



NERIC

**Northeastern
Regional
Information
Center**

Help Desk
888-427-9173

**Video Conferencing Touch-10
Touch Panel Handbook**

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Troubleshooting

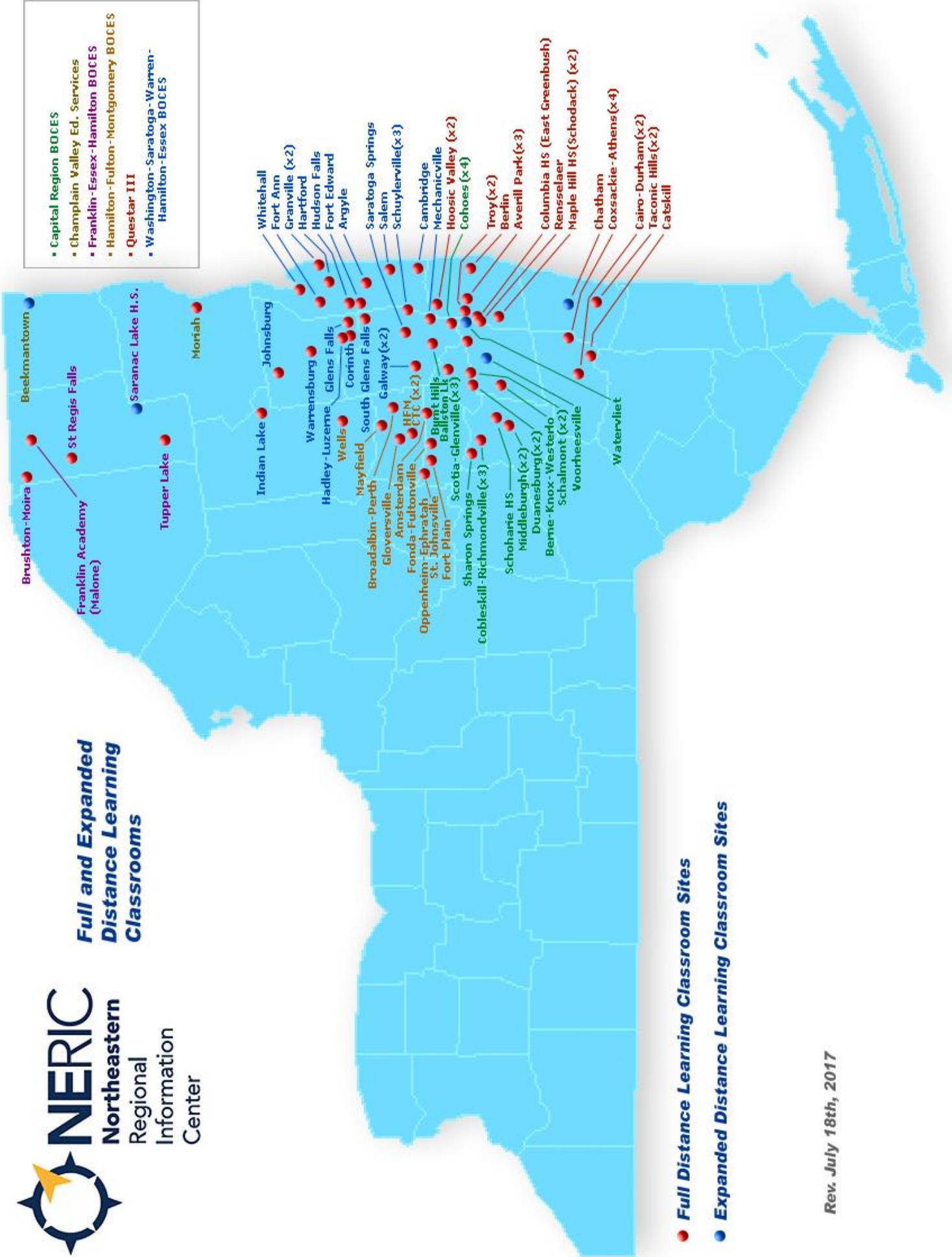
If you experience any issue that affects communication between the teacher and students or have a question about the system, please call the Distance Learning/Video Conferencing Help Desk as soon as possible.

It is much easier to troubleshoot and resolve an issue while it is happening.

The NERIC Distance Learning Program Help Desk is ready to help. We should be your first call when you have any DL issue.

1-888-427-9173

**Full and Expanded
Distance Learning
Classrooms**



Cisco Touch-10 Touch Panel User Manual

This manual assists users in navigating through the Touch-10 touch panel interface for Cisco MX and SX Series videoconferencing systems.

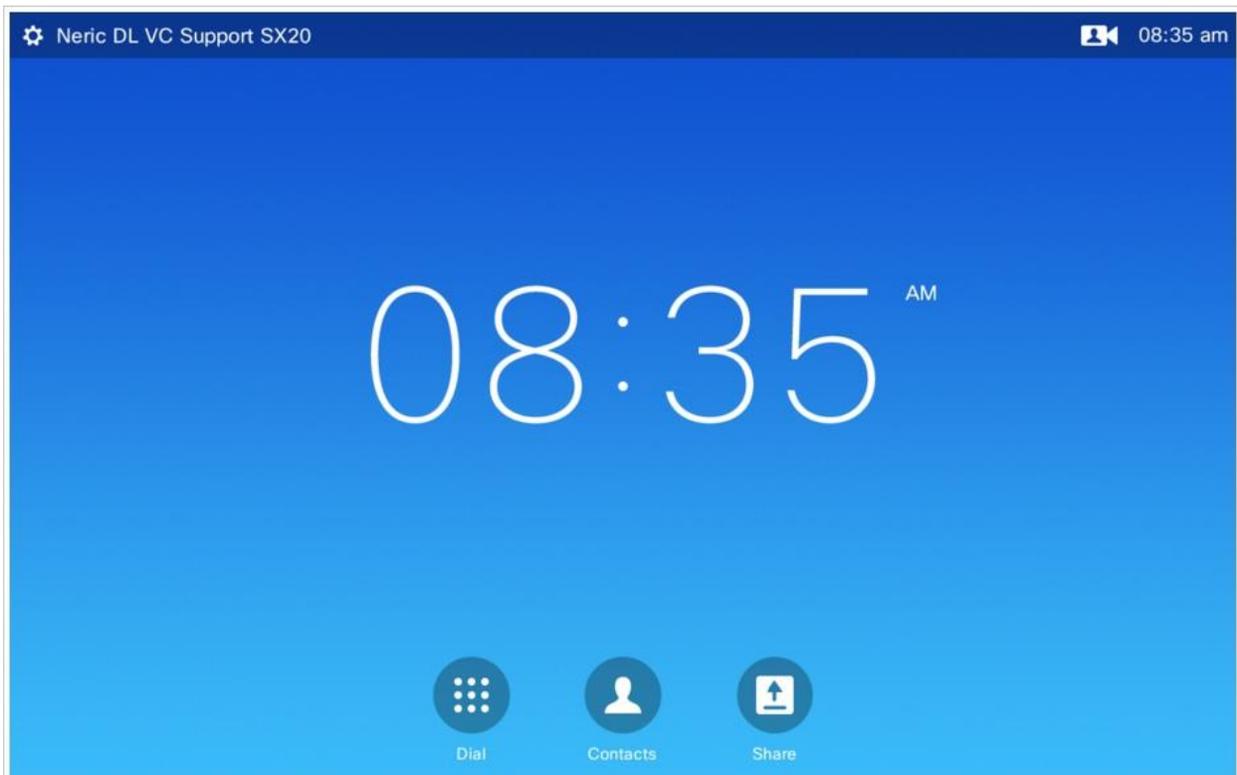
The touch panel's appearance is similar for nearly all Cisco MX and SX series systems. Some panels are customized and may look slightly different.

If the touch panel is activated and online, any handheld remote will be disabled. A handheld remote will only function when the touch panel is offline.

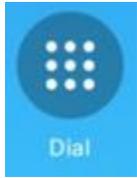
Home Screen:

The screen below is the first screen that you will see.

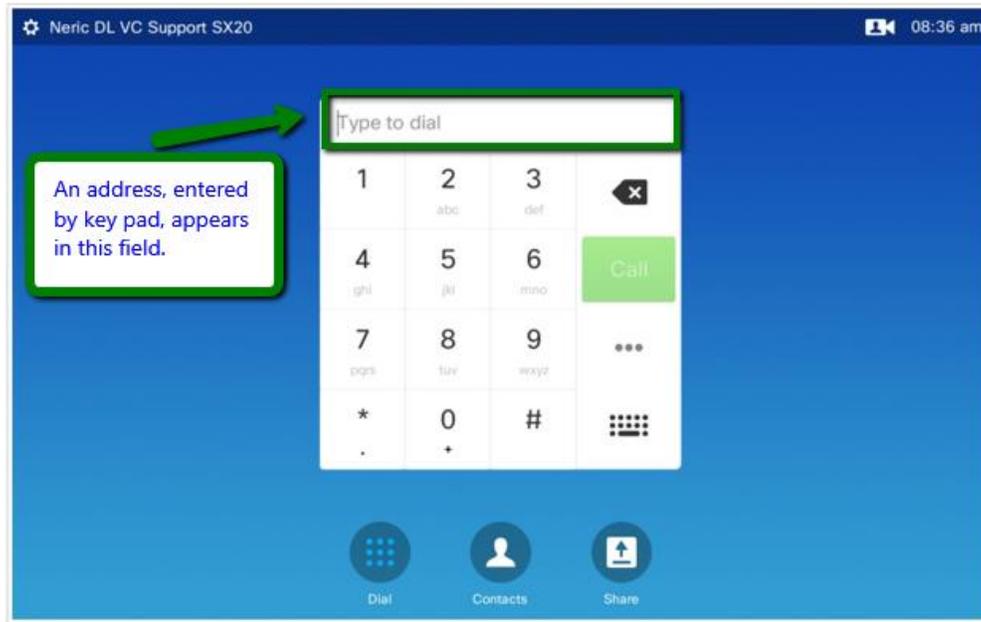
If your touch panel is black it is most likely in **Standby** mode. Touch the face of the panel and the following screen will appear.



At the bottom of this screen, you will see the **Dial**, **Contacts**, and **Share** buttons. Let's take a closer look...



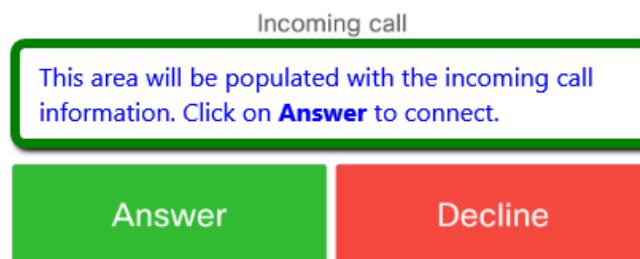
Dial Button

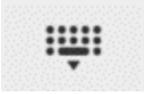


When the **Dial** button is pressed, the above screen will appear. Using the key pad, you can enter a numerical address such as an IP address (ex. 163.153.231.58) or an E164 number (ex. 518862530158).

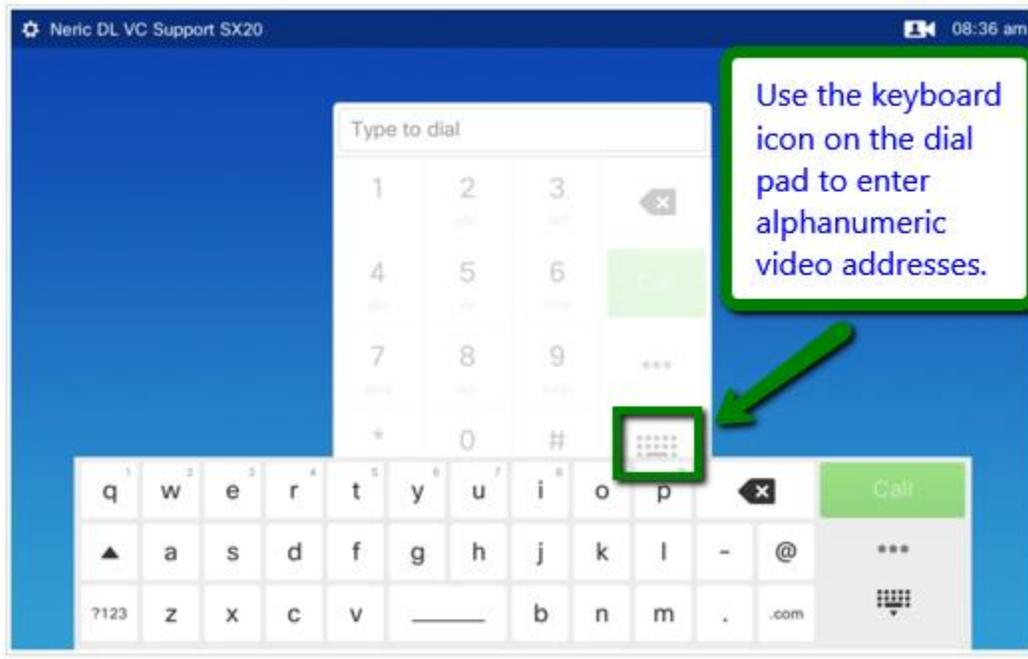
Touch the green **Call** button to dial the other system you are joining in the session.

NOTE: Your regularly scheduled Distance Learning connections will be automatically made for you. When a call comes in, and your system is installed with **Auto Answer** defaulted to **On**, you will be connected automatically. If your system has **Auto Answer** turned **Off**, you will touch the green **Answer** button to connect the call.





Dial Pad QWERTY Screen

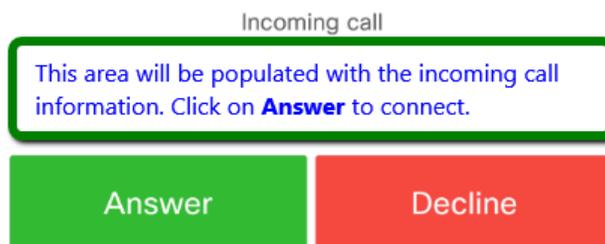


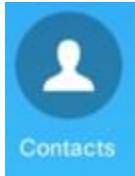
When a full QWERTY keyboard is needed to enter an endpoint address to which you are trying to connect, select the keyboard icon button on the lower right corner of the Dial pad. The above keyboard pop-up will appear. The full keyboard is usually needed for alpha-numeric addresses as in:

SIP (ex. your.vc.address@vc.neric.org or Nancy.Neric@webex.neric.org) or H.323 (ex. neric.dl.vc.support.sx20)

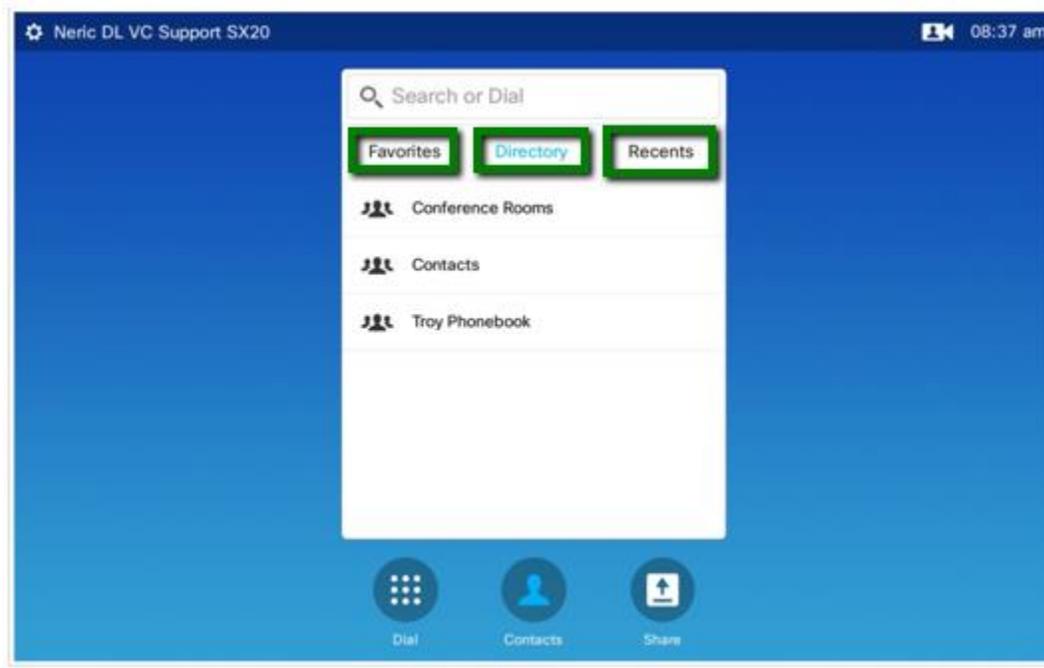
Touch the green **Call** button to dial the other system you are joining in the session.

NOTE: Again, your regularly scheduled Distance Learning connections will be automatically made for you. If **Auto Answer** is **On**, you will be connected automatically. If **Auto Answer** is **Off**, you will touch the green **Answer** button to connect the call.





Contacts Button



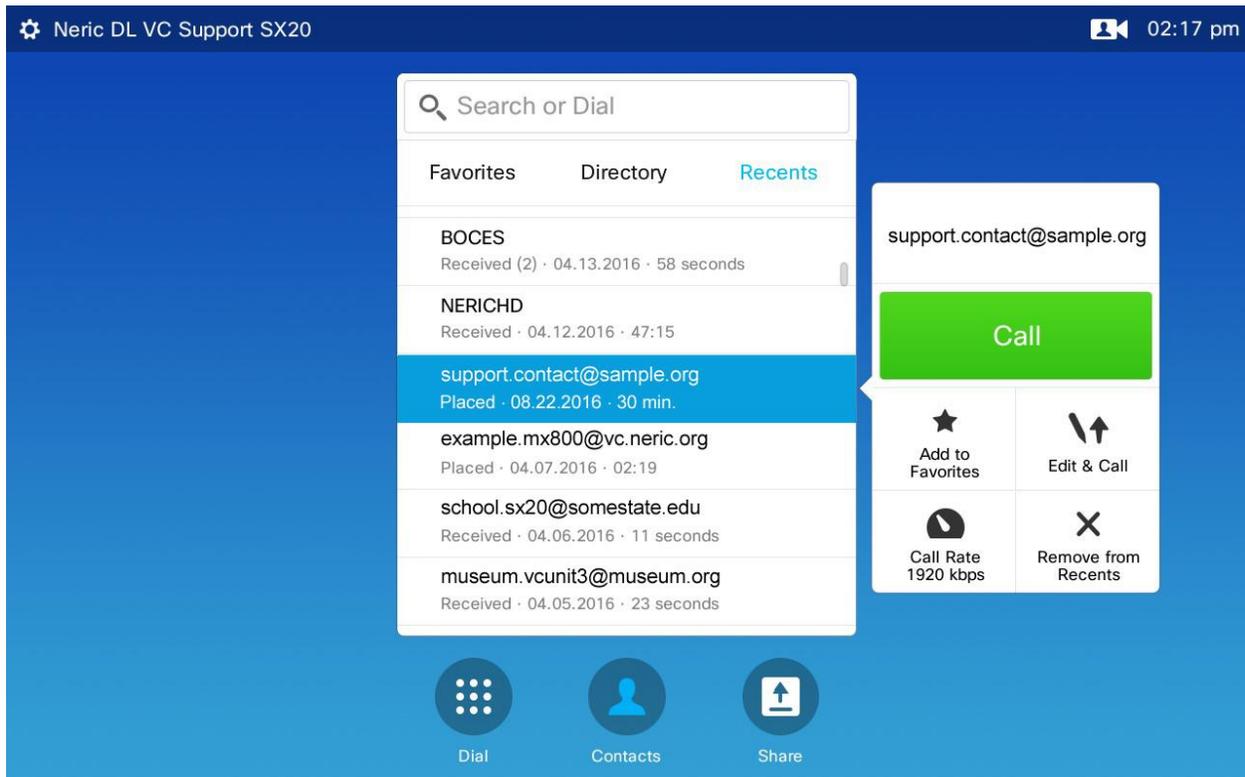
When you touch the **Contacts** button, the screen above will appear. There are three (3) tabs within the Contacts page: Favorites, Directory (shown above), and Recents.

Favorites – This tab can be populated using your Recents tab and are locally administered.

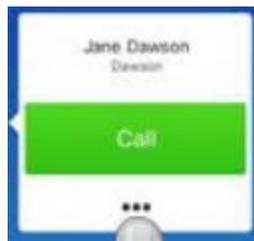
Directory – This tab is populated by the Telepresence Management Server (TMS) managed by NERIC, as well as the Phonebooks that are pushed out from TMS.

Recents – This tab shows all recent incoming and outgoing connections made by the system. If a contact is selected, a green Call button will appear to the right of the contact listed, as well as three small dots below it: •••. This is the **More** options button.

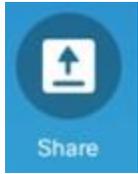
Copy Recents to Favorites tab for quick access



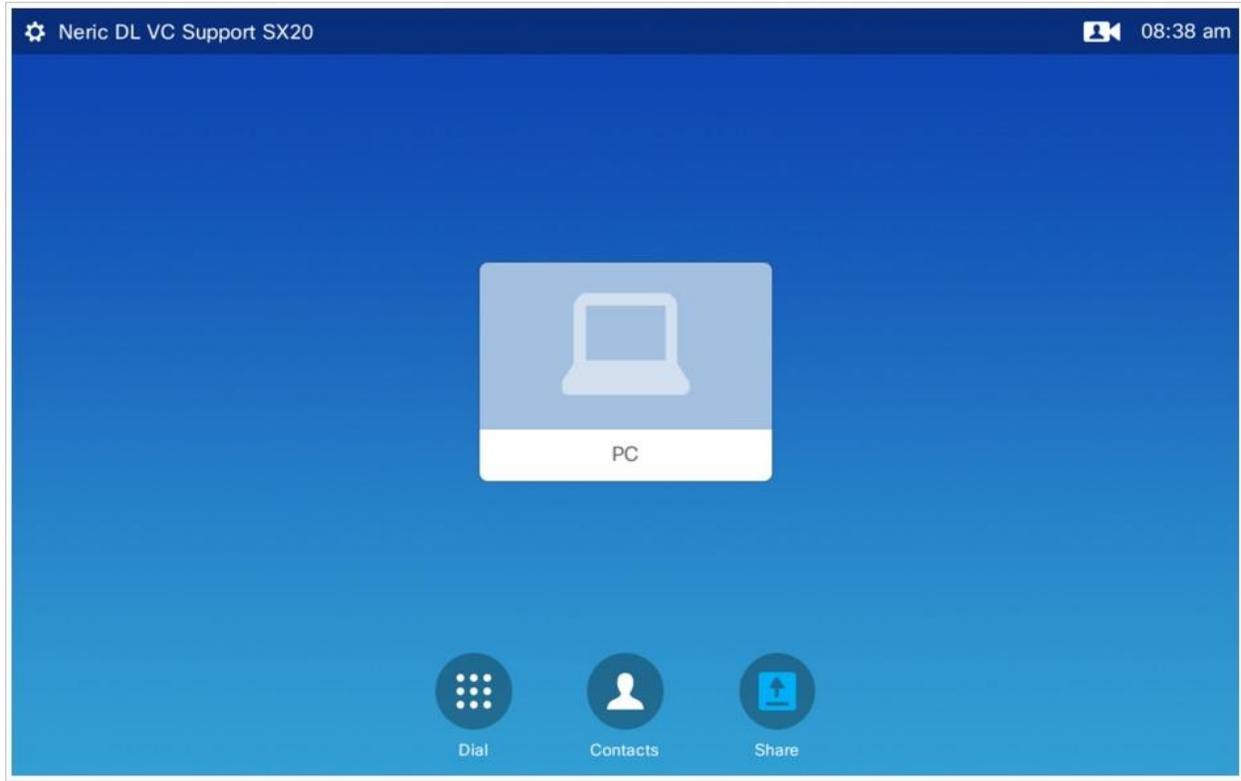
The **Recents** tab is used for quickly dialing to a recent session connection and for adding Favorites to your local system. Select (highlight) a contact in the **Recents** list, by simply touching the connection name, and select the **More** options ●●● button below the green Call button:



This will generate a pop-up menu, as seen in the larger image above, for adding the address to your **Favorites**, editing the address as it appears in the **Recents** tab, calling the address, or removing the address from the **Recents** tab altogether.

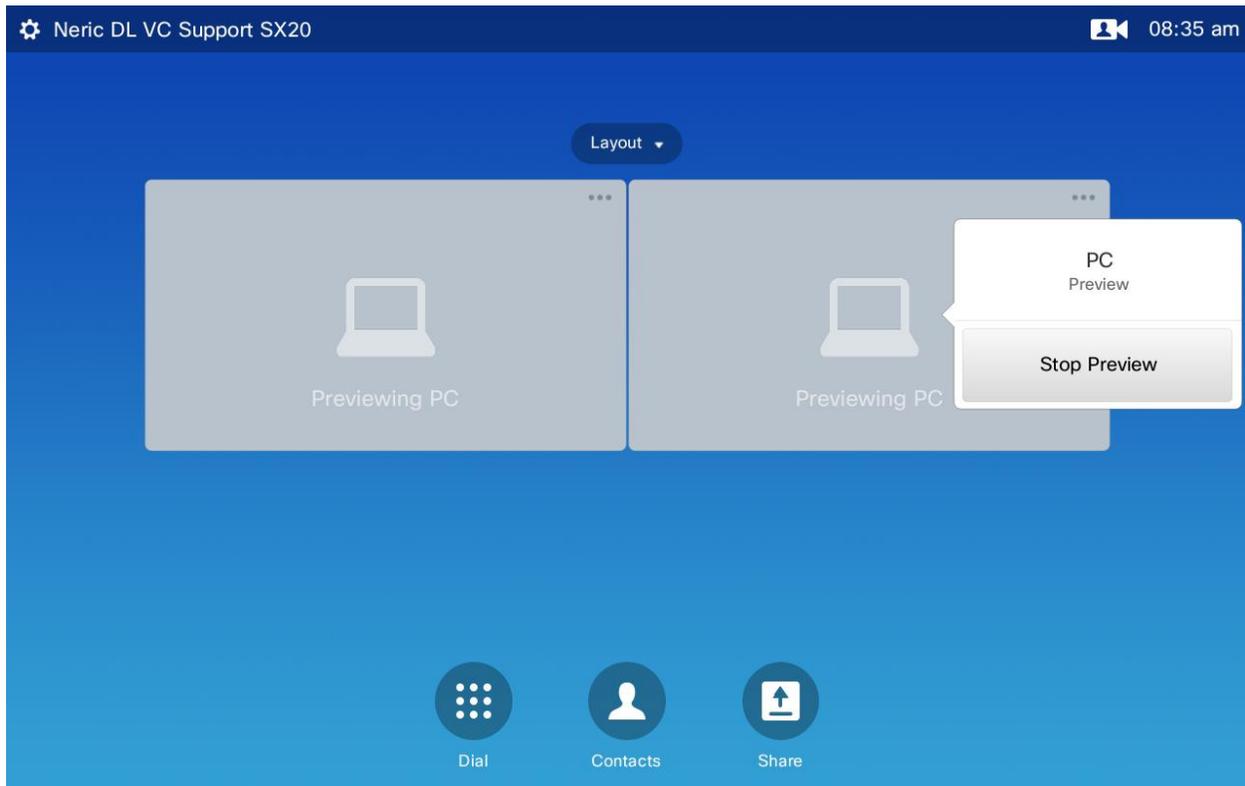


Share Button



When the **Share** button is selected, the image above appears. If there is a PC and/or Document Camera connected to the system and active, pressing that PC button on the Touch-10 control panel will display your presentation/content on your video screen(s) and those of your recipient. You will share content once you have successfully connected to a session with another recipient or multiple recipients.

Share Button Activated

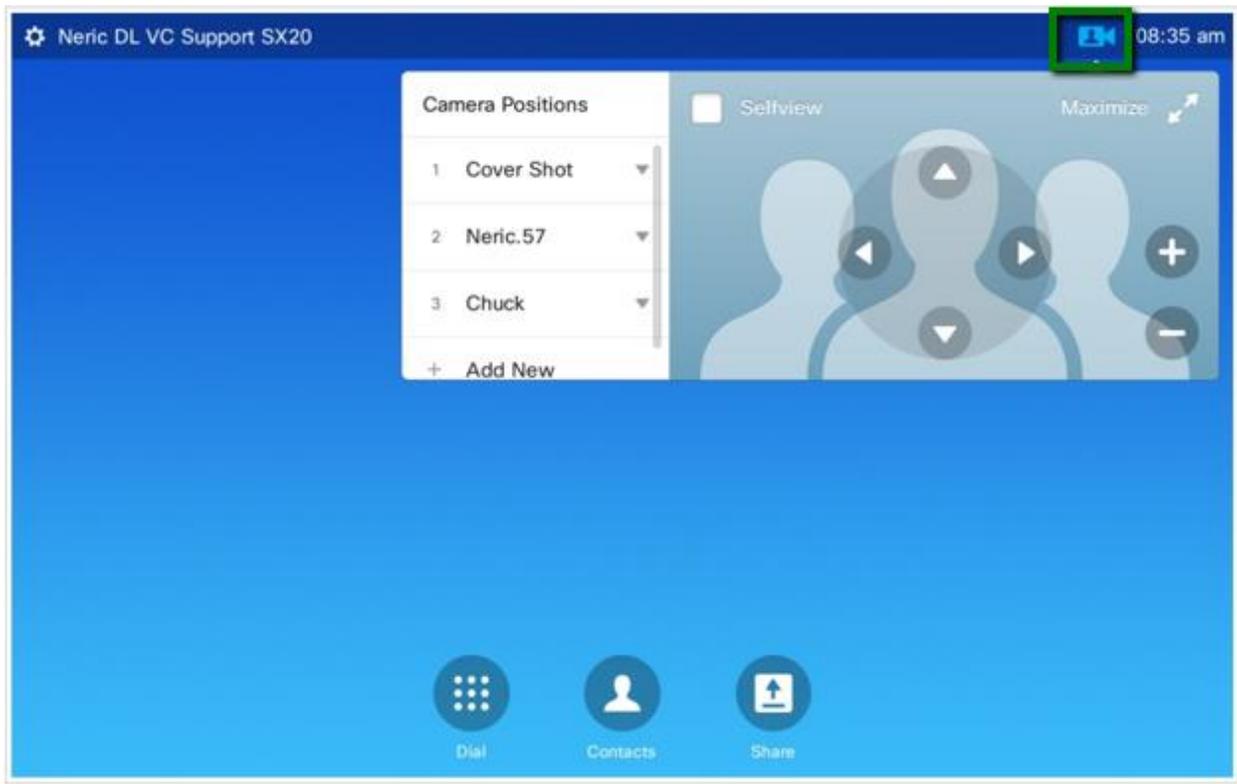


When the PC button is selected, the screen displayed above will appear. It is a graphical representation of where your image is displayed (this system is a dual monitor system, so shows two content screens). You will see what is actually being shown on each of the preview panes (or the one pane if you have a single-monitor system) on your video monitor(s).

If you select the **More** options buttons [•••] in the upper right of the preview pane(s), the window will appear with the option to **Stop Preview**, or to **Stop Sharing** if you are already pushing content out to participants in the session.



Camera Functions

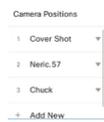


When you select the small camera icon in the upper right corner of the screen, the above pop-up screen will appear on a single camera system (dual camera systems are covered on page 14). You will also notice that a **Selfview** image will appear on your monitor in the lower right corner. If you touch the **Maximize** button , the image on your projected screen or monitor will be a full size image of your **Selfview**. You can return by touching the **Minimize** button which appears once you've maximized the image. If you check the **Selfview** box **Selfview**, your image will remain defaulted on the screen until your deselect that option.

Camera Pan/Tilt/Zoom controls are accessed on this screen, as are the options for creating Camera Position Presets:

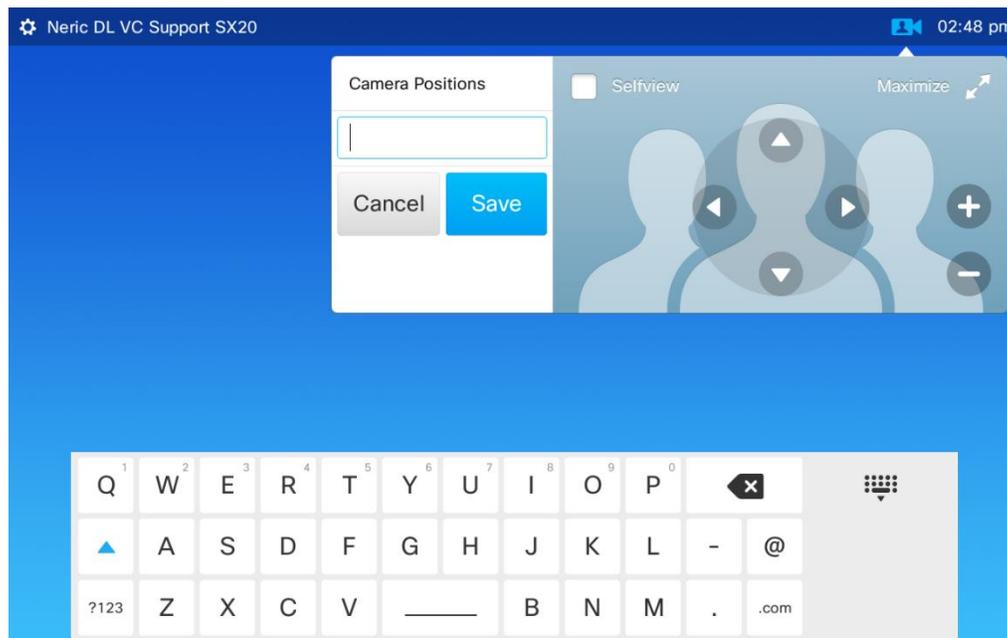


Pan/Tilt/Zoom



Camera Position Presets

Camera Position Presets



Selecting the **+ Add New** button in the **Camera Positions** list will generate the pop-up screen above. Manipulate the camera view using the **Pan** (left/right arrows), **Tilt** (up/down arrows), and **Zoom** (plus/minus) buttons. Once you've reached the desired position to be used as a pre-established setting, name it using the keyboard, and touch the **Save** button. Presets you may want to establish just before joining a session might be as follows:

Cover shot: A view adjusted to a camera position that is just wide enough to allow all of the participants in the local room to be seen in one shot.

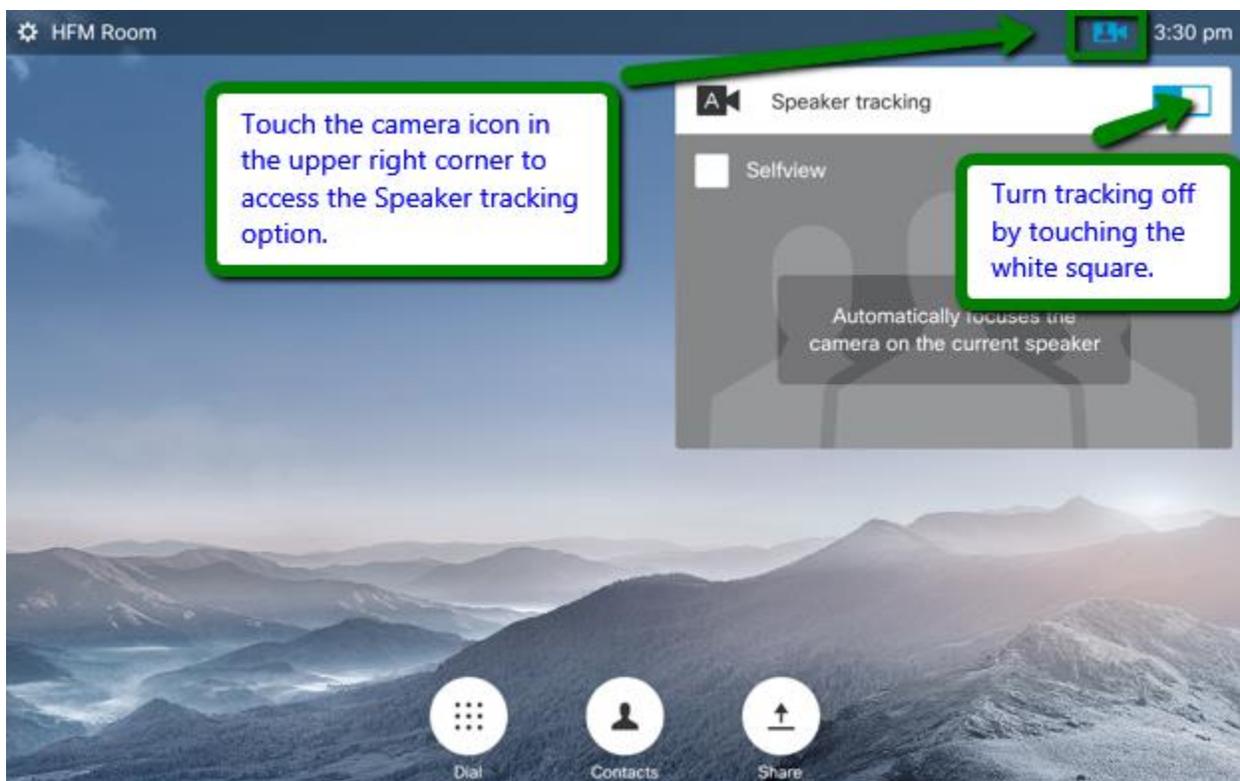
Close-up: Preset views that include only one person (ex. an instructor, a presenter, or a student in the classroom)

Medium shot: A view that shows two or three students at a time.

All of these presets will put the camera quickly in place for you to make smaller camera adjustments from that point, saving time during a presentation or a class.

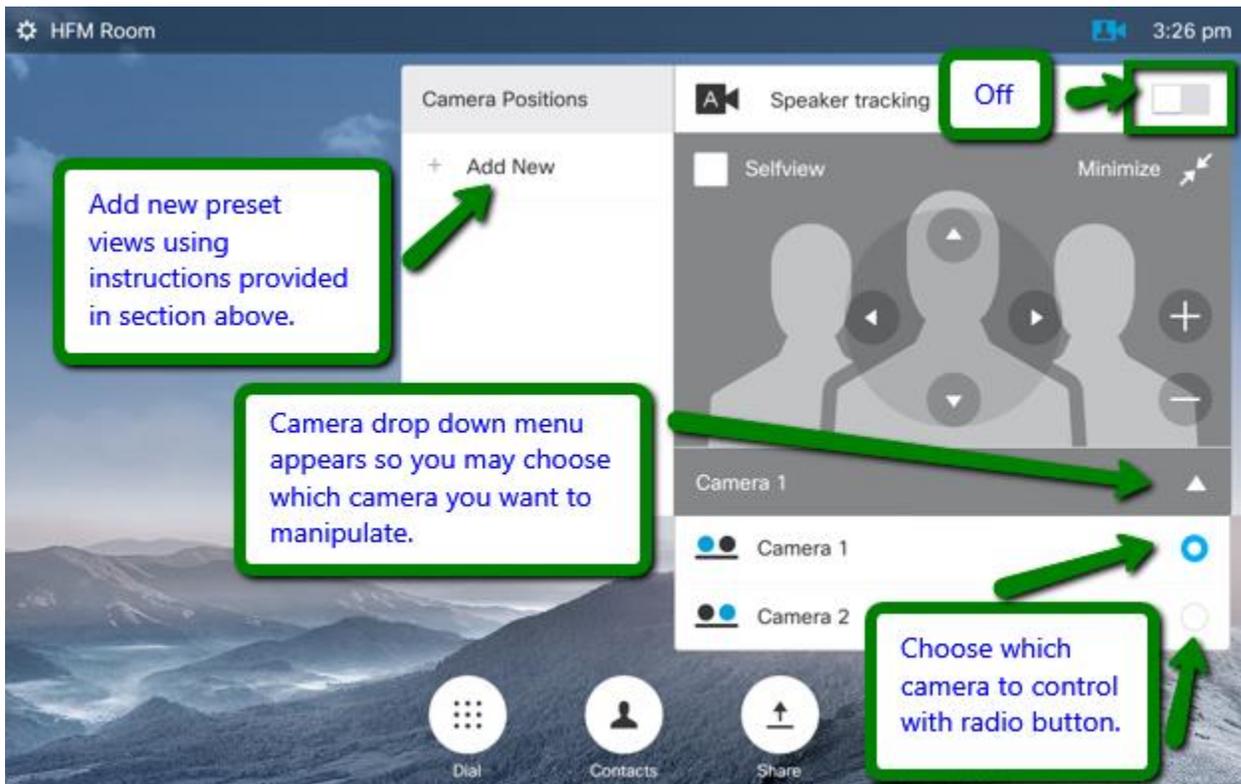
Dual Cameras and Speaker Tracking

If you have a dual camera system with speaker tracking, where the cameras zoom automatically toward the person who is speaking, you need to turn off speaker tracking in order to use one camera for preset views. The image below shows a system with speaker tracking set to on . In order to turn that off to manipulate the camera to create preset views, you simply touch the camera icon at the top right of the screen , then touch the white square to turn the tracking off.



Once the speaker tracking is off, the screen provides a camera drop down menu which allows you to choose on which camera you would like to create the preset views, and also manipulate both cameras as you are now the driver of both the cameras. Take a look at the image on the next page...

The image below shows the Speaker tracking is set to off, which prompts you to click on the dropdown menu, so you can choose which camera you want to control, by clicking on the appropriate camera's radio button to the right of the camera number. Once you've chosen your camera, you can use the **+ Add New** button to create new preset views, choose the **Selfview checkbox** to default the camera output to the room's self view, **Pan, Tilt, or Zoom**, etc.



REMEMBER: These cameras are very sensitive and very expensive equipment. They are not meant to be moved by hand, only by using the touch panel controls or a handheld remote. Do NOT impede their movement with anything decorative or try to manipulate the view by hand.

Volume and Microphone Control

You'll notice on the bottom right of your Touch-10 control panel that there are volume and microphone buttons. The volume button can be pushed on the left side to lower the volume of the incoming audio, and on the right to raise the incoming volume. The microphone icon button can be muted (will glow red) or unmuted (will glow green), as you see below. This controls your outgoing audio to the other participants in the session.



You might also have a square microphone placed in the room with a mute/unmute button (red = mute, and green = unmuted) which also controls outgoing audio:



AUDIO NOTES:

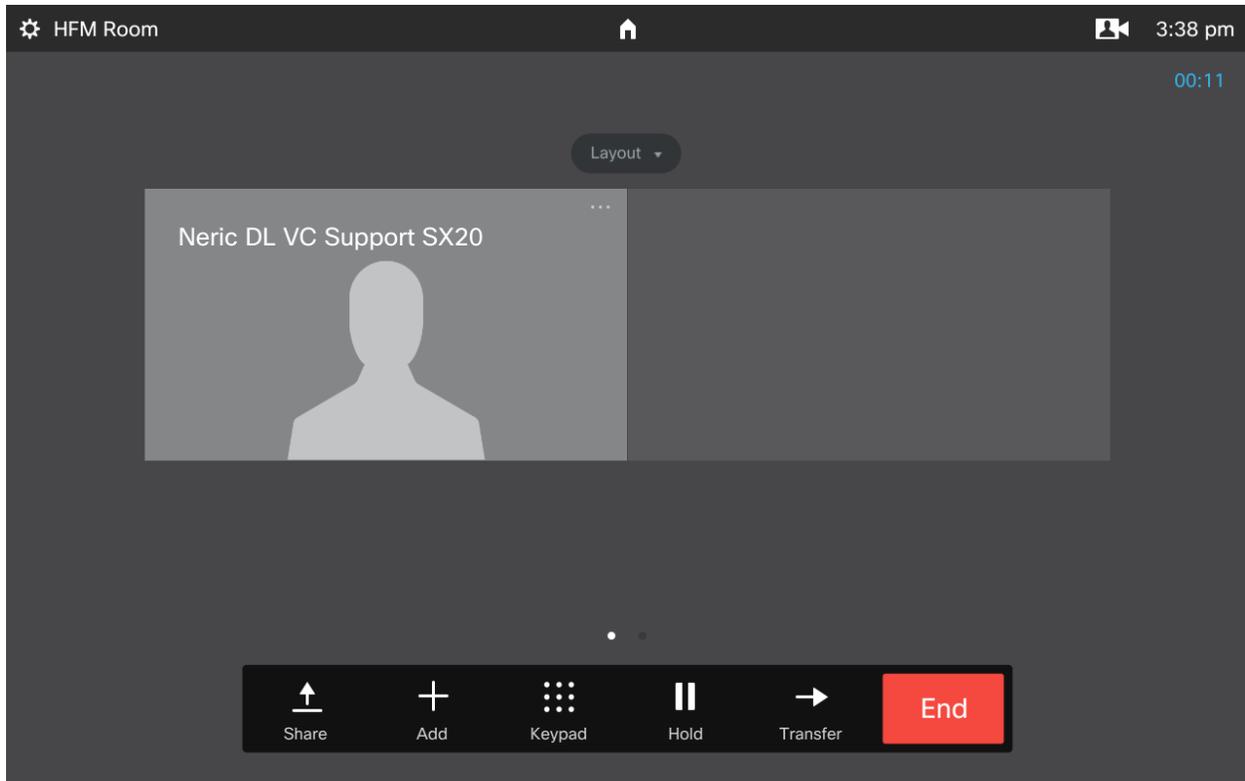
Do **NOT** place the microphone directly in front of your monitor's speaker, as this will cause audio feedback.

Always operate under the assumption that you can be heard in the room.

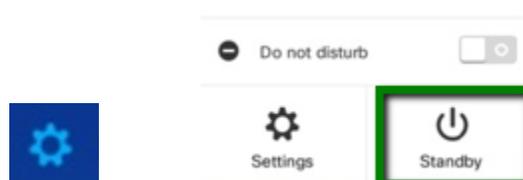
When a session has ended, **always** mute the microphone on the touch panel.

Ending a Session

Once your session has come to an end, you can touch the red **End** button at the bottom right of your screen to disconnect your system from the video conference.

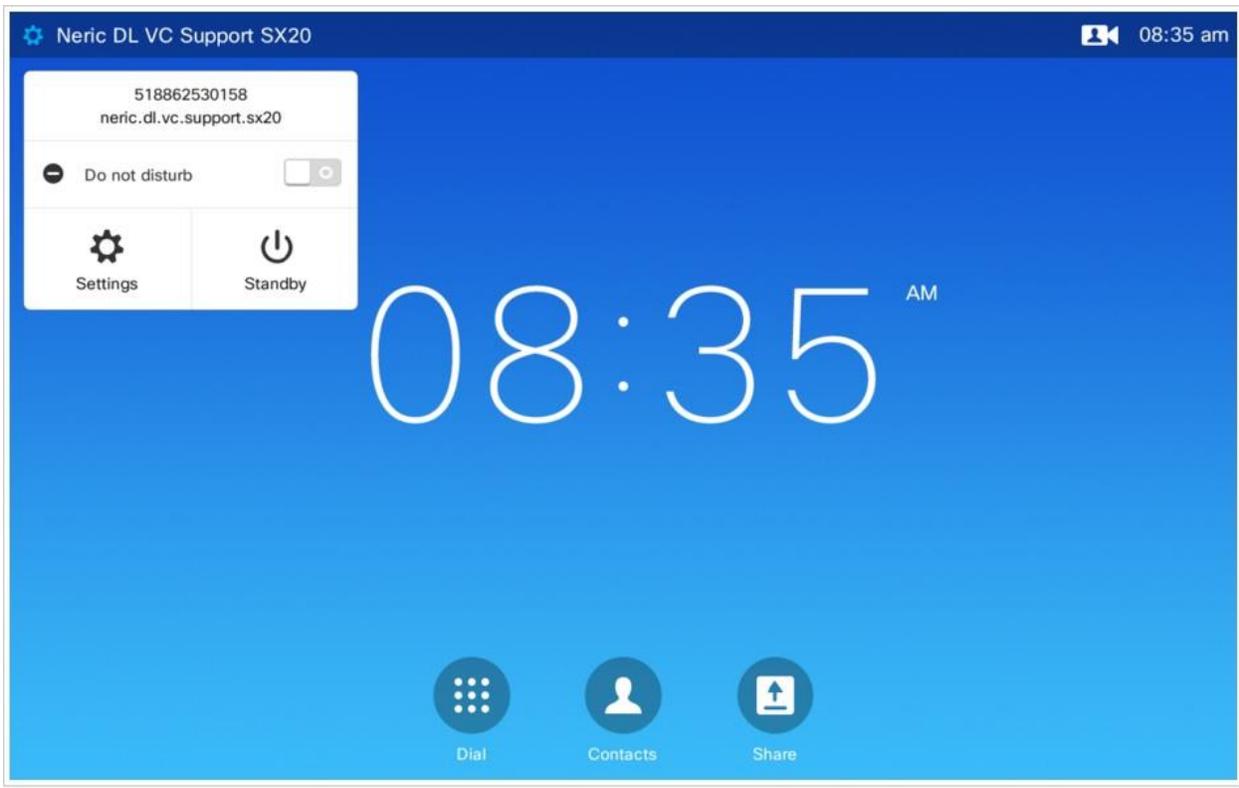


You can place your system into **Standby** mode to turn off your control panel and video panel(s) by touching the **Settings** gear in the upper left corner of the screen, and then touching the **Standby** button in the drop down menu that appears.





Settings Menu



If you touch the gear icon in the upper left corner for **Settings** or the **System Name** (ex. Neric DL VC Support SX20 in this image) the drop down menu seen above appears.

This unit is showing the E164 number, and below it, the H.323 address of the unit.

The **Do not disturb** function can be turned on/off here by touching the button to the right of **Do not disturb**. If this is on, no one can dial into your system. The image above shows the Do not disturb option is off, so the unit can receive calls.

The **Settings** button will bring up the settings menu page of the system (see p19).

The **Standby** button will put the system into standby mode manually, or if left unattended, the system will put itself into standby mode.

Settings Menu Page

The screenshot displays the 'Settings' application interface. On the left is a vertical menu with options: Ringtone & Sound, Camera Control, Main Source Selection, Display, Language, System Information (highlighted in blue), Call Status, Diagnostics, Restart, and Administrator (with a lock icon and a right arrow). The main content area on the right shows system details under the 'System Information' tab. It is organized into sections: SYSTEM (Name: Neric DL VC Support SX20, Uptime: 3 days, 22 hours, 6 minutes), NETWORK (IPv4 Address: 163.153.231.58, IPv6 Address, Touch Screen IPv4 Address: 163.153.231.59, Voice VLAN ID: Off), H323 (Number: 518862530158, ID: neric.dl.vc.support.sx20, Gatekeeper: 163.153.5.36, Status: Registered), SIP (Address: n/a, Proxy: n/a, Status: Not registered. Unsecured. Not verified.), SOFTWARE (Version: ce8.0.1.1e47efe, Touch Screen: T18.0.1 1e47efe 2016-01-18, Options Installed: DualDisplay, NaturalPresenter, PremiumResolution, RemoteMonitoring), and HARDWARE.

Section	Parameter	Value
SYSTEM	Name:	Neric DL VC Support SX20
	Uptime:	3 days, 22 hours, 6 minutes
NETWORK	IPv4 Address:	163.153.231.58
	IPv6 Address:	
	Touch Screen IPv4 Address:	163.153.231.59
	Voice VLAN ID:	Off
H323	Number:	518862530158
	ID:	neric.dl.vc.support.sx20
	Gatekeeper:	163.153.5.36
	Status:	Registered
SIP	Address:	n/a
	Proxy:	n/a
	Status:	Not registered. Unsecured. Not verified.
SOFTWARE	Version:	ce8.0.1.1e47efe
	Touch Screen:	T18.0.1 1e47efe 2016-01-18
	Options Installed:	DualDisplay, NaturalPresenter, PremiumResolution, RemoteMonitoring
HARDWARE		

The System Information tab on this menu page will give you pertinent specific information about the system for troubleshooting and maintenance.

For any further inquiries, and/or questions, please contact the NERIC Distance Learning/Video Conferencing Support Team at:

Website: <http://dl.neric.org> <http://vc.neric.org>

Email: video@neric.org

Phone: (888) 427-9173

Effective Presentation

in the Distance Learning Classroom

With excerpts from a Myers Group Training Workshop

As relatively new tools in secondary education, distance learning technologies have introduced new issues and considerations into the classroom. For instance, teachers may rarely see a majority of their students in person. Instead, these students may be across town, in another community or in another part of the state. The teacher and students at the other (remote) site relate to each other regularly only with television cameras and monitors. The chalkboard is replaced by a variety of multimedia instructional tools that may include document camera and computer to transmit text, graphics and other images as well as sound to the other sites.

This is not to say that this electronic environment and traditional face-to-face classrooms have little in common, but rather to recognize that the dissimilarities merit close attention by both teachers and students in order to use the technology effectively. In fact, many of the suggestions and techniques presented here apply as readily to traditional classroom instruction as to distance learning. The need for careful planning, structure, and interactivity, however, is underscored significantly in the distance learning classroom.

Presentation Techniques

Recognizing that every experienced teacher has a delivery style and habits that have proved to be successful, the topics discussed in this section are designed to promote a new awareness and prompt some modifications to practices, delivery styles, and techniques so that students at other sites, who do not have the luxury of being in the same room as the teacher, are not thereby unnecessarily disadvantaged.

Active Participation

Remote students may need more encouragement than students in your own room to participate in discussions. They may require special attention to compensate for the inherent passiveness produced by staring at the monitor. The solution may be as simple as soliciting their interaction more often, especially in the early stages of a course. Encourage students to identify themselves when they speak (e.g. “This is Jill in Middleburgh, and I think...”). This is particularly important when there is more than one remote site, when the classes are large or when there are large gaps between speaking instances.

Balanced Attention

In an attempt to address remote-site needs, instructors have been known to overcompensate and overlook students sitting in front of them. This tendency occurs more often early in a class or in the first few sessions of a course. More common is the complaint that the teacher tended to favor the host site and pay little attention to the remote students. This may have much to do with perception and eye contact.

Eye Contact

Look at the camera lens to communicate with your students at the remote sites. Doing this will give them a sense of personal contact and inclusion with your site. Adjusting the camera to show a close-up of yourself or of individual students is a good technique to foster a unified learning environment. **While in the majority of distance learning classrooms the monitors are positioned close to the camera lens, it is not always the case. True eye contact with your remote sites comes when you look into the lens, not at the monitors.** This is not to say that you should be staring into the lens any more than you stare into the eyes of the students in your own classroom. It will help to keep in mind however, that an occasional look directly into the lens while you are framed in a close shot addressing a remote student, can very effectively make her or him feel that you are connected and concerned. This is especially true if you address them by name while looking into the lens.

Seating

The way the students are grouped at the host and remote sites will determine how close or wide the shots will need to be in order to **cover** them all. **It is very important to have the students sit closely together, without empty seats or rows between them.** Establishing seating assignments, using name cards with large readable lettering and creating a seating chart are all techniques that have proven helpful during the first few sessions. When addressing your students, especially at the remote sites, if you refer to them by name, it can help give them a stronger feeling of belonging to your class.

Presets

Spend a few minutes before the session begins programming important **camera position presets** on the touch screen. Common presets include one-person **close-ups** for you and students and **medium shots** that show two or three students at a time as well as a **cover-shot** that is **just wide enough** to see all the students at a site. Properly established student and teacher camera presets can be very helpful when you are learning to connect students' faces with names.

Know When Your Session Is About To End

The network sessions end abruptly, often switching to another configuration of schools in a session that follows immediately. The classroom clocks can also be off by a few minutes. It can help your remote sites feel more connected if you can be aware of the approaching end of a class and bring it to a conclusion before they and you are abruptly disconnected.

Fonts & Image Size

If you are producing notes that you want to display using the document camera, it is best to use a large crisp font.

This font is Arial 26 point. Other fonts may work as well as...or better, but the most important thing to keep in mind is that the type should be large.

Landscape format

Limiting your page length and keeping your typed or handwritten notes in a **landscape format** (shown below, the proportions of the camera / monitor frame) can help you avoid the need to be constantly moving the page upward.



It is strongly recommended that you avoid the use of fine point pens or pencils when using the document camera.

Medium or thick point markers such as **Vis-à-Vis** are much more camera friendly and readable by students in the middle and rear of the classroom. They also add color and visual interest to your presentations.

Felt markers bleed

Keep in mind that felt tip markers tend to bleed through the paper. Please use a template or blotter pad under your marker paper to keep the stage area of the document camera clean.

Look at your screen in the back of the room.

Students will have a much easier time understanding your notes and displays if your text and images are large and fill a landscape format.

Keep in mind that not all schools have the same size monitors or projection screens.

A normal size monitor (55 to 70 inches) when viewed from the back of a classroom is much different than a 15-foot video projection screen.

Room Aide / TA

Classroom responsibilities

The TA should be familiar with the Technical and Classroom Management requirements in this section. Refer to the appropriate sections in this manual for specific information and please do not hesitate in contacting the NERIC technical support staff at **888.427.9173 for additional assistance or training.**

Technical

- **Powering up the room**
Check to see that the system is on and operating correctly. This includes checking the volume regularly during every class.
- **Camera Adjustments**
Be certain that the student camera is focused and framed appropriately on the students. Students should be grouped together without any empty seats or rows between. The camera shot should be set so that it is no wider than necessary to cover all the students. While this may take getting used to, it is important.
- **Assisting students**
Assist students if necessary, when they need to operate equipment such as the document camera, the control panel, fax or the phone attached to the fax to contact the teacher at the host site.
- **Training Students**
The class can function much more efficiently when the students are trained to operate the room equipment on their own. This is best done very early in the semester in coordination with the host teacher.

Classroom Management

Students should complete Student Contracts and be reminded that in the DL Classroom the rules and schedule of the host school apply.

- **Class Cancellations**
Classes are canceled only for factors at the host sites, such as equipment failure or snow days, or for scheduled events.
DL students should not miss a DL class to attend an assembly unless they are participating directly.
- **School Calendar**
The aide should inform the host site teacher of his/her school's calendar, noting marking periods/dates that grades are due, conference days, vacation breaks, required school functions and any other activities that might prevent students from attending their DL class.

Classroom Management (continued)

- **Classroom Observation**

The aide should sit in an appropriate position in the room for optimum visual management of the students. Some suggested locations are in the back or the front of the room.
 - **Food in the DL classroom**

Students are generally not permitted to eat in class.
 - **Housekeeping**

Students need to be reminded at the end of each class to pick up any papers or other debris that has dropped on the floor or is left on the desks.
 - **Transporting/Transmitting Classroom Materials**

The aide must be familiar with the courier systems used to transport materials between sites for each particular class. Depending on the needs of each class, frequently used systems for transporting materials between sites are the U.S. Mail, the BOCES courier system, and email. For very brief materials such as a 5-minute quiz, the fax machine can be used. The aide should receive materials in advance so that the fax does not always become the last minute method of communication. Please note: **The BOCES courier system does not deliver outside of their local region. If in doubt please call the Help Desk for clarification.**
 - **Completed Assignments**

The aide makes sure assignments are returned to the host site the same day or, at the latest, the following day.
 - **Attendance**

The aide takes attendance each class session when he/she is supervising at a receive site. The aide then reports back to the host site teacher the attendance of the students.
 - **Fax Machine**

The aide needs to be thoroughly familiar with the fax machine at the local site so he/she can transmit faxes, make voice calls, and duplicate a limited number of copies on an emergency basis.
 - **Make-Up in case of absence**

When a student is absent on the day of an exam, quiz or when a project is due, the aide ensures that the assignment is done one day after his/her return following the absence.
-

Classroom Responsibilities Checklist During Class Sessions

Prior to or at the beginning of each class:

Technical:

- System is operating correctly. Volume is set at the appropriate level.
- Student camera is focused and framed appropriately, **with students grouped appropriately together in a shot only as wide as necessary to cover all.**

Classroom Management:

- Necessary materials are distributed to students and/or collected from the students and transmitted to the host site teacher.
- Attendance is taken and reported to the host site teacher.
- Students are situated properly and are prepared to begin class when the host site teacher is ready to begin.

At the conclusion of each class:

Technical:

- If it is the last DL class of the day, use Utilities to turn System Off.

Classroom Management:

- Necessary materials are collected from the students and transmitted to the host site teacher.
- Students are reminded to pick up any papers or other debris they have dropped on the floor or left on the desks.