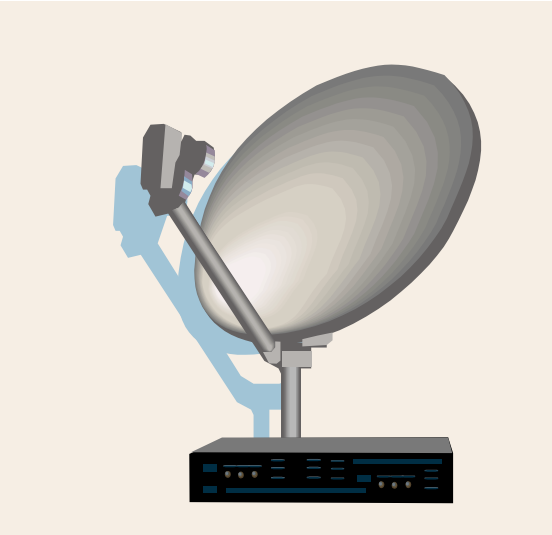

Teaching With Interactive Video

A Faculty Orientation

New Mexico Highlands University

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A Faculty Orientation

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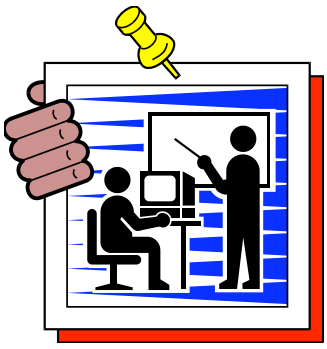


Overview of Educational Outreach Services

Educational Outreach Services (EOS) demonstrates a deep commitment to rural and high-need communities via a well-established distance education network. This network provides educational access to students who otherwise could not obtain a college degree. Our program delivers education using a variety of methods: Interactive Television (ITV), Internet, and traditional (face-to-face) on main campus or at the student's site.

Mission:

The mission of Educational Outreach Services is to provide access to quality educational opportunities for students at remote locations.

Purpose:

The purpose of Educational Outreach Services is to provide distance education services to the NMHU community, inclusive of all academic units, centers, faculty, students, and staff, and to serve as the liaison between NMHU and external distance education partners.

Services:

Service--Instruction

In coordination with the Academic Units and Center Directors, EOS is a support unit that offers courses via three mediums.

- **Off campus Instruction**- Traditional on-site courses are designed for those who are at a distance, cannot enroll at main campus or centers, yet need to complete an undergraduate degree, graduate degree, licensure, teacher endorsement requirements or fulfill professional development requirements for career advancement. The distance education student is likely to be from a state or private agency, as well as, from a school district. School district sites include: Grants; Raton; Los Lunas; Dulce; Tucumcari; Cimarron; Taos; East Las Vegas; West Las Vegas; Hatch; Mora; Clayton; and Springer. Participating agencies include: Advance Placement; United World College; Regional Education Cooperative in Raton; Northeastern Education Foundation in Raton; Gear UP; Kessleman and Jones Inc.
- **Internet Based Instruction**-Web-based instruction is electronic communication technology used to reach out to students at various remote locations. WebCT is the course management tool for delivering the courses on-line and allows for professor and student interaction.
- **Televised Based Instruction**-Televised instruction brings the professor and the student into an interactive environment through electronic

communication technology. Academic Departments that offer courses via this medium are: School of Business; School of Education; and School of Social Work. Many colleges at the University have taken a proactive approach to incorporating technology delivery to meet the needs of their students.

Service--Videoconferencing for the University Community

Videoconferencing provides an alternative for meetings, orientations, and interviews that would require travel. Video conferencing connects multiple sites and provides the opportunity for interacting with colleagues at different locations. This service is provided for students, staff, faculty and administration free of charge. In 2001, EOS provided 31 conferences. In 2002, EOS provided 94 conferences, which is a 203% increase. This Fall 2004 Semester, EOS experienced an increase of requests for video conferencing. EOS televised 156 meetings. This does not include the amount of time required to test and setup prior to production. EOS is video conferencing bi-weekly meetings for School of Business, School of Social Work, and the School of Education. EOS also televises monthly meetings for our Board of Regents. In addition, EOS uses the system for staff and faculty development, departmental meetings, and special events.

Traits of the NMHU Distance Learning Student

- Your student will know whether you are prepared or whether you know your "technology stuff".
- Non-traditional
- Demanding (They usually need the course now, or may have to wait several semesters for the course to be offered again.)
- Very organized, and well prepared
- High expectations
- Many think of the classroom as their job.
- Cohort learning style
- "Just tell me what I need to do." (No fluff)

What Do Students Think of Videoconferencing?

Generally, students prefer videoconferencing to other forms of communications in distance education. (1) Through the use of this technology, students at distant sites become more self-reliant as they run their own classrooms and develop their own groups and projects. This attitude spreads into other areas of learning, as well, such as communicating with faculty or utilizing other resources. They see themselves as a close, interdependent group, and are aware that this technology affords opportunities not otherwise available. As a result, distant NMHU students at distant sites DO report that common feeling of being left out, but almost unanimously seek continued videoconference classes. When asked to choose among four reasons for taking

courses via distant technology, including course content, convenience, degree requirements, and cost, students consistently site convenience as the number one reason for enrolling. (2)

What is Distance Teaching Technology

The distance learning/teaching technologies which you can utilize at NMHU are called Web-based, two-way videoconferencing or Interactive Television. The pipeline that is delivering the audio and video is an internet connection.

Like the television we are all accustomed to seeing, images appear on a TV screen. Unlike TV, with videoconferencing we can see and be seen, listen and talk, hear and be heard. Also unlike TV, the video images are being sent via telephone lines or over the Internet and not via satellite.

The system at NMHU can be "point-to-point", linking one site with one other, or "multi-point". That is, one main site linked to a number of sites simultaneously. When more than two sites wish to communicate together via video, a video bridge is used to bridge the sites together. At a receiving site, the viewers will se their own site and all other participating sites.

Benefits of Videoconferencing

- Class sizes can become more viable by bringing together small numbers of students at remote sites.
- Courses can be delivered statewide.
- Travel can be reduced for staff, faculty and students.
- Stress and cost of travel can be reduced.
- Enables access to expert speakers and alternate video sources from other geographical locations.
- Interviews can be conducted without applicants or panel members having to travel.

Who can Teach With This Technology?

Everyone. At NMHU, many departments have integrated distance teaching technology into their presentation methods with obvious success. Some of these department include:

- School of Education, School of Business, School of Social Work and College of Arts and Sciences

How Can Distance Teaching Technology Help You As A Teacher?

- Interactive videoconferencing and web technology gives you the ability to reach a much larger and more diverse audience with your course content.
- This technology enables you to help students in distant locations achieve educational goals otherwise out of reach due to their location.
- Teaching a multi-site class can facilitate greater interaction in the classroom, and bring a wider variety of regional, national and international issues into discussion.
- Combined with web technology (WebCT), distance learning builds flexibility in communication, allowing students to have access to course content and greater degree of interaction with the instructor, at convenient times for both.
- Distance learning saves travel time and money, both for students and faculty.
- By reaching students in less populated areas of the state, you are helping the University meet its longstanding goal of outreach and engagement with the New Mexico Community.
- Distance Education can put you and your class in touch with other faculty, staff and research facilities throughout the state, the U.S. and the world. Remote experts can validate understanding, provide feedback and introduce practical examples.
- It's a FUN and engaging learning experience for those who are new to the methods. Though the technology is still changing and improving, it is exciting to add this technical dimension to your class, and become part of a growing community of professionals who are expanding the horizons of learning.

Where Does Distance Learning Take Place?

Someone once said that true distance learning begins in the second row of your classroom. In New Mexico, students taught by videoconference are all over the state. The Office of Educational Outreach Services has led in the development of Distance Learning Sites at:

- Raton, Tucumcari, Taos, Clovis, Hobbs, Los Lunas, Los Alamos, Santa Rosa, Clayton, Dulce, Questa, and Penasco

In addition, EOS has equipment stationed at the following NMHU Centers:

- Farmington, Santa Fe, Espanola, and Roswell

NM Tourism Department Web Site copyright 2004 NM Tourism Development Dept and its associated organizations.

Instructional Strategies for Video Conferencing

***Teaching and Learning Differences*: How does distance education differ from conventional education?**

In distance learning of any kind, the instructor will probably spend more time preparing and developing instructional strategies designed to actively engage learners than in a conventional class. There is a shift from "knowledge disseminator" to "learning facilitator", and this is likely to improve the potential for learning for both local and remote students as all students take increased responsibility for their own learning. (3)

In videoconferencing, the teacher will need to use all the components of a conferencing system, manage the local classroom, as well as the distant sites, and possibly coordinate remote resources. For instructors, it may seem there is a long planning process and learning curve as they begin to utilize the technology, but with this planning, videoconferencing can provide a truly dynamic classroom. It gets easier the more you do it.

(3) Jodi Reed and Merry Woodruff, *Videoconferencing: Using Compressed Video for Distance Learning*, Fall 1995, (25 September 2002)

What teaching strategies enhance learning in a videoconference class?

- ✓ Setting Expectations:

  Most students are all too familiar with the passive role of television viewer. One way to overcome the television preconception is to carefully **explain the qualities of interactive video**, stressing the "interactive". A tip sheet can be distributed (Handout A), noting the main differences between TV and videoconferencing. This can keep frustration to a minimum and help establish classroom behavior guidelines that will keep distractions to a minimum.
  If an expectation of involvement and regular response is established early in the class, learners will begin to understand what is expected of them in a two-way video vs. broadcast TV, and will replace passive and active responses.

  Encourage students to COMMUNICATE WITH, not WATCH video.

- ✓ **Teaching Tips**: (4)
  - Include the participants at all sites in the conference within the first 5 minutes. Involve them early so they don't turn away. Try a name game, or ask a compelling question that taps their affective domain.
  - Devote 30% - 65% of each hour to student activity.
  - For group work, select individuals at each site to participate on inter-site teams.
  - To encourage interactivity, remember the rule; no more than 10-15 minutes of instructor talk without some learning-centered response. This will enable you

to put the responsibility of learning back in the learner's hands. Using a pre-obtained roster, call on students at all sites by name. Encourage discussion *among* sites.

- Take as many questions from the distant site as you take from the local site. To answer questions:
  1. repeat the question before answering it to make sure everyone heard the question
  2. look into the camera and answer the person who asked the question by name
  3. see if the question can be answered by that student or another
- Allow students to take responsibility for some equipment operations
- **Check in every 20 minutes or so with your onsite technical advisor – be sure everything is still going smoothly**
- Move and gesture normally – avoid swaying, rocking and pacing
- Discourage interrupting

✓ **Keeping Everyone Tuned In**:

We all get bored watching a talking head for hours. Change the pace and increase attention and motivation with any of the following:

- Vary between lecture, group –centered discussion, collaborative projects
- Change the pace. Good quality, still visuals work well for a momentary pause
- Utilize guest speakers. This is an excellent way to introduce other faculty to video conferencing and at the same time, provide new viewpoints or knowledge applied practice. Videoconferencing allows you to utilize guest speakers at remote sites, also.
- Support instruction with a variety of complementary media. Effective visual presentation can improve retention by up to 50% (5). Use attention-getting, memorable materials that are colorful, pictorial, etc.
- Pay a visit to local sites, if possible, and generate classes in all locations. Students report this as a great motivating influence.

✓ **Encouraging Dialogue**:

It's common for students at the distant sites to feel a sense of alienation. This happens when they cannot interact with the faculty member or other students as they normally would. In addition, faculty may not get the same feedback, verbally or nonverbally, from the distant students, and may begin to focus on the students at the base site. It's easy to relegate the distant students to the role of observer.

For the receiving end, asking questions can be a struggle for students, especially if they must get access to a microphone, get the attention of the remote teacher and talk to the screen. It's important for teachers to anticipate questions by observing facial expressions and body language and then encouraging the question. Eye contact is also critical. If a shy student consistently sits away from the camera, ask them to change seats so you can see them clearly. Remind

students to look at the camera to answer questions, not at the screen. Distant students will be more likely to stay on board when the instructor calls on students by name, doesn't always at the group at the local site, and also look into the camera.

It may be possible to engage students early by sending notes about the first lecture prior to class, or by sending in advance the topics to be considered and discussed at the first meeting. Handouts can be distributed by list serve to all students or by courier packers sent to one student. However, at NMHU, we use WebCT as an ancillary tool for disseminating information to our students.

Consider alternative modes for interaction, too. Students who are inhibited by the videoconference method may feel more relaxed about using email or fax. Teachers can hold videoconference office hours, on Internet office hours, or hold chat rooms for interactive discussions. You may wish to offer a web component to the class. (Hybrid course)

✓ **Dealing With Technical Difficulties**:

Before the first class, it's a good idea to reserve a time to visit the room from which you'll be teaching. Become familiar with the equipment and, with the help of a tech, experiment with controls. It might also be helpful to sit in on another class that is already in session. Utilize an opportunity to guest lecture during a videoconference class, if possible.

Even with the best preparation, it's almost inevitable that your class will experience technical difficulties. The technology used in interactive videoconferencing is far from perfect and is constantly improving and advancing. In addition to the normal delays, ghost images, and microphone sensitivity, you can expect to have a few more serious difficulties, such as frozen images on the screen, echoing sound, or even a lost image from one or more sites. If you're prepared for these delays, they are less likely to create a barrier to learning. Work with the technical staff at your site to make sure to:

- Know where to get help.
- Have a phone in the room at the distant sites.
- Work with your team to inform students at the remote sites about the equipment; they can help make sure the equipment runs smoothly.
- Make sure they know where to get help on site.
- Have telephone numbers of your team contacts in remote sites readily available in case you lose the connection. Give your number to all your remote sites.
- Discuss contingency plans ahead of time with facilitators at all sites. These can include –
    - Continuing on audio if that is still available,

- Providing overheads that can be used at remote sites in lieu of video image, if sound is still available
- By preparing in WebCT, have the class log onto the course and continue using WebCT as the primary interactive tool/audio.
- Switching students to group projects or other activities until video is restored.
- Rescheduling the class.

Management Issues

Scheduling Special Events

If you would like to use the videoconferencing equipment for a workshop, contact the Office of Education Outreach Services at least 3 weeks prior to the tentative workshop date. This time is needed to check availability of dates, determine responsibilities of each partner and provide ample time for marketing of the program.

Building a Team

Teaching with videoconferencing is a TEAM process. It takes an array of differently skilled people to make videoconferencing a workable, successful teaching method. Your first contact, EOS, will help you make the necessary connections to personnel at other sites who will help you plan your class. These personnel can include:

Service: Outreach Support from EOS

Educational Outreach Services extends support to agencies, students and academic units. The quality of support is described:

- Visit state and private agencies throughout New Mexico to conduct needs assessments.
- Communicate course/program needs to Academic Unit.
- Coordinate with Academic Units.
    1. Locate faculty/adjunct faculty.
    2. Coordinate class schedule(s).
    3. Submit paperwork to set up course(s).
    4. Order textbooks(s).
- Review policy and procedures with students.
- Conduct registration.
- Collect tuition and fees.
    1. Students.
    2. Agency.
- Sell textbooks for bookstore.
- Troubleshoot and solve student problems.
    1. Billing.

2. Financial Aid.
3. Registrars.
4. Academic units.

- Coordinate orientation and advisements.
  1. Academic Units.
  2. Business Office.
  3. Financial Aid.
  4. Recruitment.

Setting up the Facilities

At all videoconferencing sites, rooms are already equipped with controlled lighting, camera and sound equipment that is placed properly, and appropriate seating positions. In each site, personnel are available to assist with room setup and equipment setup. At some sites, individuals are designated as technical assistants and will be on hand throughout the class. After you have scheduled your class through EOS, you will be given the names of contact people for all sites involved. For a smooth beginning, discuss room setup and requirements with EOS well ahead of the start of the class.

Conducting ITV Lessons

Because faculty and students are physically separated by distance, the faculty's challenge is to psychologically reduce the gap not only through the appropriate use of technology. Employ the following three step strategy for conducting ITV lessons:

1. Set the Stage as the Instructor

- Remember that it takes longer to deliver instruction at a distance than in a traditional face-to-face setting. **Preparation is essential**.
- Practice in front of a live camera prior to class. Attend a rehearsal practice session. If possible, have a colleague, a few target students, or an ITV Engineer view your presentation, who may offer suggestions for improvement.
- Organize all class materials and visuals before the start of the class. It is best to have a trial run with technical staff, so that all participants know the role they are expected to play.
- If using an overhead camera to electronically project visuals, understand its operation and limitations prior to the start of the class. Remember, **font size** is important (at least 24).
- Prepare viewers for new terminology to be used in the program, and answer any questions regarding the technical equipment being used, such as cameras, television monitors, audio equipment, etc.
- Inform students if there will be camera operators or technicians in the classroom. Although the students may be initially curious, this

will fade as the class progresses. In-class crew technicians are trained to be as unobtrusive as possible.

- You must have the necessary course material on WebCT available for students prior to the 1st two weeks of class.

Some suggestions before you start a teaching session:

It is important that first time users learn about the videoconferencing system, practice, experiment, and become comfortable with the technology. As a general rule, the standard good practice for the design and delivery of classroom teaching applies to videoconferencing.

Pointers:

- Arrange to sit in on a meeting or ITV session.
- Book a practice session where you can try out the equipment.
- Arrange to talk to a member of Team EOS to discuss what you hope to do. Show them your audio, visual materials - they may offer helpful advice.

TIPS for Instructional Television

Do's	Don'ts
▪ Call on Your Sites Often	▪ Turn your back to your audience
▪ Make sure your mic is "on"	▪ Turn into a talking head. Avoid staying in one spot for too long.
▪ Make sure that your students turn their microphones on when they are talking	▪ Write using Cursive. Print is best. This will transmit better.
▪ Make sure your students turn off their mics when they are finished talking.	▪ Forget to mute your microphone when you go to the bathroom
▪ Remember to keep all equipment on when you leave	▪ Forget to re-charge the battery from the microphone before leaving
▪ Remember Camera Contact, this is your only contact with your off-site students. Make them feel part of your class.	▪ Speak into the whiteboard/Smart Board. Also, avoid talking into the carpet, as this can muffle your voice.
▪ Speak loudly and clearly. It is important that your students hear you at all locations.	▪ Use the red eraser pen, as it does not transmit well. Instead, use the black, purple, or navy eraser marker for writing on the whiteboards.

▪ Keep your students active. Involve them in discussion, especially the off-site students. Call on them frequently.	▪ Use the mouse when you are using the Smart Board. Utilize the tools to their maximum ability. Point and click on the Smart Board, it keeps your audience focused.
▪ Remember to write using large font size. Especially on the Smart Board or Whiteboard.	▪ Ask crew technician to Xerox or fax materials for class. All courses should be placed on WebCT.
▪ Try to always utilize all the DE equipment in the classroom to make it a true virtual interactive experience.	▪ Leave class early. We pay a lot of money for these classes to be broadcast.
▪ Show up to class early or at least on time. It makes perfect sense to start class prepared and organized.	
▪ Always have your material up on WebCT for your students to view prior to class starting.	
▪ Have a back-up plan, if you cannot make it to class.	
▪ Call roll on a regular basis.	

Televised Instruction Protocols for NMHU

- **Faculty must arrive to the classroom 10 minutes prior to the scheduled class time. This will give ample preparation time.**
- Use at least a 24 font size when you are using the document camera or Smart Board.
- Remember to write on the whiteboard using print, rather than cursive. This will transmit better. Also remember to use the blue, black, or purple dry erase marker. Certain colors transmit better.
- SYLLABUS ***MUST BE*** posted on WebCT. Your students will thank you if you have your syllabus up on WebCT **PRIOR** to the first two weeks of class.
- Professor should **communicate** the following with your Crew Technician.

  Examples:
  1. From Document Camera to Me (Professor) or vice versa.
  2. From Smart Board to Document Camera or vice versa.
  3. From Video to Me (Professor) or vice versa.
  4. From Video to Requested Equipment or vice versa.
  5. From Computer to Me (Professor) or vice versa.
  6. From Me (Professor) to Document Camera or vice versa.

7. From Me (Professor) to Smart Board or vice versa.

- Inform the crew technician of any changes regarding the use of equipment or class schedule **Prior to class** starting.
- Please turn off cell phones, pagers and any other distracting devices.
- If using videos, please ensure that copyright has been complete. Refer to page 21.
- If having difficulty, concerns or suggestions, please inform the crew technician or ITV Engineer team.
- Check batteries on Lavalier Microphone.
- When you take a break, make sure that the mute button is on.
- Turn the instructor computer on and Log on to it.
- Ask crew technician if all sites are up.
- Conduct a sound check. Make sure the other sites can hear you, and you can hear them. This should be completed when taking roll.
- Make sure that other sites can see you and that you can see them.
- Make sure the smart board is set up. Write on it to see if it is in line.
- Make sure that all students at each site know how to use the Microphones. Give instructions. Students must mute Mics to avoid feedback, and background noise.
- The camera should be zoomed in on all students at each site.
- Check if the crew technician is ready to get started.
- Check with crew technician to see if the projector is on.
- Make sure there are markers and an eraser for the white board.

Videoconferencing Layouts/Modes of Operation

Videoconference events take various forms. Depicted in the following figures are three modes of operation: small group, point-to-point system and multi-point system.

Small group videoconferencing (Fig. 1)

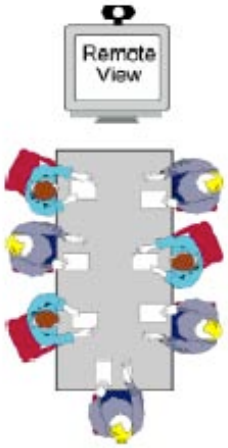
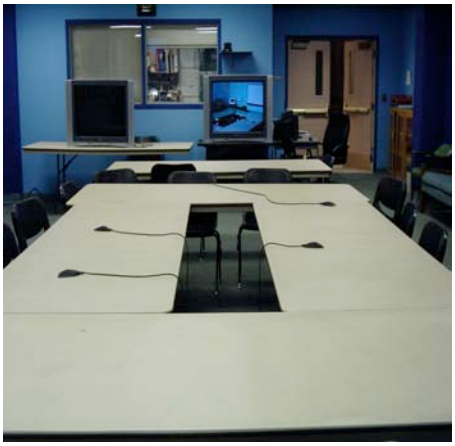


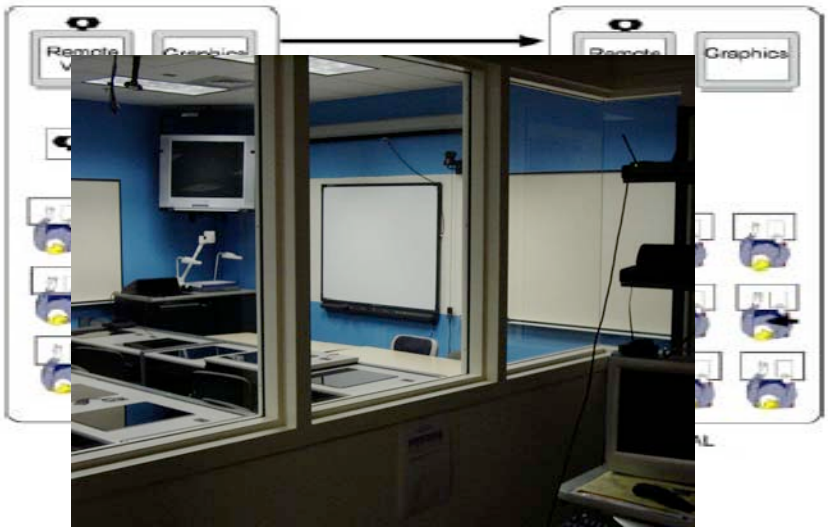
Fig. 1 Small Group Videoconferencing



Victoria de Sanchez Teacher Education Building Room 101

This video conferencing system supports good quality audio and video in a classroom type environment. The professor can use the equipment to display documents, PowerPoint slides, whiteboard, Smart Board, and video. materials. The system allows the instructor to interact simultaneously with local students and those in the far or remote site classrooms.

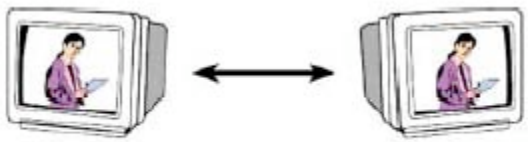
Listed below is Fig. 2 Videoconferencing in the classroom: Single instructor with local and remote classrooms



Hilton Science and Technology Building Room 271A

Point-to-Point and Multipoint systems

The point-to-point system links two systems as in Fig. 3. The multipoint system is where more than 2 sites are linked simultaneously as in fig. 4. If there are more than two sites in a conference, video/audio must be routed through a bridge or Multipoint conference unit (MCU).



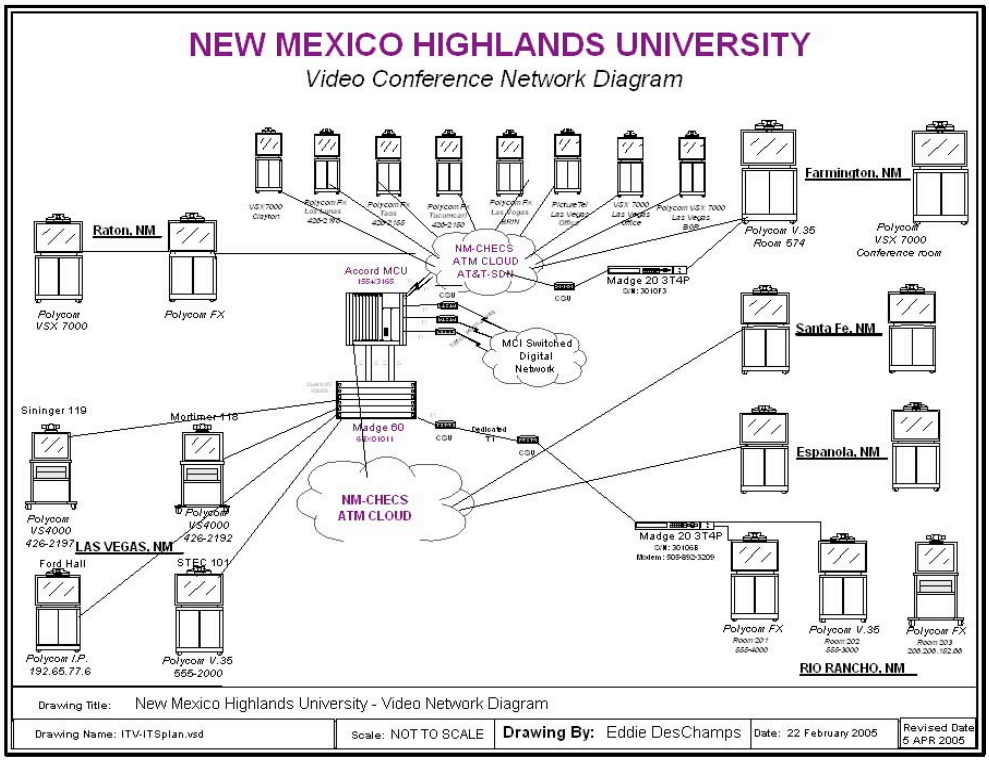
Point-to-point

Fig. 4 Point-to-Point

Fig. 3 Two sites linked together in a point-to-point system.

The far sites can be brought together into one screen with the audio and video shared in real time. Thus, videoconferencing can be used very effectively for meetings and teaching. The participants at the far sites are accommodated in one virtual group that is interactive and live.

Listed below is our Video Conference Network Diagram.



The Videoconferencing Equipment

The videoconferencing services at New Mexico Highlands University are comprised of four classrooms connected directly to a bridging computer called a Multipoint Conference Unit (MCU).

Document Camera

This device is used to transmit images and written material or other objects. Documents that are not in electronic format can be transmitted using the document camera.

VCR

The VCR may be used to send or record video to or from a site. The VCR can be used for recording classroom sessions for courses that experience technical difficulties.

LCD Projector

The LCD is used in conjunction with the Smart Board. It projects images from the Video Conferencing Unit, and computer.

Computer

The computer can be used to deliver PowerPoint presentations, Internet URL's, WebCT, Spreadsheet solutions, and other instructional materials.

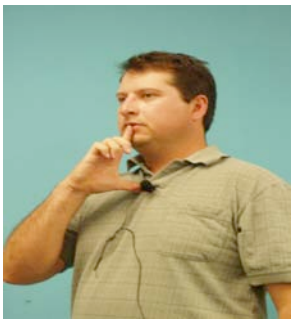
Smart Board

The Smart Board contains Smart Notebook software, which enables users to write information without space constraints. For example, math computations, chemical equations, derivation of theorems, etc., can be easily created using Smart Notebook and delivered using the Smart Board. The computer and Smart Board are used interactively.

Whiteboard

The use of whiteboards for transmitting text is not recommended. Whiteboards often create an obscure view of information when transmitted.

Lavalier Microphone



The Lavalier microphone is used to project and transmit the presenter's voice. It should be placed six inches below the mouth area.

Microphones

This microphone is muted.

This microphone is unmuted.

The audio in each of the classrooms is picked up by microphones placed throughout the room. Users do not need to worry about adjusting these microphones. It is important to remind students to turn on mics prior to speaking, and turn off mics when finished.

Remote Control

This device enables a user to control many aspects of the videoconferencing session. The remote control is primarily used by our crew technician.

Informational Procedures

Copyright Process

Since EOS videotapes each class session, copyright permission is required for the following:

1. Videotapes are displayed at various locations and students will be seen.
2. Textbook page(s) are displayed to students on the document camera.

Since each academic unit knows which textbook and videotape that will be required for each ITV class, they are required to request copyright permission

three weeks prior to the start of the semester. A sample letter has been provided on page 28 of the Appendix. This letter must be sent to the publisher.

On-line Grading

The Registrar's Office has provided all faculty and adjunct faculty the opportunity to record students' grades online. Detailed below are the instructions.

How to access Online Grading:

1. Go to the Internet and then type in www.nmhu.edu
2. Then go to MyNMHU and Select Banner Web
3. Enter Secure Area
4. Use ID which begins with the @ symbol or your Social Security Number without dashes, ex. 123456789
5. Pin = date of birth; ex.: 100202 without dashes; if your account becomes disabled, contact Tina Gonzales at (505) 454-3226 or Geraldine Saavedra at (505) 454-3437 to have your pin reset.
6. Click on Faculty & Advisors
7. Then Mid Term or Final Grades
8. Select Term
9. Select Class from drop down list.
10. Select Grade from drop down list (A, B, C, D, F, PR, S, R), and hit submit. Make sure to enter all grades. If a grade is not entered, the student will receive an automatic "F". When proceeding to next roster click on CRN Selection at the bottom of the page. Make sure that all rosters have been entered. Enter submit repeatedly due to 10 minute log in period, otherwise information will be lost. Please remember to fax in or drop off Incomplete forms for those students who are being given Incompletes.

Book Orders:

Please show consideration for off-campus students by placing your book order at least three weeks prior to the beginning of the semester. Your departmental secretaries are responsible for obtaining book orders and making textbook

requirements available to students. This will give off-campus students ample time to receive their books.

Proctoring of Tests:

If you require someone to proctor an exam at a distant ITV location, you must make arrangements with Nancy Chatfield, who is at our Española site. She is our point of contact for proctoring at all locations. Her phone number is (505) 753-6704, and her fax number is (505) 747-5434. Arrangements must be made at least two weeks prior to the exam. The Request for Test Proctoring form is located on page 36 of the Appendix.

Request for Video Conference:

Our video conferencing can extend past the classroom. If you require the use of our video conferencing units for conducting oral exams, pre-admission meetings, etc., you can contact Sharen Maldonado to schedule an event. Given the amount of televised courses, a request form must be submitted. The form is located on page 35. You must give two to three weeks notice prior to the event to facilitate in order to accommodate the scheduling of the event. You can reach Sharen at (505) 426-2058 or toll free at 1-877-248-9854. You may fax the request form to (505) 454-3066. Once the video conference has been booked, you will receive a confirmation via e-mail.

Photo/Video/Audio Recordings Release Form:

Both faculty and students are required to sign a release form that allows us to transmit classroom instruction. Each student is mailed a release form. Once received, the form must be sent back to our department. If you did not receive the form, they are available at the center sites and at the origination sites on main campus. If you have questions regarding the release form, you may contact Sharen Maldonado at (505) 426-2058 or toll free 1-877-248-9854. A copy of the Release Form is provided on page 38.

Crew Technician

EOS beams classroom instruction from three different sites in New Mexico. These include Las Vegas, Rio Rancho, and Roswell. There will always be a crew technician available at the Las Vegas location. However, you may not have a crew technician at your Center or Site.

Canceling Class

If you have to cancel class, you must notify the Dean of your School and the ITV Engineer. You can contact our ITV Engineer at (505) 454-3131 or toll free 1-800-

867-5062. If you cannot reach the ITV Engineer, please call Sharen Maldonado at 426-2058. We need ample notice in order to notify our Centers, sites, and students.

NMHU Forms and Information

Evaluation

NEW MEXICO HIGHLANDS UNIVERSITY
CHECK LIST OF ITV TECHNIQUES
FOR ITV COURSE(S)
TO BE COMPLETED BY ACADEMIC DEAN

			Never		Sometimes		Frequently
			1	2	3	4	5
Section 1. ENGAGING THE STUDENTS							
Instructor often uses eye contact with the camera.							
Instructor notifies/reminds students to turn on their mics when they are talking.							
Instructor reminds students to introduce themselves before they begin speaking.							
Instructor demonstrates use of movement while teaching.							
Section 2. EFFECTIVE USE OF TECHNOLOGY							
Instructor refers to material in WebCT.							
Instructor uses the document camera.							
Instructor uses the Smart Board.							
Instructor calls roll.							
Instructor communicates needs with Crew Person.							
Instructor provided an orientation of ITV to class.							
Instructor has their material on WebCT.							
Instructor calls on all sites periodically?							
Instructor uses the correct font size?							
TOTAL SCORE							
Suggestions							

General comments

Evaluation of courses is an important piece of the academic process. Deans will complete an evaluation of the faculty's use of the ITV technology for improvement of instruction. Deans will use the following checklist for evaluation.

Reference Guide

Each videoconferencing room has a copy of the Training Manual for your reference. It must remain in the ITV room. This guide is also available online. WebCT assistance is not available after 5:00 p.m. However, you can request support in advance for WebCT after 5:00 p.m. by contacting Mary Haley.

Support Contacts

Evonne Roybal-Tafoya, EOS Director
(505)454-3271 Cell: (505)429-7759
Ford Hall, Rm#2
Roybal_ej@nmhu.edu

Sharen K. Maldonado, Administrative Assistant
(505)426-2058
Ford Hall, Rm#1
skmaldonado@nmhu.edu

Eddie Des Champs, ITV Chief Engineer
(505)454-3131 Cell: (505)429-7403
STEC Rm#101
eddie@nmhu.edu

Ray Sanchez, ITV Engineer
(505)426-2060 or (505) 454-3074
Ivan Hilton Science Technology Bldg., Rm#271-A
rcsanchez@nmhu.edu

Sara Haley, ITV Engineer
(505)426-2065
STEC Rm#1(Back Office)
sarahaley@nmhu.edu

Lydia E. Hernandez, Interim Title V Director
(505)426-2275
Ford Hall, Rm#4
lehernandez@nmhu.edu

Mary Haley, WebCT Administrator
(505) 426-2239
Ford Hall, Rm#6
maryhaley@nmhu.edu

John DesChamps, WebCT Help Desk Technician
(505)426-2074 or (505)426-2215
Ford Hall, Rm#5
jldeschamps@nmhu.edu

APPENDIX

Rules Regarding Copyright

1. What exactly is copyright?

Under U.S. copyright law, any work of authorship is immediately protected as soon as the work is fixed in a tangible medium, such as electronic and print media. Ideas or facts cannot be copyrighted, only the expression of ideas and facts can be protected. For instance, information in a phone book is public domain. However, an essay you write about telephones is protected by copyright laws.

You are free to copy any work that was first published in the U.S. more than 75 years ago, since these works are now in the public domain. Copyrights in effect as of January 1, 1978, have been extended to 75 years from the first date of copyright. Works created on or after January 1, 1978 are protected for 50 years beyond the life of the author (75 years for anonymous works). Anything created since March 1, 1989, no longer needs a copyright notice - that little © followed by the year and author's name. Although, it is still a good idea to include a copyright statement to remind people of the law.

2. What does owning a copyright mean?

It means that no one can copy, distribute, display, or adapt an expression without the permission of the author. This consent may be given for free, for a fee, or on the condition that appropriate recognition is given to the author of the work. It is best to contact the author of a work you would like to use and obtain permission. Penalties for copyright infringement can range anywhere from $500 to $250,000.

3. Are there instances where I can use portions of copyrighted material?

The Copyright Act of 1976 limits the exclusive rights of copyright holders. In order to promote free speech, learning, research, and discussion, it was decided to limit the rights of copyright holders through the concept of fair use. Yes, as an educator there are times when you can use the fair use guidelines to determine if it is legal to use copyrighted material.

4. What are the fair use guidelines?

• The purpose and character of use, including whether such use is of a commercial nature or is for nonprofit educational purposes.

• Is this use for educational purposes?

• Is the copy being made as the result of poor planning or lack or preparation?

• The nature of the copyrighted work.

5. Are there other methods or materials available that would satisfy this need?

Factual materials get more leeway in copying than a work of fiction or a work of art. (The amount and substantiality of the portion used in relation to the copyrighted work as a whole.)

6. Have you exceeded the portion limitations allowed for the work?

Rule of thumb is to copy no more than 10% of any given work.

7. For its intended use, would fewer copies or a shorter version suffice?

• The effect of the use upon the potential market for or value of the copyrighted work.

Is this copy being made to avoid purchase?

Is this item continually being copied?

Is the item copied to be kept for repeated use?

Will anyone be charged in any way for the use of this item?

Is the item to be copied considered a consumable item by its producer?

If you can honestly answer, No to all the questions above, you have made every effort to comply with the fair use guidelines for a copyrighted work. These guidelines do not apply to works for which permission has been obtained or works in the public domain.

If your answer is *Yes* to any of the above questions, you have three options:

1) Don't copy the work,
2) Consult with your building media specialist for alternatives, or
3) Ask the author for permission.

8. What are the portion limits for different media?

These guidelines apply to the total amount of material from a single copyrighted work (in each alternative, it is the lesser of the two):

• Motion Media: 10% or 3 minutes

• Text Material: 10% or 1000 words

• Poetry: an entire poem of less than 250 words; no more than 3 poems by one Poet or 5 poems from a single anthology; in poems of greater length you can use up to 250 words

• Music, Lyrics, Music Video: 10% or 30 seconds

• Numerical Data Sets: 10% or 2500 fields or cell entries

• Illustrations & Photographs: a single illustration or photograph; 10% or 15 images in a collection; no more than 5 items by a single artist or photographer.

9. What are some permitted uses by students?

▪Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational projects for a specific course.

▪They may perform and display their own projects in the course for which they were created.

▪They are allowed to retain these projects indefinitely in their own portfolios as examples of their academic work for later personal uses such as job and school interviews.

10. What are some permitted uses by educators?

- Educators may incorporate portions of lawfully acquired copyrighted works
- when producing projects to support their teaching needs.
- They may present their own multimedia projects to their peers at workshops and conferences.
- These projects can be retained for portfolios, job interviews, and reviews.
- Projects may be retained for 2 years after the first instructional use with a class.
- After that time, permission must be obtained for each copyrighted portion, even if the intended use is for educational purposes.

11. What can I legally copy from print material?

You are allowed to make 1 copy for research or use in teaching a chapter from a book, an article from a periodical or newspaper, a short story, short essay or poem, a chart, graph, diagram, drawing, cartoon or picture.

You can also make multiple copies (not to exceed more than one copy per student) of print materials provided that copying meets the test of brevity and spontaneity, meaning time does not allow for purchasing the material, the material is used only once, and the copyright is printed on each copy of the material.

12. What are some prohibited practices with print material?

• Copying of consumable material such as workbooks and standardized tests.

• Using copying as a substitute for purchasing materials.

• Repeated copying of the same item by the same staff member from term to term.

• More than 9 instances of multiple copying for one course during a term.

13. What about the new Frank Schaefer activity book I just purchased?

You can make copies of activities for your students, however other teachers in your building cannot make copies from this book. Each classroom teacher needs to purchase his or her own copy of the book.

14. Can I rent a video or bring in a video from home to show in the classroom?

The answer is Yes and No. Yes, you can show a video as long as it is used as part of an instructional lesson. No, you cannot use videos licensed for Home Use Only in a classroom for entertainment or reward. If you go to your local video rental store and rent a copy of Where the Red Fern Grows, it must be connected to a unit of study in your classroom. It cannot be shown during a classroom party or used as a reward.

15. What else should I know about video recordings?

• Check the taping rights for instructional television programs (ITV) aired on Wisconsin Public Television. The Parade of Programs guide lists taping rights of

ITV programs. Most programs have Extended Use (programs may be taped and reused for the life of the series on Wisconsin Public Television) or School Year Use (programs may be taped for repeated use during the school year). Some programs only allow Seven Day Use.

• Requests for taping of ITV programs can be made only at the request of individual teachers. Media staff cannot regularly record ITV programs in anticipation of requests.

• Taping programs on premium channels (Disney, HBO) and nonbroadcast channels (ESPN, MTV) for use in the classroom is prohibited.

• You cannot tape programs off broadcast or cable television at home for use in school.

• Duplicating copyrighted videos is illegal.

16. What about computer software?

Reproduction of computer software is outside the scope of fair use. Generally you, the purchaser, are granted the right to make one backup copy of the original program. This copy is to be used only if the original is lost or destroyed.

There are 4 different categories of software: commercial, shareware, freeware, and public domain. Each type of software has different copyright implications. Consult the technology resource person or media specialist in your building for more information on the licensing available for software in your building.

Commercial software can be sold in different licensing agreements: individual, lab packs, building or site, district, and network. Be sure to read the accompanying license agreement that comes with commercial software.

Individual licenses allow the user to install the program on only one computer at a time. This means that a program you buy for your home computer cannot be installed on a computer in your classroom, unless the producer gives permission. Lab packs usually allow installation on 5 computers. A building site license will allow the program to be installed on all computers in that building. A district site license extends use to all computers in a school district. Network licensing allows all computers hooked up to that network to use the program.

Shareware is software that is distributed free of charge, but is still protected by copyright, even though no copyright notice is given. Users can try the program for an evaluative period, after which time they may be asked to pay the author a specified fee if they continue to use the program. Those who register typically receive product support and upgrades.

Freeware is just what it sounds like, software that is free for the user. The author retains the copyright, but encourages you to freely copy and distribute the program at no cost.

Public domain software is not subject to any copyright restrictions. It can be copied and redistributed freely.

17. What about copyright and the Internet?

The rapid growth of the Internet, along with its inherent traits of global access, transferability, and ease of use has created a copyright nightmare. Text, graphics, video, and audio can easily be copied from someone's web page without their permission.

Many copyrighted works have been posted to the Internet without authorization of the creator. Keep in mind that the same copyright guidelines for print materials also apply to material available on the Internet. Students who use information located on the Internet must credit sources (give full bibliographic descriptions where available). Do not download/save text, images, audio or video clips from someone's web page without their permission. Use reputable web sites when downloading software. If you design web pages be sure that you have obtained permission for all items included on your page(s). Be sure to display copyright information on your pages (i.e., Copyright © 1999 School District of Beloit).

18. When is permission required?

- When the purpose is non-educational or for commercial distribution.
- When duplication is beyond the listed limits.
- When portion limits for the medium would be exceeded.

• Requests for permission should include: 1) title of the work, 2) date of copyright, 3) specific material to be used, 4) number of copies, 5) manner of distribution, 6) type of reproduction, and 7) purpose of use.

19. When do I need to include a copyright notice?

• Be sure to credit the sources and display the copyright notice and copyright ownership for all incorporated works, including those prepared under fair use (i.e., Copyright © 1998 Freedom Press).

• It is a good idea to copyright your institutional and individual work.

20. Where are some other resources on the World Wide Web?

10 Big Myths about Copyright Explained :

http://www.templetons.com/brad/copymyths.html

Brief Introduction to Copyright:

http://www.templetons.com/brad/copyright.html

The Copyright Website:

http://www.benedict.com/

Stanford University Copyright & Fair Use Site:

http://fairuse.stanford.edu/

U.S. Copyright Office:

http://www.loc.gov/copyright/

Copyright Sample Letter

Kip Coggins
TELE: 011-44-1-264-342756
FAX: 011-44-1-264-342792

Dear Copyright Department:

I am requesting copyright permission to use the following textbook, Organizational Change: Sociological, Authors Coggins, ISBN No. 0415171563. New Mexico Highlands University is scheduled to offer the class, Bus. 664 Organizational Theory, this Fall 2003 Semester for which the text has been adopted. The class using this textbook is scheduled to transmit via the New Mexico Highlands University instructional television system. The transmission is by compressed digital video and is received by numerous sites, which have a satellite receiver and decoder set up for the signals throughout New Mexico. Each site, including the on-campus site; make a copy each broadcast. Taped copies of the classes are kept for two weeks for students to view, should there be technical difficulties or if they have missed class. After two weeks, all copies are recycled or destroyed.

The requested use of the text for instructional purposes will be of great benefit to our course participants (rural and remote students throughout the state). Students do purchase the textbook as a requirement for the class. Full credit for the use of the material will be given. If you are in agreement, please sign this letter and fax it to me at (505) 454-3066. Should you have any questions or concerns, please contact me at (505) 454-3271. Thank you for your help.

Sincerely,

Evonne Roybal-Tafoya
Director, Educational Outreach Services
Ford Hall, Rm. 1
University Avenue
Las Vegas, NM 87701

I, (Agent)_____with (Name of Publisher) _____Copyright holder, hereby grant permission for the use of this material, as stated above.

_____

Signature **Date**

New Mexico Highlands University's
Educational Outreach Services
Video Conferencing Request Form

Date_____/_____/_____

Agency/Department/Discipline/School_____

Address _____

Person Making Request _____ **Phone** _____

Title_____ **Fax #**_____

Signature _____

Type(s) of Technical Services Requested (Check all appropriate categories)

Item Costs for Outsides Agencies:

_____ DEC Video Conferencing Facility $20.00/hour
_____ Each additional site: Multi point Conferencing - $22.00 to $27.00/hour per site

Intra-University Use Only

_____Faculty Departmental/ Office Meetings
_____Orals
_____Other (Please Specify)_____
"No Charge"

*** Please keep in mind, depending upon the site to which you want to link, you may be charged.**

****

Date(s) Requested: From _____/_____/_____ **to** _____/_____/_____
Time(s) _____
Days _____
Sites Requested (please list)_____

Responsible Party for Payment _____
Signature of Authorized Person

Please submit this form to the office of Educational Outreach Services, New Mexico Highlands University, Attn: Evonne Roybal-Tafoya or Eddie Des Champs, Las Vegas, NM 87701. This form must be submitted One Week before the technical services begins. Phone (505) 454-3131 or (505) 426-2058. Fax (505) 454-3066.

For EOS Use Only:
Eddie DesChamps, Schedule approval _____
Evonne Roybal- Tafoya, Final approval_____
Confirmation of VC Scheduled to Requesting Agency/Department _____
ITV Engineer Signature, Time, and Date

Request for Test Proctoring

New Mexico Highlands University's

Educational Outreach Services

Professor _____

Direct telephone numbers/NMHU extension _____

Department _____

Course number and title_____

Date(s) and time (from – to) for exam _____

Do you need to connect to the sites prior to and during the exam? ( ) yes ( ) no

Sites and number of students at each location:

( ) Farmington( ) Rio Rancho( ) Espanola( ) Raton

( ) Other sites( ) _____( )_____ ( ) _____

Exam instructions (i.e. open book, no notes, no books) _____

Method for return of exams (fax, mail) Please include fax number or return address.

_____ _____ _____

Signature Date

Please submit the completed form to the office of Educational Outreach Services,
New Mexico Highlands University

Attention: Nancy Chatfield
Distance Ed Coordinator
nachatfield@nmhu.edu
Phone (505) 753-6704
Fax (505) 747-5434

This form must be submitted two weeks prior to the date of the exam.

NMHU Bookstore

Blank Book Adoption Forms

Department _____
Course Number_____
Code Number_____
Course Name_____
Professor_____
Semester_____Fall_____2005_____

Quantity To Order_____

Enter new adoptions below:
Author_____Title_____
__EDTN_____YR_____

Publisher_____ISBN_____
_____Req or Opt
(circle one)
Author_____Title_____
__EDTN_____YR_____

Publisher_____ISBN_____
_____Req or Opt
(circle one)
Author_____Title_____
__EDTN_____YR_____

Publisher_____ISBN_____
_____Req or Opt
(circle one)
Author_____Title_____
__EDTN_____YR_____

Publisher_____ISBN_____
_____Req or Opt
(circle one)
Author_____Title_____
__EDTN_____YR_____

Professor Signature_____
Date_____
Department Chairperson Signature_____Ext._____Home Phone_____

New Mexico Highlands University
Distance Education Center

Release Form for PHOTOS/VIDEOS/AUDIO RECORDINGS

I (please print your name),_____,grant my permission for New Mexico Highlands University to photograph/videotape/make an audio recording of me. I understand that these photos/videotapes/audio tapes may be used in informational brochures, literature or videotapes about NMHU's various educational programs or, during live broadcasts or, for audio/video on computer data disks/cd's/multimedia environments.

The Distance Education Center televises and provides: main-campus instruction to distant sites and professional development. Two-way video/two-way audio teleconferencing services, and instruction via satellite are components of New Mexico Highlands University, a non-profit state university. This unit is dedicated to educational programming for adults and students in the region.

YOUR SIGNATURE_____

DATE_____

COURSE DESCRIPTION/TITLE_____

INSTRUCTOR_____ SEMESTER_____

SIGNATURE OF NMHU DISTANCE EDUCATION REPRESENTATIVE

_____DATE_____

Handout A:

TIP Sheet for Students Using Videoconferencing Technology

Introduction: The technology you are suing in this class is called interactive, compressed video. Information is being sent via the web from a base site (usually on main campus) to other distance sites, where other students, like you, will be taking the class. This technology looks like regular TV, but is actually very different. As information is sent from any site, it is compressed or changed into code for transmission over the web, and then it is reconfigured, or decoded, when it reaches the other sites. This process causes short delays in audio or video as the configuration takes place. As a result, communication through videoconferencing is different from satellite TV or face-to-face conversation. Here are some thing to keep in mind that may make communication easier in this class:

- **Avoid rapid movements**. With this technology, you may notice a delay in imaging, making the picture seem ghostlike or jerky. When speaking on video, try not to use rapid movements. This will diminish the problem of "ghosting".
- **When speaking, try to finish thoughts in a single statement**. Because of audio delays, it's less confusing for recipients if sentences are clearly separated. Pause when you expect a reply. Also, when someone else is talking, wait an extra moment for that person to finish before responding.
- **Keep background noise and motion to a minimum**. Microphones often pick up other sounds like crackling paper, coughing or chairs scraping.
- **Be aware of eye contact**. Having eye contact means you need to look at the camera when speaking, not at the careen.
- **Be natural.** While it's important to be aware of being on camera, there's no need to shout or raise your voice. Just speak at an even pace and enunciate.
- **Remember microphone etiquette.** Try not to talk while others are speaking. With sound activated microphones, the camera will follow the loudest sound. If microphones are to be passed around, it may be a good idea to have a class volunteer be responsible for keeping it moving. Remind students at sites that microphones should be turned off or muted, unless they are speaking. This will prevent feedback noise.
- **Volunteer to assist with videoconferencing equipment.** The more you and member of your class know about the interactive video equipment, the more likely it is you can help during the transmission if problems occur.
- **Select a facilitator or a class chairperson.** This person can help with class communications, room setup and group organization.

Handout B:

Audiovisual Guidelines (Instructors)

1. **Document camera and graphics** – all sites offer you this technology , which enables you to send photographs, overheads and other visual aides via videoconference. When designing visual materials for videoconferencing, put the images in landscape format (like PowerPoint does) to fit the screen proportions, which is a 27 inch TV screen. Be aware of background colors: pastel colored paper is often much better than white. If you are using transparencies, use a pastel colored backing paper. Use clear, crisp fonts in no less than 20 pt., meaning a small amount of test per page. Lower case lettering for the body of the text is easier to read. If you're not sure if your graphics will look good, try them out beforehand. You can look at you presentation on the television without being in a videoconference to see how they will look to the distant sites.

2. All sites provide **LCD projectors** for computer-generated images such as PowerPoint presentations. Follow the guidelines above.

3. You can **videotape** incoming signals from any site. Videotapes can be shown at all sites, also. However, as a teaching tool, it is recommended that only small portions of videotapes be used. Using a full videotape may not be the best use of distance education time. If a lengthy videotape is required, send a copy of the tape to all distant sites.

4. Continuing to send a live image of the transmitting site may be distracting to the distant learners over a long period. For example, when reading or doing a test it's better to transmit a still image with details of the task that is being done.

5. **Lapel microphones and zone microphones**: Your microphone will probably be a lapel mic, which can be pinned to your jacket, blouse, etc. Place it about 8 inches below your chin. Speak into it and ask how you sound to the distant sites. If they can't hear you , move the mic closer, or speak louder. Don't brush up against or hit the mic. Most of the classrooms at the distant sites will have tabletop zone mics. They will push a button to be heard, and should automatically mute the mic when the button is released. Echo and feedback are caused by open mics, so review how to mute the mics with students.

Student Distance Learning Evaluation
Office of Educational Outreach Services

Program Title: _____ Date of Program: _____

- **How many times have you taken a course using interactive video?**