



North Dakota Interactive Video Network



FACULTY



HANDBOOK



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INTRODUCTION TO IVN VIDEOCONFERENCING

The North Dakota Interactive Video Network (IVN) is a statewide videoconferencing system established in 1990 to provide higher education opportunities in communities where specialized college degrees are not available. The system is also used for public and private meetings, workshops, hearings, interviews, and professional development seminars.

The North Dakota STAGEnet provides increased telecommunications bandwidth for the North Dakota University System (NDUS) campuses, state agencies, K-12 schools and other locations throughout the state. The new state network not only provides high speed Internet access, it also offers the potential to use Internet Protocol (IP) videoconferencing (H.323 Standard).

What is video conferencing?

IVN provides two way audio and video communications throughout the state. IVN classrooms are located in all 11 North Dakota University System campuses, the State Capitol, the State Hospital, the tribal colleges, NDSU Research Extension Centers, and K-12 schools.

Credit classes and other events held over IVN have greatly reduced the time and expense required for travel to a single location. Two or more sites can be connected for each IVN event and multiple events can be scheduled simultaneously.

How does the IVN system work?

As an instructor, you will see and hear people at the other sites through the use of TV monitors, video cameras and microphones. They also have the ability to see and hear you on monitors located in their sites.

At your site, one monitor will show your current room and another monitor will show one of the remote sites. A technician will operate the camera(s) so you can concentrate on your presentation.

Switching from site to site is voice activated. Students will communicate through microphones located on the tables and a separate table microphone is provided for the instructor on the console.

Once the program has started, assume the microphones are on at all times. Side comments will be heard by everyone on the system.

You can only see one (1) remote site at a time and because the system is voice activated, the system automatically switches to the site from which a person is speaking.

If two people say something at the same time, the person who speaks the longest and/or loudest is the one you will see.

If you want to look at a different location than the one currently on your remote monitor, ask someone at another site a question. For example, "Minot, what do you think of the new state law regarding student attendance we have been discussing?" Once a person begins speaking, you and all the participating sites will see the Minot site.

As the instructor, you may wish to establish a protocol on how you want to handle the microphone system. Do you want the mics turned on during the entire class, muted or what? Inform your classroom technician when you want the mikes muted. Your procedure answering questions, etc can be included in your syllabus as well.

Audio/visual Equipment

Other equipment available at your site may include a visual presenter (overhead projector) and VCR. Some sites may provide laptop computers for a PowerPoint presentation or you may need to bring your own. Check with your campus' site coordinator to determine what media is accessible to you.

Roles and Responsibilities

The role of the instructor will not differ much from his/her role in a face-to-face classroom. The only difference is other individuals are involved in the videoconference process. Using videoconferencing becomes more of a team concept because other individuals are involved in making the class a success.

Site Coordinator

The Site Coordinator is the person designated by the campus (or site) to coordinate the details in scheduling the video conference. This individual is your key contact and provides a link among the educational institutions, students, instructors, system scheduling, campus personnel, and users in the community. The Site Coordinator handles the local arrangements for interactive video classes and other events held in the classroom. It is important to contact the site coordinator when making arrangements in visiting another site, equipment or testing purposes due to the fees required by campuses to reimburse technicians.

Technical Coordinator

The Technical Coordinator is the person designated by the site (campus) to coordinate technical details in classroom maintenance and operation. The Technical Coordinator works in cooperation with the Site Coordinator to provide technical support in the classrooms necessary for efficient operation. This position will provide a technical link with statewide technical personnel and other Technical Coordinators.

The Technical Coordinator is not required to know all of the technical details regarding the operation of the communications and classroom equipment, but needs to know how to make adjustments to the equipment and is responsible for the daily operation of the video classroom. When a problem develops with the equipment, the Technical Coordinator should identify and fix the problem if it is within his/her expertise. If the problem is more difficult, the Technical Coordinator should contact a network technician and report it, providing as many details as possible.

Classroom Technician

The classroom technician is responsible for operating IVN room equipment during all classes/events as assigned by the Technical Coordinator. Each host campus is required to have a technician in the room monitoring the equipment. Receiving sites will have a technician monitor more than one classroom. If you require a technician in the classroom at the receiving sites at all times, you need to work with the site coordinator on these details.

The classroom technician makes sure equipment is up and running at least 10 minutes prior to each event. He/she will also conduct site roll call 10 minutes prior to event or delegate to another site if necessary. They are responsible for monitoring the operation of the equipment throughout the event. The classroom technician will also report any technical difficulties and make sure the problem is resolved quickly and with as little disruption as possible to the event.

The classroom technician also assists with distribution of any handouts and can assist with proctor tests if need be. Arrangements need to be made with the site coordinator at least one week prior.

INSTRUCTIONAL PREPARATION

In developing a distance education course, the core content remains basically the same, although presenting often takes more advance preparation than it does for traditional courses. When planning course material, regardless of the medium, the instructor should consider the needs for the course. It is important to focus on the learning process. One of the goals is to create an environment that facilitates collaboration among students and to assist the learner in creating new knowledge.

As technology is used to enhance teaching and learning, instructors tend to be forced to re-think their approach to how the material is presented. IVN encourages instructors not to rely solely on lecture as a format for delivering material. Creativity thrives and technology provides instructors with the opportunity to incorporate a variety of pedagogical strategies.

Work with the Site Coordinator on classroom logistics, the distribution of materials for the course, examination procedures, student services and/or other special needs specific to the course.

Where Do I Start?

The most common questions are:

- How much time will I need to invest in the interactive video delivery of a course?
- How long will it take to present the material via distance education as compared to the traditional classroom?
- How will I convert existing materials for IVN delivery?
- How will I engage students and stimulate interaction?

Focus on the course content and not the technology:

- What do I plan to teach?
- What are my goals for student learning?
- What will be some of the instructional strategies that I will incorporate into my teaching?
- Who will I be teaching to?
- What information do I need to convey to assure that students are competent in the subject area?
- What are the procedures I need to consider when offering a course via distance education?
- How will I assess student learning?

Getting Started

- Begin with a course proposal outline.
- Prepare a detailed outline of the material you anticipate presenting.
- Determine the number of general topics you would like to discuss and make note of them.
- Use clear, concise running notes so the causal reader will understand what it is you are trying to convey.
- Determine the course requirements, needs and format (library resources, reserved materials, text- book(s), computer access, Internet access, outside presenters, etc.).

- continued on next page -

- Consider some issues that are not related to the course content.

Pre-requisites	Student demographics
Learning preferences	Geographical location
Learning styles	Class size
Registration Process	Class policies
Teaching assistance	Instruction format

Reserve a portion of the session for interaction.

- Based on the detailed outline and teaching experience, determine the amount of time you feel it would take to deliver the session's material in the traditional classroom. Add time for interaction questions and answers.
- Integrate a variety of instruction methods. Deliver lecture material in short segments augmented with small group experiences, role-plays, question and answer sessions, presentations, panels, guest presenters, etc.
- Add a block of time for planned interaction.
- Prepare questions to facilitate interaction.
- Emphasize dialogue across sites.
- Use handouts to stimulate communication.
- Create interactive formats.
- Be aware of the student who tends to dominate.
- Listen appropriately, providing feedback, acknowledge student contributions.
- Be aware of student's need for reinforcement, and repetition and clarification.

Allow time for required non-instructional activities.

- Consciously prepare for this time and deduct it from either content delivery time or interaction time.
- Welcome students to each session, share introductions the first session, including the Classroom Technicians
- Close with "see you next time," etc.
- Prepare a seating chart for each site if you wish.
- Develop a rapport with distance students, not forgetting students at host site.
- Prepare both yourself and the students for technical difficulties should they occur.
- Develop back-up plans.
- Allow break times, especially if the session is more than 90 minutes.

Make advance arrangements.

- Visit the IVN classroom before your first session; observe a seasoned IVN instructor if possible. Meet with the site coordinator prior to your class so he/she can explain the system to you.
- Prepare a comprehensive syllabus and have it available at all sites the first session. A sample syllabus is included in *Appendix A*.
- Arrange for peripheral enhancements (audio visuals) at least one week prior to your presentation. Pre-test all visuals, videotapes, audio tapes, etc.
- Make arrangements for proctoring of examinations with the Site Coordinator one week prior to the test.
- Be familiar with off campus student services.
- Arrange with Site Coordinator for reserve materials, textbook(s), reading packets, any appropriate reference materials before the semester begins.
- Focus on having materials to the distance sites one week prior to the session. Try to be clear in your instructions for the Classroom Technician.
- Consider instructing from the remote site(s). If you plan to teach from another site, inform the Site Coordinator, not the Classroom Technician so they can alert the other site. You should also check with the Site Coordinator if the classroom equipment will be similar at the remote site.

Course Management Tools

The purpose of course management tools such as Blackboard, webCT, e-College and other similar products your university is using, is to maintain communication and provide information for students in a distance learning environment.

Course management tools have several features depending upon the product your university has chosen. Articles can be downloaded, grades stored, tests dispersed, group interaction can take place prior to class and more.

Course management tools make it possible to have handouts available for students on the web. This would make it convenient for students to review materials before the session, barring they would have access to the material. Also, in the event the materials for the session do not arrive at the distance site(s) in time for the session (via regular mail or fax), the students would then have access to them.

Students may also be able to forward papers to you as an attachment via e-mail, allowing for a more timely feedback.

Journals are also available on course management tools. This can help create a link between the student and the instructor removing barriers for the learner such as the sense of remoteness and isolation he/she may be experiencing.

If you want to tame that paper tiger, invite someone from your instructional design center to visit with you on Blackboard, webCT, e-College or whatever your university is using. If you do not know who this individual is, contact your Site Coordinator. Some campuses will even provide instruction or assistance.

Suggestions for Instructors Concerning the Proctoring of Exams

The administration of tests and examinations in an IVN classroom tends to be different than in the traditional classroom. These guidelines are meant to provide direction for the instructor and the classroom technician/proctor during these sessions.

Instructors are responsible for providing guidelines with regard to academic integrity (i.e. cheating and plagiarism) at the beginning of each course. The instructor should be encouraged to address precautionary measures. Each university/college tends to have a policy with regard to academic integrity or scholastic honesty. The host site instructor may want to consult the host site university policy for direction with regard to this issue.

It is recommended that a statement regarding scholastic honesty and the submission of a student's own work be included in the course syllabi. Students should be informed that the policy of the host site institution be followed. Students are subjected to disciplinary action should cheating or plagiarism occur. Instructors have the rights to determine the penalty for academic conduct in the class. In situations where cheating has the potential to occur, precautionary measures can assist in creating an atmosphere supportive of academic integrity.

It is important to have someone designated to receive the tests/examinations prior to the session. The instructor will need to make the necessary arrangements at a minimum, one week prior to the test, with the Site Coordinators so that he/she can make the arrangements with the Classroom Technician/Proctor to distribute and proctor the tests/exams.

An instructor may consider using another member of their department for proctoring a test, using an online test or if the campus has one, a testing center.

Helpful Proctoring Suggestions

Prior to the administration of the examination, forward complete directions to the Site Coordinator on how you would like the proctor or classroom technician to administer the test. Directions should include:

- Where do you want the student to put his/her name on the examination?
- How would you like the examination to be completed?
- Do you allow materials on the table in front of the student? OR do you want the tables cleared of all materials except for test/examination and appropriate tools required for completing the exam (example: calculator).
- Would you like all books/materials left in the back of the classroom or on the floor beside the student?
- Do you want the microphones left on?
- Do you want the classroom technician/proctor to periodically pan the classroom in a point-to-point class?
- Do you want the classroom technician to speak to you over the system periodically to bring the classroom into view in a multi-point class?
- Do you want to have the classroom taped during the test/exam? If so, you would need to make arrangements with the Site Coordinator prior to the session.
- How would you like the classroom technician/proctor to bring questionable behavior to your attention? (Example: Call the instructor on the phone; put a note on the student's exam).
- Determine if you would like the completed test/exam photocopied before they are returned to you for grading. Make sure you have prepared postage paid, self-addressed envelopes and that you have forwarded these to the Site Coordinator ahead of time.
- Determine how you want the photocopies of the exams disposed of once the assessments have been returned to the students at the receiving sites.

Issues Related to the Posting of Grades and Returning of Assessments with Regard to the Family Educational Rights and Privacy Act (FERPA)

FERPA stands for the Family Educational Rights and Privacy Act (also known as the Buckley Amendment). Passed by Congress in 1974, FERPA is a Federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the protection of inaccurate and misleading data through informal and formal hearings.

The Act grants specific rights to the student:

- ✓ The right to inspect and review their education record.
- ✓ The right to seek amendment to those records and in certain cases, append a statement to the record.
- ✓ The right to limit disclosure of personally identifiable information contained in their record.
- ✓ The right to file a complaint with the U.S. Department of Education

In returning tests, assignments, etc to students it is important to be aware of this law. Here are a few things to consider:

- When returning student assessments, it is best to do this in a concealed envelope, file folder, or hand it back to the student directly. This is if you return it to the other

course sites. One faculty member has his/her department send the papers directly to the students at their mailing address.

- When forwarding assessments to students at the remote site(s), remember to place assessments in some type of concealed item as it is against the law to disclose any part of a student's record without the student's consent in written form.
- When posting grades, it is also illegal to identify the student's name to a grade using his/her NAID number or his/her Social Security number as all of these items are protected under FERPA. Therefore, instructors need to have a system of separate numbers or other alternatives when posting grades.

For additional information on FERPA, you can check out these university websites:

<http://www.und.nodak.edu/dept/registrar/FERPA/index.htm>

http://www.ndsu.nodak.edu/ndsu/ochoa/general_counsel/notify.html

Issues Related to Students with Disabilities and Special Needs

Each campus will have a statement regarding disability services focusing on students with special needs and the supportive services available at each of the sites.

A statement regarding disability access and special needs should be included in the syllabus.

Contact the Site Coordinator for facilitation of this process and to provide direction as to how to access the supportive services required for accommodating students with special needs. Most campuses will have academic support services available to students who qualify. Services that may be available include readers, assistive technology, transportation services, and interpreter service.

Familiarize Yourself with this Method of Instruction

If the opportunity presents itself, request to observe a seasoned IVN instructor and to visit with him/her about the experience this person has had with this method of classroom delivery.

Be open to suggestions that may enhance the teaching effectiveness. Materials included in this guide can assist you in the development of the course.

Plan a practice session if possible. Check with the your campus' Site Coordinator to see if he/she can arrange for a time when you can deliver a mock lecture to another site, or even another room on the campus if available. If possible, observe a taped session of your class delivery.

It may be possible to be a guest speaker in an IVN class before you teach your course.

Perform ongoing formative assessment. Try this after teaching a few weeks. Having students complete a feedback form is a useful tool. Remember to address issues, concerns or comments from the feedback forms at the beginning of the next session.

Examples of questions to ask include: What is going well? What could go better? What can I do? What could you do?

Have students complete an IVN instructor evaluation at the end of the semester. This evaluation can focus on aspects such as: use of technology, delivery style, sensed connection to the instructor, timely feedback, materials arriving on time and the availability of materials can be beneficial. A sample is provided in *Appendix B*.

Develop Backup Plans

Technical problems can occur. Being prepared for these technical challenges by having a backup plan in place can assist in dissipating stress for both the instructor as well as the student.

The Classroom Technician may be able to assist with the process. If delivery fails, it may be possible to connect with the other sites through a conference call format and fax the overheads to the remote site Classroom Technician.

Weather may also interfere with your class (not the actual technology). The host site may be experiencing pleasant weather while one of your receiving sites on the other side of the state may be experiencing a blizzard.

Options to consider if technology is a problem:

- Ask the classroom technician to inform you how long the delay will be. This may determine whether you want to continue the class for that day/night.
- Reschedule the session with the Site Coordinator.
- Videotape the class so it can be shown to the sites not online.
- Group project time if a project is an expectation of the course.
- Structured small group experiences can be completed until the system is on.
- Connect to the other site through a phone call.

It is suggested that you include with your syllabus copies of other projects, small group discussion, or other work that can be ready in the event of a technical problem. OR include a videotape with structured questions for the students.

Issues Related to Copyright

As an instructor in a distance learning course, the classroom is located miles away from you. Since this is not considered face-to-face teaching under the copyright law, there are more limits as to what is meant by your ability to “perform” works without obtaining copyright clearance from the owner.

It is important to obtain the permission necessary to reproduce copyrighted material. Your department on your campus should have information to assist you in facilitation of this process.

If you are going to have “Course Reading Packets” for purchase, it is important to begin early with the copyright clearance process so that materials will be available for the first class session. Make sure enough copies are ordered for each of the distance site(s) students.

TAPE RECORDING INFORMATION CURRENTLY BEING REVAMPED

Course Material

Determine course requirements such as textbooks, library resources, computer access, software, Internet access and outside presenters.

To order textbooks, follow your campus' usual procedure or contact the Site Coordinator for direction. Ask the Site Coordinator to familiarize you with the off campus registration process.

If you will be having reserve readings or textbooks reserved at remote site libraries, it is helpful if the materials can be forwarded to the Site Coordinator two weeks prior to the first class session. Prepare so that there will not be a delay in remote site students having access to these materials.

Handouts should be prepared as far in advance as possible. If you are using course management software such as Blackboard, Webct or e-College, these can be loaded on your course site and downloaded by the students as needed.

If you are photocopying handouts, make sure you make enough for the host and receiving sites. Have the copies forwarded to the distance site(s) one week prior to the class. If the Site Coordinator facilitates the process instead of the department, originals must be sent to the Site Coordinator the week prior to the class. Though not encouraged, faxing of materials may be possible. One caution of this process though is the lack of copy and fax machine capabilities at the sites.

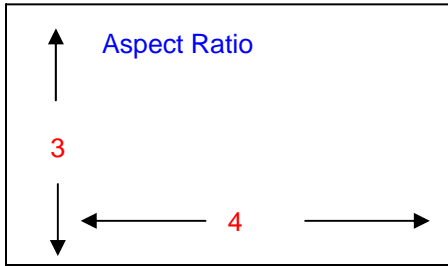
Audiovisual Preparation

In developing graphics for your class, whether adapting your existing materials or developing new graphics, keep these guidelines in mind.

Visual Presenter (overhead projector)

Overhead transparencies do not work well with this camera as they produce glare. Use regular paper either in light blue, light gray or ivory. White paper can also be used. Some white paper will cause glare on the screen as well.

In order to properly select or prepare visual material for a class, it is important to understand the design and layout requirements of video images. The aspect ratio of the television monitor is three to four. This means the picture is always three units high to four units wide.



Reformatting of your transparencies is recommended in order that they fit the screen.

The paper copy should print in landscape format, the 7" x 9" inch center of an 8 ½ by 11 inch sheet formatted horizontally.

Letters will need to be seen from 30 feet away on 36 inch monitors. Use a font size of 24-48 points. Sans serif fonts, those without lines on the ends of each letter, make it easier to read on a television screen. Examples: Helvetica, Arial, Eras, Geneva, Tahoma. You may wish to use bold face as it is easier to read the text.

Avoid using all upper case letters except for the title. It tends to be easier to read text when only the first letter is capitalized. Use no more than three styles of text: one for the title, one for the copy and one if needed for stressing important items.

Try not to highlight more than 10% of the words using techniques such as boxing, underlining, color or shading.

Colors that work -- Here's a great chart to follow when preparing:

Best Color For Lines, Text, Design Areas	Background Color	Worst Color
blue, black	orange	yellow, white
blue, black	yellow	white, cyan
black, blue	green	cyan, magenta, yellow
white, yellow, cyan	blue	green, black
blue, black	cyan	green, yellow, white
black, white, yellow, blue	magenta	green, cyan
white, yellow	black	blue, magenta
blue, black	white	yellow, cyan

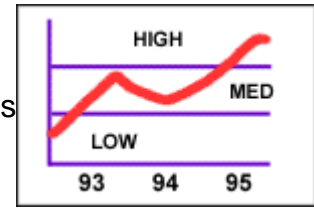
Source: Smaldino & Herring, *Active Learning at a Distance*, AECT, February 1997

Avoid patterned or textured backgrounds.

In using data charts or spread sheets, use handouts. Avoid graphing all of the data from one table in a chart, select a subset illustrating the point you want to make. Use horizontal rather than vertical labels because they are easier to read.

Here are a few more tips on data charts from the University of Minnesota ITV website:

- Don't try to graph all data from a table in one chart. Select a subset that illustrates one point you want to make.
- Use horizontal rather than vertical labels for easier reading.
- Label bars, lines, and other data directly. Keys and legends are hard to read on a monitor.
- Keep "chart junk" such as tick marks, grids, labels, and decorations to a minimum. Emphasize the data, not the design.
- Use a dull color such as gray for tick marks, axes, and grids so these less important elements will not detract from the data.
- Divide the axis into units that are multiples of two, five, or ten for easier interpretation.
- Maintain consistent units of measurement on the axis from chart to chart. For example, don't switch from thousands to millions of dollars in a series of related charts.
- Begin the axes at zero or show a break in the axis to indicate a non-zero baseline when making comparisons. (Retrieved from the World Wide Web on 8/28/02, <http://umrtv.cee.umn.edu/UMTIV/mat.htm>)



Presenting Visual Aids

Presenting your lecture notes on the marlite (dry marker) board, if wall mounted, may not be the best method because you will be writing with your back to the students and the primary camera will be focused on the board and not on you. You will have greater difficulty watching the monitor, so you may need a room operator to keep your work readable. You need to write with thick lines, and you probably can't display as much written material as you might in a traditional classroom.

In some locations, a small white board can be placed under the visual presenter camera. This allows you to face the students and watch the graphics monitor more easily. Or you can use white paper and write under the camera. Writing on the overhead display camera can be difficult initially, but with practice, perhaps using lightly ruled paper at first, you will be able to use this format rather than using a marlite board.

Most of the other visual aids used in the interactive video classroom are presented in the same manner as in a traditional classroom.

(Retrieved from the World Wide Web on 8/28/02, <http://umrtv.cee.umn.edu/UMTIV/mat.htm>)

Videotapes and Other Recordings

It is possible to use videos, CD-rom or DVD's in the IVN classroom just as you would in the traditional classroom, however, a test run is recommended prior to class. Not all sites are equipped to handle these mediums so check with your campus Site Coordinator. He/She can also schedule a test with the Technician. Testing should be completed well in advance of the class and not a few minutes prior. Testing will also make sure the audio and video is clear at the remote site(s).

Have the video clip cued up at the point you would like to begin showing or give the Classroom Technician the cue numbers for the sequence you would like to show. If you plan to show a complete video, please obtain copyright clearance to do so if necessary.

Laptop Computers

Check with the site coordinator or technician about using PowerPoint slides. The IVN classroom on your campus may have a desktop or laptop available for you to use or you may need to bring your own. If the campus provides a laptop or desktop computer for presentations, you will only need to bring your presentation on a CD rom or jump drive.

Keep in mind the aspect ratio as discussed under the visual presenter information. For the laptop to work correctly in most IVN classrooms the laptop or PC resolution must be set no higher than 1024 X 768 at 75 Hz.

Also, keep in mind you should have a back up plan in case the laptop or desktop computer is not working. A suggestion is to print off your PowerPoint slides for use on the document camera.

Streaming Information

Streaming allows the user to begin viewing video clips stored on a computer server, without first downloading the entire file. After a brief period of initializing and buffering, the file will begin to stream - or play - in real time.

Web streaming extends IVN videoconferences to users who cannot attend a videoconferencing facility but have access to the Internet. In non-technical terms, users can view a live broadcast of an IVN conference from a desktop computer that has high speed Internet access, a web browser, and a media player. The main difference is web streams do not provide conferees with the opportunity to interact with those at videoconferencing facilities. A streamed event can also be saved and replayed at a later date.

Streamed media services can be used for classes or meetings involving IVN conferences involving higher education, K-12, state government, and non-profit groups. Those institutions requesting streaming capabilities are responsible for adherence to copyright laws and any applicable licensing terms.

Access to the streamed media events is controlled by the instructor by providing a password. Streams are stored on a server provided by IVN for 10 business days. After that, it will be removed. If an instructor requests it, it can be stored on a CD or DVD.

Web Streaming

- Requires broadband Internet access (DSL or cable modem, for example). Dial up access will not work.
- Will be available using QuickTime or Windows Media Player. Windows Media Player is the recommended option.
- Requests to stream an IVN conference must be made at least 2 business days prior to the event.
- A schedule request form for web streaming is available on line at www.ndivn.nodak.edu under videoconferencing. Visit with your site coordinator about this. The site coordinator needs to submit the request.

Web Streaming Fee Structure

Set-up Fee	Audio/Video Encoding	CD Copy (inc. S/H)
\$25/event \$ 50/recurring events scheduled at one time	\$3.50 per hour	\$20 per CD/DVD to requestor only

Appropriate Use Statement

IVN will provide live or archive streaming of credit classes, non-credit classes, and state government meetings. Non-profit events using the IVN system will be allowed access to streaming capabilities as well.

Appropriate use of these streaming media services include, but are not limited to, aiding in access to instruction, research, major events, campus/state government meetings and training.

The “owners” of the streamed resources are responsible for adherence to copyright laws and any applicable licensing terms. For the purposes of this policy the term “owners” refers to the persons or organizations of record within the institution who are responsible for the content of a streamed

resource (they may have created the content, provided it or may have arranged for its recording from live events for example).

IVN reserves the right to refuse any academic or non-academic requests for services.

Scheduling a Class

IVN can stream up to five events simultaneously. Requests will be taken on a first-come, first-served basis. Work with your site coordinator to complete the online Streaming Request form.

In requesting to stream a class, the entire class hour will be streamed not part of it. This is because the request to reserve a streaming port is tied to the same scheduling software.

Access to the event will be password protected if you desire. You create your own password. Some instructors have just used the course number such as ED321.

However; you do not have to stream the entire semester. You can request a specific class date. Streaming request must be submitted at least two days prior to the class.

Purposes for streaming classes include:

- Archive for students missing a class.
- Provide overflow for those that wish to schedule more than 10-16 sites.
- Archive class for future online course development.
- An instructor may also wish to stream an event in which students make presentations. This would allow the instructor to view the presentations at a later time for evaluation/grading.

You can decide to stream an entire semester but consider the following before making the decision:

- Will this make the course more online than interactive?
- Will students who are aware of this decide not to go to class at all, thereby leaving your room empty?

A handout to provide to students about streaming can be found in the Appendix.

IMPLEMENTATION SKILLS

Appearance

Provided for you are a few helpful tips what clothing to wear that will look best on camera and project well to the other sites:

- Wear clothing that is comfortable and allows freedom of movement.
- Colors that tend to look best on camera are in the medium hues of blue, brown, gray.
- Try to avoid wearing dark solid colors, extremely bright colors and clothing with large sections of white showing. Small vertical stripes and patterned fabric (herringbone) tend to distort the picture.
- Be careful of reflections when choosing jewelry. Avoid noisy or bulky jewelry.
- If possible, avoid tinted lenses in glasses.
- Wear make-up that is appropriate for the traditional classroom. Avoid dark eyeliner colors, dark lipsticks and dark blusher. Clear red and salmon lipsticks look good on camera as does a moderate amount of blusher.

Audio – Instructor and Student Tips

Speak as you would in a traditional classroom. The microphone will carry your voice if you speak normally, it is not necessary to speak loud. Use a normal rate of speech when presenting. Do not race through your presentation, even though you have a set time. It is recommended that five minutes prior to the conclusion of the session, you wrap it up with any announcements or closing comments. The system will shut down promptly at the end of the allotted time for class.

Alter your tone or volume to emphasize major points just as you would in the traditional classroom. Set your protocol for questions. Have students introduce themselves prior to speaking. Example: “This is Brian from Williston.” “This is Kathy from Devils Lake.”

Remind students to avoid shuffling of papers, covering of student microphones and side conversations. The microphones are very sensitive and pick up even the faintest noise. You may wish to have the mics muted at the other sites until you ask for questions. Determine your protocol and inform the classroom technicians how you wish to handle this.

Camera Projection

Know where the primary classroom camera is. Address the camera with both your eyes and your responses as if the camera is your student. A good tip for letting the students at both the host and receiving site think you are looking at them is to look between the top of the students’ heads and the instructor camera. Speak to all of the participants in both the onsite classroom as well as the classroom at the remote site(s). Students at both the host and remote sites are of equal importance.

Some video movements may appear somewhat jerky and be distracting to the student. Try to avoid swaying or pacing. If you are sitting, try not to rock back and forth or from side to side.

However, you also want to avoid the “talking head” syndrome of no movement at all.

Instructing Over IVN

General Information

- Personalize the class to develop a rapport with distance students as well as onsite students. It is important to call participants by name. Create seating charts for each site and forward them to each site.
- Begin and end on time. Prioritize topics.
- To create a friendly atmosphere, begin each session with an informal discussion. Examples could include an issue waiting to be discussed or an informal roll call. Some instructors begin with a general question requiring response from each participant. This affords the participant the opportunity to become accustomed to the technology.
- Be cognizant of issues related to confidentiality. Plan activities to engage the participants and to stimulate discussion and interaction, yet being sensitive to issues of confidentiality.
- Be organized. Begin with a short overview of the session's agenda. This will assist students to become more organized and orientated to the session.
- When responding to questions, address the individual by name and site. You may wish to repeat the question for the other sites. Take time to confirm with him/her that the question was answered satisfactorily.
- Try to be aware of nonverbal cues. They may be a sign that a student does not understand the content, may not be hearing, or may be distracted due to outside interference.
- Use real world examples and applications when possible. Adult learners have a wealth of experience to share. This too, will stimulate interaction. Use local examples and case studies where applicable, being aware of confidentiality issues.
- Try to integrate other methods of classroom delivery into each session. Variety tends to keep interest levels higher and also encourages active listening. Alternate short segments of concentrated listening with other experiences (e.g., role play, small group activities, case studies, question/answer sessions).
- Encourage student interaction, listen carefully, and acknowledge student contributions. Yet, avoid having one student dominate the classroom discussion.
- Repeat and summarize main points, new words, concepts or phrases. This will assist the student in remembering main points. It also encourages seeking clarification where needed.
- Provide students with print back up for handouts, outlines, etc. This can be located on their course management system. It gives them a permanent record of the lesson for later review.
- Summarize the session at the end of each presentation. If you run out of time, forward a short summary letter to the students that bridges the session's important events. A ListServ created for the course can be of benefit, especially when the system ends before you do.
- Begin each session with a review of the previous session and an agenda for the current session.

- Remember we all have different learning styles. Some of us are visual learners, some auditory learners; some of us learn better independently, some learn more easily during group interaction.
- Be sensitive to diversity and styles of communication. Avoid offensive statements. Students may also have different levels of language skill. Avoid jargon and integrate humor with discretion.
- Arrange for out of class interaction by maintaining office hours. Establish telephone and/or e-mail office hours. Have students tag their e-mail so you can easily determine the content.
- Hold virtual office hours using chat. This allows for timely feedback and can prevent students from wondering. Create chat rooms and a Listserv List as another avenue of connection for students. Encourage students to work together in a small group.
- If your class was recorded, try to make the time to watch the tape. It is easy to miss an important point during the session as sessions tend to be focused as well as a period of interaction and concentrated listening.
- Allow for break times especially if the class is longer than 90 minutes. You may want to ask the Classroom Technician to remind you of break time if you forget.
- If at all possible, plan to deliver class from a distance site at least one time during the semester. Students appreciate the opportunity to have the instructor at his/her site. Both you and the student will benefit from the face-to-face contact. Finally, you will experience the distance site learning environment as well as meet the support people there. Let the distance site know ahead of time when you plan to visit them by informing that site coordinator and your own institution's site coordinator.
- Let your personality come through. Be yourself. It is important to come across to the student as you would in a face-to-face interaction.

Suggestions to Enhance Interaction

Think of ways to enhance the interactive video method of classroom delivery. It is important as a faculty member to also be a risk taker. Be creative and innovative. Experiment with new teaching strategies for distance learning and practice!

Part of the challenge as an instructor is to motivate the distance learner, to find incentives for students to participate actively and maintain his/her interest in the delivery of the course material. Another challenge is to support the student in taking responsibility for his/her own learning.

It is best if you as the instructor can invite interaction and suggest approachability. Focus on the outcome of the interaction and not the delivery method.

Here's a list of approaches and ideas that may assist you as you connect with students in the IVN classroom:

- Begin each session with a friendly "good morning", "good afternoon", "good evening" and end each session with a friendly "see you next time" or "good night", "have a nice day/week". Remember to smile. As simplistic as it sounds, it is a positive verbal cue.
- Learn student's names as well as student's backgrounds and experiences.

- Make and maintain eye contact with students.
- Have students complete feedback/evaluations every two weeks when you first start.
- Set up designated times for chat rooms. Create a question for discussion in the chat room.
- Consider having students attend class in the IVN classroom every other session. Between sessions, alternate methods of distance education technologies – chat rooms, pre-recorded video sessions, face-to-face meetings, other online sessions, etc.
- Set up groups at each location for project work.

The methods are as creative as your imagination. This is your course. The method of delivery may be somewhat unique to the traditional method of classroom delivery, however; do not be limited by the technology. Be inspired by it!

Questioning Strategies

A large amount of group interaction may occur as a result of using a variety of questioning strategies. Questions are the basis for interactivity and should be designed to stimulate interactivity between sites as well as the instructor and the student(s).

Some functions of questions:

- They assist to organize thoughts and sequence learning.
- Questions guide learning by emphasizing what is important as well as what is relevant.
- They stimulate discussion centered around important points and concepts.
- Questions provide clues as to how students will be assessed.
- They provide students with the opportunity to integrate and synthesize prior learning experiences with current learning.
- Appropriately phrased questions can provide an opportunity for students to explain and express values and attitudes.

Descriptions of question techniques:

(These are broad categories and some of the categories may overlap).

- Trivia questions are designed to elicit bits of related and unrelated information.
- Study questions accompany homework assignments and special projects or focus attention to significant events while observing videotapes/films/slide presentations/guest presenters.
- Provocative questions frequently overstate, understate or express an extreme attitude or value and are designed to capture the student's attention immediately and provoke an immediate response.
- Linking questions are used when you are trying to gather facts where the response from one question provides the stimulus to the next question(s). You are continually branching out. There does not tend to be any cause/effect relationship nor does there appear to be a conclusion to the question.
- Probing questions are used when you believe in the possibility of a conclusion and probe backwards.
- Hierarchical questions are a sequence of questions leading the students from seemingly unrelated responses to the application of a skill.
- Value questions employ strategies that allow the student to explore what his/her values are and what might have influenced his/her value positions.

Suggestions for framing student questions:

- Try to begin your first few classes with some probing questions either verbally or on a written handout for later discussion.
- Use simple, direct wording, acknowledge the correct response and provide appropriate feedback.
- It is best if you ask one question at a time providing reasonable time (7-10 seconds) for response. If the mics were muted, ask to have the mics unmuted prior to asking the question.
- If you use jargon or technical language, make sure students are familiar with it or offer clarification.
- Plan questions ahead of time being aware of the cognitive process the question is intended to elicit.
- Once the question is posed, provide an appropriate amount of time for a response. Silence can stimulate reflective thought processes, plus, response time on ITV tends to be longer than in the traditional classroom.
- At times a student may appear inattentive. Asking a question of the student and then following with the response can re-focus the student. It is not meant to be a humiliating experience but rather a "helpful hint."
- Do not glare, smirk or frown at an incorrect response. Be aware! ITV tends to exaggerate facial gestures. Rephrase the question, as your first question may not have been clearly phrased.
- Avoid domination by one student. It may be necessary to solicit responses from other students by name. If one student does appear to be dominating the class interaction, discuss the issues with the student one-on-one either via the telephone or e-mail.
- If you are not receiving questions from the distance site(s), address each site by name or have a student at each site designated as the spoke person for the site. Or, if you are not receiving responses to questions from students at the distance site(s) ask a student at each site if he/she would like to respond to the question.
- It may be helpful to repeat or rephrase a question asked in class for clarity and so all students can hear the question.
- Plan for occasional small group experiences -and small group projects at each site including everyone. Suggestions for managing a successful small group experience include having a recorder, reporter, timekeeper and student to keep the group on task in each group.
- Balance your presentation between the host site and remote sites. Don't over compensate for the distance by concentrating solely on the students at the remote sites nor the host site. Try to maintain a balance.
- Be creative; straight lecture in the interactive video classroom is not conducive to learning and it does not stimulate interaction.

Points to consider for the instructor

Clearly the list is not exhaustive, but it is meant to provide you with some direction.

- Converting your course for the interactive classroom takes time, plan accordingly.
- Technology changes the classroom environment from traditional to one that is media enhanced.
- As you re-think the delivery of your course, you may want to revise your course goals, objectives and outcomes.
- Assessment and the evaluative component of your course may also need to be revisited. It will be necessary to have someone in the remote site classroom to proctor quizzes and examinations. The Classroom Technician can assist with this. Make arrangements with the Site Coordinator prior to the assessment date.
- Will the resources be available at the remote site(s) for students to complete major assignments and research papers? This will be an important item to determine before hand.
- Many distance students still travel to remote site locations; will group projects be manageable?
- "Homework" may have to be re-defined. Would it be possible for students to create a portfolio instead or to maintain reflective journals?
- Collecting assignments at the remote site(s) means the Site Coordinator will be forwarding the homework assignment to you via the mail. Be prepared for the possibility of mail lag time.
- Having students forward materials to you via e-mail is a wonderful concept; make sure all students will have access to e-mail. Will e-mail access be a class requirement? Also be aware of the differing e-mail applications, challenges with formatting attachments, and you may find that there are seven different word processors on both Macintosh and window operating systems.
- You can have the course syllabi, assignments, many relevant course links, self assessments, handouts, graphic presentations (Power Point) accessible on the Web. Again, I caution you to remember that not all students will have Web access. Will this be a class requirement? Issues you may want to address include how students are connecting to the Web, if students know how to manipulate pdf documents and the compatibility of the student browsers.
- Being prepared and organized includes having materials to remote sites in a timely manner.
- Collaborative learning activities assist with creating a community of distance learners.
- Periodic formative assessments can assist the instructor in addressing issues related to course content and the pacing of material. It is better to be aware of issues requiring adjustments early on. Remember the goal of formative assessments is to improve the instruction.
- End of semester or mid-semester summative assessments. Each campus will have a different approach to assessments. Check with your department or site coordinator.

- Fifty minute lectures tend not to be the best method of classroom delivery in the interactive video classroom, limiting lecturing to 12-15 minutes and then making a shift tends to work best and variety tends to stimulate interaction.
- Course development at a distance and the integration of technology into the course means that as the instructor you are re-thinking your whole presentation.
- How will you allow learners to reflect on the learning experience(s) he/she is encountering? How will you as the instructor assess student learning?
- Always remember, that when using technology to support teaching and learning, instructing at a distance takes time and it is a time commitment for both the faculty and the student.
- Suggestions for classroom delivery include:
 - Mini-lectures
 - Video Enhancement
 - Small Groups
 - Class Presentations
 - Guest Presenters
 - Panel Presentations
 - Case Study Evaluations
 - Class Exercises
 - Role Plays
 - Simulations
 - Jig Saw Puzzle Presentations
 - Collaborative Learning
 - Problem Based Learning
 - Project based Learning

Preparing the Students

Preparing your students to take a course delivered via interactive television is extremely important to the success of your course. You need to set the stage for what you expect from your students and what they can expect from the course and the technology used to deliver the course.

A student guide is available in the IVN classroom to distribute to students in your class at both the host and receiving sites. Ask the classroom technician in each site to distribute them if you wish. A preview of the guide is included in *Appendix D*.

Items that you should address with students are:

- Procedures for asking questions. It is helpful to say, "This is Dave at VCSU".
- Procedures for students on what to do if they can not see or hear from their site during the event.
- Microphones – inform the students whether or not they will be muted.
- Instructor contact. Availability of instructor before and after classes.
- Videotaping – whether or not you are videotaping a class for a student that is absent or for archival purposes.

Students taking interactive television courses need to be told the requirements of the technology. This includes such things as:

- Speak clearly and project yourself as you would in a traditional classroom. It is not necessary to lean forward to speak. Avoid leaning backward.

- Do not block the microphones with books, papers, or other articles.
- The microphones are sensitive and will pick up any noise in the room – even whispers! The noise will cause the network video to switch to that site.

The requirements are outlined in the student guide. Videoconferencing protocol should be addressed during class and may be appropriate to include in your class syllabus.

During the first and/or second class periods it is effective to have your students talk in order to break down any inhibitions they may have about using technology. Get your students talking early in the course. This is also an opportunity for you to provide your students with feedback about how they are interacting with the technology. For example, "Jane we heard you just fine," or, "Joe we're having trouble hearing you, please speak up a bit and try to speak directly into the microphone."

Are your students prepared for the distance learning environment?

Students enrolled in a videoconference course should consider whether or not they can adapt to this type of learning environment.

Your students should realize that videoconferencing will have an impact on their contact with the teacher. They will need to adapt to communication via e-mail, small groups, phone calls and not the face-to-face interaction with the instructor. They should be self-disciplined. There will not be constant in-class reminders about assignments, but they may be posted on a web page, through a course management system or e-mail.

They should be comfortable with the technology. However; they should not expect to adjust to this new medium immediately. It may take some adjustments on their concentration.

They need to be made aware that this is not like watching television at home (luckily, there is no remote that changes the channels!). This type of delivery system requires active participation on their part as well. This is not a passive environment. Some students may find that this type of class is more tiring than a regular classroom. As a teacher it is important to have activities.

Be aware, with over 350 sites throughout North Dakota and nearly 200 in the high schools, most incoming college freshmen and teachers taking post graduate coursework, have been exposed to IVN at some point. Students coming from the high school setting may need to make minor adjustments as to how the higher education instructor uses the system differently from the high school instructor.

Student Services

The Academic Affairs Council of North Dakota University System believes that NDIVN and all of the other human and physical resources of the North Dakota University System are intended to serve society, in general and students, in particular. They believe that we should make every effort to utilize the system to deliver services in a simple, straightforward manner that does not involve the development of complicated agreements.

Cross-listed Course Option

IVN offers more than one option when delivering courses over this medium. Any campus authorized to offer the level and discipline involved may elect to become a receiving campus (with the approval of the sending campus) and to offer an IVN course as if it were its own course regardless of which is the sending campus and would then be cross-listed.

The IVN course offered by the receiving campus is treated as any other on-campus course; the receiving campus handles i.e. credit, tuition, fees and financial aid. The course is supported by appropriated or other local funds by each sending and receiving campus. The sending campus compensates faculty (as either part of a regular load or as an overload), technical and other personnel and supports other associated costs. The receiving campus compensates any required personnel on that campus and supports any associated costs.

The course is offered in the receiving campus schedule of classes under a distinctive course number common to all authorized disciplines on that campus and is conspicuously identified in the class schedule as well as on transcripts as an IVN course offered by the sending institution.

The Registrar of the receiving institution will also maintain the appropriate data provided by the sending institution for historical purposes.

Sending Campus Option

In the event a receiving institution is not authorized to offer the level of the course or the course discipline but both the sending and the receiving institution's wish to make the course available to students in the receiving institution's geographical area, the sending campus will enroll a student if he/she was an on-campus student.

The sending campus responsibility, in cooperation and assistance with the receiving institution includes:

- Admitting the student to the sending institution
- Registering the student for the course
- Assisting with the financial aid process
- Providing the appropriate forms for the student to purchase textbook(s), reading packet(s) through the sending campus bookstore
- Provide counseling services for the student

Under this option the sending campus also:

- Retains the academic credit(s)
- Retains the tuition
- Retains the student activity fees
- Retains the responsibility for the quality course/program

Student services require careful planning in order to assure the distance students equal access as well as quality course delivery.

Student Services include:

Registration

The sending campus (host site) will develop a process for off-campus registration. Issues that need to be addressed are opportunities for students to register the first session of the class, registrations handled between the host site and students directly, and if a pre-registration deadline will exist.

Site Coordinators as well as the student should have clear, direct guidance from the host site registrar as to registration procedures. Students also will not receive the per credit cost break once registered for 12 credits unless the additional courses he/she register for are on the same campus.

Financial Aid

Students should contact the financial aid office on their campus for information pertaining to assistance for distance education courses.

Library

- Contact the Site Coordinator to determine how distance students not registered on the campus access the library.
- Determine how each receiving campus wants to handle interlibrary loans, reserve materials, videotapes on reserve, as well as any other resource materials facilitated by the library. Contact the librarian for assistance with the copyright clearance process.
- Arrange for a library orientation for distance students.

Bookstore

- Faculty is responsible for submitting book orders for the course, which includes the student at a distance.
- Faculty is responsible to facilitate the copyright clearance process for reading packets and articles to be copied for students.
- Faculty is responsible for contacting the bookstore manager at the host site to determine how to make textbook(s), reading packet(s) available for distance students.

Computer Access

- Do not assume that all campuses have the same computer access and arrangement as the host campus.
- If computer access, Internet access are to be part of the requirements for the course it will be necessary to contact each receiving campus and make arrangements for this.
- The host campus will be responsible for providing the software and the license.
- Be familiar with the location of computer clusters for students at the host site and the receiving site(s).
- Contact the receiving site(s) to see if there is room available to install new software.
- Contact the computer service personnel at the distance sites and arrange for student e-mail accounts and access to computer labs as well as any appropriate training.
- Make arrangements with computer services to assist distance students with learning how to use e-mail.

Student Affairs

- Contact campus disability services and see what services are available for students requiring special needs.
- Arrange for assistance for students requiring tutoring.
- Students enrolled in a program from your campus will require student advisement. Make arrangements for site advising.
- Address issues related to the grievance process.

Continuing Education

- Contact the Site Coordinator to understand the role Continuing Education has with distance education on the campus.
- If the course is not part of Continuing Education, the office still may have the responsibility to assist with the promotion and registration of the course(s).
- Continuing Education may also be able to assist with understanding the process involved in the delivery of an off campus course.

APPENDIX

Use the checklist below for additional items that need to be in your syllabus or other course instructions. A sample syllabus follows this checklist.

Your videoconference course syllabus should include the following:

- **Course room information** - The host site (originating site) building name, room number and room phone number from which the course is being delivered. This allows the students to contact the room during class if there are problems at the remote site.
- **Course management system** – i.e. Blackboard, WebCT, e-College or your own website. Electronic delivery will ensure students receive materials in a timely fashion as well as assignments sent to you.
- **Technical requirements** – On-site technical support may not be available at K-12 or other non campus remote sites. Will students need to know how to operate videoconferencing equipment at remote sites for presentations? What type of equipment is needed at remote sites? Students attending a non-higher ed site, should contact the remote site technical or videoconferencing coordinator for training.
- **Inclement weather** - The weather line number needs to be in your syllabus. Student should call the IVN Help Desk at 701-777-6486, press option #5 for cancellations. Weather conditions may not be the same at all sites and decisions need to be made to cancel one or all sites. Contact your local site coordinator to help make these decisions and what alternatives are available.
- **Trouble call** – In the event there is a connection problem (i.e. did not get connected, no audio, no video) at the receiving sites and no technician is available, students should be informed to contact the host site.
- **Notification of students taping and streaming** - Disclaimer for recording of the course must be included in your syllabus. The limited purpose of the taping or streaming is to provide a backup in case of technical difficulties at one or more sites, be used as a review for someone who missed a class, or inclement weather. See sample syllabus for wording.

SAMPLE SYLLABUS FOLLOWS ON THE NEXT 2 PAGES

NOTE: Special requirements for distance videoconferencing delivery are highlighted in yellow.

Videoconference Course – Sample Syllabus

“ This is a videoconference course. Videoconferencing classes can be videotaped, or recorded by CD, DVD, or streamed at the instructor’s discretion.”

Name of Institution Providing Course

Course Title/Number

Semester

Number of Credits

Meeting Dates/Time/Location – NOTE when delivering over IVN, instructor should list dates course is NOT held. Instructor also needs to inform their site coordinator at least one week prior so dates can be removed from the videoconferencing scheduling.

Instructor’ Name:

Information about instructor to include:

- Office Hours (will there be different office hours for onsite and distance ed students)
- Office Phone
 - Host site room name/room number/room phone number
EXAMPLE: Gamble Hall 120 – 701-777-4825
 - E-mail address
 - Home Phone (if you wish)
- Office Fax Number
- Office Mailing Address

NOTE: If you have a graduate teaching assistant, provide the appropriate information for him/her as well.

Course description

Pre-requisites for course

Course objectives

Course Goals

Course Format

Required text(s) – how will students obtain them?

Supplemental text(s) – how will students obtain them?

Required reading packet – how will students obtain them?

Reserve materials – forward in a timely manner

Course management – what electronic management system do you plan on using – Blackboard, WebCT, e-College or other course management tool for your class? Or will you plan to have your own course website? If so, you should include information on this.

Other requirements for course: (Technical Requirements)

- Will students need e-mail access (Be aware of different e-mail applications)
- Will students need specific software? (i.e. Word, Excel or other programs)
- Do students understand how to attach documents or understand what a pdf is?
- Any special requirements – if students are required to have a specific type of computer, calculator, computer programs, access to VCR, etc. or other media
- Will students need to know how to operate videoconferencing equipment at remote sites for presentations? What type of equipment is needed at remote sites?

Inclement Weather Information – For IVN Sites

In the event of poor weather conditions, please call 701-777-6486, press option #5 for the latest information on class cancellations. Instructor – if you prefer to notify your students through a list serv, state so here.

Trouble Call Phone Number: Instruct students to call the host site number first if a problem occurs during the event. (Information you have provided above)

- CONTINUES ON NEXT PAGE -

Expectations for the student/student outcomes

You may wish to include something like this in addition to your expectations: If you have a problem with class procedures, please speak with me to help resolve problems.

Students requiring special services – insert your campus policy

Academic Integrity – insert your campus policy

Grievance Procedures - are there any other items specific to your course or other items you feel should be included?

Course Requirements:

- Class attendance
- Class participation - how does this differ from on-site? Will you require students to participate outside of class through e-mail or group online discussion?
- Assignments - choose an electronic format or course management system to facilitate assignments.
- Examinations – will they be online, in-class at sites, who will proctor examinations at distance sites?
- Small group presentations /projects
- Journals - if you use a course management tool, journals are provided
- Options for extra credit

Evaluation of Course Work

- Requirements
- Points
- Due Date
- If you have a sample grading sheet or evaluation form include it with your syllabus
- Policy for late assignments
- Issues relating to the returning of assignments and FERPA

Point Equivalency of Letter Grades	Point values for assignments (example)
90-100 = A	1. Class attendance 5
80-89 = B	2. Class participation 5
70 – 79 = C	3. Assignment #1 15
60 -69 = D	4. Assignment # 2 15
60 and below = F	5. Exam #1 15
(include policy for incompletes)	6. Exam # 2 15
	7. Small group/team project 30

Class Schedule (sample)

Meeting or Session	Date	Topic	Reading Assignment	Activities
1	8/27	Orientation, introductions, review		
2	9/03	List subject to be addressed or if any videos will be shown, or projects requirements	Chapter XX in text Handouts	
3	9/10	Etc.		

Biographical Sketch of Instructor

APPENDIX B Sample Evaluation

IVN Videoconference Class

For each course offered over the ND IVN students are requested to complete a survey. This information will be used to make future IVN courses even better.

Please take a few minutes to answer the following questions. Please place a mark (X) by the appropriate response.

Course: _____

Instructor: _____ Site: _____

Semester: _____ Year: _____

1. Have you been involved with an IVN course before? ___Yes ___No

2. Given the opportunity, would you be inclined to participate in an IVN course again? ___Yes ___No

3. What was the reason for your participation in this IVN course? (Please mark all that apply.)

___ Course was part of a degree program ___ Reputation of instructor ___ Course topic interested me
___ Certification purposes ___ Convenience of not having to travel far ___ Career advancement ___ Other
(please explain) _____

4. The delivery and return of papers was efficient.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

5. The service I received from MBS Direct for purchasing textbooks was satisfactory.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

6. Library services for off-campus students are easily accessible.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

7. The admission process was efficient.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

8. The registration process was efficient.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

9. The process for paying student tuition and fees was efficient.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

10. I felt I received sufficient academic advisement.

___ Strongly agree ___ Agree ___ Neutral ___ Disagree ___ Strongly disagree ___ Not applicable

Comments on questions 1-10

11. Was the amount of interaction between the instructor(s) and participants appropriate for this course?

___ Yes ___ No

12. Was the quality of interaction between the instructor(s) and participants appropriate for this course?

___ Yes ___ No

13. Did the instructor(s) appear comfortable working in an interactive classroom?

___ Yes ___ No

14. Did the classroom technician provide the help needed in correcting any problems with the IVN system?

___ Yes ___ No

15. Were monitor pictures of instructor and distant classrooms clear and easy to follow?

___ Yes ___ No

16. Was the overall sound quality of instructor and distant classrooms clear and easy to understand?

___ Yes ___ No

17. Were monitor pictures of overheads clear and easy to read?

___ Yes ___ No

18. Were videotapes clear and easy to understand?

___ Yes ___ No ___ N/A

If you answered no to any of the above questions, please explain further_____

My experience with IVN instruction was effective because_____

My experience with IVN instruction would have been more effective

Additional comments

Thank you for completing this course evaluation form. Results will be tabulated, typed and provided to the instructor in a timely manner!

Instructors: Have students read through computer requirements, FAQ's and Troubleshooting before following instructions to Access a Streamed Event.

Computer Requirements

For best results to view the streaming, computers should have a minimum of a DSL connection or cable modem connection to the Internet. Students viewing streams on college campuses should not have problems since they have enough bandwidth. You will need to check with your campus computer lab help desk for any firewall issues.

Streamed events can be viewed on either a PC or a Macintosh computer.

PC computer requirements include:

- Windows 2000 or XP
- Microsoft Internet Explorer 6, Internet Explorer 5.5 with Windows only
- Netscape 7.1
- Microsoft Windows Media Player 9.0 or newer
<http://www.microsoft.com/windows/windowsmedia/download/default.asp>

**** Note:** Windows Media Player users may see the message "Click here if you have Windows Media Player Version 9." **UNLESS** you have that version **DO NOT** click on it. Doing so will disable the Windows Media Player altogether.

Macintosh computer requirements include:

- Mac OSX Version
- Netscape 7.1
- Microsoft Internet Explorer 6 or higher
- Microsoft Windows Media Player

FAQ's

1. ***What would be causing me from viewing a live stream?*** Sometimes during a live stream, you may not have access due to Pop Up Blockers and Firewalls. To remove a Pop Up Blocker, click on tools on your Internet Explorer browser, click on Pop Up Blocker, and click on Turn Off Pop Up Blocker. Also turn off your personal Firewall during the live stream. Remember to turn these back on after the stream.

2. ***Once I click on the link should it begin playing immediately?***

There will be a short delay while the network buffers the media. This buffering time delay actually helps provide a smooth playback. Also note, that there may not be any audio for the first five minutes as all videoconferences begin with mics muted.

3. ***I get a picture but no sound when I begin, what is the problem?***

Most videoconferencing sessions begin with muted mics and the streamed event may not have any volume for the first five minutes or so. Also, check the volume on your computer to make sure it is not muted; check to see if your speakers are turned on; and make sure your computer's audio is not turned down. You can also adjust volume on the media player's control panel.

4. ***How do I know if I have a local firewall issue?***

If you see a blue or black screen; if you do not get either video or audio; or if you receive audio without video or video without audio, you may be experiencing a firewall problem. Consult your local LAN administrator.

5. What causes the poor image quality?

Fuzzy, blurry or unclear images are usually caused during the transfer of the compressed video signals over the Internet. This is not an uncommon occurrence. Heavy Internet traffic is the usual culprit, but other factors may contribute to this problem as well.

6. Why is the quality of the video better at certain times of the day?

This is usually due to network congestion during the busier times of the day.

7. I cannot access the streaming session when I go to the streaming website, what is the problem?

The event may be passcode protected. The event facilitator will need to provide the passcode in order to view the event. Firewall issues or media player compatibility may be a contributing factor. Please update your media player and make sure you can access other media streams on the Internet before consulting with your LAN administrator. Additionally, events will be archived on the system for 10 days.

8. If I downloaded Media Player at the beginning of the semester, why won't it work now?

You may wish to check if there has been an update by going to the media player's website. If you have multiple media players on your pc, your system may be trying to play the stream with an older version of software. Try reinstalling an updated media player.

9. What should I check if I don't get sound?

Check to see if the speakers are turned off, muted or the volume is turned down. You can also adjust volume on the media player's control panel. Also, IVN events begin with mics muted, you may see a picture but no sound until someone talks.

10. **Am I able to download the stream, and store it?** No, the only option is PLAY.

Troubleshooting Checklist

Before calling the IVN Help Desk, walk through these initial troubleshooting steps

1. Make sure you are viewing from one of the approved browsers and it has either DSL or cable connections.
2. Turn off any personal firewalls or pop up blockers.
3. If viewing on campus in a computer lab, check with your campus Help Desk. There may be other Firewalls installed by the campus.
4. If a password was provided to view the event, make sure you have typed in the correct password. Passwords are case sensitive.

If you have gone through the FAQ's and the Troubleshooting Checklist, and you still cannot access the stream, call the IVN Help Desk at 701-777-6486 and select Option #1. Ask for Marshall or leave a message.

Three Easy Steps to Access an IVN Streamed Event

STEP 1: Using a web browser, navigate to IVN's streamed media web page:
<http://streaming.ndivn.nodak.edu/ndivn/>.

General Information:

Any events being broadcast live will be listed under Live Conferences. For previously recorded events, look under Archived Conferences. Events will only be archived for 10 business days, and then removed.

The screenshot shows the IVN website interface. At the top, there is a navigation bar with links for Services, Scheduling, Resources, Tech Support, Site Information, About IVN, and Home. Below this is a secondary navigation bar with links for Streaming, Videoconferencing, and Audio Conferencing. The main header features the STARBAK logo and links for Live Conferences and Archived Conferences, along with Refresh and Help buttons. A red circle highlights the 'Live Conferences' link. Below this, a message states: 'No live streams are currently available. Please refresh this page periodically if you are expecting a streaming event to start soon. Otherwise, select from the on-demand catalog below to replay a recorded stream.' A 'Filter Archived Conferences' section includes options for Current Location, Sort By, Creation Date, Folders, and Search. Below the filters, 'Results pages: 1' is displayed. A red circle highlights the 'Archived Conferences' link. The main content area shows a video entry for 'Classroom Tech Training' with a play button icon, video details (16 - 252 kbps), creation date (09/09/2004 - 11:59 CDT), and duration (33 minutes, 38 second).

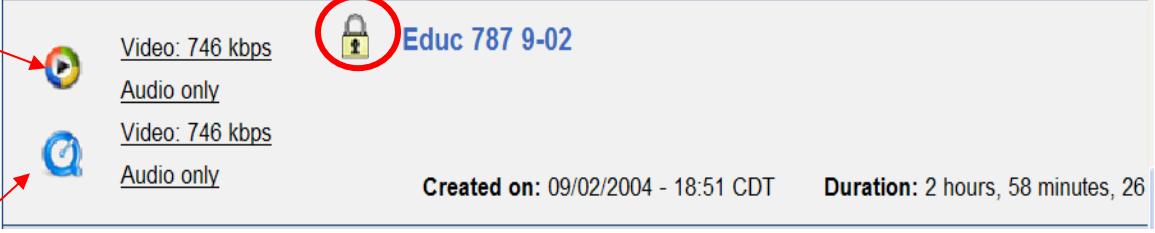
NOTE: If you can not find your event on the first page, make sure you click on the bottom to the additional pages.

This close-up screenshot shows a video entry for 'ILG - InterviewRecruit 3-3'. It includes a play button icon, video details (746 kbps), and audio only options. The creation date is '03/03/2005 - 12:52 CST' and the duration is '3 hours, 59 minutes, 27'. A red circle highlights the 'Results pages: 1 2 Next' link at the bottom of the entry.

STEP 2: Click on the view you want, Windows Media player or Quick time, audio or video. Some sessions may record only in audio. The padlock indicates a password protected event.

Windows Media Player

Quick Time



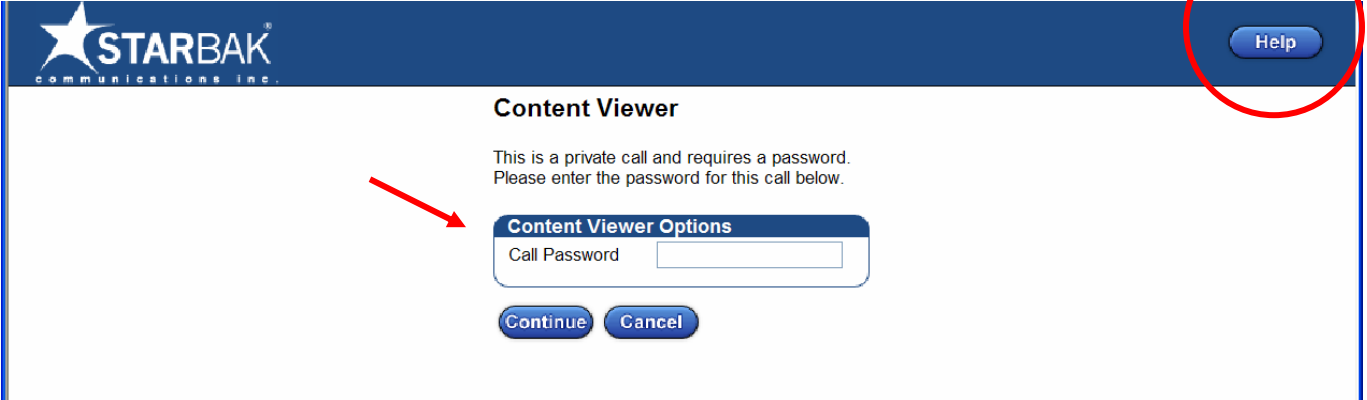
Video: 746 kbps
Audio only

Video: 746 kbps
Audio only

Created on: 09/02/2004 - 18:51 CDT Duration: 2 hours, 58 minutes, 26

STEP 3:

If the event or class is password protected, the instructor or facilitator will provide you with the Call Password. Type in the password, which is case sensitive, then click on continue.



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Help

Content Viewer


This is a private call and requires a password.
Please enter the password for this call below.

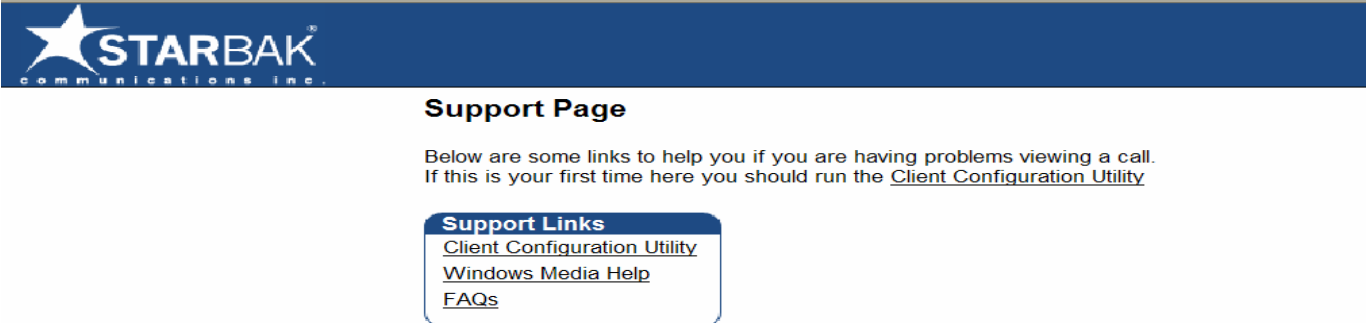
Content Viewer Options

Call Password

Continue Cancel

REMINDER: Events and classes begin with mics muted so there may not be sound right away when you hit the play button. Also, the screen may appear black until someone speaks.

By pressing the  key in the upper right hand corner (see Step 3 above) or it will appear in the middle of the viewing page, it will bring you to the support page. This will help you troubleshoot your computer if you are having difficulty viewing a stream. Check the FAQ and Windows Media Help.



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Support Page

Below are some links to help you if you are having problems viewing a call. If this is your first time here you should run the [Client Configuration Utility](#)

Support Links

[Client Configuration Utility](#)
[Windows Media Help](#)
[FAQs](#)

Helpful Hints

Here are a few tips to help you get the most out of your videoconferencing session:

◆ **Be on time!**

Classroom connections will begin and end at the established scheduled time with all participating sites. If you are late, the camera will focus on you as noises are picked up easily by the microphones.

◆ **Speak clearly in a natural tone.**

Microphones are strategically placed throughout the classroom to allow for normal conversation. Speak as you would in a traditional classroom. It is not necessary to lean forward to speak, but avoid leaning backward.

◆ **Avoid chit chat and other low noises.**

The microphones are very sensitive and will activate the camera to focus on any individual making noise. Avoid pen tapping and paper shuffling.

◆ **Food and drink policy.**

Follow your classroom's guidelines for food and beverage. Usually bottled or covered containers will be allowed for water, pop or coffee.

◆ **Cell phones.**

Turn off cell phones before the start of your class. If you need to make a call on your phone, please do so outside the classroom.

Inclement Weather

In the event of poor weather conditions, please call the IVN Help Desk At 701-777-6486, press option #5 for the latest information on class cancellations. However, you must make your own decision regarding travel.

It is important to note that poor weather may not be affecting all parts of the state. If an IVN event is held but your campus is closed or if you are unable to make it, please contact your instructor who can make alternative arrangements with the host location.

Revised Fall 2005



Student Guide

Website: www.ndivn.nodak.edu

Phone: 701-777-6486

**PO Box 8384
Grand Forks, ND 58202**

Welcome to the North Dakota Interactive Video Network

IVN is dedicated to providing high quality audio and video for classroom instruction. State-of-the-art technologies allow IVN to connect two or more locations to create one classroom environment. These guidelines will help make your IVN classroom experience more productive.

IVN Personnel

The *site coordinator* handles the local arrangements for interactive video classes and other videoconferencing events. The site coordinator provides a link among students, instructors, campus personnel and community leaders with the rest of the network.

A *classroom technician* may be available for your event. The classroom technician assists with videoconferencing support duties and will be readily available if technical problems occur. The classroom technician also assists students and instructors by distributing materials, collecting assignments, and sometimes proctoring examinations.

Instructor Contact

Unlike traditional classes, it is not as easy to visit with an instructor before or after a class. As a component in a distance education course, your instructor should provide you with contact information including how and when to contact him/her.

Student Services

Contact the Site Coordinator for an explanation of the support services available for distance students. These services include registration, financial aid, library, computer resources, computer labs, bookstore, disability, support services and tutoring.

Class Schedules

An IVN class schedule is available on the Internet at <http://www.ndivn.nodak.edu>. Look under User Groups>Higher Education>Degree Programs and Classes.

Examinations and Assignments

If you are absent from an exam you will have to make arrangements with the instructor to take the missed test. When the classroom technician collects examinations and assignments he/she is responsible for forwarding your work to the instructor. Materials from the instructor will be returned electronically by the instructor or in class by the classroom technician.

Always label your work with **your full name, site, course title/number, and instructor's name**. It is advised that you retain a copy of each assignment until your grade is received.

Recorded Class

A class may be recorded (videotaped or streamed) for temporary use for sites that encountered technical problems or for students who missed the class (seek instructor's permission to record in event of missed absence). Instructors may also record a class for archival purposes or later instructional use.

Classroom Protocol:

◆ Microphones.

Microphones in all IVN classrooms are turned off (muted) at the start of the class. Once unmuted, the system will detect a person speaking and the network video automatically switches to the speaker's site. The video will remain at the speaker's site until someone at another site begins talking. Also, don't cover any table microphones with backpacks, purses or papers because this will interfere with the audio.

◆ Getting the instructor's attention.

The instructor will establish some form of protocol that allows you to get their attention. It is helpful to say, "This is (your name) at (site). e.g. "This is Dave at Minot". There will be a short delay before the video switches to the speaker, so talk long enough for the system to switch to your site.

◆ Technical problems.

If you cannot see or hear during an event, please bring the problem to the attention of the instructor or classroom technician immediately.