni Smith	(316) 293-3505		psmith3@kumc.edu
Wichita	Wichita IT Help	(316) 293-2605		itswichita@kumc.edu

- Contact Brad Sager for one-on-one technology training including ITV Control Panel, Document Cam, Symposium, Wireless mic, etc., and familiarize yourself with the technology available. If you don't know, please ask. Training will make you much more comfortable and that shows during class.
- If clip-on lapel, handheld or headset microphone does not work, check batteries.
- “Swap” between camera views to facilitate remote site classroom interaction by selecting one of these options  on the videoconferencing screen on the touch panel.
- Use the computer mouse as a pointer. Laser pointers cannot be seen by the far site.
- Do not use the white board. The camera cannot “see” the white board, nor can the far site.
- Know in advance which remote-site classroom you are connecting to.
- Have a backup plan for connecting with the far site classroom. You will be thankful for this at some point during the semester. Not sure what the options are? Speak with an IT staff member.

PREPARATION (Advance preparation with a far site facilitator will pay dividends):

- Begin preparations early with the far site course facilitator for course delivery and materials and technical management. Establish guidelines for remote site facilitation including, but not limited to, delivery and collection of course materials, administration of quizzes and exams, activities, projects, group interactions, review sessions, excused absences, in-class facilitator assistance with audio and camera control, etc.
- Include in course syllabus; a) “preferred means of contact by the far site student” (e-mail, phone, virtual office hours, desktop conferencing, videoconferencing, discussion board, etc.) b) “expectations for class preparation” and c) “classroom numbers where class will meet for both the local and remote site”.
- Utilize Blackboard as much as possible for student document access. Establish a seamless means of course material transfer with far site facilitator for items that cannot post to Blackboard.
- “Connect” with the far site students prior to the beginning of your course. Send a “welcome and introduction” e-mail. Consider a multimedia (podcast, etc) introduction to the course.
- Practice, practice, practice with the technology. Schedule and perform test sessions with the far site facilitator and technical support.
- Practice recording your actual lecture and viewing yourself. Note audio projection, vicarious movement, appearance, etc.
- Travel to be with students at the far site within the first 3 to 4 weeks of class. Consider lecturing from the far site at least twice per semester.

PRESENTING (Following simple guidelines can positively influence far site student perception):

- Avoid “significant” roaming. Make note of “instructor” camera viewing boundaries. Camera should be preset to “instructor” default. Shouldn't have to change anything.
- Begin each session with an audio and visual test. “Far site are you hearing and seeing me OK?” Establish that everything is working properly before starting class.
- Make periodic eye contact with the camera. Avoid the appearance of a “disembodied voice”
- Be conscious of body language and appearance. Employ controlled, deliberate movements and a positive facial expression. Avoid distracting elements.
- Be conscious of vocal projection.

ENGAGING AND HANDLING QUESTIONS (Students need to interface with the instructor and be able to ask questions. The instructor bears the burden of creating a positive distance learning environment):

- Involve and engage both the local and far site students. Attempt to balance discussion with both sites and engage each site equally.
- Build Q&A time into your presentation. Periodically pause during the class session to solicit questions from students on both the local and far site.
- Check the podium monitor periodically for questions submitted from the far site using the ResponseWare Messaging function.
- Solicit questions directly from the far site. If there are no questions, wait to hear “no questions” from designated student or course facilitator prior to proceeding.
- Call on students by name rather than by site.
- Ensure students utilize microphones when asking questions. If a student begins to ask a question without using the microphone, interrupt and ask them to please utilize their mic, otherwise the far site cannot hear the question.
- Ensure students located at either site identify themselves by name prior to asking their question.
- Ensure questions are heard by students on the far site by repeating any question asked prior to answering.
- Contact IT for training on use of the “Greenroom” for after class student questions.