

BOCES



**Distance
Learning
Program**

Quality - Access - Support

Help Desk
1-888-427-9173

BOCES Distance Learning
Teacher/Aide
Cobleskill - Richmondville High School
Training and Room Reference Handbook

LC-3000 Touch Panel - AP 800 - AutoTrack Teacher Camera

For updates and schedule information visit your Distance Learning website:

<http://dl.neric.org>

Rev. 8/9/06

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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



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 _____

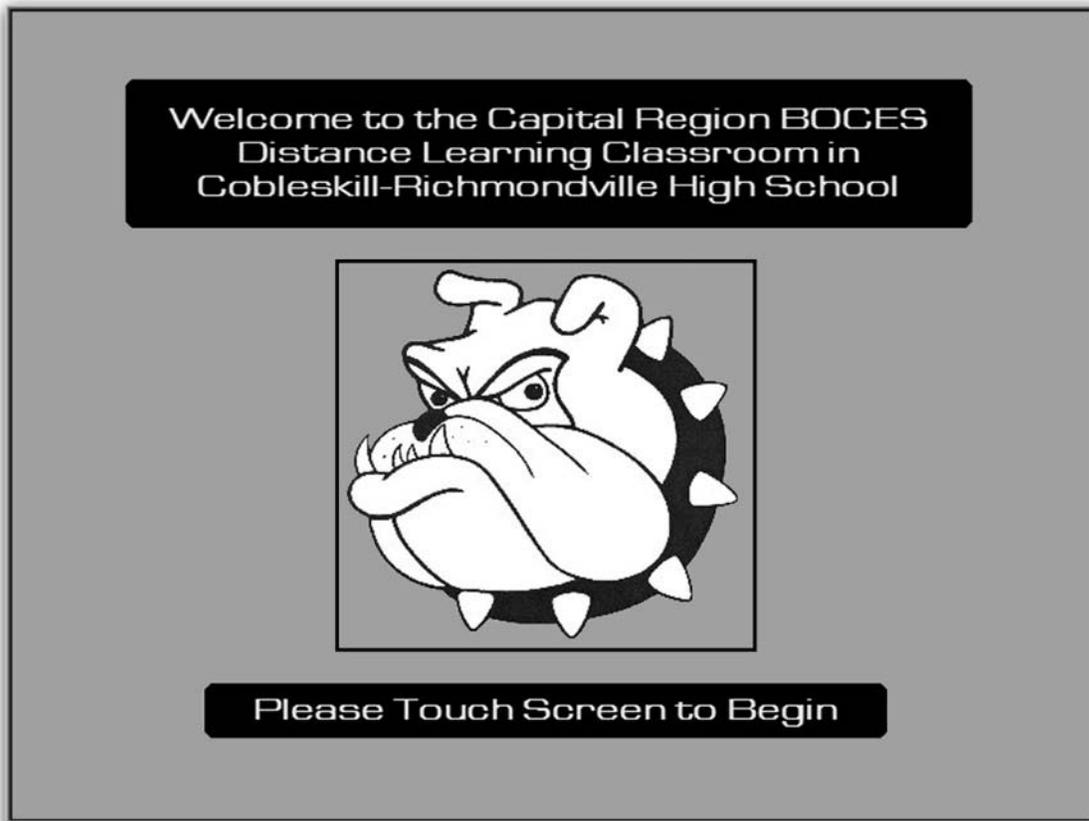


Welcome Screen

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.

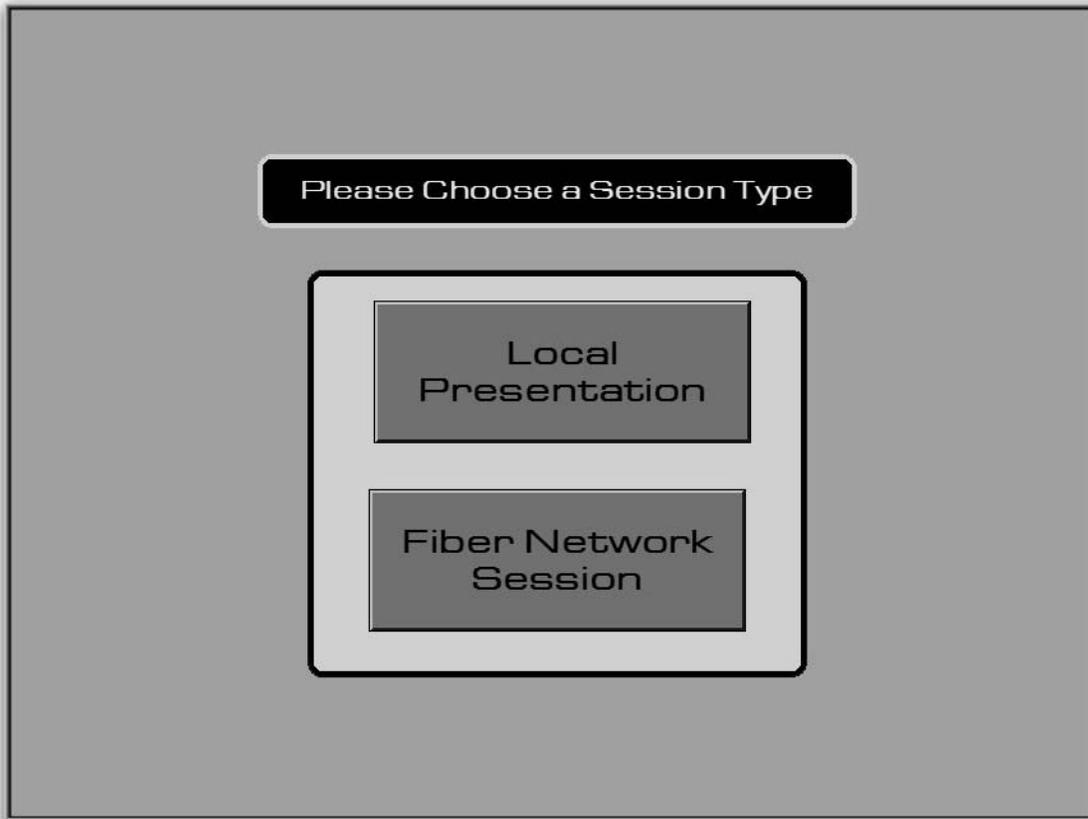
Touch the face of the panel and this screen should appear.



Touch the screen again to proceed.

Session Type

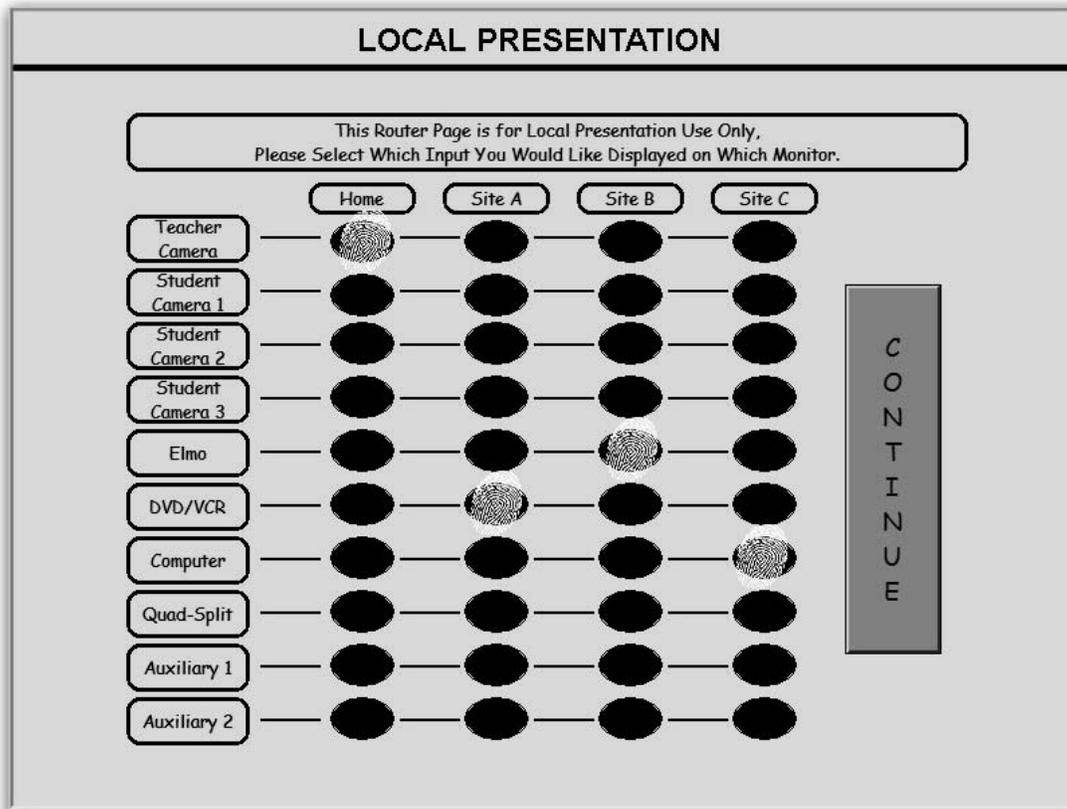
For a distance learning session, select **Fiber Network Session** by touching that button on the Session Type screen.



You will automatically proceed to the next screen.

Monitor Routing (Local Presentation Sessions Only)

If you choose “Local Presentation” as a session type the screen below will appear.

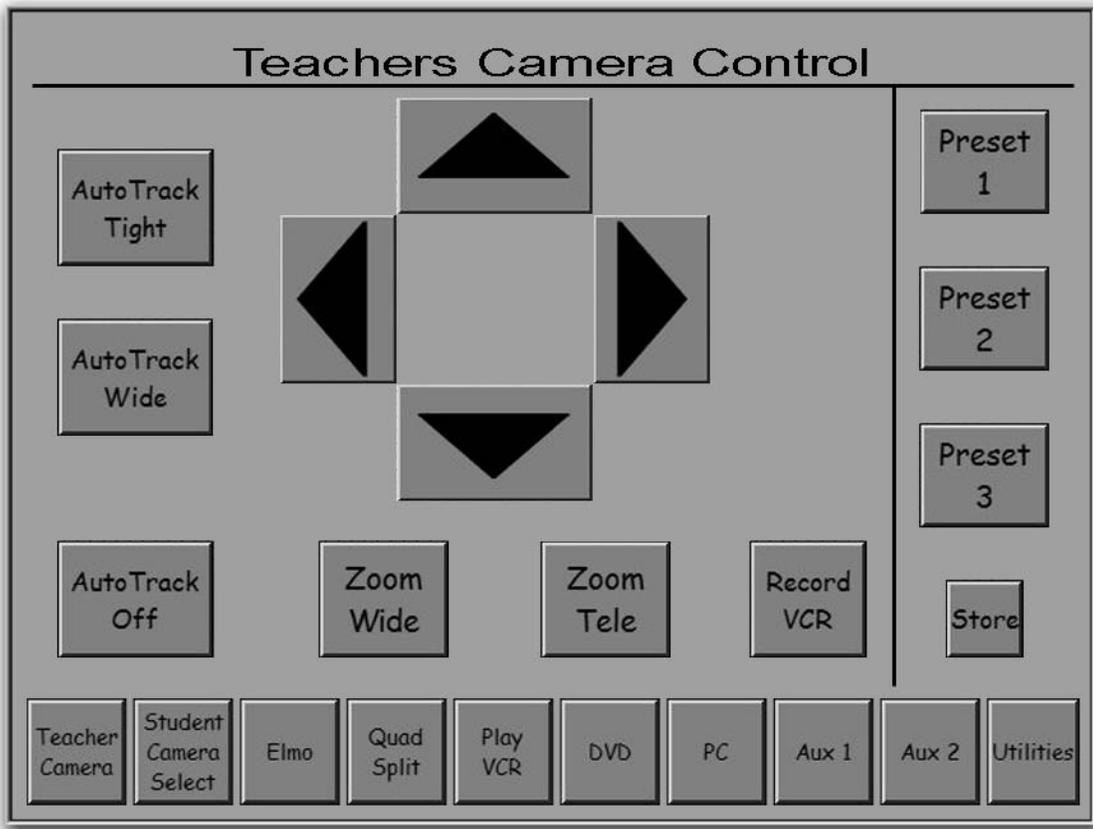


By touching the matrix (the black ovals) in the columns below the various monitors (Home – Site A – Site B – Site C) you are able to route the images from the various inputs to the room monitors where you would like them to appear.

In the example above the Teacher Camera will appear in the Home monitor. The DVD/VCR will appear in the Site A monitor. The Elmo will appear in the Site B monitor. The Computer will appear in the Site C monitor.

Teacher Camera Controls

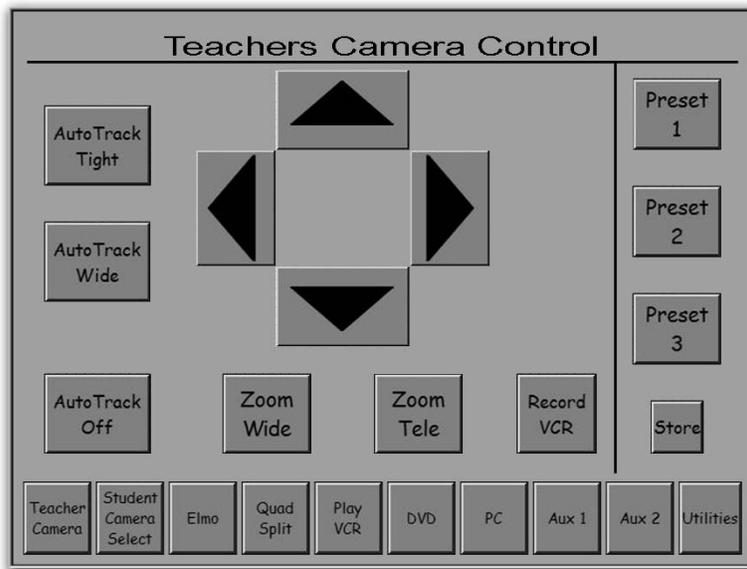
The Teacher Camera Control screen (shown below) appears as the default screen.



The buttons on the bottom 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



Preset Controls

Touch one of the numbered **Preset** buttons to move the camera to an established, preset position.

Store

This button is *only* used when establishing or changing presets.

It will erase previously established Presets.

(For detailed information about establishing or changing **Presets** see the notes and instructions beginning on page 25 of this section.)

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 **Zoom In** to zoom the camera in tighter or **Zoom Out** to zoom the camera out further.

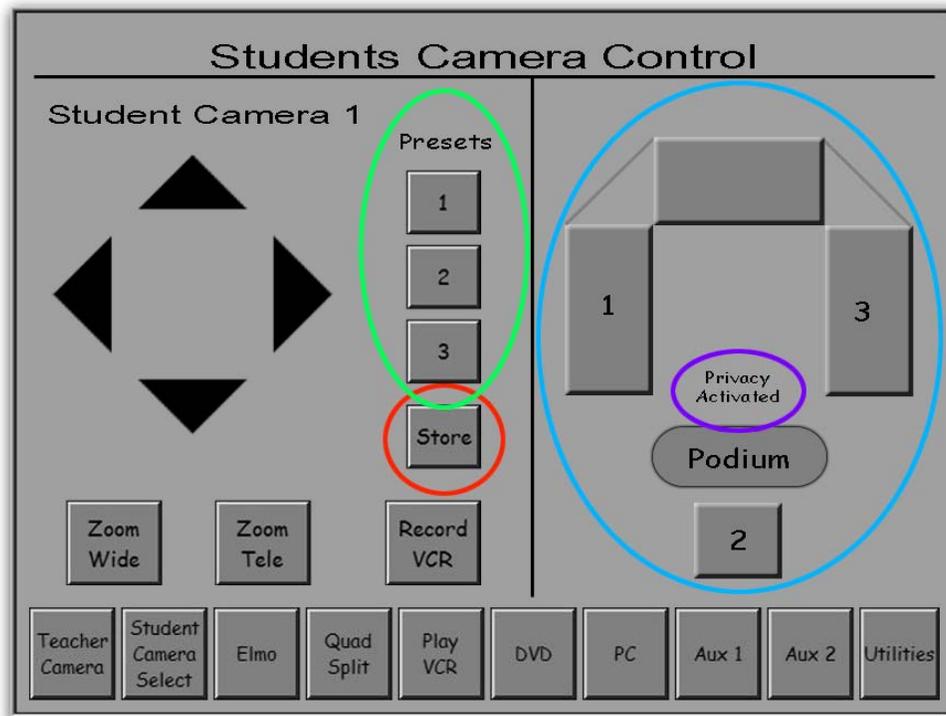
Auto-track Controls

Touch **Auto Track Tight** or **Auto Track Wide** to activate the camera tracking feature. **Auto Track Off** will deactivate the tracking system. [More information about the Auto-track feature is in the Teacher Camera section of this guide.](#)

Tool Bar Buttons

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

Student Camera Control



Pan / Tilt / Zoom Controls

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

Numbers 1, 2, and 3 (in the blue oval) on the right of the screen correspond to the three student cameras. When you select one of the student cameras (by touching the icon), the control for that camera will appear on the left of the screen.

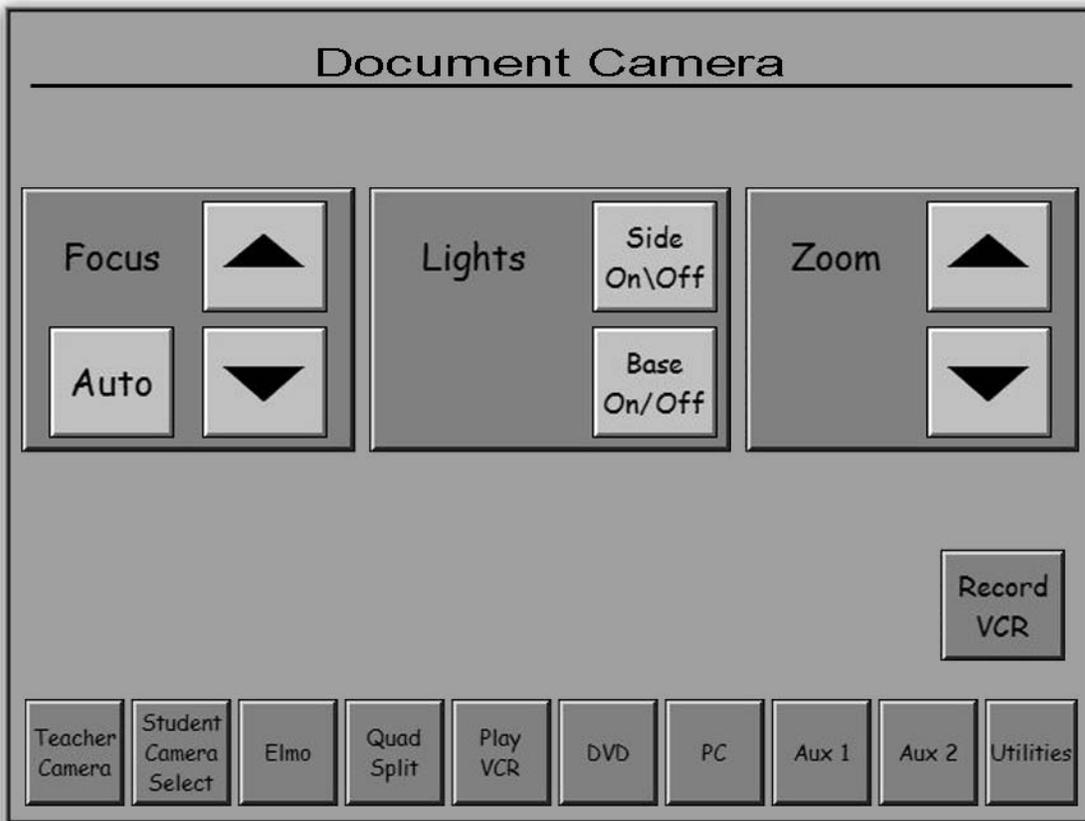
The numbered buttons in the vertical column (in the green oval) near the center of the screen are designed to be preset to either tight shots of individual students or group shots, just wide enough to fit in that group. Three preset views can be established for each student camera. These presets are then selectable full screen options at this screen. (See "Presets" beginning on page 25.)

The Privacy Activated (in the violet oval) will flash when you have activated privacy (muted your microphones. – See: Utilities, page 23.)

Store (in the red circle) is *only* used when establishing or changing presets. It will erase previously established presets. (For detailed information about establishing or changing camera position presets, see the **Presets** instructions beginning on page 25 of this section.)

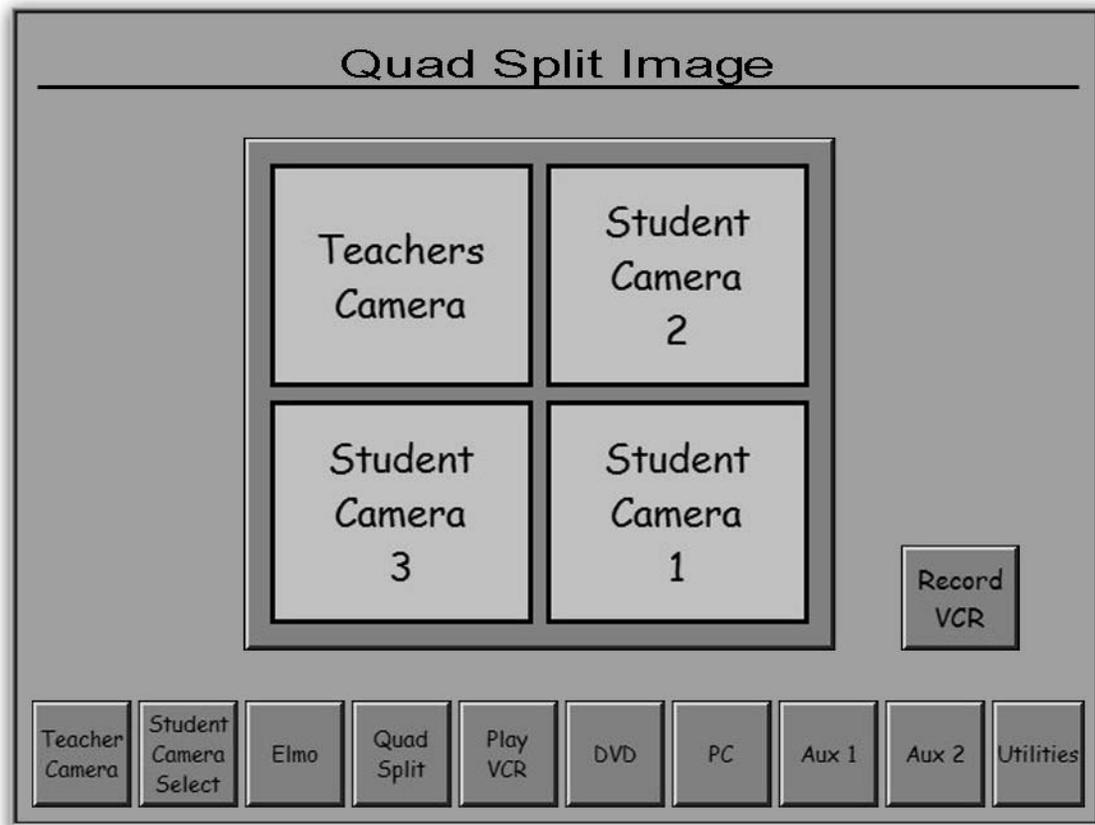
Elmo

The Elmo Document Camera adjustments can be made at the touch panel.



Record VCR will take you to control screen for the lower of the two VCRs in the equipment rack at the teacher's podium.

Quad Display Control



When you select  the primary view that you transmit (the only view if you are not the host site) will be divided into four quadrants. The quadrants are made up of the three student camera views (see page 7 for setting student camera views) and the teacher camera view (page 5.)

While the quad split option offers the teacher or aide the convenience of having all the students on the screen at the same time, it creates the situation where each view is only 25% normal size.

A teacher or students at another site in your session may find it difficult to see or relate to the quarter sized images from across the room. This is even more likely to be a problem if the individual camera views are set too wide. It is always important to set up your camera shots as tight as possible and even more important if you choose to select **Quad Split**.

Play VCR Controls

The DVD/VCR combination Player is the top unit of the two located in the teacher podium. Use the combination DVD/VCR remote control to select VCR.



Video Tape Controls

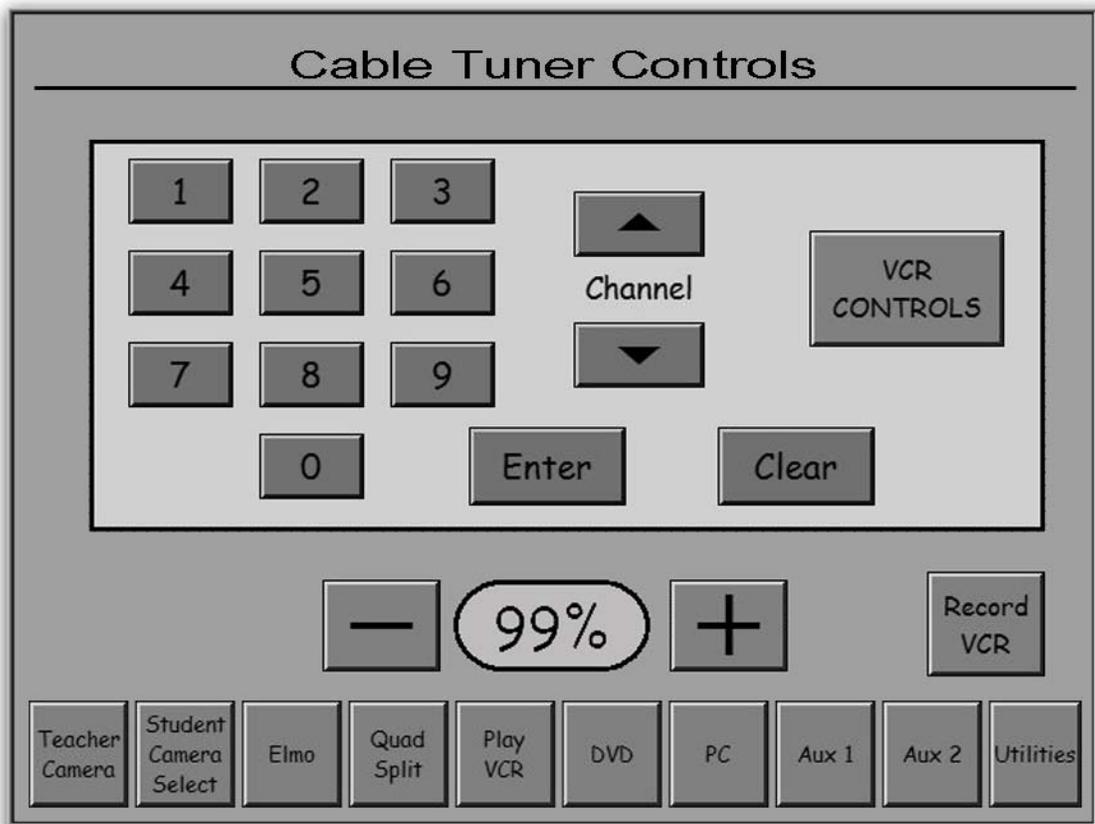


Volume controls the level of volume that you hear locally.

Record VCR will take you to controls for the Record VCR.

Cable Tuner Controls

The Cable Tuner Controls are reached from the Play VCR Controls page. You may use the number pad to choose a cable channel and then enter that selection or use the up and down channel triangles to change the selected cable channel.



VCR Controls will toggle the screen back to the Play VCR Controls

The - and + buttons control the level of volume that you hear locally.

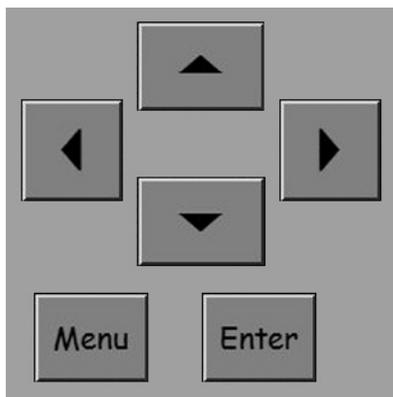
Record VCR will take you to controls for the Record VCR.

DVD Controls

The DVD/VCR combination Player is the top unit of the two located in the teacher podium. Use the combination DVD/VCR remote control to select DVD.



DVD Menu Navigation Controls



DVD Controls are similar to the VCR controls with the exception of the Menu Navigation Controls.

When you select "Menu" the DVD control menu will appear on the monitor screen.

Use the arrows to navigate through the menu. Enter will select a highlighted menu item.

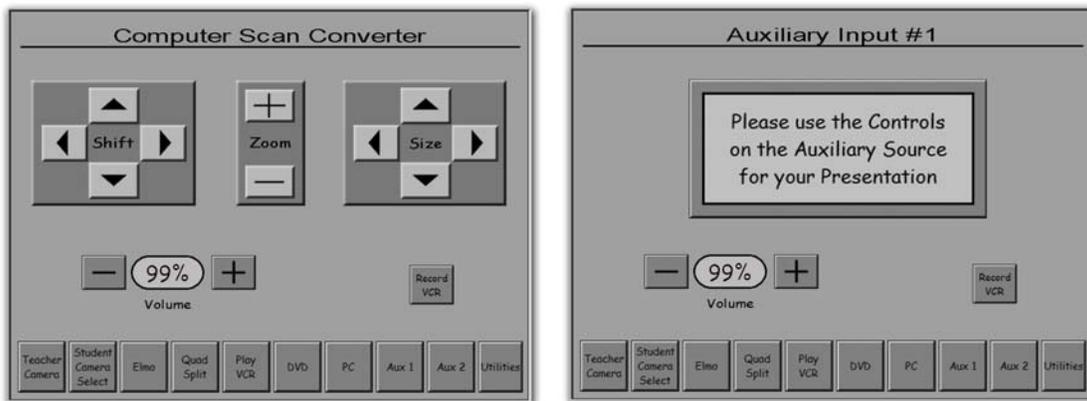
Volume controls the level of volume that you hear locally.

Record VCR will take you to controls for the Record VCR.

Computer (PC) and Auxiliary Controls



When you select the computer (PC) or an auxiliary video source (such as a camcorder), you will see one of these screens.



Computer (PC) – 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.

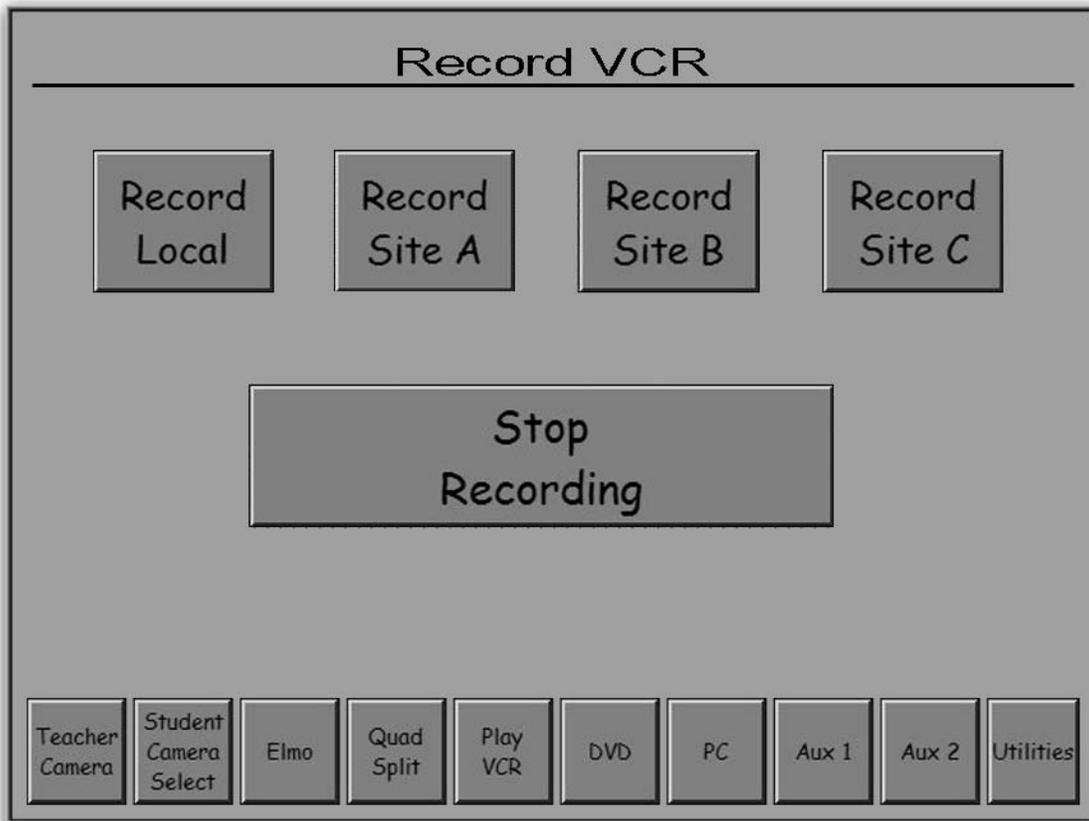
NOTE: If you excessively increase the volume levels it may cause echo or other audio disturbances. (See page 24 for detailed information on volume control.)

If you adjust the output volume controls that are on the individual pieces of equipment (computer, camcorder, 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 at the individual equipment.

Record VCR Controls

When you select the **Record VCR** button you will see the screen below.



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

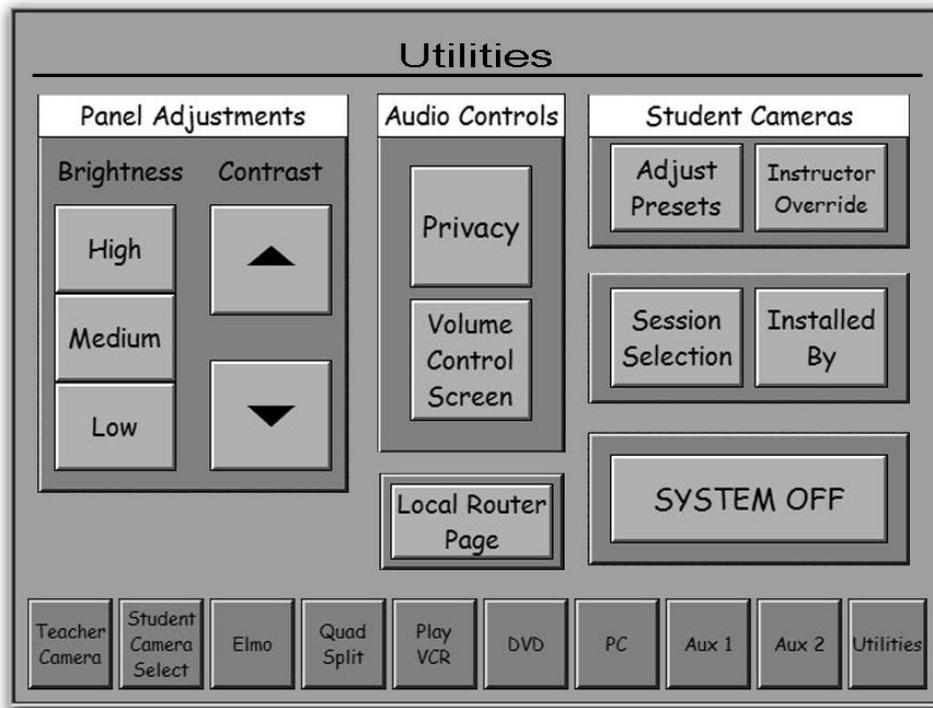
Site Recording Controls

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



Panel Adjustments allow you to control the brightness and contrast of the touch screen display.

Audio Controls Privacy will turn off or on (depending on its position) all microphones in your room. You will still be able to hear remote sites, but they will not hear you. When activated, Audio Privacy will flash on the touch panel screen.

Volume Control Screen will take you to the screen where you can make fine adjustments to the incoming volume from individual sites.

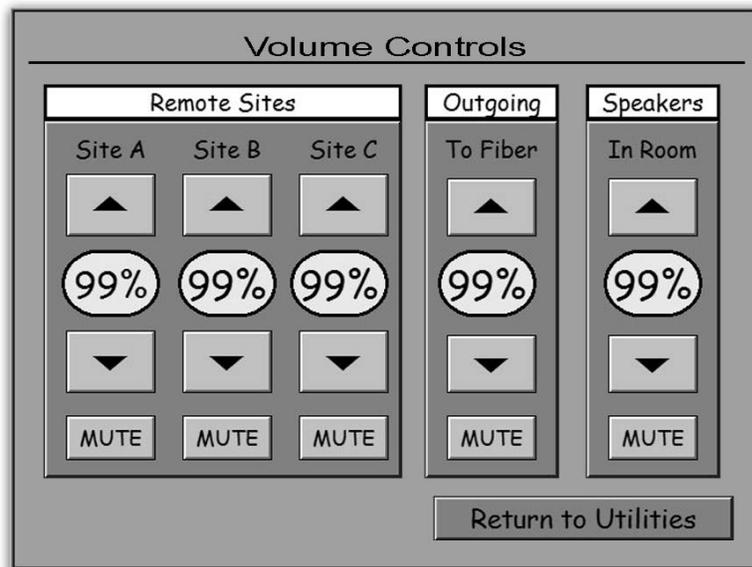
Student Cameras Adjust Presets will take you to the screen where you can adjust the preset associated with the button on each student microphone. [For detailed information about establishing or changing presets see, the Camera Presets instructions beginning on page 14.](#)

Instructor Override Turns off student control of the push-to-view feature.

Session Selection Will take you to the screen with session selection options.

Local Router Page This button only appears when you are in a local session.

Volume Control Screen



Remote Sites

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

Adjustments are made with the [▲] and [▼] buttons.

Outgoing To Fiber Controls the volume that you transmit to the other site(s).

Speakers In Room This controls the overall volume that you hear in your room.

Individual student and teacher microphones are automatically set in this room and volumes are reset to the default adjustments (50%) whenever the room is powered down. This is not the case in every school on the DL network. Some schools have manual control of their individual microphone volumes.

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 their microphone.

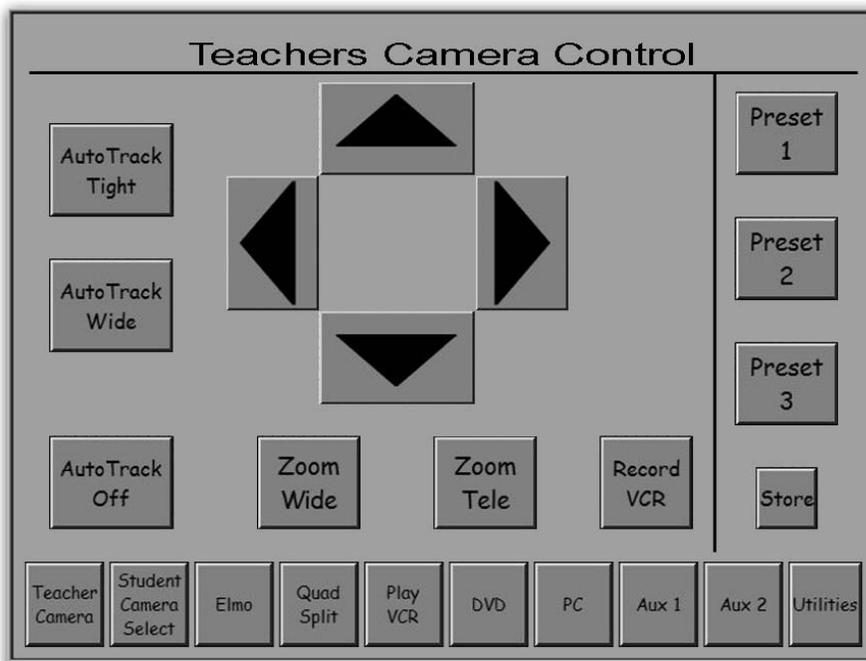
The solution is to have the individual speak in a normal tone of voice and sit closer to the microphone.

Please note that any adjustments you make to your volumes in your session may not work well in subsequent sessions.

Camera Presets

Presets allow the convenient and quick choice of regularly used camera views by selecting one of the **Preset** buttons (instead of having to pan, tilt, and zoom in or out to a desired view each time.)

There are three types of camera presets that can be established, Teacher Camera Presets, Student Camera Presets and Student Microphone Presets. The procedure is similar in each case.



1. Teacher Camera Presets

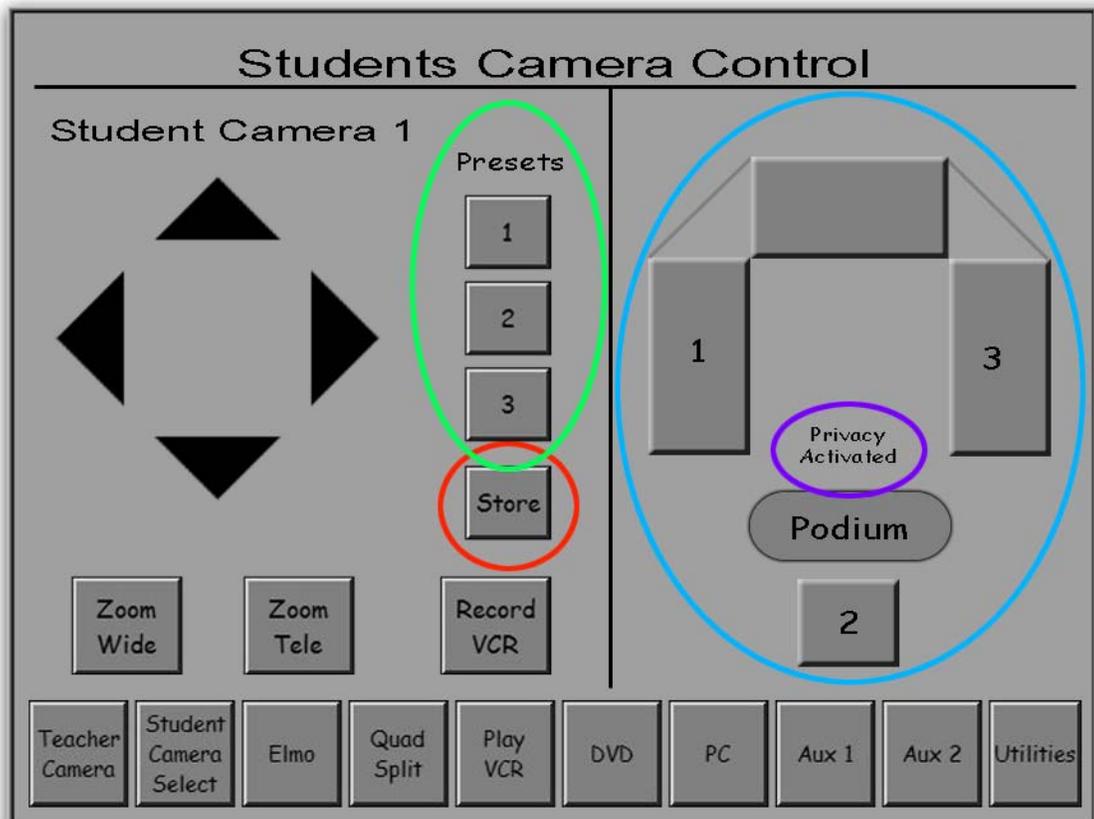
Note: **Preset 1** should be set as a fairly close shot of the instructor behind the teacher desk. However, Presets can be set to any camera shot based on your needs.

To establish or change a teacher camera preset:

- A. Select (press) one of the numbered **Preset** buttons.
- B. Pan, tilt, and zoom the camera to the shot that you want by using the triangles and the **Zoom In** and **Zoom Out** buttons.
- C. Press **Store**.
- D. Press that same **Preset** button again.

2. Student Camera Presets

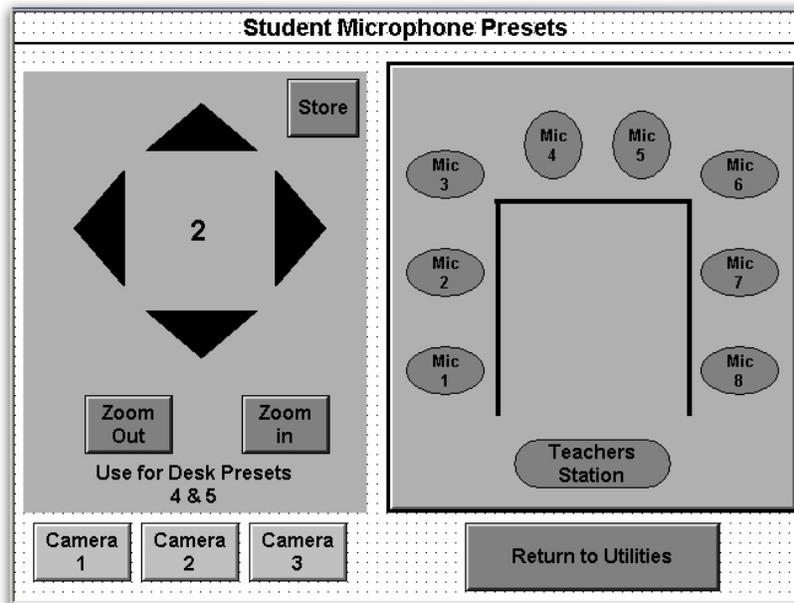
The student camera presets are established so the teacher or the aide can select preset student camera views using the Student Camera Control screen on the touch panel.



To establish or change a student camera preset:

1. Select the **appropriate student camera** at the right of the screen (in the blue oval.)
2. Select one of the **three available numbered preset buttons** associated with that camera on the left of the screen (in the green oval.)
3. Pan, tilt, and zoom the camera to the view that you want by using the triangles and the “Zoom In” and “Zoom Out” buttons.
4. Press **Store** (in the red circle).
5. Press that same **Preset** button again.

3. Student Desk-button / Microphone Presets



The teacher or teaching assistant can select Preset close-ups of students from the touch panel.

Students can press a button on their microphone that will automatically change the student camera view to their **Preset** close-up.

Student Control of this feature can be activated or deactivated at any time at the discretion of the teacher. (See **Instructor Override** on page 23 of this guide.)

To establish or change a student microphone preset:

1. Select the appropriate numbered student Mic (or the Teachers Station) at the right of the screen.
2. Select the appropriate camera for that Mic.
3. Pan, tilt, and zoom the camera to the view that you want by using the triangles and the “Zoom In” and “Zoom Out” buttons.
4. Press **Store**.
5. Press that same **Preset** button again.

CameraMan System II Presenter

Teacher Camera with *autoTrack* User Guide



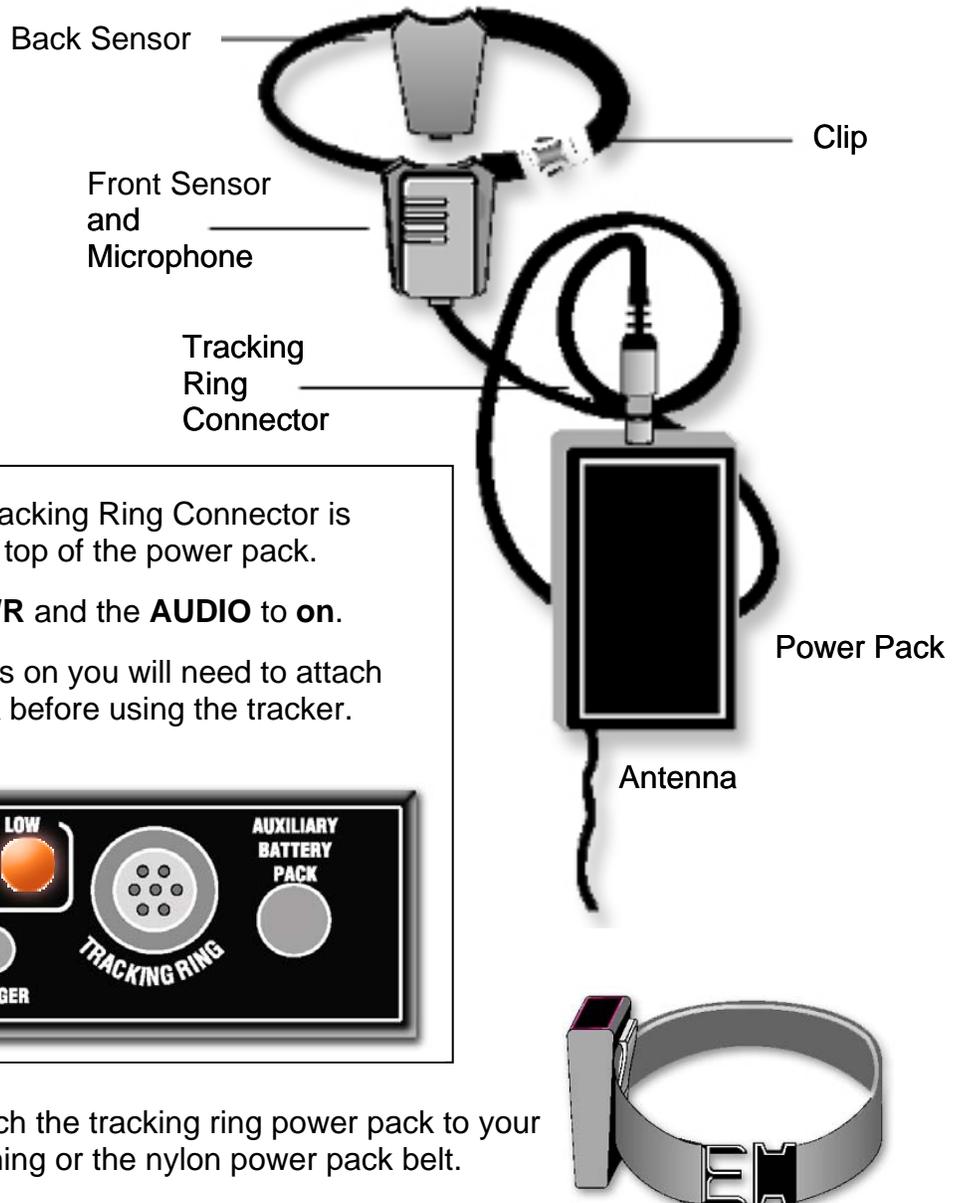
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Overview

A **ParkerVision CameraMan System II Presenter** is installed as the **teacher camera** in your distance learning classroom.

This camera has an **automatic tracking feature** called **autoTrack**. When this feature is activated it allows the teacher to move about the classroom with the camera panning, tilting and focusing automatically and continuously, following the teacher's movements.

Tracking Ring - Power Pack & Belt



Be certain that the Tracking Ring Connector is firmly attached to the top of the power pack.

Switch the power **PWR** and the **AUDIO** to on.

If the **LOW** indicator is on you will need to attach the AUX battery pack before using the tracker.
(See page 10.)



Attach the tracking ring power pack to your clothing or the nylon power pack belt.

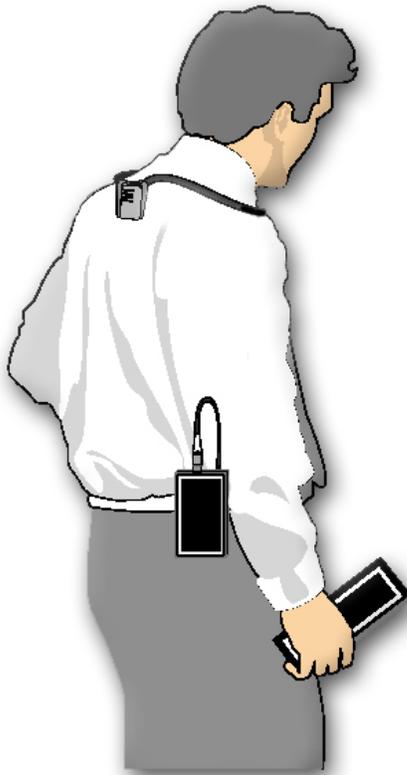
Wearing the Tracker



Using the clip on the back of the power pack's nylon pouch, attach the Tracking Ring Power Pack either directly to your clothing or to the nylon Power Pack Belt.

Do not place the Power Pack in your pocket. This interferes with the RF signal and may affect the audio and tracking capability.

The Tracking Ring Power Pack must be worn so that the antenna hangs loosely.



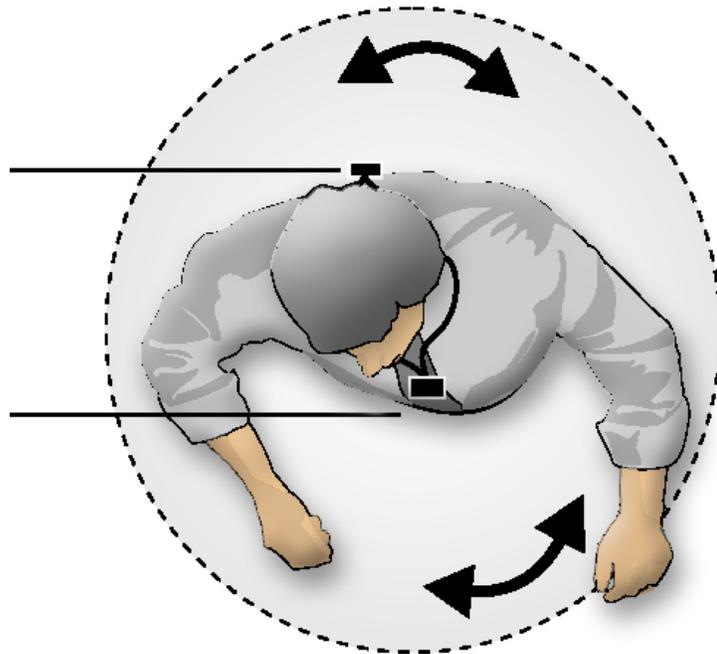
Be sure that the tracking sensors lie flat in front and in back.



Wearing the Tracker cont.

The **Back Sensor** should lie flat against the back of the collar or neck.

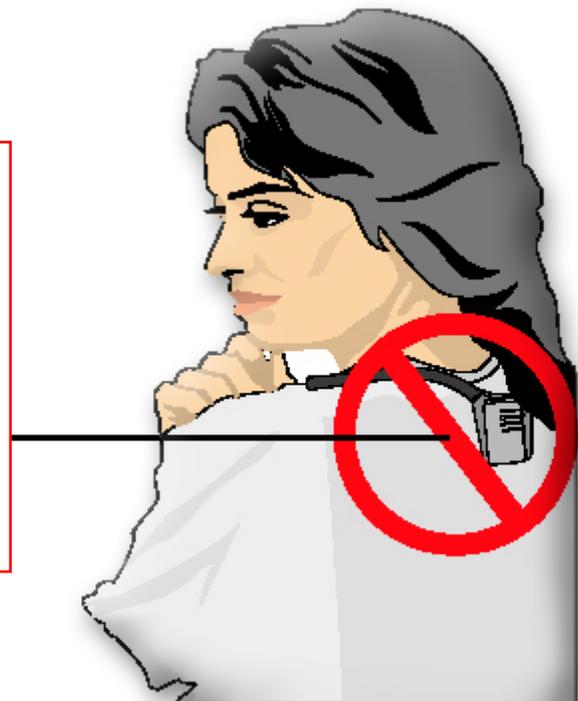
The **Front Sensor** should be lying flat and centered on the body, just above chest level.



When the teacher turns around to point to a map, for example, the back sensor continues to receive the infrared tracking signal from the camera and the camera will continue to automatically track the teacher's movement.

The Tracking Sensors require a direct line-of-sight link with the camera.

You should be careful not to have hair or clothing covering the sensors.



To Activate *autoTrack* There are two options.

1. Touch the appropriate button on the **Teacher Camera Control** screen of your **Touch Panel**.

(See the Teacher Camera Control instructions in the **Touch Panel User Guide** section of this manual.)

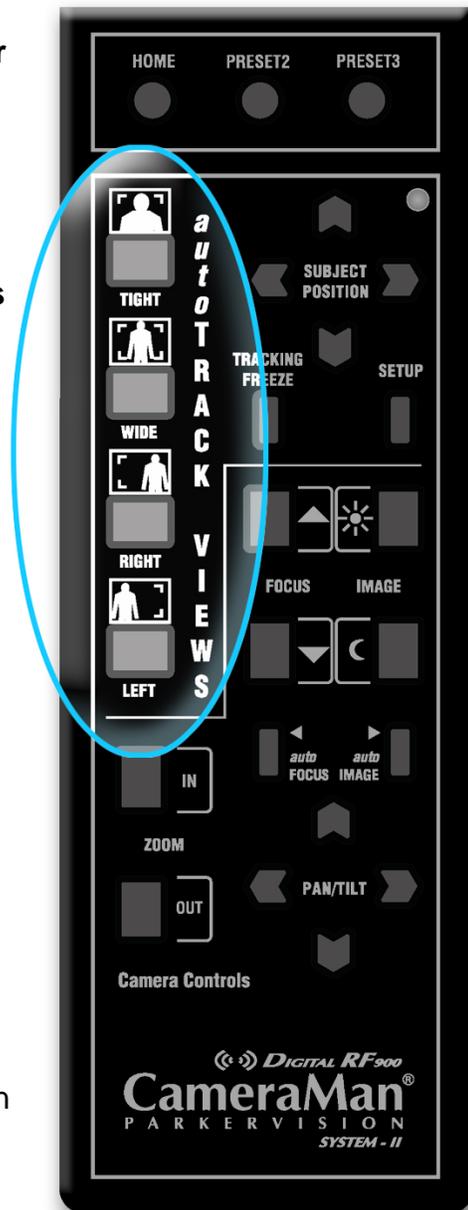
2. Activate one of the ***autoTrack* Views** on the CameraMan wireless - remote control **keypad**.

It is possible to control the many of the functions of the *autoTrack* system using the **Touch Screen** system, However, the wireless keypad offers a number of features that are not included on the touch panels.

With the keypad, you can choose to have the camera track you while keeping you framed in the center of a **tight** or **wide** shot. (See following page.)

You can also choose to have the camera track you while keeping you **to the right or left in the frame**.

This feature can be very helpful when referring to maps or charts or when conversing with an individual.



The keypad will not function with weak or dead batteries. It does not come equipped with rechargeable batteries. Check inside the rear of your keypad for battery type. Although most keypads use two (2) AA batteries, some use 9-volt batteries.

Overview of *auto*TRACK Camera Views

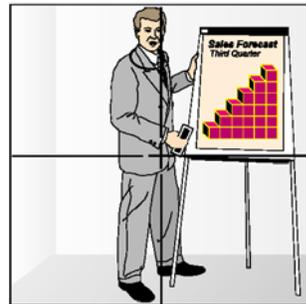
You can choose from four **autoTRACK Views**.

You can store and recall these views from the Tracking System Keypad by pressing one of the **autoTRACKView buttons shown on page 5**.

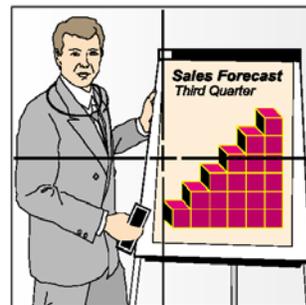
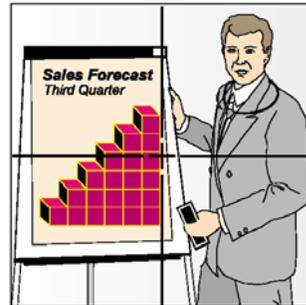
To emphasize facial expressions, you can change to a close head shot with the **TIGHT autoTRACK View** button.



You can select to a full-body shot by pressing the **WIDE autoTRACK View** button.



Teachers can also share the video screen with a map, chart, student or group of students by pressing the **LEFT** or **RIGHT autoTRACK View** buttons.



Setting or Changing *autoTrack* Camera Views

You may want to zoom-in slightly closer on the **WIDE autoTRACK View** or adjust your position in the video frame more to the left or right.

You have the flexibility to customize each **autoTRACK View** to suit your needs. While the procedure below is for changing the **Right autoTrack** view, the procedure is the same for customizing **Left, Tight, and Wide** views as well.

To SET or CHANGE the right autoTRACK VIEW:

1. After pressing the **RIGHT View** button, use the **SUBJECT POSITION** arrow buttons to position yourself to the desired location in the video frame.



2. If you want to change the view, use the manual **ZOOM** buttons to set the needed zoom perspective.

3. Press and hold the **RIGHT** button until you hear two beeps, indicating the new setting has been stored.

To RECALL the right autoTRACK VIEW:

Press and release the **RIGHT View** button. The CameraMan then recalls the information that you stored in the **RIGHT** button.

Adjusting Camera View When you are In or Out of *autoTrack* mode



SUBJECT POSITION arrows

Adjustments to your position in the frame can be made while you are in *autoTrack*.

Press any of the four directional **Subject Position arrows** to adjust your position in the current *autoTRACK* View. The up, down, right, or left arrows will change your position in the video frame without disengaging the *autoTrack*.

Manual PAN / TILT arrows

Press the up, down, right, or left PAN / TILT arrows to pan or tilt the camera in that direction.

If you use manual PAN / TILT controls while in *autoTrack*, the camera will stop tracking you.

Manual ZOOM

Press the **IN** or **OUT** button to zoom the camera in tighter or out further. ZOOM adjustments will not deactivate tracking if you are in *autoTrack* mode.

Other Keypad Controls

Location Preset Select

Used to set and recall preset positions.

autoTrack Views

See page 5.

Focus

Used to manually adjust the visual clarity of the teacher camera video.

auto Focus

Used to automatically adjust the visual clarity of the teacher camera video.

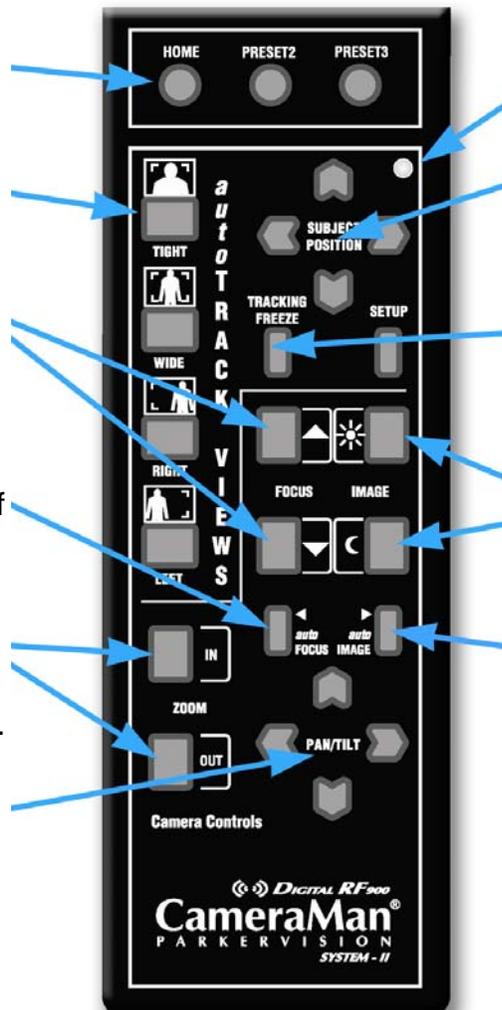
Zoom In / Out

Used to tighten and widen the camera's view.

Pan / Tilt

Used to manually adjust the camera's view.

Using the manual Pan / Tilt will disengage the *autoTrack* mode.



Indicator LED

Indicates keypad is in operation.

Subject Position Controls

See page 8.

Tracking Freeze

Used to disengage *autoTrack* and freeze the camera's movement.

Image Controls

Used to manually open and close the iris on the teacher camera.

autoImage

Used to automatically adjust the brightness and darkness of the teacher camera video.

Fresh batteries for the keypad should be kept on hand and installed regularly. Check inside the rear of your keypad for battery type. Although most keypads use two (2) AA batteries, some use 9-volt batteries.

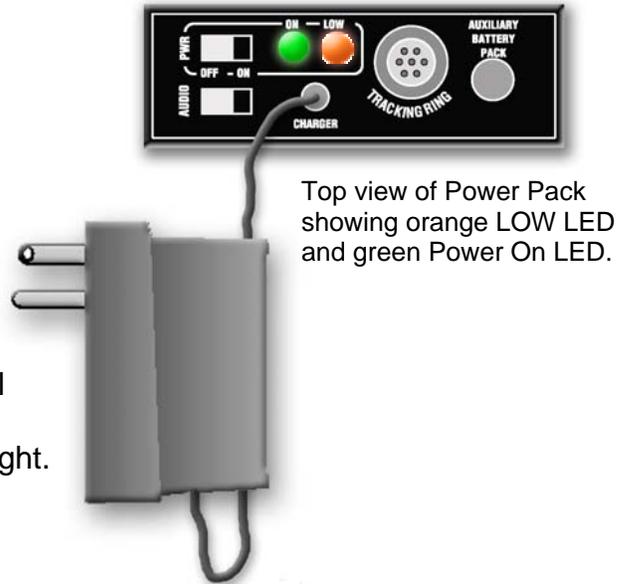
Recharging the Power Packs

The Tracking Ring Power Pack comes with a built-in 4-hour Rechargeable Battery. When the battery is running low, the **Battery LOW** LED on the top of the Tracking Ring Power Pack **will glow red**. At this time, the Tracking Ring Power Pack should be recharged or the Auxiliary Battery Pack should be attached to the Tracking Ring Power Pack.

To recharge the battery:

1. Turn **OFF** the Tracking Ring Power Pack.
2. Set the switch on the front of the battery charger to **TRACKING POWER PACK**.
3. Plug the Battery Charger into an electrical outlet and connect the Power Pack to the charger, as shown in the diagram to the right.

The Battery Charger takes 2 to 3 hours to recharge the Tracking Ring Power Pack.



The LED on the Battery Charger indicates when the battery is fully-charged.

If a battery is very low, then the LED on the charger flashes slowly.

While the battery is charging, the LED on the charger remains solid.

When the battery is fully-charged, the LED on the charger flashes faster.

Using and Recharging the Auxiliary battery Pack

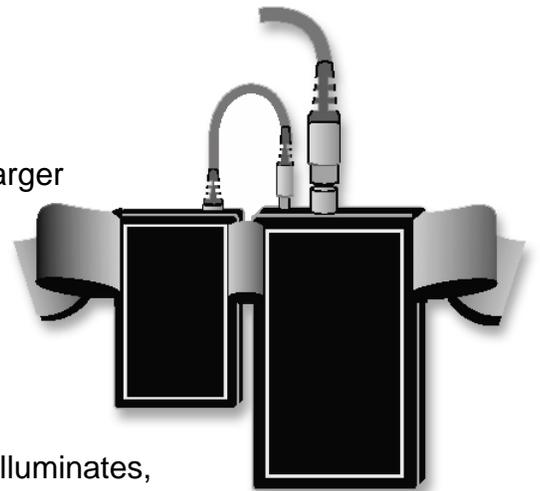
A Rechargeable Auxiliary Battery Pack is available to connect with the Tracking Ring Power Pack for extra long use.

When attached to the Tracking Ring Power Pack, the Auxiliary Battery Pack overrides the built-in battery.

If more than 4 hours of use is required, connect the Auxiliary Battery Pack to the Tracking Ring Power Pack.

To recharge the Auxiliary Battery Pack:

1. Turn **OFF** the Tracking Ring Power Pack.
2. Set the switch on the front of the Battery Charger to **AUXILIARY BATTERY PACK**.
3. Plug the Battery Charger into an electrical outlet and connect the Auxiliary Battery Pack to the charger.



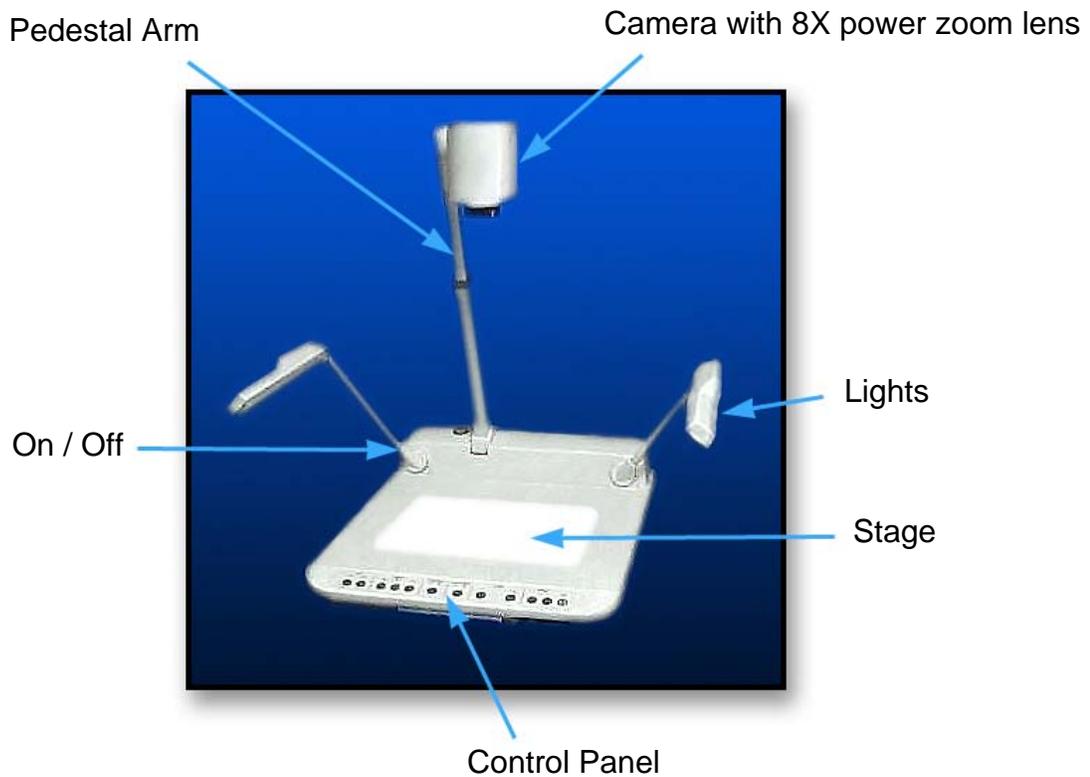
To get the maximum usage from the batteries, use the built-in battery first until the **Battery LOW** LED illuminates, then attach the Auxiliary Battery Pack.

The Battery Charger takes 4 – 6 hours to recharge the Auxiliary Battery Pack.

As a matter of regular practice, when you are done with a session, you should plug the tracking power pack into the charger. Be sure that the charger is plugged into the wall outlet and that the switch on the front of the charger is in the proper position.

When the tracking power pack is fully charged (indicated by the light on the charger flashing fast), you should then charge the auxiliary power pack. Again, be sure to move the switch on the front of the charger to the proper position.

Elmo Visual Presenter Document Camera User Guide



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Overview

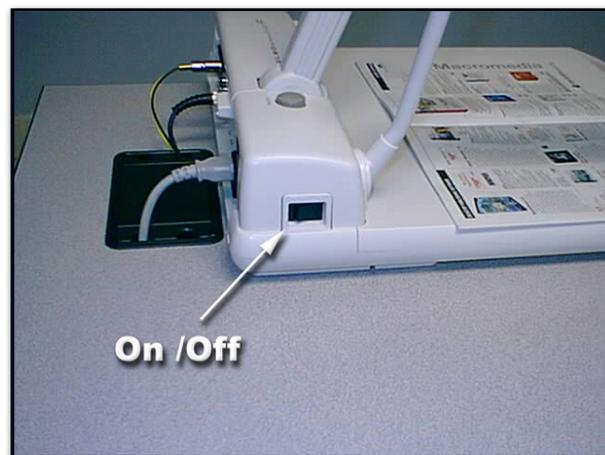
The Elmo document camera is a visual presentation unit that can display a variety of presentation materials.

Text, photos, slides, negatives, transparencies, drawings and three-dimensional objects can be displayed in full color for local presentations and over the Distance Learning network.

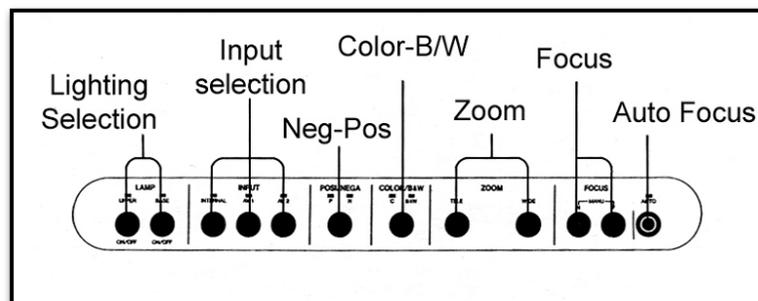
The zoom lens can clearly display items as small as the date on a dime.

The document camera has two built in lights to illuminate the objects being presented, and a base light to illuminate slides and transparencies from beneath.

- The power cable **should be** plugged securely into the unit.
- The power switch is located on the left side of the unit.



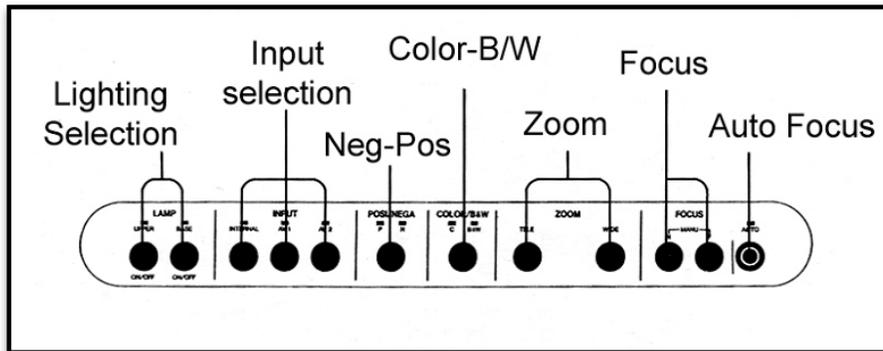
Elmo Front Control Panel



Lighting Selection

Choose the **UPPER** lamps for lighting opaque materials or **BASE** for slides, photographic negatives, and some transparencies.

Elmo Front Control Panel continued



Input Selection

For Distance Learning, the input selection should always be left on INTERNAL.

Neg - Pos Choose either a **negative** or **positive** image display. In some cases, changing to negative or positive can make printed materials more readable. It is also possible to display photographic negatives in true color (as if they were positive transparencies).

Color – B/W Choose either a **color** or **black and white** image display. In some cases, changing to color or B/W can make an image more readable.

Zoom Controls the image size displayed.
TELE will increase the size of the image and **WIDE** will decrease the size.

See important notes on font, format, and image size in the Presentation section of this manual.



Focus Allows you to manually fine tune the focus of the image displayed.
(It is also possible to adjust focus by turning the lens by hand.)

Auto Focus Allows you to automatically find the proper focus of a flat document or object on the document stage.

Additional Magnification Range / Column Adjustment

Lower the camera for very close work and greater magnification.

For a wider view and greater coverage, you can adjust the column height by pressing the latch on the side of the column and sliding the column up or down.



White Balance

In almost all cases, leaving the **White Balance** on **AUTO** will work best.

Controls are located in the camera head. Manual **White Balance** adjustments can be made by switching to **MANU** and adjusting the red [**R**] and the blue [**B**] levels.

If the switch has been moved to **MANU**, it should be returned to **AUTO**.



Iris Adjustments

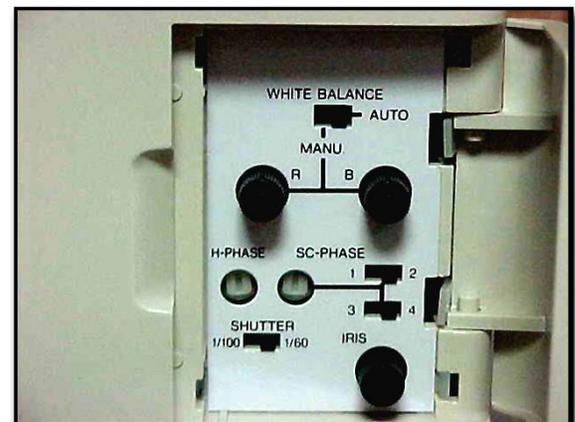
Iris adjustments will change the exposure or brightness of the image.

In almost all cases, leaving the **IRIS** adjustment in the automatic position will work best.

Auto **IRIS** control is on when the knob is left in the middle position. There is a slight detent when the knob is in the middle.

Manual **IRIS** adjustments can be made by turning the **IRIS** control knob.

If the switch has been moved away from the center position, it should be returned to the center **AUTO** position.



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** (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 monitor 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, 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. **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 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 twice a week, the student suitcase exchange through the Schoharie Vo-Tec Center for schools using that facility, 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.
- **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.

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.