

BOCES



**Distance
Learning
Program**

Quality - Access - Support

**Help Desk
1-888-427-9173**

**Distance Learning Classroom
User Training Handbook**

For updates and schedule information visit your Distance Learning website:

<http://dl.neric.org>

Rev. 7/8/16

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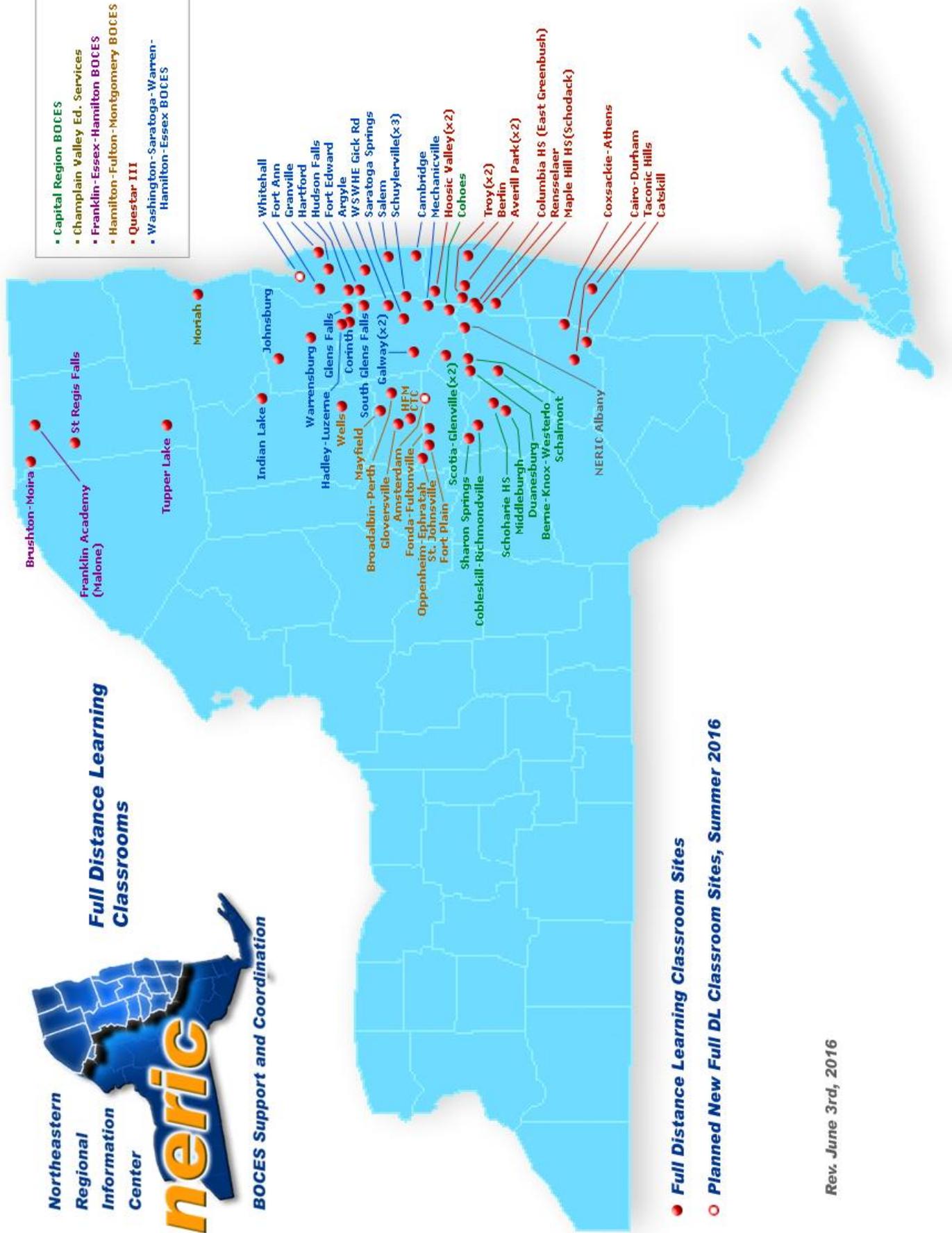
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When you are finished with your presentation, videoconference or DL session,
in order to conserve your video projector bulb,
please go to “UTILITIES” and turn your “SYSTEM OFF”



- Capital Region BOCES
- Champlain Valley Ed. Services
- Franklin-Essex-Hamilton BOCES
- Hamilton-Fulton-Montgomery BOCES
- Questar III
- Washington-Saratoga-Warren-Hamilton-Essex BOCES

Full Distance Learning Classrooms



- Full Distance Learning Classroom Sites
- Planned New Full DL Classroom Sites, Summer 2016

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 Help Desk as soon as possible.

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

The BOCES 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



**Distance Learning Program Reservation Form
2015-2016 School Year**

At least 48 hours notice prior to your event is always appreciated!

Name: _____ Today's Date: _____

School/Organization: _____

Address: _____

E-mail address: _____

Fax number: _____

Program title: _____

Date program begins: _____

Date program ends: _____

Time program begins: _____

Time program ends: _____

The following schools are included in this program session:

Host site: _____

Receive sites: _____

I have confirmed the use of these classrooms for the above dates and times with the appropriate building administrator. Yes No

Comments: _____

Fax completed form to Eileen Drescher at (518) 862-5305 or e-mail information to eileen.drescher@neric.org

For Official Use Only:

Job request number _____ Initials _____ Date entered _____

Distance Learning Classroom

Touch Panel Controls



WELCOME
to the
Distance Learning Classroom

TOUCH SCREEN TO BEGIN



Welcome Screen

The Welcome Screen is the first screen that you will see.

If your touch panel screen is black it is most likely in sleep mode.

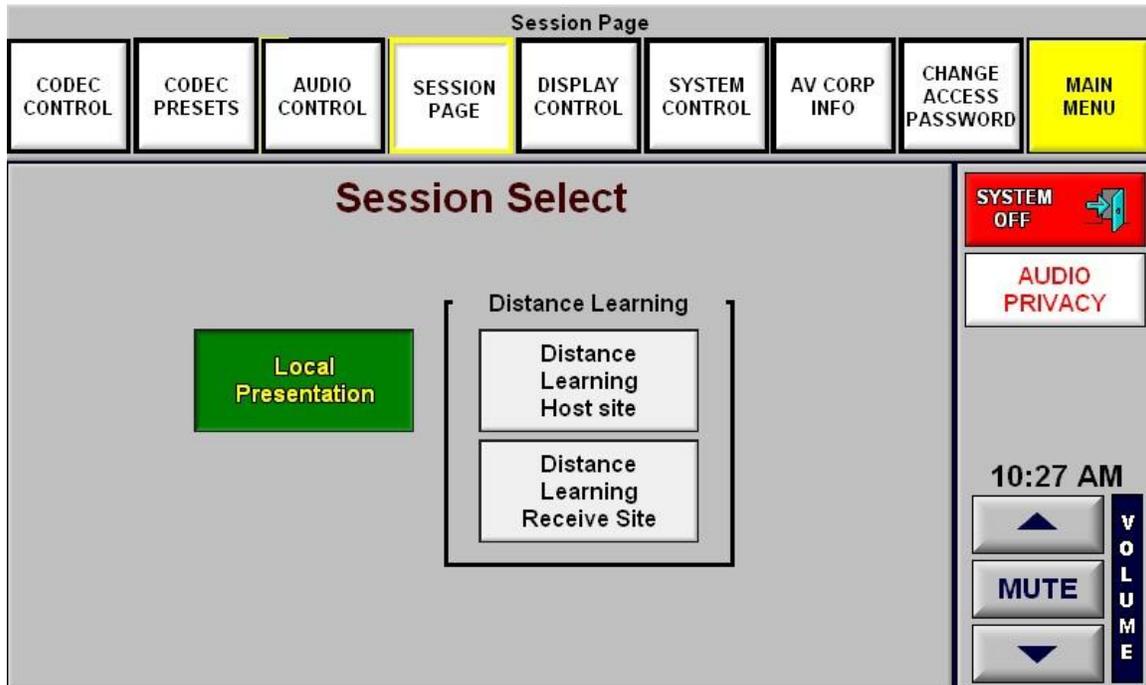
Touch the face of the panel and a screen similar to this should appear.



Touch the screen again to proceed.

Session Type

The session screen allows you to configure the room for a local presentation or as a Distance Learning Host site or Receive site.



Local Presentation: This session type does not involve any transmitting or receiving.

Distance Learning Host Site should be selected when the instructor is at this site. You will then be configured to transmit two streams of video to the other site or sites.

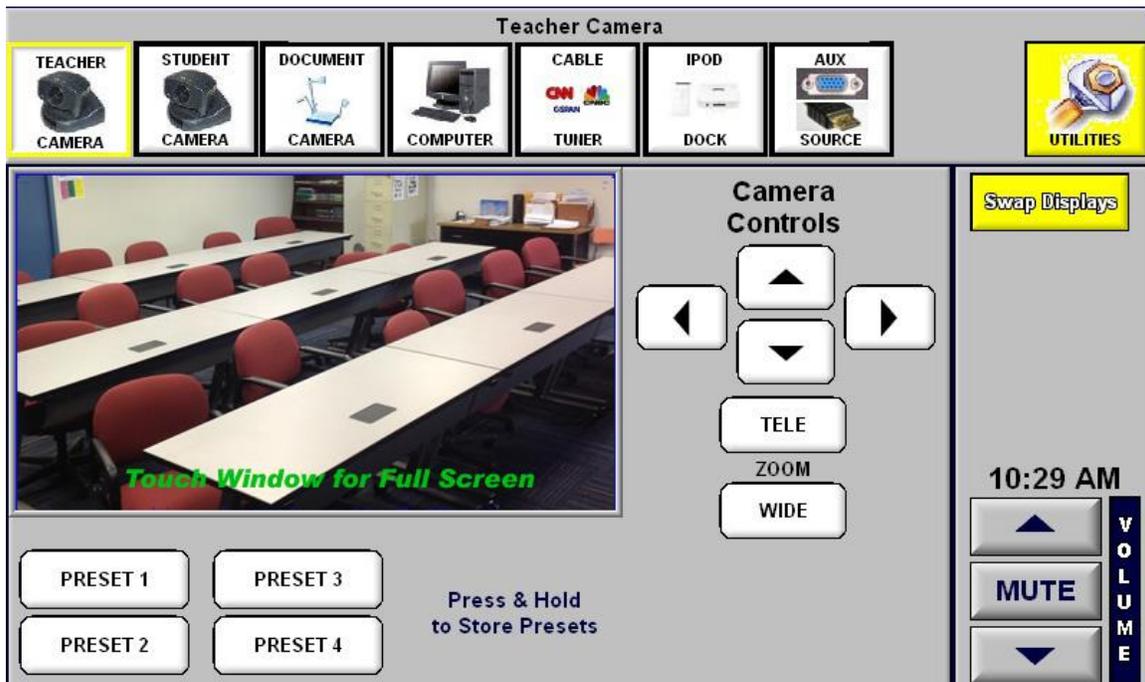
Distance Learning Receive Site should be selected when the instructor is not at this site. You will then be configured to transmit one stream of video and receive two streams of video from the instructor.

If you are unsure of the session type to use please contact the **Help Desk**.

Teacher Camera Controls

The Teacher Camera Control screen (shown below) appears as the default screen in all session types.

The video shown in the box on the touch screen represents only the primary transmitted video. If you are configured as DL Host Site you will be transmitting a second stream of video not shown on the touch panel.

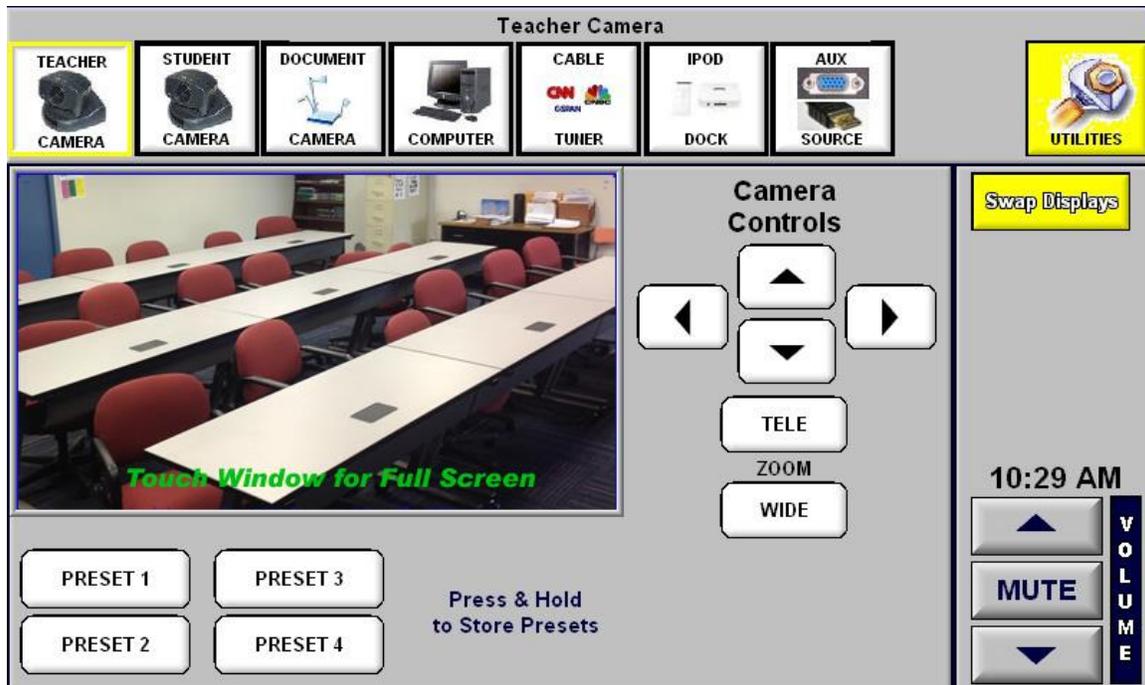


Touching the green area in the center box that reads “DISPLAY FULL SCREEN” will fill the touch screen with the video representation of your transmitted signal. To return the screen to normal control function, touch the full video image anywhere on the screen.

The buttons across the top of the screen are similar to a tool bar and appear on most screens selected.

Touch the button for the equipment you want to control or the function you want to perform.

Teacher Camera Controls continued



Pan/Tilt Controls

Touch the triangles [▲] that point up, down, right, and left, to pan and tilt the Teacher Camera to any desired position.

Zoom Controls

Touch “TELE” or “WIDE” to adjust the camera view.

Volume Control

Allows you to increase or decrease the overall volume of the received audio in your room. **This will not have any effect on your transmitted volume.**

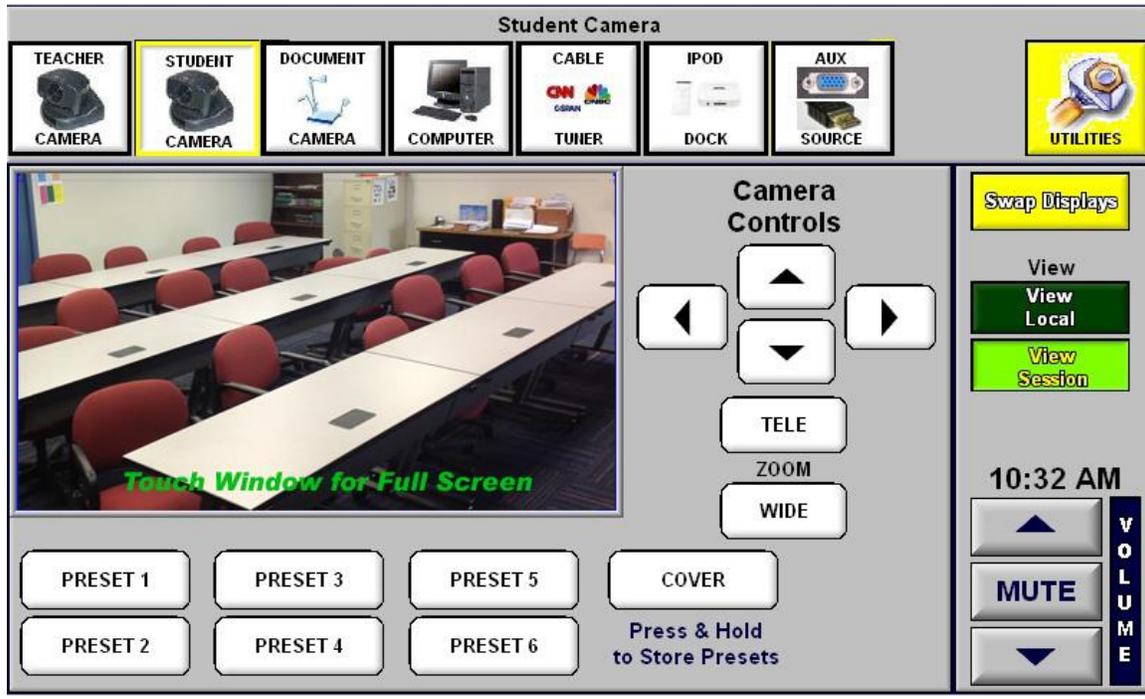
Preset Controls

Quickly moves the camera to pre-established settings. (See notes below on storing presets.)

Tool Bar Buttons

All other buttons will take you to screens indicated by the text.

Student Camera Controls



Pan / Tilt / Zoom Controls

Operate these controls the same as you would for the Teacher Camera.

Preset Controls

Operate the Preset Controls the same as you would for the Teacher Camera.

Cover Shot

Is a special Preset that should be adjusted to a camera position that is **just wide enough** to allow all of the students to be seen in one shot.

Store Preset

Is **only** used when establishing or changing a preset. **It will erase previously established presets.**

iPod Dock

The screenshot shows a projector control interface with a top menu bar containing icons for TEACHER CAMERA, STUDENT CAMERA, DOCUMENT CAMERA, COMPUTER, CABLE TUNER, IPOD DOCK (highlighted), AUX SOURCE, and UTILITIES. The main display area shows a video player with the title "Quadratic Formula" and the equations $\frac{13}{57}x^2 - 2x + 24$ and $05x^2 - 4x + 100$. Below the video player, a message reads: "IPOD Selected ... Please use the controls on the IPOD or select the IPOD controls button. Press 'Enable Video' to view the IPOD on the projector". To the right of the video player are three buttons: "SELECT IPOD Controls", "Local Controls", and "Enable Video". Further right is a "Swap Displays" button, a digital clock showing "10:31 AM", and a vertical volume control slider with "MUTE" and "VOLUME" labels.

iPod Control

Please use the controls on the iPod or select the iPod controls button.

Viewing iPod video on the projector

Press "Enable Video" to view the iPod on the projector.

Blu-Ray Controls

The Blue-Ray/DVD player is located in the teacher podium. Due to industry encryption standards, Blu-Ray/DVD functionality is only available in Local Presentation session type and not in Distance Learning session types.



Blu-Ray/DVD Controls

The Blu-Ray controls are similar to remote controls. There are additional buttons for shuttling the track back (TRK REV) or forward (TRK FWD).

MENU Controls

There are controls that will allow you to access the Blu-Ray/DVD MENU.

Press MENU, then using the up, down, right and left buttons you can navigate the on-screen menu.

Press ENTER to select the MENU item you highlight.

Blu-Ray/DVD Room Volume Control

The Up and Down triangle buttons under "Volume" control the level of audio that you hear in your own classroom.

Optional Tuner Controls



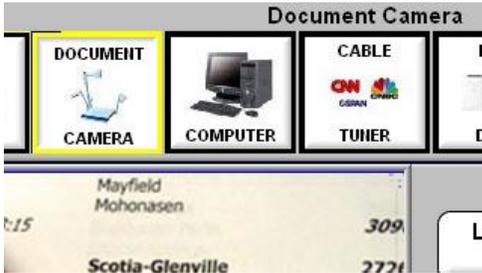
Tuner Controls

Controls are similar to remote controls for most TVs and VCRs.

The channel number is displayed in the window above the numeric keypad.

(Cable is only available in those rooms where the district has provided a television cable connection to the room.)

Document Camera Controls



From the upper row of buttons on the touch screen select Document Camera.

The power switch on the document camera must be on.



Zoom, Focus and Lamp adjustments can be made either on the touch screen or directly on the document camera control pad.

Using the upper light may give your document image more contrast and make it easier to read.

See important note on fonts and image size beginning on page 25.

Computer and Auxiliary Controls



If you select the computer or an auxiliary video source (such as a camcorder or additional video source) you will be able to control some of the functions of that equipment from the touch screen, but you may have to use the controls on the auxiliary device.

Computer – Auxiliary Volume

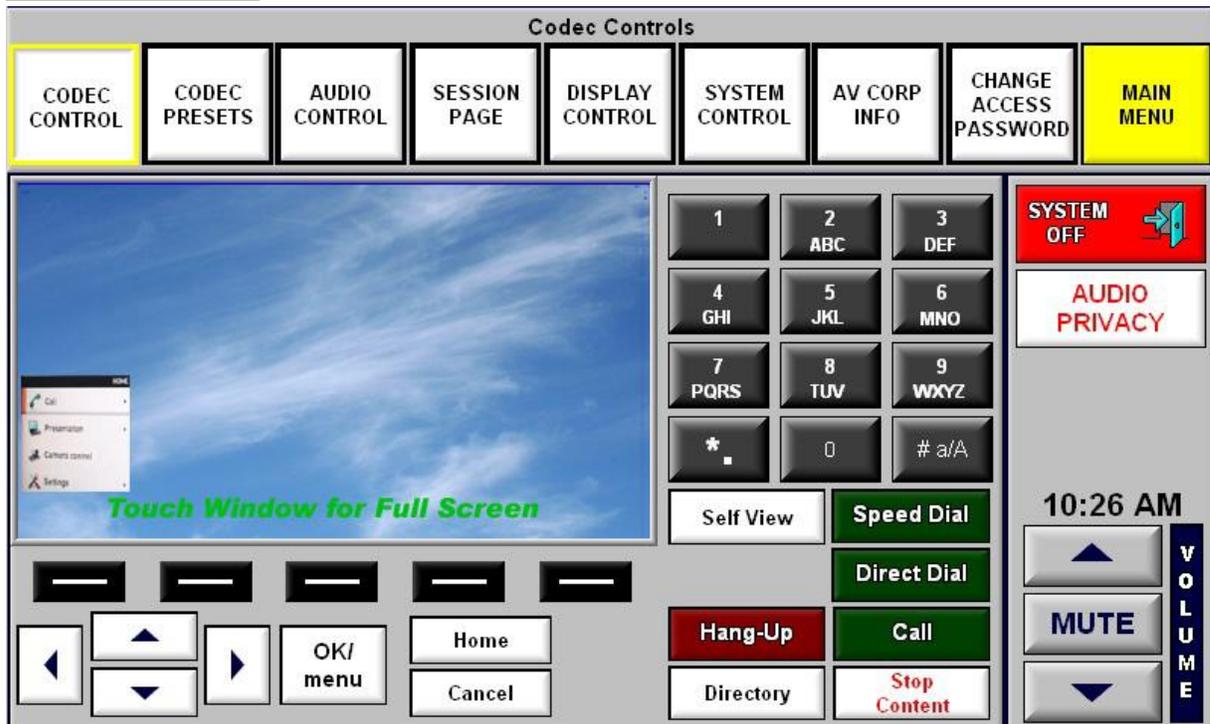
If you have an auxiliary audio source input into the rack, or if you have the computer selected, you will be able to control the volume from those sources at these screens.

NOTE: If you excessively increase the volume levels, it may cause echo or other audio disturbances.

If you adjust the output volume controls that are on the individual pieces of equipment (computer, camcorder, DVD, etc.), it will affect both the room volume and the transmitted audio level.

All other adjustments for the computer or auxiliary equipment should be made on the individual equipment.

Utilities



CODEC CONTROL

Will take you to a screen where you can initiate connections.

NOTE: In all but unusual cases, your distance learning connections will be automatically made for you.

IMPORTANT NOTE REGARDING TURNING YOUR “SYSTEM OFF”

The EPSON video projector bulb is very expensive (**over \$600.00**) and it has a limited number of life hours.

When you are completely done with your session (no matter what type session it is,) please select “UTILITIES” and then **“SYSTEM OFF.”**

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 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.

***** We very strongly recommend that you visit the Distance Learning Surveys on the DL website. *****

http://dl.neric.org/bdlp/CRB_FEH_Q3_Surveys.htm
http://dl.neric.org/bdlp/SAN_Surveys.htm

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 BOCES technical support staff. **1-888-427-9173 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 use 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 e-mail. For very brief materials such as a five-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.**
- ❑ The session is being recorded (if necessary).

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:

- ❑ Stop recording the session (if necessary).

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.

