

**BOCES**

**Distance  
Learning  
Program**



**Quality - Access - Support**

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

Johnsburg Central High School  
Distance Learning / Videoconferencing  
User Training Handbook

For updates and schedule information visit your Distance Learning website:

<http://dl.neric.org>

Rev. 9/1/06



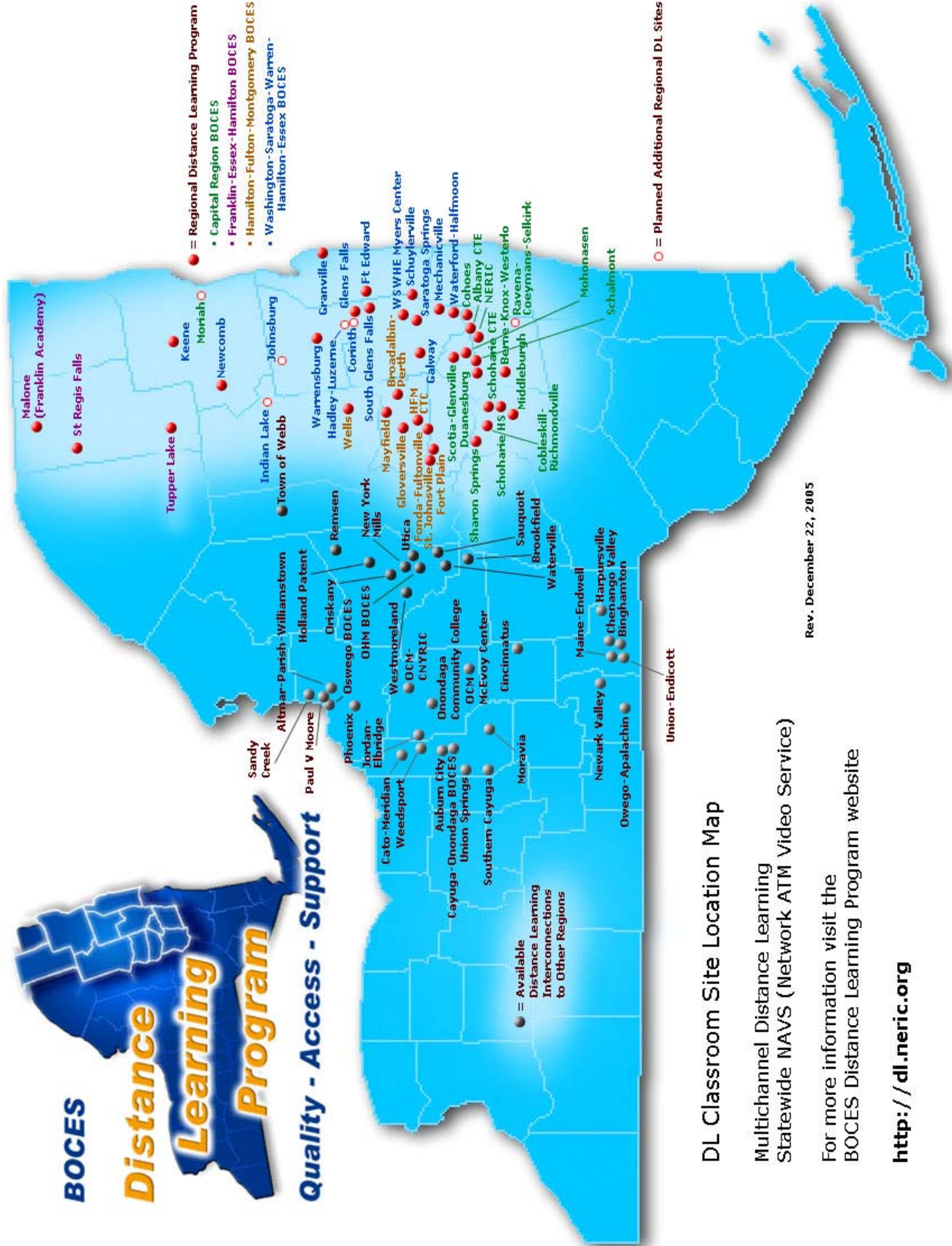
---

# Table of contents

Network Map		4
Troubleshooting		6
Network Reservation Form		8
Touch Panel Controls	TPS – 4500 (B)	10
Welcome Screen		12
Session Type		13
System Initializing Screen		14
Local Presentation Room Set-up		15
Teacher Camera Controls		16-17
Student Camera Controls		18
Document Camera Controls		19
Play VCR Controls		20
DVD Controls		21
Computer		22
Cable Tuner Controls		23
Auxiliary Video Controls		24
Record VCR Controls		25
Utilities Controls		26
Volume Controls	<a href="#">Important Notes Re: Echo</a>	27
Videoconferencing		28
Shure Wireless Microphone System		29
Effective Presentation in the Distance Learning Classroom		30-33
Room Aide / Teaching Assistant Responsibilities		34-36



**BOCES**  
**Distance Learning Program**  
**Quality - Access - Support**




Rev. December 22, 2005

**DL Classroom Site Location Map**  
 Multichannel Distance Learning  
 Statewide MAVS (Network ATM Video Service)  
 For more information visit the  
 BOCES Distance Learning Program website  
<http://dl.neric.org>



# Troubleshooting Tips

1/25/05

INDICATION	POSSIBLE CAUSE(S)	CORRECTIVE ACTION
<p>There are color bars on the monitor screen where your remote class or videoconference should be</p> 	<p>The remote participants may not have their equipment turned on yet.</p> <p>You may have the wrong session type selected.</p>	<p>Contact your remote participants by phone or fax.</p> <p>Go to "Utilities" - "Return to Session Page" and select the proper session type.</p>
<p>Audio echo</p>	<p>Audio send and/or receive levels excessively increased to compensate for an individual who is soft spoken and/or leaning back away from the mic.</p>	<p>Select "UTILITIES" - "VOLUME CONTROL"</p> <p>Check "SITE" volumes, "TO FIBER" volume, "ROOM" and overall "VOLUME"</p>
<p>Audio Problems</p>	<p>Your "TO FIBER" volume may be too low.</p> <p>You may be in "AUDIO PRIVACY" "ACTIVE"</p> <p>The other site may need to make volume adjustments at their equipment.</p>	<p>Select "UTILITIES" - "VOLUME CONTROL" and make adjustments as needed</p> <p>Select "UTILITIES" and deactivate the "PRIVACY" button.</p> <p>Ask that the teacher or aide or presenter at the other site check their audio levels</p>
<p>No VIDEO at all on the monitor screen or screens (Black)</p>	<p>Someone may have turned the power off at the monitor.</p> <p>Possible problem at remote site</p>	<p>Try turning on the power button on the front of the monitor.</p> <p>Contact the DL helpdesk and or the remote site.</p>
<p>Play VCR does not play</p>	<p>Power not ON.</p> <p>No tape in VCR.</p> <p>VCR not in PLAY mode.</p>	<p>Turn power ON for Play VCR.</p> <p>Check to see tape is fully and properly inserted</p> <p>Press PLAY button on touchpanel; check to see tape is moving.</p>
<p>VCR does not RECORD</p>	<p>Power not ON.</p> <p>No tape in VCR.</p> <p>VCR control not activated</p>	<p>Turn power ON for Record VCR.</p> <p>Check to see that a tape has been inserted in the Record VCR.</p> <p>Press a site to record; check to see tape is moving.</p>
<p>DVD player does not play.</p>	<p>If your disk is not a commercial DVD disk, your material may not be properly encoded in a format that the DVD player can read.</p>	<p>If you know your DVD material was encoded in a format that will play on a pc media player, try playing it through the pc on the podium.</p>

*BOCES Distance Learning Program Help Desk*

*1-888-427-9173*



---

**Distance Learning Program Reservation Form**  
**2006-2007 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 edresche@gw.neric.org

**For Official Use Only:**

Job request number \_\_\_\_\_ Initials \_\_\_\_\_ Date entered \_\_\_\_\_





---

# Distance Learning Classroom

## Johnsburg Central High School Touch Panel User Guide

Model TPS 12





---

# 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 this screen should appear.

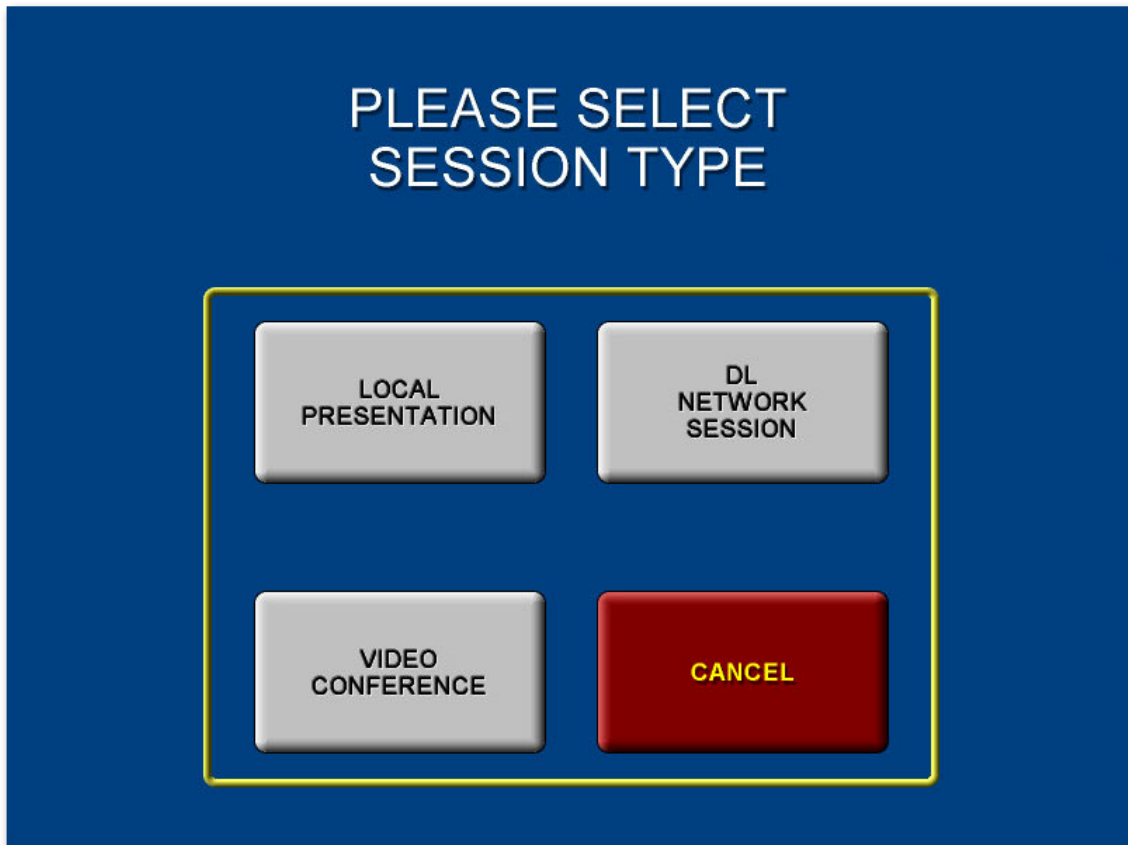


Touch the screen again to proceed.

---

## Session Type

The screen below allows you to configure the room for a local presentation, a distance learning network, or videoconferencing session.



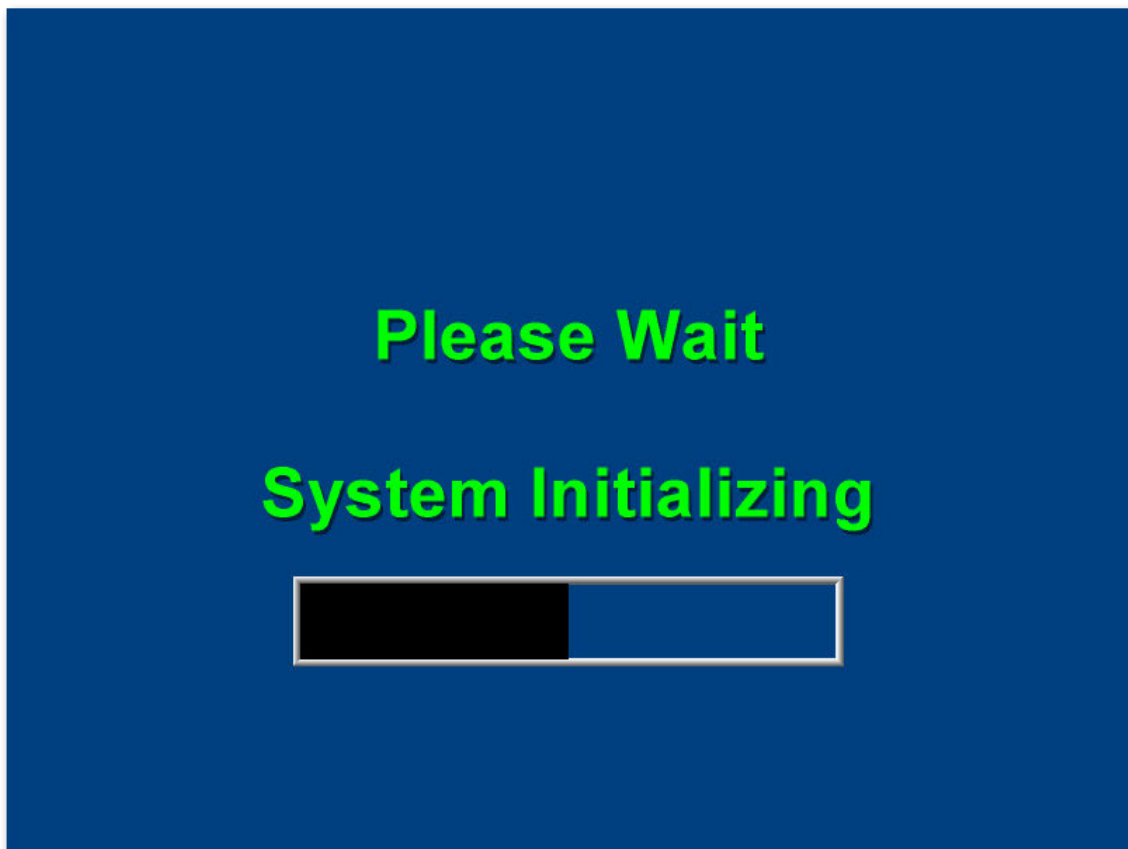
### **For a Distance Learning Class:**

You must always select **DL Network Session** by touching that button on the screen.

---

# System Initializing

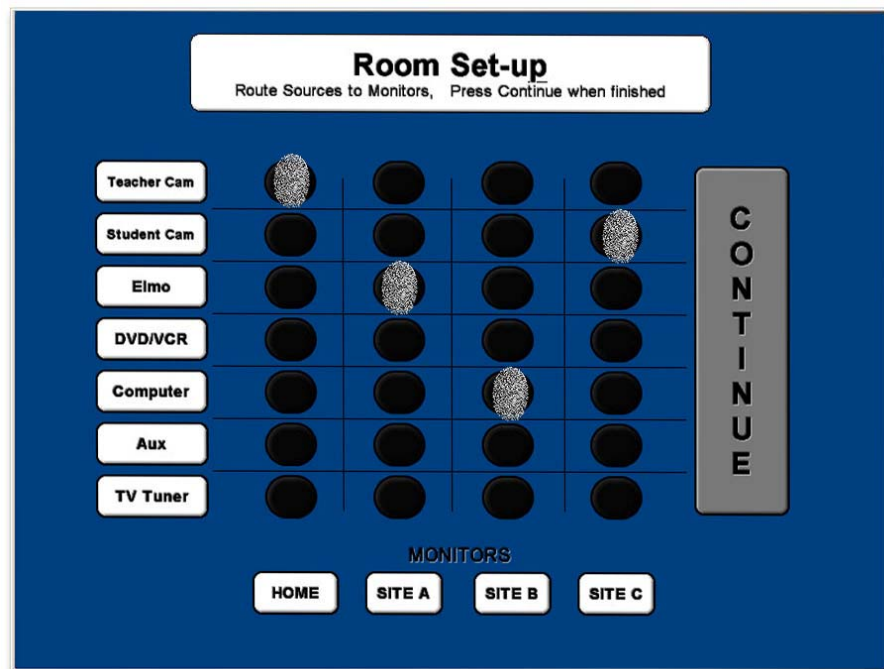
The system will take between 30 seconds and one minute to initialize, depending on the type of session you have selected.



---

# Local Presentation Room Set-up

The Room-Set-up screen (shown below) is used only for local presentations.



Select a source (from the options on the left) for each monitor.

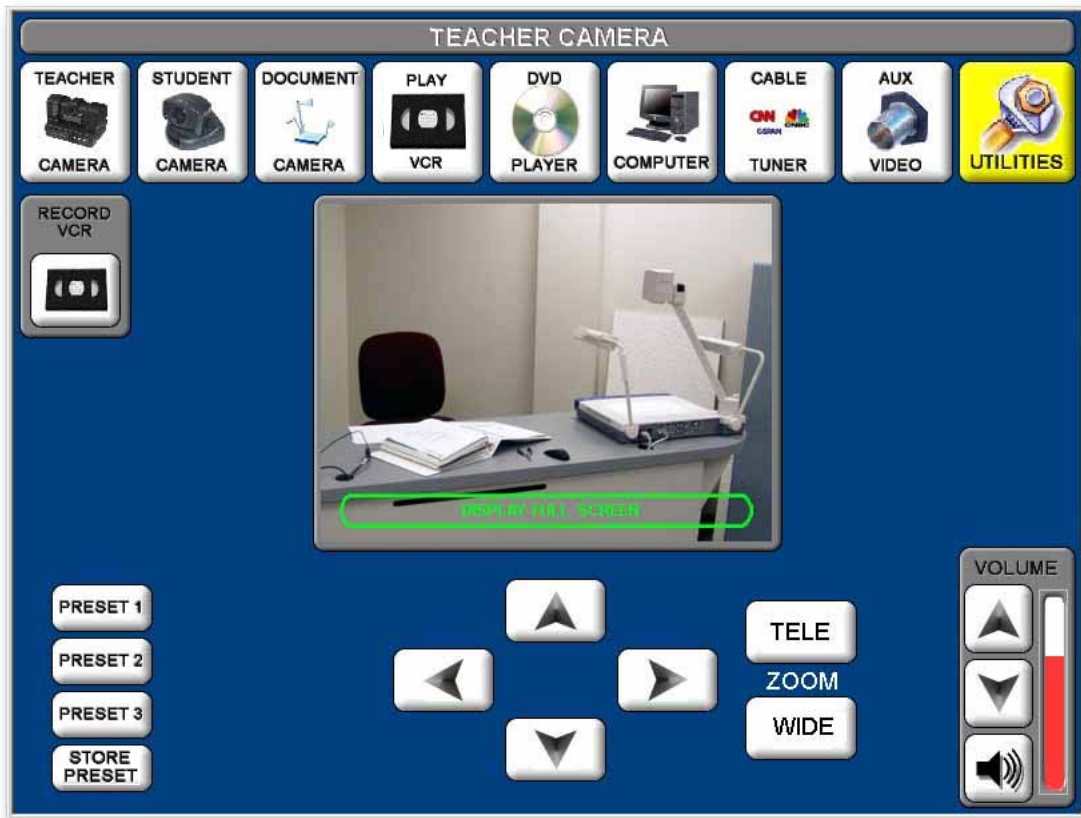
In the example above, the “Teacher Cam” is routed to the “Home” monitor, the “Elmo” is routed to “Site A”, the “Computer” is routed to “Site B”, and the “Student Cam” is routed to “Site C”.

Press “Continue” when you have made all your routing selections.

---

# Teacher Camera Controls

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



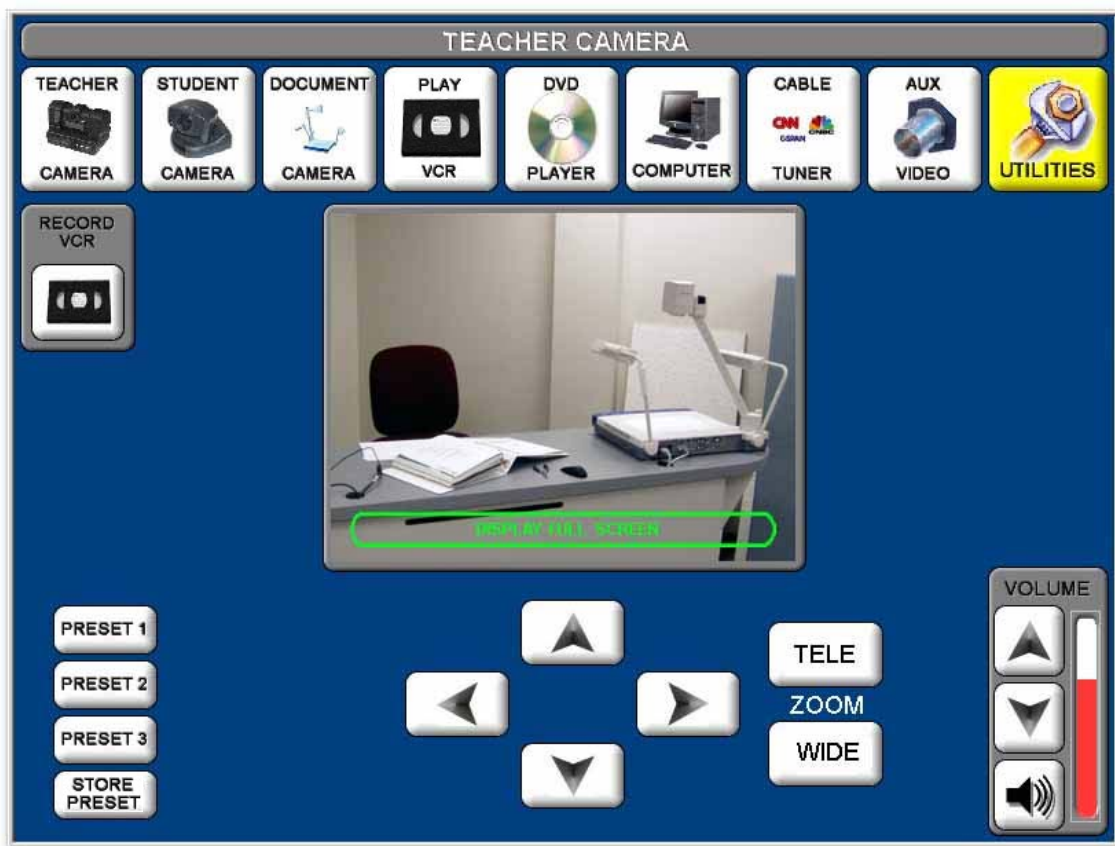
On most screens the video shown in the center of the touch screen represents the transmitted video.

Touching the screen where it says “DISPLAY FULL SCREEN” will fill the touch screen with the video representation of your transmitted signal. Touch “MAIN MENU” in the upper right of the screen to return the view to normal.

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 zoom.

## Volume

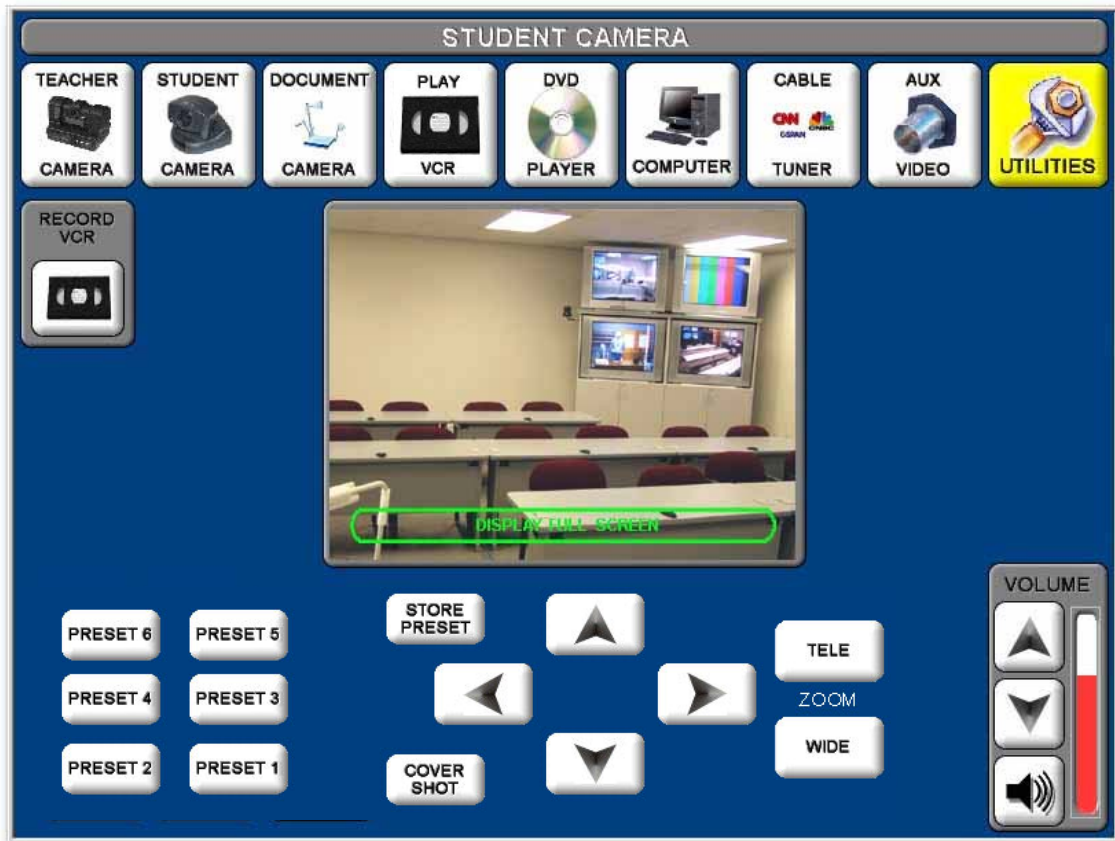
Allow you to increase or decrease the overall volume of the received audio in your room.

## Tool Bar Buttons

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

Presets 1, 2, and 3 will adjust the camera to preset views. Store Preset is used **only** when establishing or changing a selected preset. ***It will erase previously established presets.***

# 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.

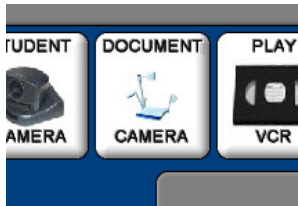
## Cover Shot

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.

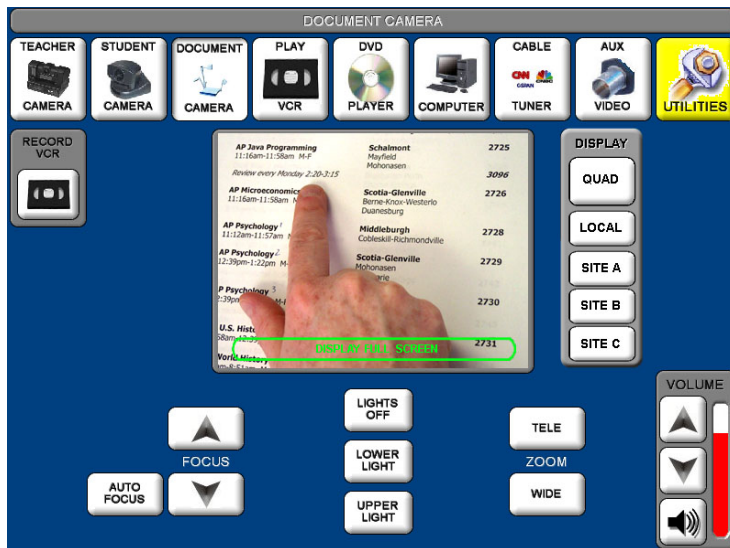
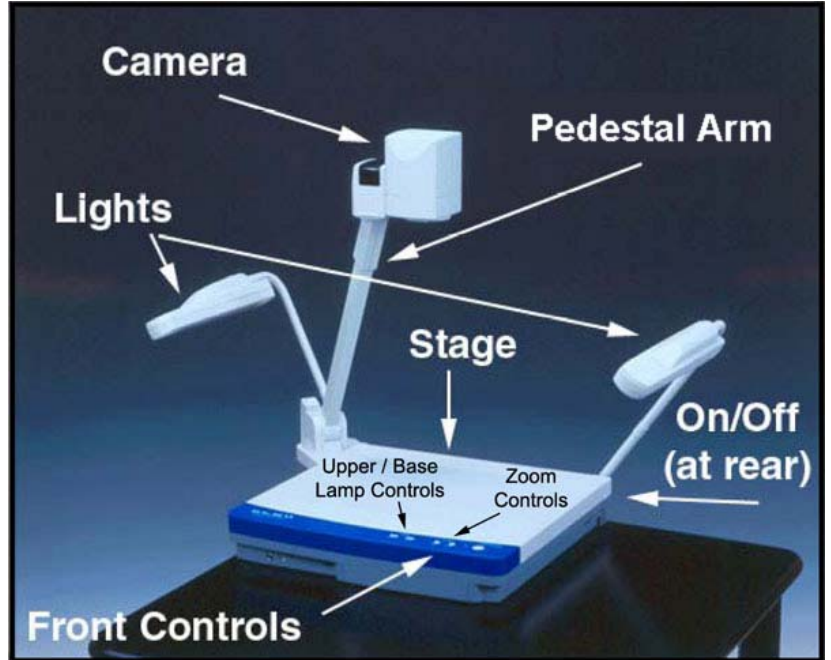
**Presets** 1-6 will adjust the student camera to preset student views. **Store Preset** is used **only** when establishing or changing a selected preset. **It will erase previously established presets.**

# Document Camera (ELMO) Controls

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



The power, On / Off switch at the rear of the ELMO must be in the on position.



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

Using the lower light may work better for sides and transparencies. Using the upper light may give your document image more contrast and make it easier to read. In either case the best way to know which light to use is to experiment with the particular document you will be using.

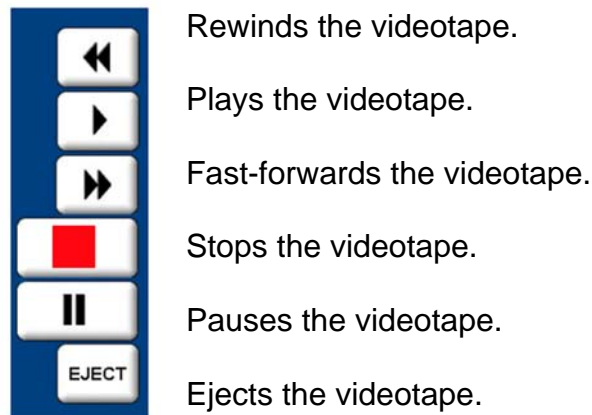
See important note on fonts and image size beginning on page 32.

# Play VCR Control

The Play VCR is a combination DVD/VCR and is the top unit of the two located in the teacher podium.



## Video Tape Controls



## Volume Control

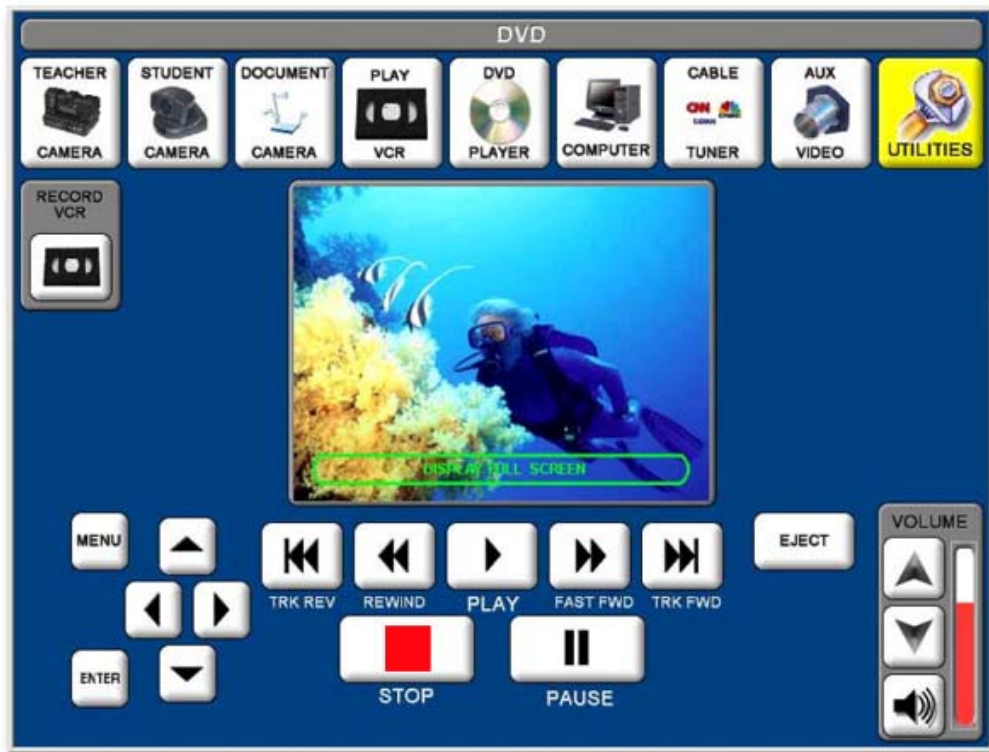
The Up and Down Triangle buttons only control the level of volume that you hear in your own classroom.

The VCR transmit volume is preset and not adjustable. The remote sites should adjust their listening volume to a comfortable level.

---

# DVD Control

The DVD is the combination DVD/VCR located uppermost in the teacher podium.



## DVD Controls

The DVD controls are similar to the VCR controls. There are additional buttons for shuttling the track back (TRK REV) or forward (TRK FWD).

## MENU Controls

There are controls at the bottom left of the screen that will allow you to access the DVD MENU. Press MENU, then use the up, down, right and left buttons to navigate the on-screen menu.

Press ENTER to select the MENU item you highlight.

## Volume Control

The Up and Down Triangle buttons only control the level of volume that you hear in your own classroom.

The DVD transmit volume is preset and not adjustable. The remote sites should adjust their listening volume to a comfortable level.

# Computer Controls



When you select the computer you can control the image placement with the "SHIFT" controls.

You can independently control the horizontal and vertical size of the computer image with the "SIZE" controls.

"TELE" and "WIDE" will allow you to "ZOOM" the image in and out.

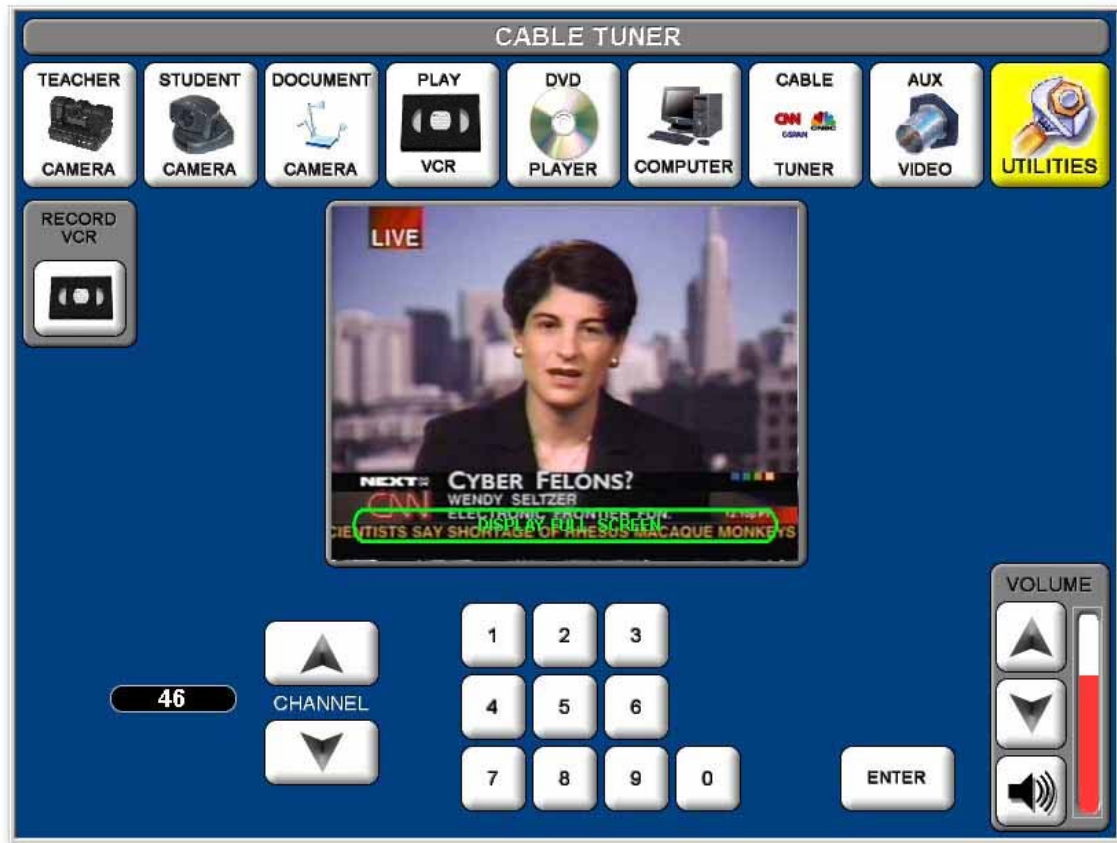
Using the "TELE" and "WIDE" controls in conjunction with the "SHIFT" controls will allow you to enlarge and focus on a particular area of the computer image.

## **Volume Control**

The Up and Down Triangle buttons only control the level of volume that you hear in your own classroom.

The computer transmit volume is adjustable at the computer. This will change the volume in your room as well as the remote sites.

# Cable Tuner Controls



## Tuner Controls

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

You may either use the keypad and "ENTER" the channel or use the up/down arrows.

The currently connected channel number is displayed in the oval to the left of the channel up/down control.

---

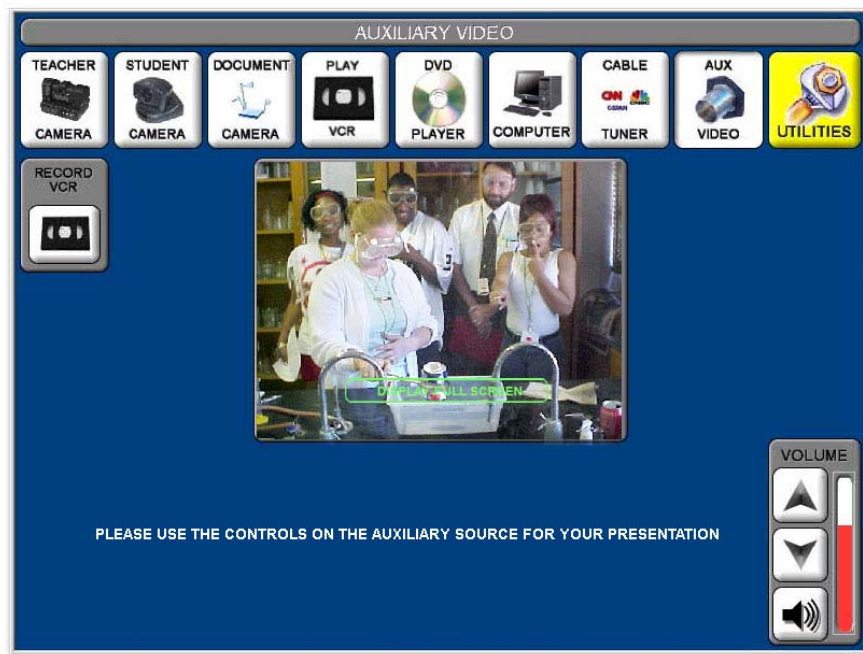
# Auxiliary Video Controls

If you have an auxiliary video source and the proper connecting cables, you can display your recorded material by connecting to the auxiliary inputs located near the top of your equipment rack.



Select the “AUX VIDEO” button at the main menu screen.

Use the controls on the auxiliary source for your presentation.



## Volume Control

The Up and Down Triangle buttons on the touch screen only control the level of volume that you hear in your own classroom.

The transmit volume from your auxiliary source should be controlled at the auxiliary source if possible. This will change the volume in your room as well as the remote sites.

The transmit volume can be adjusted using the “TO FIBER” control on the “VOLUME CONTROL” screen (see pages 26 & 27), however this will change the transmit volume for all the audio leaving your room including all microphones.

# Record VCR Controls

The Record VCR is the bottom of the two VCR units located in the teacher podium.



## Site Recording Controls

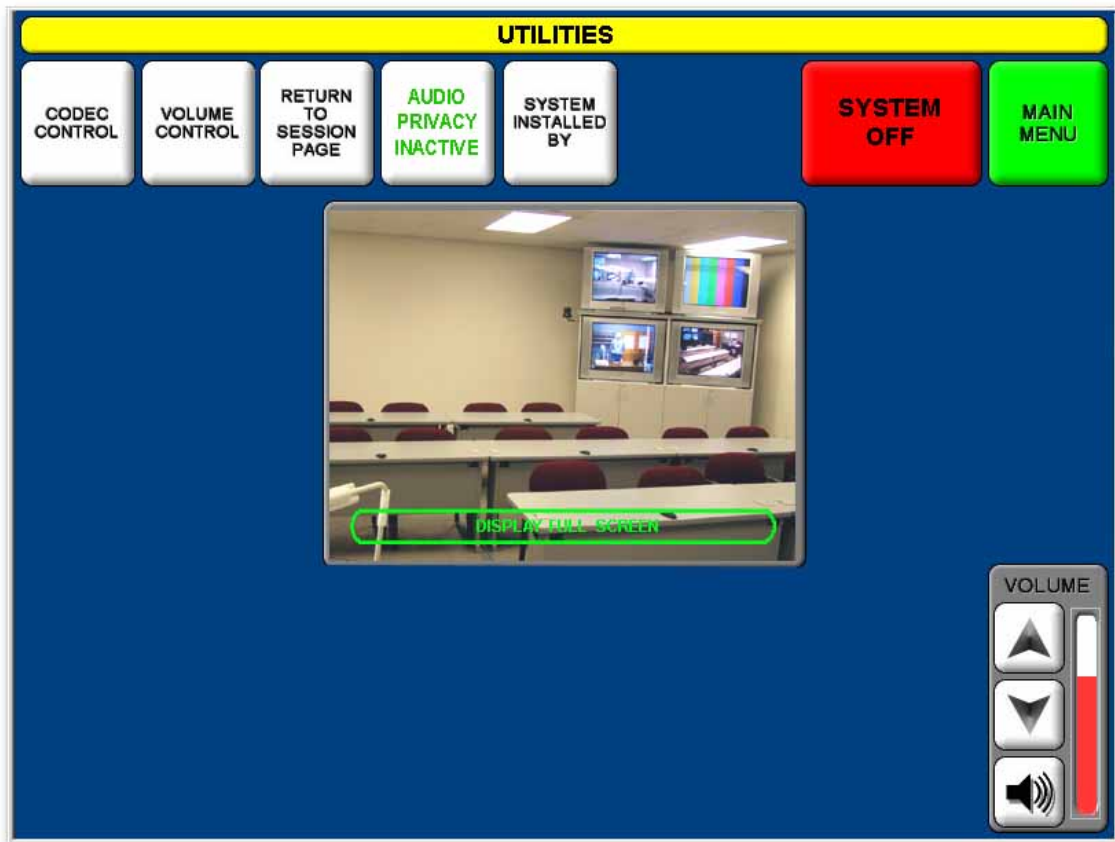
Touch **Local**, **Site A**, **Site B**, or **Site C** to record the video from that particular site.

**Recording will continue, even if you leave this screen**, until you return to the Record VCR control screen and press **Stop** or your tape reaches the end.

**Note:** While you record only one video source at a time, you record **all audio from all sites in the cluster** onto the tape.

# Utilities

First select the “UTILITIES” button.



## Codec Control

Will take you to a screen where you can set up a videoconferencing session. (More detailed instruction on the videoconferencing capabilities of your room, which is different than instruction for a “DL Network Session”, may be provided in a separate training.)

## Volume Control

Will take you to the volume control screen where you can adjust *individual site volumes*. **See Important Note on page 27.**

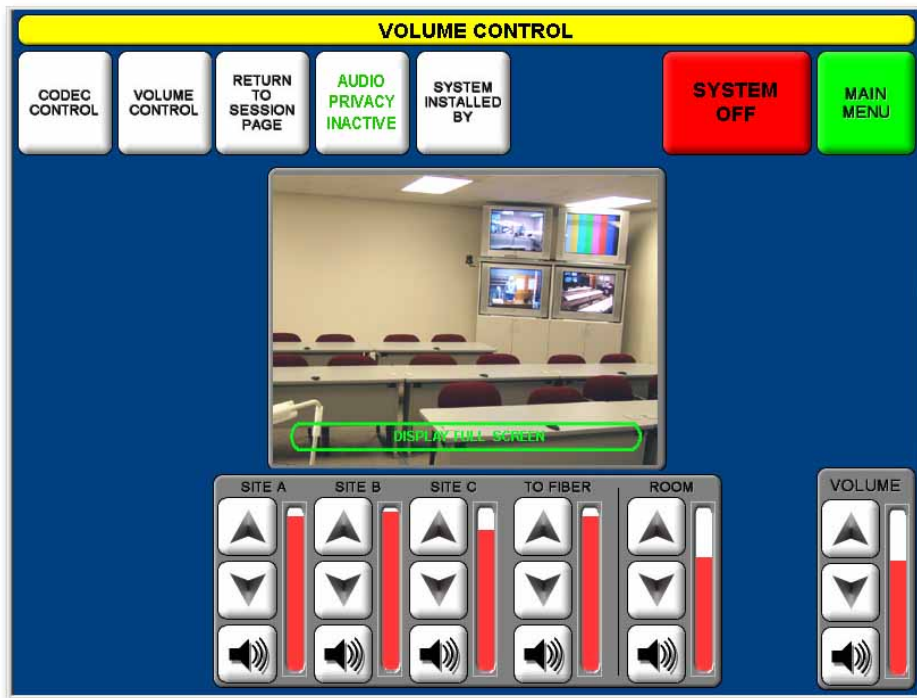
## Audio Privacy

Touching “**AUDIO PRIVACY**” will (depending on its position) either activate or inactivate all microphones in your room. You will still be able to hear remote sites, but they will not hear you. When activated, “**AUDIO PRIVACY ACTIVATED**” will flash on the touch panel screen.

# Volume Control First select the “UTILITIES” button.



Then select the “VOLUME CONTROL” button.



## SITE VOLUMES

The incoming volume of each individual remote site can be adjusted with the controls under the appropriate label, **SITE A**, **SITE B**, or **SITE C**.

Adjustments are made with the [ ▲ ▼ ] up and down triangles.

## TO FIBER

Allows you to increase or decrease the combined audio level that you transmit to other sites.

## ROOM

Allows you to adjust the combined volume going to your room speakers' amplifier.

## IMPORTANT NOTE REGARDING AUDIO ECHO

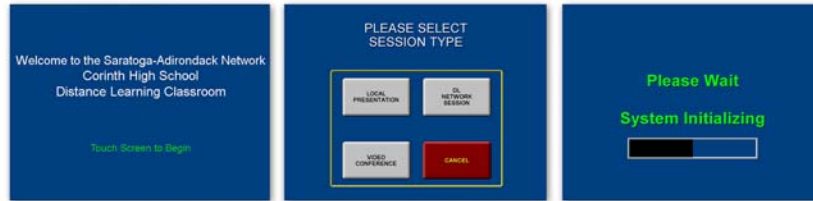
**A common cause of echo is the excessive increase in site audio levels in an attempt to compensate for an individual who is speaking very softly and/or leaning back from his/her microphone. The solution is to have the individual speak in a normal tone of voice and sit closer to the microphone.**

**If you have any trouble** adjusting volume please contact the **DL Help Desk**.

---

# Videoconferencing in your DL Room

Many of the touch screen functions for distance learning, videoconferencing and local presentation are exactly the same or very similar.



For Videoconferencing select “Video Conference” on the Session Type Page.

Your room is equipped to directly initiate and receive “IP” videoconference calls.

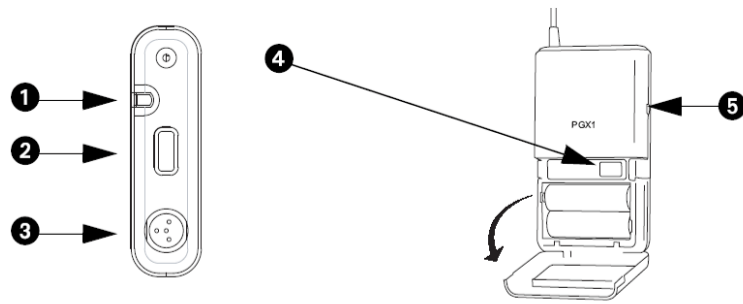
***If you wish to make an ISDN connection it will require the use of an IP to ISDN videoconferencing bridge. Please visit <http://vc.neric.org> for more information about available videoconferencing services such as scheduling virtual field trips using ISDN and multi-point videoconferences.***

To initiate an IP videoconference call directly, without any assistance, select “Utilities” then “Codec Control.”



Use the keypad in the lower left of the screen to navigate the Polycom call menu. Use the number pad to enter the IP address that you wish to connect to.

# Wireless Microphone Transmitter Shure Model PGX



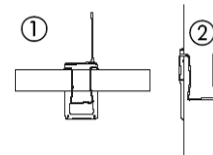
- ① Power / Infrared (IR) / Mute indicator

Green	Ready
Flashing green	Controls locked (see <a href="#">page 6</a> )
Amber	Mute on
Flashing red	IR transmission in process
Glowing red	Battery power low
Pulsing red on startup	Batteries dead (transmitter cannot be turned on until batteries are changed)
Pulsing red after synchronization	Transmitter and receiver incompatible; contact your Shure reseller

- ② On-off / mute switch  
Press and hold to turn on or off. Press and release to mute or unmute.
- ③ 4-Pin Microphone Input Jack
- ④ IR port  
Receives infrared beam to synchronize frequencies. **When using multiple systems, only one transmitter IR port should be exposed at a time.**
- ⑤ Gain adjustment switch (see below)

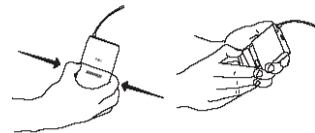
## Wearing the Bodypack Transmitter

- Clip the transmitter to a belt ① or slide a guitar strap through the transmitter clip ② as shown. If using a belt, slide the transmitter until the belt is pressed against the base of the clip.



## Changing Batteries

- Expected life for alkaline batteries is approximately 8 hours.
- When the transmitter light glows red, the batteries should be replaced immediately, as shown on the left.



## Adjusting Gain

- Three gain settings are available on the PGX1:
  - mic*: **Normal Setting**
  - 0*: **This will lower the transmit level considerably.**
  - 10*: **Use only if audio is distorted due to high input level.**

---

# 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 an Elmo (document camera), VCR 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 you 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 network clock 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 Elmo, 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 Elmo.**

Medium or Thick point markers such as **Vis-a-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 Elmo clean.

## **Look at your screen from 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, 30 inches or less, when viewed from the back of a classroom is much different than a 15 foot video projection screen.**

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 at **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.
- **Taping sessions**  
This is useful for students when they return following an absence. The aide should notify the teacher when taping the class.
- **Assisting students**  
Assist students if necessary, when they need to operate equipment such as the Elmo, the control panel, VCR, 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 Agreement Forms and be reminded that, in the DL Classroom, the schedule and many rules 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, e-mail and the Blackboard on-line course system. 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.
- **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 the assignment is handed-in one day after his/her return following the absence.

---

Continued

---

## Classroom Responsibilities Checklist During Class Sessions

**Prior to or at the beginning of each class:**

### **Technical:**

- ❑ System is operating correctly. Volume settings are at their appropriate levels.
- ❑ 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.