



# **Interactive Video Faculty Handbook**

**2015-2016**

# Welcome to Interactive Video at Great Basin College!

## Background

Since it first opened its doors in 1967, the primary mission of Great Basin College has been to provide quality education to the residents and citizens of rural Nevada. The College service area includes ten large counties - Elko, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Pershing, White Pine, and Nye. These counties cover more than 87,000 square miles, yet have only about 169,000 residents. In an effort to better serve the post secondary educational needs of rural Nevada, Great Basin College utilizes the latest distance education technology to offer college courses to each of these communities. Each semester, GBC offers almost 100 classes via Interactive Video (IAV), ensuring that students living in the remote areas of Nevada have access to the same quality education as students in major metropolitan communities of the state.

Great Basin College thanks you for participating in the distance education program. This handbook has been designed to orient you, the instructor, to the interactive video system.

## Why are You Important?

As a Great Basin College faculty member teaching over our Interactive Video System, you play an essential role in helping GBC carry out its mission to “provide superior, student-centered, post-secondary education in rural Nevada.” By taking on the challenge of teaching an IAV class, you have proven your dedication to serving *all* of the students in our service area. Many of our students are place bound, yet they seek to expand their education and improve their lives and the lives of their family. Here at GBC we strive to provide a quality education to these students. With an open-mind and a willingness to tackle the technology, you have the ability to help our students achieve their goals.

We hope that the information in this manual will answer your questions about GBC’s distance education system. If not, please contact us:



Bob Hannu at 753-2306 ([robert.hannu@gbcnv.edu](mailto:robert.hannu@gbcnv.edu)) or



Brenda J. Wilkie at 753-2159 ([brenda.wilkie@gbcnv.edu](mailto:brenda.wilkie@gbcnv.edu))

# *Who's Who in IAV*

## **IAV Coordinator – Robert Hannu**

### *Responsible For:*

- Scheduling IAV rooms/classes
- Training and technical support for IAV classes
- Maintaining IAV equipment
- Managing Course submissions/Changes
- Maintaining an efficient IAV system

## **IAV Support Staff – Brenda Wilkie**

### *Responsible For:*

- Preparing/Distributing IAV class materials for receiving sites
- Distributing, Collecting, and Routing Evaluations for IAV classes
- Assisting IAV Coordinator with scheduling IAV rooms
- Hiring, training and supervising Elko IAV Facilitators
- Providing general information in association to IAV
- Monitoring Facilitator time and work performance
- Maintaining IAV class files
- Notifying campuses of class schedule changes or cancellations
- Scheduling the Elko “Lecture Capture” studio

## **Site Administrators/Coordinators-**

### *Responsible For:*

- Scheduling classes at branch campuses
- Hiring, training, and supervising Facilitators for their respective site
- Providing student access to the facilities and necessary equipment
- Distributing, collecting, and routing class materials for the site

## **GBC Faculty-**

### *Responsible For:*

- Educating the Students
- Maintaining the Classroom
- Determining when Evaluations will be carried out
- Bringing class handouts to class and/or seeing that they are distributed to other sites
- Setting policy in regards to student attendance, makeup work/exams, late work
- Communicating with Facilitators regarding the flow of the course and the Facilitator's role in supporting their class sessions
- In the case that a Facilitator is not assigned for a site, the instructor should notify the site staff of any upcoming test or quiz

## **Lead Facilitators-**

### *Responsibilities:*

- Oversee evening operations in the Interactive Video Office
- Ensure facilitators are present for classes
- Assist facilitators and faculty in material distribution and equipment operation

**Facilitator-***Responsible For:*

- Arriving to class 10 minutes before class is scheduled to begin
- Confirming audio/video links between all sites
- Monitoring the audio/video connection for the duration of the class
- Switching and adjusting cameras and other equipment during the class
- Handling any technical difficulties that arise
- Being aware of instructor's general class policy
- Taking class attendance
- Proctoring Quizzes and Exams per instructor directions
- Copying or faxing materials for the instructor if necessary
- Collecting any class work and returning it to the IAV office (with envelope labeled with class name and time, instructor name, and facilitator name)
- Administering class evaluations when called for by instructor
- Shutting down and securing all equipment at the end of the last class of the day

**Student-***Responsible For:*

- Attending their class prepared and ready to learn
- Being considerate of other students at their site as well as distant sites
- Recognizing the Instructor and the Facilitators have jobs to do
- In the case that the Facilitator is not present, the student must notify the site staff of any upcoming test or quiz, so that a proctor can be assigned



## **General Class Policy**

### **The Instructor sets their IAV class policy**

- The instructor will set the policy for the entire class, for both the origination and receive sites, about attendance, makeup exams, late homework, etc. The Facilitators will then carry out this stated policy and are not authorized to make exceptions. If a student should need an exception to this policy, it is to be worked out between him/herself and the instructor. Then, if any exception is granted that affects the facilitator, the instructor will then notify the Facilitator. The Facilitator is not allowed to accept notification from the student.

### **The Instructor sets the parameters for conducting the IAV class**

- The instructor should explain to students how to interact and ask questions over the system, when microphones should be muted, and the role of the Facilitators.

### **The Instructor should become familiar with the role of their facilitator**

- The Facilitator at the origination site will run the equipment and assist you with the operation of the IAV classroom. They will also assist you with faxing, attendance, and classroom materials. Please remember that the duties of the Facilitator only extend to tasks involved with supporting the operation of your class, and not to being your personal assistant.
- The Facilitators at the remote sites are there to represent you, the instructor. However, you must communicate your expectations regarding how you wish the class to function and how class materials should be handled.
- Faculty may want to review the Facilitator Handbook. Please contact the IAV office if you'd like a copy.

### **The Instructor should become familiar with the distribution procedures for class materials and exams and for the ordering of textbooks**

- Instructors teaching over IAV are encouraged to use WebCampus or e-mail for the distribution of class materials rather than depend on faxing to each site.
- For Elko instructors, material distribution is handled through the IAV Office. Due to the volume of material and the time required, materials to be faxed or e-mailed **MUST** be received by the IAV office 24 hours before class time.
- In Elko, materials and exams that need to be faxed, scanned, or e-mailed can be delivered to Brenda Wilkie in the IAV Office (Room HTC 106). Faculty can e-mail materials to **IAV-Elko@gbcnv.edu** for distribution.
- The process for ordering textbooks is different for full-time and adjunct instructors. Please check the GBC website for more information and to find out what has been ordered. ([http://www.gbcnv.edu/textbooks\\_2015\\_Spring/](http://www.gbcnv.edu/textbooks_2015_Spring/))



## Equipment



### **Behind the Scenes:**

IAV classes and meetings are connected through a special high speed digital data network called “NevadaNet”. The circuits run from Reno or Las Vegas to the GBC sites, providing the capabilities for two way audio and video connections between our classrooms.

If a class has three or more sites, this is called a “**multi-point conference**”. The system is “voice activated”, so you will see the students who are in the room with you on one TV and on the other TV you will see the students who are at the remote site *which spoke last*. A **point-to-point conference** will only consist of you and one other site.

The classes or conferences are automatically connected and disconnected by the “Renovo” scheduling and control software. The multipoint control units which perform the connections for all of our classes and meetings are managed by the support staff at **System Computing Services (SCS)** in Reno.

Classes scheduled on the network automatically dial in *10 minutes* before the scheduled time. The conference will end at *exactly the scheduled time*. So if a conference is scheduled from 1:00 p.m. until 2:15 p.m., the conference will connect at 12:50 p.m. and at 2:15 pm it will automatically be cut off. (NOTE: Classes feature an automated “end of session” announcement at five minutes before the disconnect time.)

### **In the Room:**

There are several different designs of IAV rooms at GBC, but all of them have many functions and components in common.

#### **Monitors:**

Two TV monitors or flat panel displays are positioned at the front of the classroom and two at the rear of the classroom. One of the monitors will display a view of the remote site(s) and the other will show the instructor or the visuals (i.e. document camera, computer) being used. The default for classes and meetings is to show the site that spoke last. Your facilitator is also able to change the system settings to show all of the sites simultaneously.

The Facilitator is responsible for switching the view between the instructor, graphics, video tape, and to the students in the class.

**\*Important Note:** In some classrooms, the sound from the remote sites and the VCR will come from the front TV speakers. Regardless, volume should be adjusted only by using the main Polycom remote.

#### **Polycom Codec:**

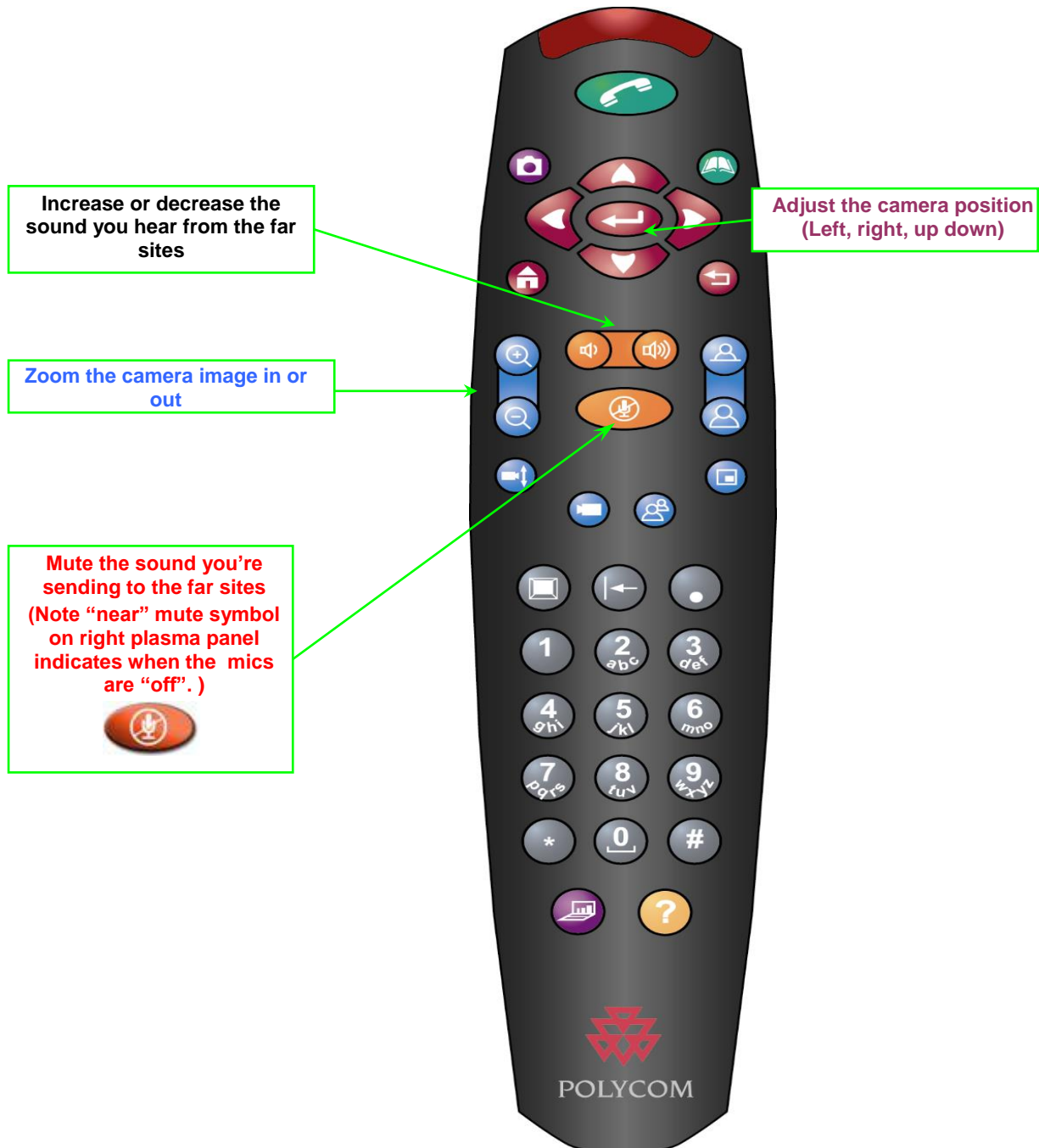
The Polycom equipment makes the connection into the IAV conference. In most rooms, this unit is often positioned on top of one of the TV monitors in the front of the room and is also the “main” or “student” camera. All other IAV equipment is connected to this unit. The main Polycom remote is used to adjust this camera.

## Classroom Controller:

In most of our classrooms, the Polycom remote control is used to switch cameras, adjust speaker volume, and mute the microphones. Several of our new classrooms use a computer touch screen in place of the remote controls to operate the camera and microphones.

## Polycom Remote Control:

In case of facilitator absence or if you are participating in an unfacilitated meeting, you can use this control to move the camera, adjust speaker volume, and mute the microphones.





## HDX 8000 Remote Control



### SPLIT SCREEN:

Use the “optional features” button to select “touch tones”. Then, do the “\*\*” command and select screen layout

### Rear (Instructor) Camera:

The rear camera is also referred to as the “instructor” camera. In older rooms, there is a second (Sony) remote control that is used to adjust the rear camera.

### Microphones:

There are generally 2 microphones in most IAV classrooms. When teaching, one mic should be positioned directly in front of you. The other mic should be placed in a location central to where the students are seated.

**\*Note:** The placement of the mics is **EXTREMELY** important. They are **HIGHLY** sensitive to sound. The slightest movement of paper or side conversations are greatly amplified at the other sites. Even though the noise that you hear seems barely audible, it is **VERY** distracting to the other sites.

### Document Camera (Elmo):

The document camera allows the instructor to show visual aids such as documents, objects, or hand written materials. The appropriate button must be selected to view the Elmo, the instructor camera, or the presentation computer.

Most units have selector buttons to move between the computer image and the document camera. It is important to know how the document camera in your room is set up. The focus



and zoom controls also differ among different models and both help make the image clearer for the students.

**\*Important Note:** If the students are having trouble seeing the visuals due to glare, it may help to adjust the lights or use blue paper. Using dark markers, ink, or type also makes the image clearer for the students.

### **VCR/DVD:**

A primary purpose of the VCR/DVD player is to play videos in class. The Facilitator will switch to the VCR and then your tape or disc can then be inserted and played. (NOTE: You will often see a higher quality DVD image if it is played in the presentation computer.) Another use of the VCR/DVD deck is to record IAV classes for backup in case a technical difficulty occurs. In most IAV rooms, classes can be recorded on either disc or tape. Please contact the IAV office if you have a special recording request.

### **Presentation Computer:**

Every IAV room is equipped with a computer that can be used by the instructor and the students to present a lesson, show a PowerPoint presentation, connect to an Internet site, or play a DVD.

In most locations, the sound from the computer plays through desktop speakers, located near the Elmo unit.

Many of our IAV room now have “SMARTBoard” interactive annotation devices.



**SMART Board**

The SMART Boards provide a good alternative to using the existing whiteboards in the classrooms for handwritten notes, or as a means to control and highlight PowerPoint or Web based materials.

**\*Important Note: Full-time and adjunct faculty must use their own Novell login and password to use the presentation computers.**

### **Fax Machine:**

Fax machines are located either in the IAV rooms or in the IAV (or site) offices. Faxes should *always* accompanied by a fax cover sheet. The fax cover sheet should include all pertinent information including: name of the class, name of the student, date, and the number

of pages.

***Important Note:*** Instructors teaching over IAV are encouraged to use WebCampus or e-mail for the distribution of class materials rather than depend on faxing to each site. Due to the volume of material and the time required, materials to be faxed **MUST** be brought to the IAV office 24 hours before class time.



## **IAV Policies**



### **Tape/Disc Distribution:**

- Classes are recorded only as a backup in case of a technical difficulty.
- If you wish to keep an archival copy of your class session, recordings can be made on DVD. Please complete a release and contact the IAV office if you would like discs made of your class.
- If a student requests a tape or disc:
  - \*The request must be eligible under the “reasonable accommodation” rules and approved by Julie Byrnes, Director of Services for Students with Disabilities.

### **RECORDINGS WILL BE RELEASED TO OTHER CAMPUSES ONLY IN THE EVENT OF A TECHNICAL PROBLEM!**

**\*Please be aware that the tapes in the classroom are reused. Unless otherwise requested, tapes will be reused within three days.**

### **Evaluations:**

- Evaluations of all classes will be carried out over a specific two week period at the end of each semester.
- Short Courses and “special date” classes will carry out evaluations the last day of the class.
- The evaluation process:
  - IAV staff will distribute evaluation packets to each of the Elko rooms and to all of the regional campuses and remote receiving sites.
  - The Facilitator at the origination site will conduct the evaluation. (The instructor is required to leave the room and complete the Faculty Information Form.) If a facilitator is not present at a remote site, support staff or a student can coordinate the evaluation at that location.
  - After the evaluations are complete, they must be returned to the envelope. **THE ENVELOPE WILL BE SEALED AND INITIALED BY THE FACILITATOR BEFORE LEAVING THE ROOM.**
  - The evaluations must be delivered by the facilitator or mailed by the campus support staff to the IAV Office at the Elko Campus.
  - The IAV office will collect all evaluations for each class and forward to the respective department support staff.

**\*It is mandatory that the students be given an opportunity to complete evaluations, but is not required to be completed by students**

## **Tips & Tricks for IAV Faculty:** **Interactive Video and Lecture Capture**

When you are moving a class from traditional to distance education, it is not necessary to start anew. The resources you have for the traditional course, if not directly transferable, will prove valuable as you move to interactive or online video delivery.

### **Here are some questions for you to consider as you revise your course(s) for IAV Delivery:**

- Review your goals, objectives, and outcomes for the course. Do they continue to apply? If not, make the necessary revisions
  
- Examine your assessments. Review the ways you will assess the goals, objectives, and outcomes. Will the assessment methods work for the distance education environment? If not, modify your assessment methods.
  
- Examine each of your modules or units. Keeping in mind, that it takes longer to cover the material in distance education environments, decide how you will make information available to the students. What will you need to include in your 10-15 minutes mini-lectures? What information can be obtained through inquiry-based projects or other student assignments? What can be covered in handouts, and documents that students read outside of class? If you are using a Web page for the course, what information can students obtain there? If you are using a learning management system, what information can be delivered by that means or by another means of on-line communication?
  
- Review your course presentation graphics. Are the materials in a format acceptable for the distance learning environment? Assess what needs to be done, if anything, to make the materials viewable by a distant audience.
  
- Examine your student activities. Which will easily adapt to the distance education environment? Which will work with some modifications? Which need to be replaced?
  
- Examine your course policies and procedures. Modify, if necessary, to accommodate the distance learning situation. For example, will you tape classes for students who are absent or only for those times when technical problems interfere with delivery? Will you offer on-line office hours? Will you provide your home phone number to the students at the distance sites?

### **Hints & Tips for Using Graphics with Interactive Video:**

As in any instructional setting, effective use of audio-visual aids can greatly enhance learning. Below are some general guidelines for visual presentations. These guidelines apply whether you are using hand written graphics or computer generated graphics.

#### **SCREEN ASPECT RATIO**

Pay attention to the screen's aspect ratio. The image delivered through the IAV system has a different shape than 8.5 x 11 paper, so make sure printed visuals fit within a 3 x 4 ratio. This is a horizontal format three units high and four units wide. It is recommended that you test your presentation on the monitor to ensure all information is viewable. (Note: The newer high-definition classroom system will allow a 16x9 video format, but your visuals may be "cropped" when received

at sites with older equipment.)

## **TEXT AND FONTS**

- Use large, bold text for instructional overheads. Large bold letters are easier to read than small, thin letters whether hand written or computer generated. Above all, text must be legible on the TV monitor.
- Viewers will also appreciate simple fonts and concise, bulleted information. Use key words and phrases only.
- Use a minimum of a 26-point font; however a 32-36 point font is usually easier to read. Fonts should be chosen for readability. Limit the number of different fonts to two per visual.
- Avoid using all capital letters. Typically you should use capital and lower case letters. Words are often recognized by their shape as much by their letters. By presenting data in all capitals the recognition factor is degraded.
- Keep the text and fonts consistent in a presentation. Use the same background and colors through the lesson. Text should typically be left aligned.
- Remember the rule of seven. No more than seven lines per page and no more than seven words per line. You should generally not have more than 20 – 25 words per graphic.
- Consider using word pictures to depict ideas instead of words. A word picture is a graphical representation of a concept or information. Use clip art to reinforce ideas. However, ensure the pictures are viewable on the screen.
- Highlight important data using bold, italics or color. Be consistent in your method of highlighting data. Use boxes or lines to separate ideas. Avoid underlining as it makes text difficult to read.
- Consider providing a student handout of your presentation with blank spaces for the students to complete. You may need to remove background colors if you are printing the handout from a computer presentation.
- When presenting spreadsheet data remember that all the data will not display on the TV monitor. It is recommended that instructors provide a handout of the data presented to make it easier for students to view.
- Allow time for viewing graphics. Display text materials (i.e., chart or list) long enough for a slower reader to read. Non-text material often requires less time (3-4 seconds).

## **COLOR**

- Use colors in the middle of the color spectrum. Use colors that provide a contrast. A dark background and light letters works well for IAV.
- Try to limit the colors to 2-3 compatible colors per visual. Avoid too much color to avoid confusion.
- Check your color choice on the TV. Remember some colors will look different on TV and no two monitors show exactly the same color. The image will also look different at the remote sites than it does on your computer screen.
- Avoid red and green together because many people with color deficiency cannot read these colors. They do not provide enough contrast.
- Light colored text with a dark background is preferable. Yellow on blue is common because it presents a clear, readable image. Test your color choice on the TV for readability.

## **GRAPHICS**

- When developing graphics remember the principle KISS (Keep it Short & Simple) Use only one idea per display.
- Leave lots of white space around a graphic. This is particularly important for PowerPoints.
- Use clip art or word pictures to reinforce an idea, but make sure it is legible.

### **Tips for Distance Education Classroom Interactivity:**

Interactivity is as important, if not more important, in the distance education environment as it is in the traditional classroom. Often distance education classes are more than the traditional 50-minute periods. Varying the activities to include student activities as well as mini-lectures from the instructor prevents students from becoming passive receivers of information via a TV monitor. A general rule of thumb says to vary your activities every fifteen minutes. Here are some tips for building interactivity into the IAV classroom.

#### **Vary your media for content delivery**

Often it is necessary to impart information to students via mini-lectures, video tapes, presentation graphics, etc. Here are some tips for adding variety and interactivity to those sessions.

##### \* Mini-lectures

- Keep lectures brief and to the point
- Chunk your lectures and provide periods of student/teacher, student/student, or student/content interaction in between the chunks
- Add variety: use humor, tell a story, assume a role, demonstrate

##### \* Use a Presentation Graphics Application (PowerPoint, etc.)

- Vary your slides (don't use all bullet slides; don't use all "builds")
- Vary your backgrounds from presentation to presentation
- Build some student activities into the presentation (i.e. display a slide with a question and have discussion; display a slide with a short quiz, display a slide where students have to fill in the blanks)
- Provide students with copies of the presentation so they can follow along and add their own comments

##### \* DVDs/Video Tapes/Streaming Video

- Keep video clips short
- Introduce the video clip and let the students know why it is important
- Have students watch the video and follow-up with a brief activity
- Have students watch the video from different points of view

##### \* Audio clips (video tape hints apply here)

##### \* Objects/materials on Elmo document camera

- Zoom in to show details

##### \* Video/audio conferencing with guests/experts

- Introduce guest/expert
- If the guest/expert can't be seen, use his/her picture
- Prepare with guest/expert prior to class to avoid "a talking head"

##### \* During discussion, rotate between sites with questions

**\*Important Note:** The originating site's class often speaks before another site has the opportunity. If half or more of your class is in Elko, call on Elko every other time, alternating with the other sites. You may have to remind your students to give the other sites a chance to speak.

**When possible, make a trip early in the semester to each site to teach the class and/or for**

## student appointments

- This lets the student feel like they actually “know” who you are.

**If your class runs in a 3 hour time block, please give your students at least 1 or 2 breaks!**



## LECTURE CAPTURE\*

### Preparing your Presentation

Before capturing your presentation or class, you should think about where it belongs in your lesson, what you want to say and what visuals will enhance the presentation's content. These considerations will help inform the [type of presentation](#) you choose. This section provides some information to consider as you prepare your presentation and recording (And of course, be sure to practice before you record!).

### Thinking About Your Video and Presentation

The following components are important to consider when planning a lesson. You may decide to include only certain components in the actual video (e.g. the introduction and content presentation), and include the rest in WebCampus. If you choose to deliver content, consider these key elements as you plan a lesson:

- **Introduction:** What is the focus of the lesson? How would you introduce this lesson in a Face-to-face environment? How would you engage the students? For instance, you might begin with an example, a thought provoking question or a discussion of how this content relates to their daily lives.
- **Learning Outcomes:** What are the intended learning outcomes after the student has completed this lesson? How will you evaluate whether a student has achieved these outcomes?
- **Readings:** What readings are relevant to the lesson? How and when should students encounter these materials?
- **Content Presentation:** What media are most suited for delivering and presenting the content of the lesson? Should you use a video, multiple videos or a combination of different media? For instance, you may provide a combination of direct textual instruction, a video, some additional instruction and a relevant link.
- **Assignments:** How do the assignments relate to the course goals, objectives and learning outcomes? Do you want to provide a short quiz, in addition to other assignments, to assess students' understanding of the content material?
- **Wrap-up:**

How can you tie together the lesson's content and activities to help students achieve the intended learning outcomes?

- **Closure:** Where can the student go to obtain more information? For instance, you might provide external links and additional resources.

## Scripting Your Presentation

Before recording your video, it's helpful to have a strong idea of what you want to say and how you want to say it. While a script isn't required, planning what you want to say before you record your presentation will help your presentation run smoothly. Planning can help eliminate filler words (such as "um," and "uh") and keep your presentation focused on the material you are presenting. Consider these points as you script and prepare your presentation:

- **Flow:** Aim at making your script as conversational as possible. Even if you plan or script your presentation, you want to sound natural, not like you're delivering a speech. Remember, too, that when recording a video you will not have the face-to-face feedback that guides you in the traditional classroom.
- **Outlines:** You may want to develop a basic outline to guide you as you record the video. This outline might take the form of bullet points or a concept map. Or, you may want to integrate your outline in the actual presentation as a visual roadmap to help students know where they are in the presentation process.
- **Length:** Divide longer lectures into three to twelve minute segments for recording. Doing so will make the material more accessible to students, and can help you prioritize and organize the topics for the students.

- **Reusability:**

Since the videos you create can be reusable learning objects, your script should avoid mentioning "timesensitive" information, such as the current term, and any due dates or assignments that may change from semester to semester.

Since you're not presenting the material in a traditional classroom, you may want to take these additional steps to make your video more effective for students:

- **Gain Attention:** Do something to capture the students' attention at the beginning of the video. You might consider using interesting images, telling a relevant story or providing some interesting facts.
- **Include Learning Outcomes:** If you include the learning outcomes for the video lesson at the beginning, students can engage the material and retain the information more effectively.
- **Highlight New Concepts:** Use visual and aural clues to highlight new concepts in the video. Allow time in the presentation for students to process the information.
- **Make Connections:** When introducing new material, reiterate how it relates to other concepts already covered in the course. This strategy works best in a course where the knowledge builds in a "standard" format, so if you frequently rearrange concepts and course materials, you may want to make specific connections in the materials supporting the video presentation.

## Using Visuals in Your Presentation

Visuals are one of the most important components of your video presentation, so it's important to consider how they'll be used in the lesson. A few points to keep in mind:

- **Start strong:** Your first slide should be your title slide, which you can use to provide some preliminary information about the structure and scope of your presentation.
- **Minimize text on the slides:** A text heavy slide will cause your audience to read the slide instead of listening to your narration. Visuals are better accompaniments to your narration.
- **Avoid reading from the slides:** Nothing is more boring than listening to someone read to you what you can read for yourself.
- **Use good slide design:** Use standard fonts, and use different font sizes for main points and secondary points. Limit the number, color and sizes of fonts in your presentation. Use proper capitalization and punctuation, and proofread your slides carefully. Limit or eliminate the use of slide animations and



transitions.

- **Incorporate effective graphics:** Use instructionally effective graphics (e.g., charts, diagrams and images), and avoid decorative graphics that don't add to your content.
- **Use branding when appropriate:** Make sure to incorporate any branding for your course or department, but try not to make the branding so specific that you can't reuse the presentation in different semesters and years.
- **Determine your own best practices:** If your presentation will become part of a larger library, consider the standards you want to incorporate into each video for unity and consistency (e.g., consistent title slides and review sections).
- **Preview your presentation:** Record your narration for the entire presentation as if you were presenting it. Then, run your presentation, and sit back and listen. You'll gain an entirely different perspective when you pretend to be the audience. Listening to your presentation enables you to pick up much more easily on awkward moments, unclear passages and boring spots in need of revision.
- **Provide students with a downloadable, printable version:** Use the "Print Handouts" option to create a PDF handout students can print and take notes on while listening to the presentation. You might even consider leaving some information blank on the printout to encourage note taking.
- **Determine when and how many animations to add to the slides:** If you include animations in the slides, it's important to consider when to add animations and how many animations to add. Include only the types of animations that will make an impact on viewers, not animations that could be distracting.
- **Use animations and visuals consistently:** For a visually consistent presentation, limit the number of different animations you apply.

## Practicing Your Presentation

Before you record your video, be sure to practice your presentation! Time yourself to make sure you're making the points you want to make in an appropriate timeframe. If your presentation is longer than 12 minutes, you may want to split it up into smaller sections.

## What to Wear

If you (or another subject) will be seen in the recording, please wear either light or Dark colored clothing (but avoid solid white, bright red and black clothes). Please avoid anything with a small, fine or tight pattern, such as plaids or stripes, and please leave any large or shiny jewelry in your jewelry box at home. These accessories can be visually distracting for viewers.

\*References:

NC State University, My Mediasite Best Practices, Retrieved July 8, 2015,  
[http://delta.ncsu.edu/assets/MyMediasite\\_BestPracticesArticle.pdf](http://delta.ncsu.edu/assets/MyMediasite_BestPracticesArticle.pdf)

# **Appendix**

- Example of FERPA Confidentiality Form
- IAV Directory



**FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT  
ACKNOWLEDGMENT**

I understand that by the virtue of my employment with Great Basin College I may have access to records which contain individually identifiable information, the disclosure of which is prohibited by the Family Educational Right and Privacy Act of 1974 (FERP A).

I acknowledge that I fully understand that the intentional disclosure by me of this information to any unauthorized person could subject me to criminal and civil penalties imposed by law. I therefore agree not to disclose personally identifiable information of any student except as provided by the Family Educational Rights and Privacy Act.

**NAME (print):** \_\_\_\_\_

I further acknowledge that such willful or unauthorized disclosure also violates Great Basin College's policy and could constitute just cause for disciplinary action including termination of my employment regardless of whether criminal or civil penalties are imposed.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **EXAMPLES OF BREACHES OF CONFIDENTIALITY:**

### **Accessing confidential information that is not within the scope of your duties**

- Unauthorized reading of student information
- Unauthorized reading of student grades
- Accessing or reading information you do not "need-to-know" for the proper execution of your duties

### **Disclosing to person confidential information or giving them access to confidential information.**

- Telling another person where confidential materials can be accessed or giving them your key to a room or cabinet where confidential information is stored.

### **Intentional or negligent mishandling or destruction of confidential information.**

- Leaving confidential information (i.e., student lists, student work, etc) in areas outside of your work area.
- Disposing of confidential information in a non-approved container such as a trash can (confidential information must be shredded).

### **Misusing, disclosing without proper authorization or altering confidential information.**

- Making or changing marks on a student's test or other class work.
- Sharing or reproducing student information or information about their class work with unauthorized personnel.
- Discussing confidential information in a public area such as a hall or lunch room.

### **The Following Information is Considered Confidential.**

- Social Security number
- Grades
- Grade point average (GPA)
- Citizenship
- Gender
- Religious preferences

**Note: Should a student sign a FERP A Disclosure Opt-out Form, then ALL their information is considered confidential.**

## IAV CONTACT INFORMATION:

### Technical Support

#### IAV Office

Elko HTC-106

Daytime

Cell Number:

FAX

(775) 753-2306 or

(775) 753-2159

(775) 340-9479

(775) 753-2160

System Computing Services/Reno

(800) 815-9462 at voice prompt, press 1

**GREAT BASIN COLLEGE**  
**Satellite Centers and Branch Campus Information List**  
**2015-2016 Academic Year**

| <b>REGIONAL COORDINATORS &amp; DIRECTORS</b>  |   |
|---|---|
| <b>AMARAGOSA VALLEY Coord.: Diane Wrightman</b><br>775-727-2017<br>551 East Calvada Blvd<br>Pahrump, NV 89048<br><a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>   | <b>EUREKA Coordinator: (contact Ely for scheduling)</b><br>Fax 775-237-6050<br>Box 85<br>Eureka, NV 89316   |
| <b>AUSTIN Coordinator: Jill Chambliss</b><br>775-635-2318<br>775-635-0340 (FAX)<br>835 N. 2 <sup>nd</sup><br>Battle Mountain, NV 89820  | <b>GABBS Coordinator: Diane Wrightman</b><br>775-727-2017<br>551 East Calvada Blvd<br>Pahrump, NV 89048<br><a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>   |
| <b>BATTLE MOUNTAIN Coordinator: Jill Chambliss</b><br>775-635-2318<br>775-635-0340 (FAX)<br>835 N. 2 <sup>nd</sup><br>Battle Mountain, NV 89820<br><a href="mailto:jill.chambliss@gbcnv.edu">jill.chambliss@gbcnv.edu</a><br><a href="mailto:iav-battlemt@gbcnv.edu">iav-battlemt@gbcnv.edu</a> | <b>HAWTHORNE Contact: Shelly Lovitt</b><br>775-945-9015<br>751 A. Street, Room #38<br>Hawthorne, NV 89415<br><a href="mailto:lovitts@mineral.k12.nv.us">lovitts@mineral.k12.nv.us</a>   |
| <b>BEATTY Coordinator: Diane Wrightman</b><br>775-727-2017<br>551 East Calvada Blvd<br>Pahrump, NV 89048<br><a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a>  | <b>JACKPOT Contact: Robert Hannu</b><br>775-753-2306<br>775-753-2160 (FAX)<br>1500 College Parkway<br>Elko, NV 89801<br><a href="mailto:robert.hannu@gbcnv.edu">robert.hannu@gbcnv.edu</a>  |
| <b>CARLIN Contact: Robert Hannu</b><br>775-753-2306<br>775-753-2160 (FAX)<br>1500 College Parkway<br>Elko, NV 89801<br><a href="mailto:robert.hannu@gbcnv.edu">robert.hannu@gbcnv.edu</a>   | <b>LOVELOCK Contact: Matt Schottel or Pat Harmon</b><br>775-273-7362 (Voice/Fax)<br>775-273-2625 (PCHS) or 775-273 4994 (Learning Center)<br>765 Western Avenue<br>Lovelock, NV 89419<br><a href="mailto:mschottel@pershing.k12.nv.us">mschottel@pershing.k12.nv.us</a> or cell 775-223-8797<br><a href="mailto:pharmon@pershing.k12.nv.us">pharmon@pershing.k12.nv.us</a> or cell 775-388-8141 |

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| <p><b>CRESCENT VALLEY Coordinator: Jill Chambliss</b><br/> 775-635-2318<br/> 775-635-0340 (FAX)<br/> 835 N. 2<sup>nd</sup><br/> Battle Mountain, NV 89820</p>  | <p><b>MCDERMITT Coordinator: Mary Lynn Hill</b><br/> 775-532-8761<br/> 775-532-8017 (FAX)<br/> P.O. Box 98<br/> McDermitt, NV 89421<br/> <a href="mailto:mhill@humboldt.k12.nv.us">mhill@humboldt.k12.nv.us</a></p>  |
| <p><b>ELY Director: Veronica Nelson</b><br/> 775-289-3589<br/> 775-289-3599 (FAX)<br/> 2115 Bobcat Drive<br/> Ely, NV 89301<br/> <a href="mailto:veronica.nelson@gbcnv.edu">veronica.nelson@gbcnv.edu</a><br/> <a href="mailto:iav-ely@gbcnv.edu">iav-ely@gbcnv.edu</a></p>  | <p><b>OWYHEE Coordinator: Lynne Kaiko</b><br/> 775-757-3025 (Office)<br/> 775-757-2290 (FAX)<br/> 775-385-9388 (cell)<br/> P.O. Box 336 (home)<br/> 300 College Avenue<br/> Owyhee, NV 89832<br/> lbkw01@yahoo.com<br/> <a href="mailto:iav-owyhee@gbcnv.edu">iav-owyhee@gbcnv.edu</a></p>   |
| <p><b>PAHRUMP Director: Diane Wrightman</b><br/> 775-727-2017<br/> 775-727-2014 (FAX)<br/> 551 East Calvada Blvd<br/> Pahrump, NV 89048<br/> <a href="mailto:diane.wrightman@gbcnv.edu">diane.wrightman@gbcnv.edu</a><br/> <a href="mailto:iav-pahrump@gbcnv.edu">iav-pahrump@gbcnv.edu</a></p>                                    | <p><b>WELLS Coordinator: Cynthia (Cindy) Pearson</b><br/> 775-752-3603 (Campus)<br/> 775-385-5030 (Cell)<br/> 775-752-3590 (FAX)<br/> P.O. Box 294<br/> Wells, NV 89835<br/> <a href="mailto:cindypears@gmail.com">cindypears@gmail.com</a><br/> <a href="mailto:iav-wells@gbcnv.edu">iav-wells@gbcnv.edu</a></p>  |
| <p><b>ROUND MTN Coordinator: Diane Wrightman</b><br/> 775-727-2017<br/> 551 East Calvada Blvd<br/> Pahrump, NV 89048</p>   | <p><b>WENDOVER Coordinator: Yasmin Sandoval</b><br/> 321-945-9612 (Cell)<br/> 775-664-2287 (Classroom Phone/FAX)<br/> 2000 Elko Ave<br/> West Wendover, NV 89833<br/> PO Box 4076<br/> West Wendover, NV 89883<br/> <a href="mailto:yasmin.sandoval@yahoo.com">yasmin.sandoval@yahoo.com</a><br/> <a href="mailto:iav-wendover@gbcnv.edu">iav-wendover@gbcnv.edu</a></p> |
| <p><b>TONOPAH Coordinator: Krista Wharff</b><br/> 775-482-2013 (FAX)<br/> 775-482-2010 (Office)<br/> GBC Tonopah<br/> c/o Krista Wharff<br/> PO Box 298<br/> Goldfield, NV 89013<br/> <a href="mailto:krista.wharff@gbcnv.edu">krista.wharff@gbcnv.edu</a><br/> <a href="mailto:gbctonopah@gmail.com">gbctonopah@gmail.com</a></p> | <p><b>WINNEMUCCA Director: Lisa Campbell</b><br/> 775-623-4824<br/> 775-623-1812 (FAX)<br/> 5490 Kluncky Canyon Road<br/> Winnemucca, NV 89445<br/> <a href="mailto:lisa.campbell@gbcnv.edu">lisa.campbell@gbcnv.edu</a><br/> <a href="mailto:iav-winnemucca@gbcnv.edu">iav-winnemucca@gbcnv.edu</a></p>   |