



# Interactive Video Faculty Handbook



**2020**





## **Welcome to Interactive Video at Great Basin College!**

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 families. Here at GBC, we strive to provide quality education to these students.

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 serves 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.

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

IAV Office at (775) 753-2159 ([iav-elko@gbcnv.edu](mailto:iav-elko@gbcnv.edu))

Alberto Jimenez at (775) 753-2306 ([alberto.jimenez@gbcnv.edu](mailto:alberto.jimenez@gbcnv.edu))



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# **IAV Terminology**

## **Content/Graphics**

Content is the media being sent through the Polycom from one site to another, in addition to the video stream from the camera. Content generally consists of what is on the Presentation Computer or the Document Camera (see “IAV Classroom Equipment” section of this document). “Sending content” allows for all connected offsites to see and hear what is on the Presentation Computer in full motion or see the Document Camera in limited motion. As the instructor, you will generally be the one sending the content rather than receiving, unless the students at the offsites are giving presentations that contain media elements.

## **Far-end**

The far-end (also referred to as the “offsite”) is any site in an IAV conference/class other than the one you are currently at. For instance, if you are in an IAV conference in Elko, connected to Battle Mountain and Pahrump, both Battle Mountain and Pahrump would be the far-end, though they would consider Elko the far-end.

## **Lecture Capture**

“Lecture Capture classes” refers to classes that use Mediasite recordings for the purpose of publishing online, particularly within WebCampus.

## **Mediasite**

The Mediasite is the unit that is used to digitally record some classes. These capture the instructor camera and Presentation PC/Document Camera **at all times** when actively recording.

## **Near-end**

The near-end refers to whatever site within an IAV conference/class that you are currently at. For instance, if you are in an IAV conference in Elko, connected to Battle Mountain and Pahrump, Elko would be the near-end. Battle Mountain and Pahrump would each consider themselves the near-end.

## **Offsite/Receiving Site**

A receiving site is any site connected to an originating site. In an IAV class, the offsites are any classrooms with students but no instructor.

## **Originating/Sending Site**

The originating, or “sending,” site is the site in charge of the conference. In an IAV class, the classroom with the instructor is the sending site.

## **Polycom**

The Polycom is the unit that is used to connect IAV conferences. All other IAV equipment is connected to this unit. The main Polycom remote is used to control the majority of the classroom equipment and will be used primarily by facilitators.

## **Site**

A site is each participating room or group in an IAV conference/class.

# **IAV Responsibilities**

## **Your Role as GBC Faculty –**

- Maintaining the classroom
- Bringing class handouts to class and seeing that they are distributed to other sites
- Setting policy regarding 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
- Communicating with IAV staff regarding class cancellation and abnormal scheduling
- In the case that a facilitator is not assigned for a site, the instructor should notify the site staff of an upcoming test or quiz, as well as any issues that occur

## **Facilitators –**

- Arriving to class **10 minutes before** it 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 the instructor's general class policy
- Taking class attendance
- Proctoring quizzes and exams per instructor directions
- Copying or faxing materials for the instructor, if necessary

## **Director, Interactive Video and Classroom Technology – Alberto Jimenez**

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

## **IAV Office Staff –**

- Overseeing daytime operations in the Interactive Video Office
- Preparing/distributing IAV class materials for receiving sites
- Assisting IAV Director with IAV scheduling
- Hiring, training, and supervising Elko IAV Facilitators
- Providing general information in association with 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 –**

- 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

**Lead Facilitators –**

- Overseeing evening operations in the Interactive Video Office
- Ensuring facilitators are present
- Assisting facilitators and faculty in material distribution and equipment operation



# **General Class Policies**

## **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 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 themselves and the instructor. Then, if an 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 should become familiar with the role of their facilitator**

- The facilitator at the originating 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, the facilitator is not 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.
- In Elko, materials, and exams that need to be faxed, scanned, or e-mailed can be delivered to the IAV Office (HTC 106). Faculty can e-mail materials to **IAV-Elko@gbcnv.edu** for distribution.
- 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.

# Access and Distribution of Recorded Instructional Materials

To provide quality distance delivery of classes to students, Great Basin College IAV records requested IAV meetings and **ALL** originating IAV classes. Recordings are made either on videotape (VHS) or on digital file through a Mediasite (Lecture Capture) system. VHS recordings can be converted into Mediasite files when needed.

Please communicate with your facilitator regarding when you would like your Lecture Capture recorded classes to begin/pause/end. Under no circumstances should you ask the facilitator **not** to record a regularly scheduled class. Recordings may be *paused* during breaks or while sharing sensitive information.

Please talk to your facilitator or contact the IAV Office to make a request. The appropriate form will be given to you. In the case of student use, recording releases must be filled out **by the instructor** who will also be in charge of appropriate distribution.

## **Policy**

For the purpose of providing quality distance delivery of classes to students, faculty and staff of Great Basin College shall record certain classes or presentations to be used in classes. Classes shall be recorded primarily under two circumstances. One is the recording of interactive video (IAV) class sessions for the purpose of using the recordings for technical backup. The second is instructor use of recordings for editing and redistribution through the Internet as a “lecture capture” segment of an online, live, or hybrid class. In some cases, recordings may be used for both purposes. Recordings are made either on videotape (IAV) or through a digital recording (IAV or lecture capture).

Other class-related uses of class recordings shall be under one of the following conditions, and should generally only be necessary for IAV classes:

1. The instructor requests the use of the recording for use in reviewing or evaluating presentations made within a class. A “Class Recording Release Form” must be filled out by the instructor for this purpose.
2. By filling out a “Class Recording Release Form,” the instructor of a class may give permission for a student or group of students to view a recording.
3. For faculty members in their probationary period for tenure or mentoring, members of the tenure or mentoring committees may view recordings that are parts of classes. This is to assist in the mentoring process and assure the quality of instruction. The instructor should be given

notice when recorded material within classes is going to be viewed.

Otherwise, recordings shall not be viewed by others except with due cause regarding violations of GBC or NSHE policies within a class setting. The only persons authorized to view recordings under such conditions shall be administrators supervising the position instructing the class or those designated by the President of the College. Recordings shall not be retained deliberately for review without cause and shall not be viewed otherwise unless authorized by the instructor.

This policy shall in no way violate intellectual property or academic freedom policies of GBC or NSHE.

Any grievances related to this policy will be addressed through GBC's existing grievance procedures.

### **Recording Procedures**

#### 1) IAV Class Recordings

- a. IAV classes will be recorded for technical backup in the event of disruptions or loss of broadcast of the synchronous signal to one or more class delivery sites. The recording may be either on videotape or through a digital recording.
- b. Recordings will be retained for at least 24 hours, or in the case of videotape until they are recorded over.
- c. In the event a site does not receive an IAV broadcast, the recording will be made available to students registered in the class at that site. If the recording is on videotape, it will be transferred to DVD to be sent to the site.
- d. If the recording is available as a digital recording, the link shall be made available to students by the instructor for viewing until it is deleted by the instructor.
- e. Students may only view the backup DVD recording at the GBC delivery site where the student is registered.

#### 2) Lecture Capture Recordings

- a. Lecture capture recordings may be created either in a stand-alone studio setting or as a recording in the presence of an IAV, face-to-face, or hybrid class. If the recording is used for the dual purpose of technical backup for the IAV class, it must be available for that purpose.
- b. After the original lecture capture recording has been made, it may then be deleted or edited for use within its intended online class or as a class enhancement. There is no requirement of retaining segments of a recording that is edited out.

- 3) Viewing of Recordings Outside of Class Use
- a. Only administrators supervising the position instructing a class or those designated by the President of the College are authorized to initially view a recording. This shall only be for cause.
  - b. A written request to view the recording shall be sent from the supervising administrator or other person designated by the President to the Office for Classroom Technology.
  - c. The faculty member and/or student(s) involved will receive notification of viewing the video.
  - d. The Office for Classroom Technology will provide a secure copy of the recording to the administrator or President's designee.
  - e. If it is determined that others should view the recording, it is the responsibility of the supervising administrator or President's designee to determine who may view the video. A record of who views the video shall be kept.

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



# **Section Two**

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# **IAV Classroom 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**”. 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.

### **Polycom Remote**

In most of our classrooms, the Polycom remote control is used to switch cameras, adjust speaker volume, and mute the microphones. The remote is generally silver and recognizable (labeled pictures are located in the “Polycom Remote Controls” section of this document).

Several of our new classrooms use a computer touch panel in place of (or in tandem with) the remote controls to operate the camera and microphones. Controlling volume, sending content, and splitting screens will be done with this remote or its accompanying touch panel.

### **Front (Student) Camera**

The front camera is also referred to as the “student” camera. In some larger rooms, there may be two student cameras. These are mounted on the front wall of the classroom and are used to show the tables and surrounding area from that direction. This camera is usually near you and should be used if you are attempting to place an object close to a camera.

More experienced facilitators may be able to operate the far-end cameras in **some** offsite rooms.

Pressing “2” on the Polycom controls in most rooms will switch to a broad student camera view which can then be maneuvered as desired using the arrow and zoom buttons.

## Rear (Instructor) Camera

The rear camera is also referred to as the “instructor” camera. This is mounted on the back wall of the classroom and is used to show the instructor station and surrounding area from that direction. Facilitators are responsible for positioning and switching cameras. Please communicate preference regarding camera use/angles with each of your facilitators.

Pressing “1” on the Polycom controls in most rooms will switch to an instructor station camera view which can then be maneuvered as desired using the arrow and zoom buttons.

## Monitors and Content

Two flat-panel displays are positioned at the front of the classroom and two at the rear of the classroom. One monitor in each pair will show the local classroom view (near-end video) as well as content when being sent/received. The other monitor will display a view of the remote site(s) (far-end video). This will be the same format in the sites to which you are connected, with respect to their own near and far ends. Whatever the *camera* shows as your near-end will be viewed full-screen on the offsites’ far-end monitor, even when content is being sent/received.

The default for classes and meetings is to show one offsite on the far-end monitor at a time. The system is voice-activated, meaning that the screen will show the site who spoke last in full screen. Your facilitator has the capability to change the system settings to show all connected sites simultaneously. This is called “splitting the screens.” The facilitator will need to know how many sites are connected in order to do this properly. Each site controls their own monitors and **must split their own screens** if desired. It should generally be assumed that your offsite students only see their own center and the site that last spoke.

### Splitting the screens

Splitting the screens allows you to view all connected centers at once. For rooms with an HDX 8000 Remote Control (see “Polycom Remote Controls” section of this document), press the “option” button on the Polycom remote control, then scroll to “touch tones”, press “\*” twice and select the display you want using the number keys. The specific process will vary in certain rooms.

For rooms with a Group Series Remote Control (see “Polycom Remote Controls” section of this document), press the “menu screen” button, select “more” all the way to the right on the monitor, select “Participant Layout,” then choose your desired screen split.

### **Rooms with touch-panels still contain Polycom remotes that can/should be used to split the screens.**

When you are sending content (or receiving it from another site) the content being sent will take over the near-end monitor and you will see your own near-end camera view as a picture within a picture (PIP). Whether content is being sent or received, it will **always** show on the site’s near-end monitor, allowing for the far-end to be seen as clearly as before. When you are sending content, your offsite students will still see you full-screen.

Sometimes the PIP will obstruct the offsite's view of content being sent. The PIP can be moved by some more knowledgeable facilitators, but each site **can only move their own PIP**. It is best to avoid placing necessary information in the top right corner of the screen, as that is generally where the other sites will see themselves as the PIP.

The facilitator is responsible for sending content. In rooms with the HDX 8000 Remote Control, content is sent by pressing the "content" button on the top right below "power" and the display screen, other rooms vary. Communicating with your facilitator regarding when you would like content sent/unsent is key to running a smooth IAV class.

## **Audio**

Nearly all volume within an IAV classroom should be controlled by the Polycom remote. In some classrooms, the sound from the offsites and the VCR will come from the front TV speakers. Regardless, the volume should be adjusted only by using the Polycom remote.

In most classrooms, the sound from the Presentation Computer can only be heard through the Polycom, and content must be sent in order to hear videos or any other computer audio. This applies even when no conference is taking place.

## **Microphones**

There are at least 2 microphones in the IAV classrooms. When teaching, one mic should be positioned directly in front of you. Some larger classrooms may have a lapel mic for the instructor, these are highly suggested when using lecture capture. Batteries on lapel mics should be checked before class begins

There are two types of microphones, "table mics" and "ceiling mics."

Microphones are very sensitive. Unless you have voiced other preferences to the offsite facilitators, sites who are not currently speaking should remain muted to minimize distracting noises in the classroom.

When the microphones are muted at your location, a small icon resembling a microphone with a slash through it will appear on the near-end monitor. If this symbol is not showing on the monitor, this means the microphones are active.

Table mics have one button and glow red when muted, green when active. The button can be used to mute and unmute the microphones, which can also be done using the Polycom remote. The classrooms that have microphones on the tables should have them placed in areas where the students are located. They can easily be moved but this should **ONLY** be done when the microphones are muted.

Several of our classrooms utilize ceiling-mounted microphones, these cannot be repositioned. Speakers should be aware of where the nearest ceiling microphones are located. These ceiling mics can only be controlled using the Polycom remote.

**Instructors should communicate with their facilitator when they would like to be muted or unmuted.**

**Microphones can only be muted at their own site.**

### **Document Camera (Elmo)**

The document camera allows the instructor to show visual aids such as documents, objects, or handwritten 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. These buttons have icons of the document camera itself and a computer/laptop **and must be used by the instructor to switch between the two.** This switch affects what is being shown on the Smartboard as well as what is being sent as content.

In some rooms, switching between the Document Camera and the Presentation Computer may cause the Polycom to quit sending content, or may cause the Smartboard to need calibration. Ask your facilitator with assistance if either of these issues occur.

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.

### **Presentation Computer (Instructor PC)/Smartboards**

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

Most of our IAV rooms 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. Facilitators have some training with SMARTBoards. For major

issues please contact computer services.

**For information regarding SmartBoard/Smart Notebook training, contact:**

**Tom Cunningham**

**HTC 115**

**753-2104**

[thomas.cunningham@gbcnv.edu](mailto:thomas.cunningham@gbcnv.edu)

## **VCR/DVD**

The primary purpose of the VCR/DVD player is to play videos in class. DVD images will be higher quality and more easily controlled by the instructor if played through the Presentation Computer. Some DVDs have copyright protection and will show a red screen when this method is used. If this issue occurs or if you would like to play a VHS, the facilitator will switch to the VCR and then your tape or disc can then be inserted and played. A remote for the VCR will be in the “remotes” drawer at the facilitator’s station.

When using the VCR/DVD player, the media will take place of the near-end video. The other sites will not be able to see the instructor or the originating classroom. There will be no PIP for the site playing the media. If content is still being sent, the DVD or VHS will only show in the PIP instead of full-screen. If this issue occurs, ask your facilitator to quit sending content.

## **Fax Machine**

Fax machines are located either in the IAV rooms or in the IAV (or site) offices. Faxes should *always* be accompanied by a fax cover sheet. The fax cover sheet should include all pertinent information including the 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.*



# Polycom Controls

## Remote Basics

In the case of facilitator absence or if you are participating in an unfacilitated meeting, you can use the remote control to place calls (if needed), adjust the volume, operate the cameras, mute/unmute microphones, navigate screens, and select options. The remotes should be pointed at or near the Polycom cameras to work properly.

The four arrow keys are used to control the near-end camera when no option screens are selected.

## HDX 8000 Remote Control

Press “Content” (upper right corner, below Power button and display screen) to send/unsend content.

### HDX 8000 Remote Control



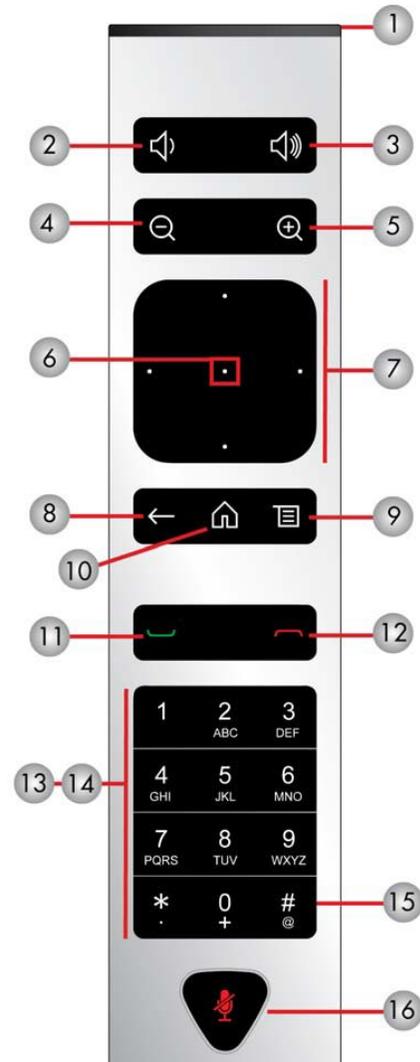
## SPLIT SCREEN:

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

## The Group Series Remote

This remote is almost exclusively used in classrooms with touch screens that replace the majority of its features. Splitting screens with this remote is done through the menu screen (press button labeled “9” on the below chart) on the monitors.

Number	Description
1	LED IR emitter
2	Decrease speaker volume
3	Increase speaker volume
4	Zoom camera out
5	Zoom camera in
6	<b>Select button</b> - Press center button to select highlighted menu item
7	Navigate through menu items using the Up, Down, Left, and Right buttons; pan/tilt the camera
8	Delete letters or numbers or go back to a previous screen
9	Display the Menu screen.
10	Return to the Home screen
11	Place or answer a call
12	End or reject a call
13	Enter letters or numbers
14	In camera control mode, move the camera to a stored preset or press and hold a number to store a preset
15	Generate touch (DTMF) tones
16	Mute a microphone





# **Section Three**

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## **Tips & Tricks for IAV Faculty**

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 online 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 record classes for students who are absent or only for those times when technical problems interfere with delivery? Will you offer online office hours? Will you provide your home phone number to the students at the distance sites?

### **Hints & Tips for Using Graphics/Content 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 handwritten 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” or “squeezed” 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 handwritten or computer-generated. Above all, the text must be legible on the TV monitor.
- Viewers will also appreciate simple fonts and concise, bulleted information. Use keywords 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 throughout the lesson. The 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 the 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. The nontext material often requires less time (3-4 seconds).

## **Color**

- Use colors in the middle of the color spectrum. Use colors that provide contrast. A dark background and light letters work 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 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 a 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, videotapes, 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, and 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 a 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 (videotape 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 a guest/expert prior to class to avoid "a talking head"
- \* During the 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 time-sensitive 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 that 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)



# **Syllabus Statement**

**Lecture Capture:** Lectures in this course may be recorded in video format by Great Basin College. The recording may be used by Great Basin College for the purposes of instructional material in a password protected area available for course participants. Any person who does not wish to physically appear in the recording should sit in designated areas for non-recording.

